Lesson Plan Summary

Magic Tree House #22: Revolutionary War on Wednesday

Focus Question:
How did people communicate during the American Revolution?

<table>
<thead>
<tr>
<th>DURING THIS BOOK STUDY, EACH STUDENT WILL:</th>
<th>COMMON CORE STANDARDS ADDRESSED:</th>
</tr>
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</table>
| • Create Revolutionary War paper dolls with historically-accurate costumes. | **VISUAL ARTS:**  
| • Analyze Emanuel Leutze’s painting George Washington Crosses the Delaware. | • Creative responses to texts  
| • Comprehend new vocabulary. | • Analyze artwork for significant elements  
| • Examine how authors use certain words and styles to involve readers in the plot. | **READING:**  
| • Read historical fiction to gain information about George Washington. | • Analyze texts for main idea and details, cause-and-effect relationships, predictions, and conclusions.  
| • Compare and contrast present-day and Revolutionary War-era newspapers. | • Analyze relationships among characters, setting, and plot.  
| • Understand how print functions differently in newspapers (headings, captions, etc.). | • Identify figurative language devices.  
| • Write a poem from the perspective of a soldier during the American Revolution. | • Analyze the effect of author’s craft on literature.  
| • Write a monologue from the perspective of George Washington. | • Recognize common prefixes and suffixes.  
| • Present projects to class and explain how students connected to the text. | • Use headings and other functional text features to gain information.  
| • Explain why the colonists were unhappy with the treatment from England and why they wanted to be free. | **WRITING:**  
| • Identify leaders like George Washington and how they led significant battles, like the Battle of Trenton. Understand that the American Revolution led to the founding of the United States. | • Text types and purposes  
| **SPEAKING AND LISTENING:**  
| • Comprehension and collaboration  
| • Presentation skills  
| • Respectful audience behavior | **SOCIAL STUDIES:**  
| • Explain causes of the American Revolution. | • Explain effects of the American Revolution on our country.  
| • Identify key leaders and events of the American Revolution. |  

Created by: Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina
Cross-Curriculum Lesson Plan
Magic Tree House #22: Revolutionary War on Wednesday
Lessons for Whole-Class Reading

Materials:
- Computer with a connection to a TV or Smart Board
- Copies of Reading Guides and Reading Guide Key
- Rubrics in Accompanying Materials
- Project Menus for each student (in Accompanying Materials)
- Chart paper with a T-chart
- Copy of a present-day newspaper
- Chart paper for a Venn diagram of newspapers

Procedures:
1. Introduce Revolutionary War on Wednesday by giving students two minutes in small groups to brainstorm an answer to the following question: “If you want to communicate with a friend or family member today, what would you do?” Write answers on one side of the T-chart on the chart paper. Label this column “Communication Today.” Then, change the question: “If you lived during the American Revolution and wanted to communicate with a friend or family member, what would you do?” Record these answers on the other side of the T-chart under the label “Communication During the American Revolution.”

2. Show students the Boston Gazette from 1777. Compare to a present-day newspaper. Create a Venn diagram to compare and contrast the two newspapers.

3. Here are suggested activities to use with certain chapters.
   - After Chapter 2: Imagine you are a Patriot soldier. Write a letter to your parents about your experience in the army, using facts from Chapter 2 in your writing.
   - Before Chapter 4: Read the excerpt of Thomas Paine’s speech on page 29 together to help students decode its meaning. Are “sunshine” and “summer” literal? Scaffold students to understand the extended metaphor by brainstorming things they think of when they hear the words “sunshine” and “summer.” Are our associations usually positive or negative? What was Mr. Paine trying to say?
   - Before Chapter 5: Do some research together as a class. What do we know about George Washington? Read A Picture Book of George Washington by David Adler and/or George Washington’s Breakfast by Jean Fritz. What are some new facts we learned about George Washington?
   - After Chapter 6: Go to http://www.metmuseum.org/metmedia/interactives/art-trek/george-washington-crossing-the-delaware to view the famous painting by Emanuel Leutze and learn more about its artistic elements. (If a computer is not available, find a copy of the painting to print ahead of time.)
After Chapter 10: Watch “It’s Too Late to Apologize: A Declaration” (a remake of “Apologize”) at http://www.youtube.com/watch?v=uZfRaWAtBVg. Discuss!

