

# Unit 3 Reading - Reading History: The American Revolution

Content Area: **Language Arts**  
 Course(s): **Generic Course**  
 Time Period: **Generic Time Period**  
 Length: **3rd Marking Period**  
 Status: **Published**

## Unit 3 Reader's Workshop - Reading History: The American Revolution

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### Unit 3 - Nonfiction - Reading History: The American Revolution

Bend/Session	Teaching Point	Mini Lesson	Independent Reading Time/Share	Read Aloud and Video Clips
	<p>Start with Pre Assessment-</p> <p>See page 4 in Unit 3: Utilize online resources</p> <p><a href="http://www.heinemann.com">www.heinemann.com</a></p>			<p><u><i>Bringing History to Life-The Revolutionary War</i></u> by Josh Gregory</p> <p><u><i>Liberty! How the Revolutionary War Began</i></u> by Lucille Recht Penner</p> <p><u><i>Short Nonfiction for American History: The American Revolution and Constitution</i></u> by Anne Goudvis and Stephanie Harvey</p>

<p><b>Bend 1: Researching History</b></p> <p><b>Session 1: Researchers Orient Themselves to a Text Set</b></p>	<p>Today I want to teach you that:</p> <p>Good readers take time to plan before plunging into a research project. You locate easy sources and plan to read those first. You also look at the subtopics that come up again and again.</p>	<p><b>Connection:</b> Announce that kids will work in research teams on a whole-class research project, to learn not only about the topic, but also about the kinds of reading that researchers do.</p> <p><b>Teach:</b> Bring a small group to the front of the classroom to demonstrate how to get started as researchers while channeling the rest of the class to take notes on the process. Coach a research team to identify subtopics that repeat across books. Create a chart of subtopics with the students.</p> <p><b>Active Engagement:</b> Channel the class to talk about what they saw you and the small group of student-researchers do to launch an inquiry. Listen as they talk, and then list the steps they saw you taking.</p> <p><b>Link:</b> Distribute resources</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Channel partners to select a passage, and to read it aloud well to each other.</p>	<p><b><i>Gather a collection of texts on the class topic.</i></b></p>
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		<p>to each team. Channel kids to skim the materials, revise the existing list of subtopics, and to start reading easy overview texts. Set partnerships up to make choices for how they will work together.</p>		
<p><b>Session 2: Readers Use Text Structures to Organize Incoming Information and Notes</b></p>	<p>When good readers look over a nonfiction text thinking, "How is this structured?", it helps to have a handful of text structures in mind. Historical texts are structured either chronologically, cause/effect, or problem/solution.</p>	<p><b>Connection:</b> Channel kids to talk persuasively to each other, advocating for the importance of their research topic. Play a clip from a dramatized historical speech capturing a similarly persuasive argument.</p> <p><b>Teach:</b> Begin by giving students a rationale for considering text structures. Remind them of structures they should already be familiar with, referring back to the earlier nonfiction reading unit. Set students up to join you in watching a different clip of a speech persuading the colonists to go to war, doing so through the lens of text structure. Reference the chart from prior units. Students should think with you as you</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Prompt students to make connections between new and old understandings. Ask them to show these connections as a way to assess their understandings of subtopics and their</p>	<p><b>Excerpt from <u>Liberty! How the Revolutionary War Began</u> and various video clips:</b></p> <p><b>"Give me Liberty, or give me death!" speech at 5:07 (youtube)</b></p> <p><b>-Samual Adams speech from <u>Liberty's Kids Episode #1 (youtube)</u></b></p>

		<p>demonstrate identifying the structure by noticing transition words.</p> <p><b>Active Engagement:</b> Prompt students to try the same work of identifying the structure of a new text. Debrief, noting that there are several possible names for how the text is structured.</p> <p><b>Link:</b> Send readers off, with the charge to think about how nonfiction texts are structured and to flag places where the structure changes.</p>	ability to sort information.	
<p><b>Day to Assess: Return preassessments to students: Study rubrics and learning progressions. Students set goals.</b></p>				
<p><b>Session 3: Special Challenges of Researching History</b></p>	<p>Good readers read differently based on what they are reading. Readers of science read differently than readers of history. Researchers of history pay attention to who, where, and when.</p>	<p><b>Connection:</b> Let students know that reading researchers have earmarked grade as a time when students especially read to learn. Recruit the students' commitment to flagging observations about text structure and ask them</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p>	<p><i><b>Liberty! How the Revolutionary War Began</b></i>, pages 3 and 4</p>

