

Unit 6

Road to  
Independence:  
**The American  
Revolution**



Teacher Guide

Grade 4

Unit 6

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# Road to Independence: The American Revolution

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## Teacher Guide

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# Welcome to Amplify CKLA

Dear Educator,

I am thrilled to welcome you to your Amplify CKLA 3rd Edition Teacher Guide.

At Amplify, we are dedicated to collaborating with educators like you to create learning experiences that support literacy development for all students. Amplify CKLA was designed to help you bring effective Science of Reading practices to life in your classroom, and we have been thrilled to see the impact it has had on students across the country.

The 3rd Edition builds on the robust principles and instruction of previous editions of Amplify CKLA to provide better-than-ever support for teaching and learning.

We've made significant improvements to Amplify CKLA in the areas you told us mattered most. In 3rd Edition, you will find more opportunities for differentiation to meet the needs of all learners—including multilingual/English learners—streamlined pacing, and bolstered writing instruction based on the science of reading and writing.

At its foundation, Amplify CKLA is built on the finding that word recognition and language comprehension are both critical to reading comprehension and writing composition.

In Grades 3–5, Amplify CKLA lessons combine skills and knowledge in content-driven units with increasingly complex texts, close reading, and a greater writing emphasis. Students start to use their skills to go on their own independent reading and writing adventures.

I know how overwhelming it can feel to start a new curriculum, but you are not alone! As you embark on this literacy journey with Amplify CKLA, we are here to support. We offer comprehensive professional development resources, including videos, podcasts, webinars, and virtual and in-person training, to help you make the shift to the Science of Reading.

We share the common belief that every child deserves to become a proficient, enthusiastic reader and writer, and I am confident that we can realize this goal together. Thank you for your unwavering commitment to your students' success and for your role in shaping the future of literacy instruction.

Sincerely,

**Susan Lambert**

Chief Academic Officer, Literacy  
Host, Science of Reading: The Podcast



# Academic Advisors

## **Sylvia Linan-Thompson**

**Multilingual/English learners and reading/writing**

Associate Professor, Special Education and Clinical Sciences (SPECS), University of Oregon

## **Carolyn Strom**

**Beginning readers, dyslexia, neuroscience in practice**

Clinical Assistant Professor of Literacy, NYU

## **Rebecca D. Silverman**

**Language and literacy development and instruction and intervention for diverse learners**

Professor of Early Literacy at the Stanford Graduate School of Education

## **Kate Cain**

**Reading comprehension development and difficulties**

Professor of Language and Literacy in the Psychology Department at Lancaster University

## **Doris Baker**

**Multilingual/English learners, vocabulary and reading in bilingual settings**

Associate Professor, Department of Special Education, Department of Curriculum and Instruction, UT Austin

## **HyeJin Hwang**

**Reading comprehension and content learning, multilingual/English learners**

Assistant Professor at the University of Minnesota

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**Amplify**CKLA

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# Introduction

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## ROAD TO INDEPENDENCE: THE AMERICAN REVOLUTION

This introduction includes the necessary background information to teach the *The Road to Independence: The American Revolution* unit. This unit contains sixteen daily lessons, plus two Pausing Point days that may be used for differentiated instruction. Each entire lesson will require a total of ninety minutes. Lesson 16 is devoted to a unit assessment. It is recommended that you spend no more than eighteen days total on this unit.

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## TEACHER COMPONENTS

- Teacher Guide

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## DIGITAL TEACHER COMPONENTS

These resources can be found at [learning.amplify.com](https://learning.amplify.com):

- Teacher Presentation Screens
- Visual Supports for Teaching
- General English Learners
- Assessment Guide: Unit Assessment
- Take-Home Pages
- Pausing Point Pages
- Caregiver Letter
- Fluency Supplement
- Decoding and Encoding Remediation Guide
- Intervention Toolkit

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## STUDENT COMPONENTS

- Reader
- Activity Book

In the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section you will find the following:

- Glossary for the Reader
- Informative Cause and Effect Essay Rubric
- Informative Cause and Effect Essay Editing Checklist
- Resources for the Enrichment Selections in the Reader
- Activity Book Answer Key

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### WHY THIS UNIT IS IMPORTANT

The Big Idea of this unit is that disagreements about principles of government led colonists in North America to seek independence from Great Britain. The causes, major figures, and consequences of the American Revolution provide a framework for understanding what caused the thirteen colonies to break away and become an independent nation, and what significant ideas and values were at the heart of the American Revolution.