4. Once the entire class finishes reading the book, allow students to pick a project from a project menu. The menu is in the Accompanying Materials.
   - Create “paper dolls” dressed up as Patriot and Tory soldiers. Include many details in their outfits! Then, glue a speech bubble to each soldier saying what they want from the war.
   - Write a poem from the perspective of a Patriot or Tory soldier. Be sure to capture your emotions and reactions to the hardships of the war.
   - Study the painting George Washington Crossing the Delaware by Emanuel Leutze. Imagine you are George Washington. Write a monologue about his thoughts frozen at this moment in the painting.

5. As an entire class, write a class newspaper about the American Revolution. Directions are included later in this document.
Lessons for Independent Reading

- Complete the Reading Guide to demonstrate reading comprehension.
- Complete a project or multiple projects from the “Pick a Project” menu.

Lessons for Literature Circles

- The “Morgan’s Library” cluster includes Civil War on Sunday, Revolutionary War on Wednesday, Twister on Tuesday, and Earthquake in the Early Morning. In these books, Jack and Annie are trying to save Camelot by finding four different types of writing: something to follow, something to send, something to learn, and something to lend.
- Students can jigsaw read in groups of 4-8 and then regroup in literature circles to find connections among the books.
- The entire class can do literature circles with these four books simultaneously to compare and contrast the different types of writing.
- Each student will complete activities associated with their book. Then, they can present their findings to other students in the class.
- Students can create their own writings to follow, send, learn, or lend!

Assessment

All assessment materials are in the Accompanying Materials.

- Reading Guide
- Literature study Rubric
- Culminating Task Rubric
How to Write a Revolutionary War Newspaper

For a whole-class project, each student will contribute one article for an American Revolution newspaper. Then they will illustrate their article. The articles and illustrations will be combined to create one class newspaper with several articles on a page. A rubric for assessment is included in the Accompanying Materials.

Procedures:

1. As you read Revolutionary War on Wednesday, highlight significant events and individuals. If you chose to use the “Reading Guide,” then some of these events were already noted in the questions throughout the book. You can also tie in other specific events and people from the American Revolution that your state standards expect students to learn.

2. At the end of the book, brainstorm ideas for the class newspaper by answering the question: “If you were reading a newspaper during the American Revolution, what would you want to know?” It might be helpful to look carefully at a present-day newspaper to see the different kinds of columns (informational news headlines, weather, current culture, important community events, etc.). Here are some ideas for topics:

   - Significant people: You can choose these from Revolutionary War on Wednesday, your state standards, or from a list like this one: [http://library.thinkquest.org/TQ0312848/people.htm](http://library.thinkquest.org/TQ0312848/people.htm)
   - Significant events: You can choose these from Revolutionary War on Wednesday, your state standards, or from a list like this one: [http://www.kidport.com/reflib/usahistory/americanrevolution/amerrevolution.htm](http://www.kidport.com/reflib/usahistory/americanrevolution/amerrevolution.htm)
   - Almanac weather report (example of an actual one is in the Accompanying Materials)
   - Classifieds (example of an actual one is in the Accompanying Materials)
   - Articles on cultural news (see research provided about fashion, community events, and education in the Accompanying Materials)
   - Cartoons (look up some old political cartoons to show as examples!)

3. After brainstorming a list of possible articles, have students choose the article they would like to research, write, and publish. Provide research materials for students to use for their articles from the Revolutionary War on Wednesday Research Guide, your textbook, the Internet, or other library resources. You may wish to offer extra help to students who need it by condensing some quick Internet research into a one-page (or even one-paragraph) article for them to read.

4. Assist students as they edit and revise their articles. When they finish the writing process, they can write their final copy on half a piece of computer paper. (This will make the assembly of the class newspaper easier in the next step.) They should also provide an illustration for their article. Don’t forget their byline!
5. When all articles are finished, piece together the newspaper! Start by taping together two pieces of computer paper, laid out in a landscape formation, as shown to the side. This will make one large page that will resemble the size of an actual newspaper. You will need to create multiple pages to hold all of the articles your students have written.