		<p>to report to each other on how this work went for them when they did it at home.</p> <p><b>Teach and Active Engagement:</b> Stress the value of reading a text again to gain a deeper understanding of the text. Explain that readers of history reread to pay attention to the 3 W's: who, where, and when. Set kids up to help each other develop basic organizers on white boards, drawing from what they already have learned. Read aloud from the shared text, asking kids to attend to (and record) details relevant to their graphic organizer. Channel students to write-to-think about the information they just gathered, asking and answering analytic questions about the people, the geography, and the timeline.</p> <p><b>Link:</b> Remind readers that</p>	<p>-Partner reading; reading clubs</p> <p><b>Share:</b> Channel students to share, within teams, what they have learned about their chapters.</p>	
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		<p>fourth grade is a time for reading to learn, and that research on discipline-based reading has shown that reading history has its own special challenges. Channel students to begin creating their own version of the class-created tools. Let them know they will add to these tools as they continue researching.</p>		
<p><b>Session 4: Prioritizing: Notetaking on What's Really Important</b></p>	<p>Good researchers take notes about the big points. They think, "Does this detail go with a main point? Is this important?"</p>	<p><b>Connection:</b> Remind your students of the work they did yesterday connecting new information to the subtopics. Let them know they will soon be writing to tell all they know across all the subtopics. Share the excitement of teaching others. Channel partners to identify a subtopic they'll study together. Tell what you already know about note-taking.</p> <p><b>Teach:</b> Demonstrate by reading a chunk of text, pausing to consider what's important, then thinking aloud to explain the</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Channel researchers to rank the main ideas taught in a text, determining the most important idea. Encourage students to state</p>	<p>"Sneaky Taxes" section of <b><u>Liberty!How the Revolution Began,</u></b> page 6</p>

		<p>information. Recruit the kids to do this work alongside you. Set students up to write alongside you as you demonstrate how to record and explain important information.</p> <p><b>Active Engagement:</b> Read on a little and let the kids know this time they'll be writing on their own. Recruit one child to take notes in a way that others can see.</p> <p><b>Link:</b> Send kids off to read and to take notes, reminding them of all they should be keeping in mind.</p>	<p>the main idea in different ways.</p>	
<p><b>Session 5: Synthesizing across Texts</b></p>	<p>Today I want to remind you that learning is all about making connections. When you read more than one text on a topic, it's important to think, "How does this connect to what I already learned? or "Does this change or add on to what I've already learned?"</p>	<p><b>Connection:</b> Help kids understand synthesis by comparing the work of integrating text information to something that they connect to and enjoy.</p> <p><b>Teach:</b> Demonstrate how you locate a new text that elaborates on what you read before. Read the new</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual; small group)</p> <p>-Partner reading; reading clubs</p>	<p>"Tax the Colonists" from <b>King George: What Was His Problem?</b> p. 3 and <b>The Split History of the American Revolution</b> p. 4</p>

		<p>passage aloud, asking students to think, "How does this connect to what I already read?" Insert the new information into your notes to help students visualize the process of synthesis. Read about the synthesized information to confirm that the new notes fit with the original notes.</p> <p><b>Active Engagement:</b> Set children up to continue this synthesizing work in their research teams.</p> <p><b>Link:</b> Review the steps you've asked students to take as they synthesize notes from several sources.</p>	<p><b>Share:</b> Remind students of phrases they have used to synthesize information through conversations. Set up research teams to talk using phrases.</p>	
<p><b>Session 6: The Role of Emblematic Detail in Nonfiction</b></p>	<p>Good researchers construct a big picture of the topic by gathering facts, they also record all the drama of history. They use details from the point of view of real people in history.</p>	<p><b>Connection:</b> Reinforce students' abilities to synthesize by asking them to participate in a brief whole-class conversation in which they use transitional phrases to glue information and ideas together.</p> <p><b>Teach:</b> Set readers up to</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading;</p>	<p>"The Famous Ride of Paul Revere" and Henry Wadsworth Longfellow's poem "Paul Revere's Ride"</p>

		<p>read a passage several times: first, to extract main ideas, and then to note and draw forth revealing detail and get a sense for the tone and texture.</p> <p><b>Active Engagement:</b> Give students a more independent experience reading for the detail that brings a subject to life. Read a second text, asking them to signal when they hear a detail that they might record.</p> <p><b>Link:</b> Send readers off with a sense of mission and urgency.</p>	<p>reading clubs</p> <p><b>Share:</b> Set children up to evaluate their synthesis work using the "Synthesis" strand of the checklist. Channel them to notice what they're doing well and could improve.</p>	
<p><b>Session 7: Readers Develop Strategies for Reading Primary Sources</b></p>	<p>Good readers of history value primary sources, and they know that just as there are strategies for reading these types of documents.</p>	<p><b>Connection:</b> Use a reference to the game of telephone to point out the importance of reading primary documents.</p> <p><b>Teach:</b> To give students a quick grasp of the special challenges inherent in reading primary sources, pretend you just stumbled on a primary source and</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Ask</p>	<p>Visual of "The Boston Massacre"</p>