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### WHAT STUDENTS HAVE ALREADY LEARNED

The following domains and units, and the specific core content that was targeted in those domains and units, are particularly relevant to the unit *American Revolution: The Road to Independence*. This background knowledge will greatly enhance students’ understanding of the unit:

- Kindergarten, *Deep Roots: Introduction to Native American Cultures*
- Kindergarten, *Royal Tales: Monarchs* (optional)
- Kindergarten, *National Icons: Presidents and American Symbols*
- Grade 1, *A New Nation: American Independence*
- Grade 2, *Journeys to America: Immigration* (optional)
- Grade 3, *Regions and Cultures: Native Americans*

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### CORE VOCABULARY

The following list contains vocabulary words from the Reader. They can be found in the Reading section of the following lessons. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

<b>Lesson 1</b> <b>conflict</b> turning point burden impose tax assembly petition opposition mastermind militia	<b>Lesson 2</b> liberty repeal eliminate indirectly <b>boycott</b> musket engraving accurate patriot	<b>Lesson 3</b> liberty repeal eliminate indirectly boycott musket engraving <b>accurate</b> patriot
<b>Lesson 4</b> <b>intolerable</b> grievance import export stockpile belfry rebel volley musket ball revolutionary	<b>Lesson 5</b> intolerable grievance import export stockpile belfry rebel volley musket ball <b>revolutionary</b>	<b>Lesson 6</b> retreat casualty ammunition score fortify ambassador <b>declaration</b> abstain levy implication
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<b>Lesson 10</b> <b>impress</b> bayonet model company foraging recruit decisive reinforce convoy fleet	<b>Lesson 11</b> impress bayonet model company foraging recruit decisive reinforce convoy <b>fleet</b>	<b>Lesson 12</b> hero villain <b>defiant</b> enlist regiment heroine skirmish foil jeer traitor



<b>Lesson 14</b> provoke <b>console</b> peal ninepins breeches melancholy skeptical revere henpecked	<b>Lesson 15</b> provoke console peal ninepins breeches melancholy skeptical <b>revere</b> henpecked	
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## READER

The Reader for this unit, *The Road to Independence*, includes complex text and prepares students in Grade 4 for the increased vocabulary and syntax demands aligned texts will present in later grades. *The Road to Independence* focuses on important events and people that led to the colonists' decision to declare independence from the British government. Students will examine the sequence of events leading to the American Revolution and what happened during the war itself. Students will also read one literary selection about the time period.

The Reader also includes two additional selections that may be used for enrichment. Although the Teacher Guide does not include lessons for these enrichment selections, the Activity Book includes activity pages that students may complete independently. Please use these selections at your discretion, considering students' needs and the time available in your school day.

## WRITING

In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. In this unit, students will enact and record key information from vignettes corresponding to the causes of the American Revolution. These activities will lead to the development of a five-paragraph informative cause and effect essay.

The following activities may be added to students' writing portfolios to showcase student writing within and across units:

- draft body paragraphs (Lesson 12)
- review cause and effect essays (Lesson 14)
- edit cause and effect essays (Lesson 15)

## UNIT ASSESSMENT



### Digital Assessment

This unit includes a Unit Assessment for each student to complete digitally. The digital assessment evaluates students in the skills and concepts covered in *Road to Independence: The American Revolution*, including vocabulary, grammar and morphology, comprehension skills, and writing. The assessment will provide meaningful data and reports on students' progress, along with recommendations to support them based on their learning needs.