On the first page, you can include a pre-typed headline, like the one below:

The Revolutionary Times

From there, the hardest task is fitting all the articles to cover as much of the “newspaper” as possible. (A suggestion is to lay articles out before gluing them down to see which configuration works the best.) If you are so inspired, you can even use tea bags to make the newspaper look old!

Once the newspaper has been assembled, you can include a “Table of Contents” at the bottom of the first page to tell the page for each student’s article.

6. Display the newspaper for all to read! Some copiers even have a reduction mode that will reduce the large paper to the size of a normal sheet of paper so each student can keep a copy of the class newspaper.
Revolutionary War on Wednesday Unit: Accompanying Materials
**Revolutionary War on Wednesday Reading Guide**

**Prologue**
1. Describe the setting.
   - Time: ________________________________________________________________
   - Place: __________________________________________________________________
   - Characters and ages: __________________________________________________________________
2. Describe the tree house. ______________________________________________________

**Chapter 1: Wednesday!**

**Words to Know**
- Camelot
- soldiers

**Words in Parts**
- scrambling
- frowned

**Vocabulary Words**
- lend
- suffering

1. What do Jack and Annie have to do on Wednesday? (p. 4) ____________________________
2. To save Camelot, what 4 kinds of writing do Jack and Annie need to find? (p. 6) ________________

3. What did they find on Sunday? (p. 7) _________________________________________________
4. What do they need to find today? (p. 7) _______________________________________________
5. What was the title of the book near the note? (p. 7) ________________________________
6. Why does Jack not want to go to another war? (p. 7) ________________________________

**Chapter 2: Day or Night?**

**Words to Know**
- wool
- knee
- flurries
- misty

**Words in Parts**
- tighter
- uniform

**Vocabulary Words**
- leather
- revolution
- independence
- muskets

1. **Infer:** Is wool a conductor or an insulator? Why? (p. 9) ________________________________
2. Draw Jack and Annie in their outfits described on p. 9-11.

3. Where had they landed? (p. 11) _________________________________________________
4. What did the American patriots want during the Revolutionary War? (p. 12) __________________________

5. If you were a British soldier in the Revolutionary War, you would have worn a __________ coat. (p. 12)
6. Why did Jack think it was almost night instead of day? (p. 14) ____________________________
7. Who uses a musket? (p. 15) ________________________________________________________
Chapter 3: It’s Time

1. Draw the soldiers in their outfits described on p. 16-17.

2. **Infer:** Why can’t Jack and Annie tell what the soldiers are wearing? (p. 17)

3. **Text-to-Self:** Would you have stayed far away from the soldiers like Jack wanted to or gotten close like Annie wanted to? Why? (p. 17)

4. What caused the soldier to look around? (p. 18-19)

5. What did the captain think Jack and Annie were doing to the soldiers? (p. 21)

6. The soldiers turned out to be __________________, so they were not redcoats. (p. 21)

7. What is the unusual similarity between Jack and Annie and the captain? (p. 22)

8. The soldiers told the captain that it was time to _________________________________. (p. 22)

9. The captain was trying to write a ____________________________ to his _____________________________. (p. 23)

Chapter 4: Commander-in-Chief

1. Name 3 sounds Jack and Annie heard by the riverbank. (p. 25)

2. What happened on Wednesday, December 25, 1776? (p. 26-27)

3. The commander-in-chief said the soldiers must remember the words of _______________________. (p. 29)

4. Where had Jack seen the commander-in-chief’s face before? (p. 31)

5. The commander-in-chief was _____________________________! (p. 31)
Chapter 5: The Letter

1. George Washington was commander-in-chief of ______________________________________________________
   He led them for _____ years until they were ______________________________________________________. Then he
   became the __________________________________________________ of the United States in 1789.  (p. 33)

2. What did the captain give to Jack?  (p. 35) _______________________________________________________

3. When was Jack supposed to deliver the letter?  (p. 35) _______________________________________________

   4. Infer: Why did Jack hope he would never have to send the captain's letter?  (p. 37) _______________________

5. Jack realized that “something to send” was __________________________________________________________.

6. Where was Annie?  (p. 39) _______________________________________________________________________

Chapter 6: Crossing the Delaware

1. Annie wants to help ____________________________________________!  (p. 42)

2. Jack didn't want the boat to turn over because he knew nobody could __________ in the icy water.  (p. 43)

3. Complete the simile: The light from the oil lamps made the ice chunks glow like ____________________________.

4. Who were the Hessians?  (p. 46) ___________________________________________________________________

5. What did the book say happened with the patriots' surprise attack?  (p. 46) ________________________________

   6. Infer: Why did George Washington not say “Merry Christmas” back?  (p. 47) ___________________________

Chapter 7: Spies!