		<p>ask them to help you make sense of it. Point out that the questions the kids generated aren't very different from the questions that historians ask of primary sources, and share those questions. Channel students to look at a visual primary source about the Boston Massacre and ask themselves the questions you have taught them to ask.</p> <p><b>Active Engagement:</b> Set students up to analyze another primary source image, drawing on the information they can glean from the image and all that they already know about the event it depicts. Debrief in ways that accentuate the replicable and transferable nature of what you and the kids have been doing.</p> <p><b>Link:</b> Provide students with additional document to read and discuss in partnerships.</p>	<p>students to note the similarities and differences of primary and secondary sources. Explain that secondary sources often contain primary sources, and highlight differences between them.</p>	
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<p><b>Session 8: Readers Bring Their Topics to Life</b></p>	<p>The important thing about reading history is that it requires both imagination and factual knowledge. Readers need to use the knowledge to help them imagine putting themselves into the historical scene</p>	<p><b>Connection:</b> Ask students to jot thoughts in response to a narrative nonfiction passage depicting an episode from Revolutionary War times, and then to share their thinking with a partner. Then ask students to think about the kind of thinking they just did, comparing it to the thinking they did when they read a particular passage from <i>The Tiger Rising</i>. Project that passage. Tell them that you asked them to make this comparison because their work lately has been a bit mechanical. Talk up the importance of bringing imagination to nonfiction reading.</p> <p><b>Teach and Active Engagement:</b> Share a quotation about the envisioning and empathy that is essential to fiction reading, pointing out that readers must also envision when reading nonfiction. Set students up to listen to</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Channel students to meet with their research teams, bringing selected passages with them, and to do an oral performance of those passages to each other.</p> <p>Ask them to sign up for a topic to teach others during a future symposium.</p>	<p><b><u>The American Revolutionaries</u></b> by Milton Meltzer, page 10</p> <p><b><u>The Tiger Rising</u></b> by Kate DiCamillo, pages 5-6</p> <p>Quote from Washington's speech from <b><u>The American Revolutionaries</u></b>, page 110</p>
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		<p>a primary source - a speech - putting themselves in the shoes of the people who were the original audience.</p> <p><b>Link:</b> Explain that texts cue readers how to read them and that only some history texts cue readers to read them as they read fiction.</p>		
<p><b>Session 9: Celebration of Learning</b></p>	<p>(Share what they have learned in their Historical nonfiction writer's workshop units)</p>			
<p><b>Bend 2: Preparing for Debate</b></p> <p><b>Session 10: Recognizing Different Perspectives</b></p>	<p>Historians always keep in mind that every account of history is told from a particular perspective or point of view. Historians seek out all sides of the story they research and realize there are always multiple points of view.</p>	<p><b>Connection:</b> Share an anecdote about a time in which you only heard half of a story because you only listened to one person's viewpoint. Encourage kids to think about why that could be a problem.</p> <p><b>Teach:</b> Tell about visiting an art class, seeing many artists paint the same still life differently, using this as a metaphor to reinforce your point about the role of perspective in history. Stress that every historical account is told from a</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Ask students to share ways their research now has made them have new understandings of</p>	<p>Paul Rever's engraving of the Boston Massacre</p> <p>-Project a copy of "Boston Riot" from page 7 of <u><i>The Split History of the American Revolution/British Perspective</i></u></p> <p>-Gather primary and secondary sources depicting the British viewpoints</p>

		<p>particular perspective. Encourage readers to notice when they read only one side of the story and to seek out the voices they have yet to hear. Then channel students to examine a second account of the Boston Massacre, one that shows the event from a very different viewpoint than the one they examined earlier.</p> <p><b>Active Engagement:</b> Display another account of the Boston Massacre, written from the British perspective, and channel students to analyze the viewpoint in this account. Give students a way to consolidate the contrasting stories.</p> <p><b>Link:</b> Spur kids on to continue their reading, this time with a focus on the British perspective on the Boston Massacre.</p>	the events leading to the American Revolution.	
<p><b>Session 11: Readers Find an Angle- Evidence to</b></p>	<p>Good readers look at historical evidence and ask themselves, "What does this tell me? What can I make of</p>	<p><b>Connection:</b> Introduce students to the Second Continental Congress, and suggest that they'll need to</p>	<p>-Leveled texts; reading notebooks; post it notes</p>	<p>-Display image of <i>King George III in coronation robes</i></p>