This assessment is a variation of the Unit Assessment found in the Teacher Guide. To access it, please log onto the Amplify platform and assign it to your students. If your students are unable to access the assessment digitally, you may wish to use the Unit Assessment provided in the Teacher Guide and direct them to complete the corresponding student assessment pages.

### Print

The Unit Assessment in Lesson 16 evaluates each student's learning of the content, reading skills, and language skills taught throughout the unit. This assessment can be found in the Teacher Guide. The student pages are in the Assessment Guide: Unit Assessments booklet to print or make copies for each student.

## 1

# The French and Indian War Brings Change

## PRIMARY FOCUS OF LESSON

### Core Connections

Students will describe events connecting the French and Indian War to the American Revolution based on specific information found in lesson texts. [RI.4.5, SL.4.4, SL.4.5, SL.4.6, L.4.1, L.4.3, L.4.6]

Students will perform vignettes to review the events that led up to the American Revolution and understand connections between the text of a drama and the oral presentation of it. [RL.4.7]

### Reading

Students will be able to justify the colonists' growing discontent and anger toward Britain by referring to details and examples in lesson texts. [RI.4.1, RI.4.2, RI.4.3]

Students will demonstrate an understanding of the Tier 2 word *conflict*. [L.4.4]

## FORMATIVE ASSESSMENT

- |                           |   |
|---------------------------|---|
| <b>Activity Page 1.1</b>  | <b>Core Connections Vignette</b> Describe events leading to the French and Indian War. [SL.4.4]                                 |
| <b>Activity Page 1.3</b>  | <b>Timeline I</b> Identify sequence of events related to the American Revolution. [RI.4.5]                                      |
| <b>Take-Home Page 1.1</b> | <b>Excerpt from “Bills to Pay”</b> Explain effects of British policy changes as a result of the French and Indian War. [RI.4.3] |



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Core Connections (45 min.)			
Set the Stage	Whole Group	5 min.	<input type="checkbox"/> <i>The Road to Independence</i> <input type="checkbox"/> Visual Supports 1.1, 1.4 <input type="checkbox"/> world map <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> blank map outlines (optional)
Identify Key Locations	Whole Group	5 min.	
Enact Vignettes	Whole Group	20 min.	
Lesson Wrap-Up	Partner	15 min.	
Reading (45 min.)			
Introduce the Reader	Whole Group	5 min.	<input type="checkbox"/> <i>The Road to Independence</i> <input type="checkbox"/> Activity Pages 1.2, 1.3 <input type="checkbox"/> Visual Supports 1.2, 1.3
Introduce Chapter 1	Whole Group	5 min.	
Read-Aloud “Bills to Pay”	Whole Group	25 min.	
Introduce Timeline I	Whole Group	5 min.	
Word Work: <i>Conflict</i>	Whole Group	5 min.	
Take-Home Material			
Reading			<input type="checkbox"/> Take-Home Pages 1.1, 1.2 <input type="checkbox"/> Fluency Supplement selection (optional) <input type="checkbox"/> Caregiver Letter
Caregiver Letter			

## ADVANCE PREPARATION

### Core Connections

- You may wish to prepare to display Visual Support 1.4, the digital version of the Colonial North America Map found in the Visual Supports for Teaching for this unit.
- Prepare to display Visual Support 1.1, the Core Connections Timeline found in the Visual Supports for Teaching for this unit.
- Read through the Core Connections Vignette on Activity Page 1.1, and decide how you will assign roles to students for performing the scenes. Pre-assign student roles and provide students time to read their lines before the lesson starts. You may select a male or female student to play any role.

### Reading

- Prepare to project Visual Support 1.2 and read the Purpose for Reading aloud to students.
- You may wish to prepare to display Visual Support 1.3, the digital version of Timeline I found in the Visual Supports for Teaching for this unit.
- For lesson wrap-up, students will be asked to create a drawing to summarize the lesson content. For students who opt to annotate a map, you may wish to provide blank map outlines for some.