1. What directions did George Washington give to Jack and Annie?  (p. 49) _________________________________

   2. Science extension: If rain, snow, and freezing rain are falling, what do you know about the temperature?
      ______________________________________________________
3. Why are the patriots thinking about stopping their secret attack? (p. 51) 

4. How does Annie know what the Hessians are thinking? (p. 52) 

5. Because Jack was writing things down earlier, the major thinks that they are _________________. (p. 54)

Chapter 8: These Are the Times

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1. Jack and Annie tell George Washington he must keep going for the sake of his ________ and the __________________________. (p. 57)

2. What did George Washington decide to do? (p. 58) 

3. Why does Jack feel grateful to the army? (p. 58) 

Chapter 9: Flash!

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<td>confident</td>
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1. Why did Jack feel great? (p. 60-61) 

2. How did Jack and Annie find the tree house? (p. 63) 

Chapter 10: This Peaceful Place

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<td>dawn</td>
</tr>
</tbody>
</table>

1. “Peaceful place” is an example of ___________________________. (p. 65) 

2. Pick any 3 words on p. 65 that create imagery of a peaceful place. 

3. Who were the captain’s children? (p. 66) 

4. What was the message from Morgan? (p. 68) 

5. Write two onomatopoeia words on p. 69. 

6. **Text-to-self:** “The harder the conflict, the more glorious the triumph.” Why are these words true? 

If you could ask George Washington one thing about how he helped the United States, what would it be?
Revolutionary War on Wednesday Reading Guide (KEY)

Prologue
1. Describe the setting.
   - Time: summer
   - Place: Frog Creek, Pennsylvania
   - Characters and ages: Jack (8) and Annie (7)

2. Describe the tree house. It is filled with books. It’s magic and could take them to places in the books. It belongs to Morgan le Fay.

Chapter 1: Wednesday!

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1. What do Jack and Annie have to do on Wednesday? (p. 4) They have to help save Camelot.
2. To save Camelot, what 4 kinds of writing do Jack and Annie need to find? (p. 6) They must find something to follow, something to send, something to learn, and something to lend.
3. What did they find on Sunday? (p. 7) They found something to follow.
4. What do they need to find today? (p. 7) They need to find something to send.
5. What was the title of the book near the note? (p. 7) The title was The Revolutionary War.
6. Why does Jack not want to go to another war? (p. 7) He hated the suffering he’d seen in the Civil War.

Chapter 2: Day or Night?

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<td>wool</td>
<td>tighter</td>
<td>leather</td>
</tr>
<tr>
<td>knee</td>
<td>uniform</td>
<td>revolution</td>
</tr>
<tr>
<td>flurries</td>
<td></td>
<td>independence</td>
</tr>
<tr>
<td>misty</td>
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1. Infer: Is wool a conductor or an insulator? Why? (p. 9) Wool is an insulator because it keeps them warm.
2. Draw Jack and Annie in their outfits described on p. 9-11.

3. Where had they landed? (p. 11) They landed in trees near an icy river with gray, cloudy skies.
4. What did the American patriots want during the Revolutionary War? (p. 12) They wanted independence from Britain.
5. If you were a British soldier in the Revolutionary War, you would have worn a red coat. (p. 12)
6. Why did Jack think it was almost night instead of day? (p. 14) The sky was growing darker.
7. Who uses a musket? (p. 15) Soldiers use a musket.
Chapter 3: It’s Time

1. Draw the soldiers in their outfits described on p. 16-17.

2. Infer: Why can’t Jack and Annie tell what the soldiers are wearing? 
   (p. 17) It is getting too dark outside to see.

3. Text-to-Self: Would you have stayed far away from the soldiers like Jack wanted to or gotten close like Annie wanted to? Why? 
   (p. 17) ____________________________________________________________________________

4. What caused the soldier to look around? 
   (p. 18-19) Annie spoke too loudly and he heard her.

5. What did the captain think Jack and Annie were doing to the soldiers? 
   (p. 21) He thought they were spying on them.