<p><b>Support Their Claim</b></p>	<p>this?" If you have looked at enough evidence to decide your point of view, the questions becomes, "How can I use this to support MY point of view?"</p>	<p>be looking for information with their role in mind.</p> <p><b>Teach:</b> Use an anecdote to show how readers might angle evidence to support their idea, then demonstrate how they might do this with a primary source document. Channel readers to study a seemingly irrelevant picture and to look from a particular angle. Show that you can spin material to turn it into evidence for your side of the debate.</p> <p><b>Active Engagement:</b> Channel students to analyze a second image, this time from the Loyalists' perspective.</p> <p><b>Link:</b> Invite students to continue their research, considering how each piece of evidence they examine could support their argument.</p>	<p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Channel students to review all of their evidence, selecting the strongest pieces of evidence to support their position.</p>	<p>-Project image of a woman hugging her husband as he heads off to war</p> <p>-Display Benjamin Franklin's "<b>Join, or Die</b>" cartoon</p>
<p><b>Session 12: Rehearsing a Debate</b></p>	<p>When researchers are debating, you want to be convincing. You'll state a position, give reasons to back</p>	<p><b>Connection:</b> Channel students to reflect on their experience with debate from an earlier unit, then</p>	<p>Leveled texts; reading notebooks; post it notes</p>	<p>Have read aloud texts and images from this unit available for</p>

	<p>up that position, and give evidence to support each of your reasons. A good debater is never wishy-washy!!</p>	<p>tell them that readers can use many of the same techniques for a debate about nonfiction as about fiction.</p> <p><b>Teach:</b> Situate today's debate work in the historical context of the American Revolution and remind students of their positions. Provide tips for debate, and demonstrate how to create an evidence-based argument.</p> <p><b>Active Engagement:</b> Set children up to practice stating and supporting positions. Give them phrases that they can use to state and defend their positions.</p> <p><b>Link:</b> Set students off to read, take notes, and prepare for a flash debate at the end of the reading workshop.</p>	<p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Quickly reivew the parts of a debate and coach students through each part. Conclude the debate, restating the key points that each side made .</p>	<p>students</p>
<p><b>Session 13: Staging a Second Continental Congress Debate - A reenactment of the Second Continental Congress. Students face off as Patriots or Loyalists and debate using their evidence as support.</b></p> <p>Students write reflections after debate: What worked and what didn't?</p>			<p>John Hancock Second Continental Congress Teacher Opening Statement, page 113 in</p>	

				teacher's manual (Unit 3)
	<p><b>End with Post Assessment- See page 2 in Unit 1: Utilize online resources</b></p> <p><a href="http://www.heinemann.com">www.heinemann.com</a></p>			

- CRP.K-12.CRP2 Apply appropriate academic and technical skills.
- LA.4.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- CRP.K-12.CRP2.1 Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
- SOC.6.1.4.D.CS2 Key historical events, documents, and individuals led to the development of our nation.
- TECH.8.1.5.E.CS3 Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- LA.4.W.4.9.B Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- CRP.K-12.CRP4 Communicate clearly and effectively and with reason.
- TECH.8.1.5.A Students demonstrate a sound understanding of technology concepts, systems and operations.
- TECH.8.1.5.B Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- LA.4.RF.4.4.A Read grade-level text with purpose and understanding.
- LA.4.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- LA.4.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- SOC.6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

LA.4.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.4.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.4.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.4.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.4.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SOC.6.1.4.A.CS6	The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
LA.4.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.4.L.4.3.A	Choose words and phrases to convey ideas precisely.
LA.4.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.4.L.4.3.C	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
LA.4.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.4.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.4.L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.4.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use

formal English when appropriate to task and situation.

Craft and Structure

Range of Reading and Level of Text Complexity

Fluency

LA.4.SL	Speaking and Listening
LA.4.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.4.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.4.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.4.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LA.4.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LA.4.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.4.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
LA.4.RI.4.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.4.RI.4.10	By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
SOC.6.1.4.A.CS2	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
TECH.8.1.5.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments

SOC.6.3.4.CS1

protect the rights of people, help resolve conflicts, and promote the common good.

Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

## **Assessment**

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- Preassessment
- F and P Testing
- Map Scores
- Notebook Checks
- Reading Logs
- Post it Notes
- Write about Reading
- Student Learning Progression Rubrics
- Reading Goal Sheets
- Self Monitoring Reading Data Charts
- Post Assessment

## **Modifications**

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- If..Then Curriculum
- Modified rubrics

- Oral and written directions
- leveled reading groups
- Intervention groups
- Graphic organizers
- Anchor charts/ note pages
- Leveled text
- Extended time/ length of assessment

## **Resources**

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Content Area Leveled Libraries

Fiction Leveled Libraries

Non Fiction Leveled Libraries

Unit of Study Trade Pack: Unit 3: Grade 4 Read Alouds

- ***Bringing History to Life-The Revolutionary War*** by Josh Gregory
- ***Liberty! How the Revolutionary War Began*** by Lucille Recht Penner
- ***Short Nonfiction for American History: The American Revolution and Constitution*** by Anne Goudvis and Stephanie Harvey
- ***King George: What was His Problem?*** by Steve Sheinkin

- ***The Split History of the American Revolution: A Perspectives Flip Book*** by Michael Burgan