### Fluency (optional)

- Choose and make sufficient copies of a text selection from the online Fluency Supplement to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 5.

### Universal Access

- To ensure all students have the opportunity to contribute during Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.



## Lesson 1: The French and Indian War Brings Change

## Core Connections

**Primary Focus**

Students will describe events connecting the French and Indian War to the American Revolution based on specific information found in lesson texts.

[RI.4.5, SL.4.4, SL.4.5, SL.4.6, L.4.1, L.4.3, L.4.6]

Students will perform vignettes to review the events that led up to the American Revolution and understand connections between the text of a drama and the oral presentation of it. [RL.4.7]

**SET THE STAGE (5 MIN.)**

- Tell students they will begin a unit called *Road to Independence: The American Revolution*. Explain that a revolution is an attempt by many people, often with violent fighting, to end the rule of one government and start a new one.
- Tell students the Reader title for this unit is *The Road to Independence*. Tell students independence means freedom from outside control or support. A person who is independent is not controlled or financially supported by someone else. A country that is independent is not controlled or ruled by another country.
- Explain that before reading the first chapter of the Reader, you will discuss what life in America was like before the time and events described in the Reader to help students better understand what they will read about. Tell them they may already be familiar with some of the events and this time in history.
- Remind students who participated in CKLA in previous grades that they have read about Native Americans, European explorers, and colonial America.
- Explain that the events leading to the American Revolution began with another war that took place in North America called the French and Indian War.

**IDENTIFY KEY LOCATIONS (5 MIN.)**

- Have students turn to page 86 in the Reader. Alternatively, you may direct students' attention to the Colonial North America Map you prepared in advance. Explain that this is a map of colonial America showing the thirteen colonies.
- Next, show students on a globe or world map where Europe and, more specifically, France and Great Britain, are located. You may also want to point out where the United States and Canada are located in North America.

## D Differentiation

**Support**

Early explorers called Native Americans “Indians” because the explorers thought they had landed in Asia, in the country of India.

**Support**

In Europe, the French and Indian War is recognized as the Seven Years' War. French Canadians know it as *La guerre de la Conquête* or War of Conquest.



### ENACT VIGNETTES (20 MIN.)

- Have students turn to Activity Page 1.1 (Core Connections Vignette).
- Tell students they will review the events that led up to the American Revolution by performing a vignette, or series of short scenes from history.
- Tell students four scenes are included within this vignette. Have a student read the names of each scene:
  - Scene I: European Explorers and the “New World”
  - Scene II: Native American Alliances
  - Scene III: Competing for the Same Land
  - Scene IV: A Long, Long War

**Note:** You may wish to point out that the royals, explorers, and Native Americans in the vignette are representative of their roles at that time in history. There were many explorers during this time and many royals who urged them to claim land for their respective countries. There were also many Native American tribes.

**Note:** Emphasize to students that neither the French nor the British owned the land in the West. That land instead belonged to the Native Americans, who had been living there for many years, but Native Americans were often displaced from their land, as European nations did not respect or acknowledge Native Americans' ownership of their own lands.

- Direct students to the vignette on Activity Page 1.1. Explain that the text after the bolded character names is the dialogue or speaking part for the character. The text in brackets (draw brackets [ ] on the board/chart paper) are stage directions that direct the character how to perform or act.
- Have a student read aloud the first stage direction on Activity Page 1.1. Point out “Age of Exploration” on the Core Connections Timeline on display.
- Explain that this stage direction directs the Timeline Tracker to physically point to the correct place on the displayed timeline.
- Ask students to look for brackets and remember to act out that direction instead of saying it as dialogue.
- Enact Scene I by having students with assigned roles read and act out their roles.