6. The soldiers turned out to be patriots, so they were not redcoats. 
   (p. 21)

7. What is the unusual similarity between Jack and Annie and the captain? 
   (p. 22) The captain has a farm in Frog Creek, where Jack and Annie are from.

8. The soldiers told the captain that it was time to meet up with their commander-in-chief. 
   (p. 22)

9. The captain was trying to write a letter to his daughter. 
   (p. 23)

Chapter 4: Commander-in-Chief

1. Name 3 sounds Jack and Annie heard by the riverbank. 
   (p. 25) The wind whooshed, the snowflakes hissed, and the voices talked.

2. What happened on Wednesday, December 25, 1776? 
   (p. 26-27) The patriots were losing and about to give up. Then, 2,400 patriots met on the bank of the Delaware River in Pennsylvania to go on a secret mission.

3. The commander-in-chief said the soldiers must remember the words of Thomas Paine. 
   (p. 29)

4. Where had Jack seen the commander-in-chief’s face before? 
   (p. 31) He’d seen his face on dollar bills.

5. The commander-in-chief was George Washington! 
   (p. 31)
Chapter 5: The Letter

1. George Washington was commander-in-chief of the whole American army. He led them for 6 years until they were free and independent. Then he became the first president of the United States in 1789. (p. 33)

2. What did the captain give to Jack? (p. 35) He gave Jack a letter to his children.

3. When was Jack supposed to deliver the letter? (p. 35) He could only deliver the letter if the patriots failed in their secret mission.

4. Infer: Why did Jack hope he would never have to send the captain’s letter? (p. 37) It would mean the mission failed and the captain would be hurt or killed.

5. Jack realized that “something to send” was the captain’s letter. (p. 37)

6. Where was Annie? (p. 39) She was in the back of George Washington’s boat!

Chapter 6: Crossing the Delaware

1. Annie wants to help George Washington! (p. 42)

2. Jack didn’t want the boat to turn over because he knew nobody could survive in the icy water. (p. 43)

3. Complete the simile: The light from the oil lamps made the ice chunks glow like huge, glittering jewels. (p. 43)

4. Who were the Hessians? (p. 46) They were German soldiers that fought with the British.

5. What did the book say happened with the patriots’ surprise attack? (p. 46) They caught the Hessian soldiers off guard and captured almost 1,000 of them.

6. Infer: Why did George Washington not say “Merry Christmas” back? (p. 47) He was mad there were children on board.

Chapter 7: Spies!

1. What directions did George Washington give to Jack and Annie? (p. 49) They were to stay on the boat and return to the other shore.

2. Science extension: If rain, snow, and freezing rain are falling, what do you know about the temperature? It’s below 32 degrees Fahrenheit.
3. Why are the patriots thinking about stopping their secret attack? (p. 51) The weather is getting bad, and a blizzard might be coming.
4. How does Annie know what the Hessians are thinking? (p. 52) She read it in their book.
5. Because Jack was writing things down earlier, the major thinks that they are spies. (p. 54)

Chapter 8: These Are the Times

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1. Jack and Annie tell George Washington he must keep going for the sake of his men and the future children of America. (p. 57)
2. What did George Washington decide to do? (p. 58) He decided to march on and fight.
3. Why does Jack feel grateful to the army? (p. 58) They are risking their lives to help America and its people, past and future.

Chapter 9: Flash!

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1. Why did Jack feel great? (p. 60-61) They helped George Washington and helped keep history on its course.
2. How did Jack and Annie find the tree house? (p. 63) A bright flash of lightning lit up the sky so they could see.

Chapter 10: This Peaceful Place

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1. “Peaceful place” is an example of alliteration. (p. 65)
2. Pick any 3 words on p. 65 that create imagery of a peaceful place. birds sounded, summer wind, warm and gentle, dry clothes
3. Who were the captain’s children? (p. 66) Molly and Ben Sanders were the captain’s children.
4. What was the message from Morgan? (p. 68) “Come back on Tuesday.”
5. Write two onomatopoeia words on p. 69. woosh, slosh
6. Text-to-self: “The harder the conflict, the more glorious the triumph.” Why are these words true? The harder you work on something, the more it means when you achieve it!