### Scene I: European Explorers and the “New World”

**Characters:** Narrators (4), Timeline Tracker, Audience Member, English Royal, English Explorer, French Royal, French Explorer

**Narrator 1:** The Age of Exploration occurred from around the 1400s to the 1600s. Ships left busy ports of Spain, Portugal, France, Holland, and England to sail around the world. The explorers aboard these ships sought more than adventure. European kings and queens paid them to find gold, spices, and land.

**Timeline Tracker:**

- Point out “Age of Exploration” on the Core Connections Timeline on display.

**Audience Member:** That’s when Christopher Columbus discovered America, right?

**Narrator 2:** Well, not exactly. Native people had lived in the Americas for many, many years before Columbus landed. But, you’re right that in 1492 Columbus was one of the first Europeans to claim land in the Americas for the king and queen of Spain. After that, many other Europeans followed, curious about what this “New World” had to offer.

**Timeline Tracker:**

- Point out “Christopher Columbus” on the Core Connections Timeline.

**Narrator 3:** Starting in the mid-1500s, both English and French settlers founded colonies in the “New World.” English settlers established their first permanent colony in 1607, in Jamestown, Virginia.

**Narrator 1:** After that—as they say—the rest is history!

**Timeline Tracker:**

- Point out “Jamestown” on the Core Connections Timeline.

**Narrator 4:** Imagine now that you live during the early 1600s. Listen as first the king (or queen) of England and then the king (or queen) of France each talk to an explorer about traveling to the “New World.” Both countries are anxious to claim more land in North America.

**Narrator 1:** First, the English.

**English Royal:** Spain keeps claiming more and more territory across the Atlantic Ocean. We need to get over there and take a share—a LARGE share—for our homeland.

**English Explorer:** Well, sir (ma’am), it seems Spain has already claimed most of the territory in Central and South America. No worries, though, we will get as much of the remaining land as we can!

[English Royal and English Explorer sit down.]

**Narrator 1:** Now, the French.

## D Differentiation

### Support

Prior to Scene III, tell students that *non* means no in French. It is pronounced /noen/. Also tell students *unison* means all together. Have students say *non* in unison to practice for the scene.

**French Royal:** We, too, shall sail to this “New World” and get as much land and riches as we can for France.

**French Explorer:** Yes, your majesty!

### Scene II: Native American Alliances

**Characters:** Narrators (4), Timeline Tracker, Native Americans (2), English Explorer, French Explorer

**Narrator 1:** At about the same time that English colonists settled Jamestown, French colonists arrived in New France and settled Québec.

#### Timeline Tracker:

- Point out Québec on the Core Connections Timeline.

**Narrator 2:** Many of these French and English explorers encountered Native American tribes already living on the land, just as Christopher Columbus had more than 100 years earlier.

**Narrator 3:** Listen as two Native Americans encounter European explorers for the first time.

**Native American 1:** Did they say “New World”?

**Native American 2:** What “New World”? We have lived here for thousands of years.

**Native American 1:** Who are these people?

**Native American 2:** And what do they want?

**Narrator 3:** Native Americans had long traded goods with one another, tribe to tribe. Now, they agreed to trade with Europeans.

**English Explorer (to Native American 1):** We will trade knives, glass, copper, and brass in exchange for meat, fish, animal skins, and furs.


**French Explorer (to Native American 2):** We will teach you how to hunt with metal weapons if you will teach us to hunt in the wilderness.

**Narrator 4:** For many years, Europeans traded goods with Native Americans. Over time, some tribes formed alliances with English colonists and others formed alliances with French colonists.

**Note:** The term “British” applies to contexts from the 1700s on, after the formation of The Kingdom of Great Britain. The Kingdom of Great Britain includes England, Scotland, and Wales. In this unit, we mainly use the terms “Great Britain” and “Britain.”