If you could ask George Washington one thing about how he helped the United States, what would it be?

________________________________________________________________________________________
HUTCHINSON, LUTHER (Continued).

Mr. Ed. [William Poyntz, Esquire, of Providence.]

The late Mr. Ed. was a man of some merit; but his character is too well known to require anything from me, beyond what I have already declared, that his life was a model of virtue, and his behaviour in public affairs, a credit to his country.

The late Mr. Ed. was a man of some merit; but his character is too well known to require anything from me, beyond what I have already declared, that his life was a model of virtue, and his behaviour in public affairs, a credit to his country.

Mr. Ed. [James Trotter, Esquire, of Providence.]

The late Mr. Ed. was a man of some merit; but his character is too well known to require anything from me, beyond what I have already declared, that his life was a model of virtue, and his behaviour in public affairs, a credit to his country.

The late Mr. Ed. was a man of some merit; but his character is too well known to require anything from me, beyond what I have already declared, that his life was a model of virtue, and his behaviour in public affairs, a credit to his country.
Example of Almanac from 1945:

**WEATHER FORECAST FOR APRIL**

1st to 3rd — Clear and cool over the entire eastern section, becoming warmer; high winds and cold over the northwest and middlewest.

4th to 7th — Rain, turning to sheet and snow over the Rocky Mountain region and states of the northwest;showers with thunder storms from Arkansas eastward; generally pleasant weather in the New England and North Atlantic States.

8th to 10th — Cool and pleasant weather over western and northwestern sections; fair and frosty in Middle Atlantic and New England States.

11th to 13th — Cool and stormy throughout the eastern and Gulf sections; generally windy, with rain turning to snow, in the northern portions of the northwest.

15th to 17th — Little rain, clearing warm in northern and northeast sections; warm in the Gulf States; thunder showers in the southwest.

19th to 22nd — General clear and very warm in eastern sections; high winds and local showers, clearing warm, in western sections.

24th to 26th — Warm period over southwest, Gulf and South Atlantic States; cooler, cloudy and showers in New England and Lake regions.

27th to 30th — More or less rain in the northeast section; pleasant in western sections.

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Example of Classifieds from 1768:

**BOSTON CHRONICLE**

**June 1768**

- **John Mein** is importing books from London. Lists include:
  - **HISTORY, LAW, HUSBANDRY, MATHEMATICS, GARDENING, NAVIGATION, ANTIQUITIES, ARCHITECTURE, VOYAGES, POETRY, PLAYS, ORatorium, SELLING-BOOKS PRIMITORS, DIVERTMENTS, PHILOSOPHY, ANATOMY, LIVES, MEMOIRS, CLASICAL AUTHORS, TRAVELS, SCHOOL-BOOKS, NOVELS, BOOKS FOR CHILDREN.

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**PUBLIC NOTICE**

**Whig Cypress** is responsible for the notice given to the Proprietors. The management of the Lancaster Company, owners of a 120,000 acres of land lying half of St. George's, died at their meeting September 8, 1765, levy a tax on 10a. on each quarter, or whole half; and at their meeting April 13, 1767, levied a further tax of 10a. on each six weeks; and their meeting November 19, 1767, added a further tax of 4a. on each quarter, and at their meeting April 13, 1767, levied a further tax of 6a. on each quarter, and at their meeting November 19, 1767, added a further tax of 2a. on each quarter.

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**NOTICE is hereby given to the Proprietors of the Most Ancient and Honorable Society of Fugitive Writers, that John Mein, at the Lodge of the Ancients, No. 82, in Edinburgh, has engaged to furnish the Proprietors of this Society with supplies of the latest and most approved works of the day.**

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**FOR SALE**

- Brick Warehouse in the vicinity of the Merchant's Bridge, on the west side of the river, for sale to the highest bidder.
Resources for Class Revolutionary War Newspaper:
Distribute to students who choose to write an article about cultural events,
like fashion, community events, or education.