## Check for Understanding

**Four Corners.**  *Think-Pair-Share:* Assign each corner of the space/classroom a range of understanding from little understanding (Corner 1) to secure understanding of vignette content (Corner 4). Ask students to disperse to the corner that reflects how they feel. Send students from Corners 3 and 4 to partner and help the students with questions. Circulate and provide clarification as needed. Remind students to signal when both partners have contributed to the conversation. Ask students to share questions that were asked by their partner and answers that their partner shared.

## Scene III: Competing for the Same Land

**Characters:** Narrators (2), Map Guide, British Settler, French General, French Settlers (all students)

**Narrator 1:** Explorers from many European countries raced to claim areas of North America for themselves. English settlers established colonies along the east coast of North America—between Spanish settlements to the south, and French settlements to the north.

**Map Guide:** Point out the English colonies as well as the areas north and south of the colonies on the Colonial North America Map.

**Narrator 2:** By 1733, British settlers had established their thirteenth colony in North America, which they called “Georgia.” And they continued to push westward, across the Appalachian Mountains to the Ohio River Valley, an area already occupied by soldiers and settlers from France.

**British Settler:** We need more land so more of our families can build homes. This rich river valley is a true land of opportunity.

**French General:** The French established forts and trading posts here long before the British settlers ever crossed the mountains. Everyone knows this land is called New France.

**Narrator 1:** This was not a good combination! Britain and France had been rivals for years on the other side of the Atlantic Ocean. Now, they were competing for the same territory in North America. Listen as the French general and British settler justify their claim to the same land.

**British Settler:** [clearing throat] Ahem. It is a well-known fact that this land belongs to the British colonies. The leader of our Virginia colony even wrote to tell the French to leave at once!



**Narrator 2:** Hmm. This was a bad sign! [to audience] Do you think the French general and French settlers will cooperate with this request?

**French General and French Settlers:** [pausing as if to consider this request before replying in unison] Non!

### **Scene IV: A Long, Long War**

**Characters:** Narrators (3), Audience Members (2), Timeline Tracker

**Narrator 1:** And so it was that fighting began between the British and French Armies in North America. Both sides wanted to control the Ohio River Valley and the land west of the Appalachian Mountains.

**Narrator 2:** Both sides knew they could not defeat the other without the help of Native Americans who lived there. French settlers were already well-established trading partners with the Lenape and many other Native American nations.

**Narrator 3:** The British government made an alliance with the Iroquois Confederacy, a group of six Native American nations.

**Narrator 1:** So both sides received help from different Native American tribes when the fighting began.

**Narrator 2:** Britain officially declared war on France in 1756. But the British and French colonists had already been fighting for two years in the wilderness of North America. The French and Indian War was well underway.

**Audience Member 1:** Wait! The French and Indian War? Why isn't it called the French and British War?

**Narrator 3:** Excellent question. The war is known as the French and Indian War because Britain fought against France and their Native American, or Indian, allies.

**Narrator 1:** That's right. The French and Indian War was not a war between the French and the Indians. It was between France and Britain—part of their ongoing struggle for control of land in other parts of the world.

**Audience Member 2:** So, fighting was going on in other parts of the world at the same time?

**Narrator 2:** Yes, the French and Indian War was just part of more fighting involving many countries, particularly France and Britain, around the world.

**Narrator 3:** Fighting continued in the wilderness of North America for a very long time—almost nine years in all.

**Narrator 1:** Yes, and that was only the beginning. Even though Great Britain became the dominant power in North America after the war, life in the British colonies was never the same.

**Narrator 2:** But that’s a lesson for another day.

**Timeline Tracker:**

- Point out “French and Indian War Begins” on the Core Connections Timeline.
- Turn and Talk: Ask partners to discuss the difference between the text in the drama and how it was presented when it was performed. Remind students to signal when they are finished with their discussion. Have students share their partner’s response.
  - » The differences between the text in the drama and how it was presented when it was performed are that the characters spoke their dialogue, the scene or setting changed as it followed the text, students performed the stage directions in brackets, etc.