Life in the Colonies: Revolutionary War Era

Fashion

The way people dressed in the 1700s identified their social class and their job. Boring woolen broadcloth was the daily clothing for most professional men, such as lawyers, doctors, clerks, and public officials. Black was the choice for almost all church men. In warm weather, clothing was lighter in color. Rich people who wore bright colors were known as Italian Macaronis. The term *Macaroni* was used for a fancy, flashy style of male dress made popular in Europe in the mid-1700s. That’s where the song “Yankee Doodle” comes from (“...wears a feather in his hat and calls it macaroni”).

Community Events

In rural areas with lots of farmland, activities such as barn raisings, logging bees, and harvest activities were common. Often the women of the community gathered together to supply a community need, such as cloth for the local minister’s family. In a spinning bee, many women got together to make yarn. In a quilting bee, many women got together to make quilts. In barn raisings, families got together to help build a barn—and celebrate with food, music, and dancing!

Education

The main education of upper class children in colonial days included reading, writing, simple math, poems, and prayers. Paper and textbooks were scarce so boys and girls chanted their lessons until they memorized them. The three most commonly used books were the Bible, a primer, and a hornbook. As children grew older their schooling prepared them for their future roles in plantation life. While boys studied more difficult academic subjects, the girls learned the duties of the mistress of a plantation, such as sewing, cooking, and washing clothes.
American Revolution Newspaper Rubric: Use these to send grade reports home. Fill in “Reporter Assignment” with the title of the article the student published. Multiple are on a page to save paper!

<table>
<thead>
<tr>
<th>Revolutionary War Newspaper Rubric</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporter assignment:</td>
<td></td>
</tr>
<tr>
<td>Correct, ................................Incorrect, Detailed</td>
<td>Lacking Details</td>
</tr>
</tbody>
</table>

1. Research on topic and relevant  
   4…………3……….2………1
2. Article contains results of research  
   4…………3……….2………1
3. Rough draft completed  
   4…………3……….2………1
4. Rough draft edited/revised  
   4…………3……….2………1
5. Final copy has headline and byline  
   4…………3……….2………1
6. Final copy has illustration  
   4…………3……….2………1
7. Work is neat  
   4…………3……….2………1
8. Time used wisely throughout  
   4…………3……….2………1

Total: /32=

Designed by Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina
PICK A PROJECT!

Now that you’ve finished reading Revolutionary War on Wednesday, pick a project to share with the class. Here are your options:

- **Create “paper dolls”** dressed up as Patriot and Tory soldiers. Include many details in their outfits! Then, glue a speech bubble to each soldier saying what they want from the war.

- **Write a poem** from the perspective of a Patriot or Tory soldier. Be sure to capture your emotions and reactions to the hardships of the war.

- **Study the painting George Washington Crossing the Delaware** by Emanuel Leutze. Imagine you are George Washington. Write a monologue about his thoughts frozen at this moment in the painting.

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**RUBRIC:**

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Directions</strong></td>
<td>Student followed all directions.</td>
<td>Student followed some directions.</td>
<td>Student followed few directions.</td>
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<tr>
<td><strong>Detail</strong></td>
<td>Student includes many important details from reading.</td>
<td>Student includes some important details from reading.</td>
<td>Student includes few or no important details from reading.</td>
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<tr>
<td><strong>Creativity</strong></td>
<td>Project is creative, unique, and relevant.</td>
<td>Project is somewhat creative, unique, and relevant.</td>
<td>Project is not creative, unique, or relevant.</td>
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<td><strong>Time</strong></td>
<td>Student stayed on-task the whole time.</td>
<td>Student stayed on-task some of the time.</td>
<td>Student did not stay on task.</td>
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**TOTAL:** __/12 = ______

**COMMENTS:**

 Designed by Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina
**Student Grading Rubrics:** Use these to send grade reports home. Multiple are on a page to save paper!

### Literature Circles Rubric
**Book Title:** Revolutionary War on Wednesday

<table>
<thead>
<tr>
<th>Name:</th>
<th>Prepared to read</th>
<th>Participates in discussion/Reading guide</th>
<th>Controls voice/body</th>
<th>Uses time wisely</th>
<th>Shows cooperation</th>
<th>Total Points</th>
<th>Comments:</th>
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**Designed by Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina**
Teacher Grading Rubric: Use this to document grades easily. Add more rows for more students.

**Book Title:** Revolutionary War on Wednesday

For each off-task behavior, mark off one number (starting with 10).

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