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**LESSON WRAP-UP (15 MIN.)**

- Have students recall what event in history they will be learning about in this unit.
  - The American Revolution
- Have students work in partners to summarize what they learned in this lesson by writing a one sentence summary about each of the scenes using the following questions: *Who/What?, Did what?, When?, Where?, Why?*
  - Scene 1: European Explorers and the “New World”
    - » During the 1400s to the 1600s, European Explorers explored the “New World” to claim new land.
  - Scene 2: Native American Alliances
    - » When Jamestown and Québec were founded, French and English explorers formed alliances with Native American tribes in the “New World.”
  - Scene 3: Competing for the Same Land
    - » In 1733, Britain moved west and began competing with France for land in an area called the Ohio River Valley.
  - Scene 4: A Long, Long War
    - » In 1756, the conflict over land led Britain to declare war on France both fighting with their Native American allies.



## MULTILINGUAL/ENGLISH LEARNERS

### Writing Writing

#### Entering/Emerging

Provide 1:1 support when reviewing lesson texts for key information. Provide students with a sentence frame for writing with a partner (e.g., The British..., The colonists..., One event leading to the French and Indian War was . . .).

#### Transitioning/ Expanding

Redirect students to lesson texts for key information. Model clear, concise language for writing with a partner.

#### Bridging

Provide support for understanding key words and information in lesson texts as needed.

## Lesson 1: The French and Indian War Brings Change

# Reading



### Primary Focus

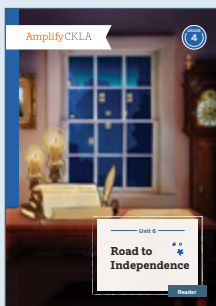
Students will be able to justify the colonists' growing discontent and anger toward Britain by referring to details and examples in lesson texts. [RI.4.1, RI.4.2, RI.4.3]

Students will demonstrate an understanding of the Tier 2 word *conflict*. [L.4.4]

### INTRODUCE THE READER (5 MIN.)

- Ensure each student has a copy of the Reader, *The Road to Independence*.
- Read the title of the Reader with students and explain that this Reader is a nonfiction, informational book about the events in history that led to the American Revolution and the Revolutionary War.
- Explain that the American Revolution refers to the time period before and during the Revolutionary War, whereas the Revolutionary War refers only to the actual time during which fighting occurred.
- Ask students what they think the title of the Reader, *The Road to Independence*, might mean. Discuss whether they think the title refers to an actual road or is a metaphor.
- Have students turn to the table of contents. Either read several chapter titles from the table of contents aloud or have students read them. Ask students to describe the information they gather by reading the chapter titles in this table of contents.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Ask students to share any comments they have about the Reader.

### Student Reader: *Road to Independence*



## INTRODUCE CHAPTER 1 (5 MIN.)

**Note:** Take note of these routines. The instructions will be simplified in places over the course of the unit, assuming they have become automatic.

- Project Visual Support 1.2 and read the Purpose for Reading aloud to students.
- Tell students you will read aloud chapter 1, “Bills to Pay.” They should follow along in their Readers as you read.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *conflict*.
- Have them find the word on page 2 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader, locate *conflict*, and then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 1.2 while you read each word and its meaning.

**conflict, n.** a fight or struggle for power or authority

**turning point, n.** a time when an important change occurs

**burden, n.** something that is heavy or difficult to accept (burdens)

**impose, v.** to force or require (imposed)

**tax, n.** money a government charges for services it provides to the people (taxes)

**assembly, n.** people who gather to write laws for a government or organization (assemblies)

**petition, n.** a document people sign to show their agreement or disagreement with something (petitions)

**opposition, n.** disagreement with or disapproval of something

**mastermind, n.** a person who takes the lead in planning and organizing something important

**militia, n.** ordinary people trained to be soldiers but who are not part of the full-time military

### Activity Page 1.2



Vocabulary Chart for “Bills to Pay”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	tax militia	conflict turning point burden impose assembly petition opposition mastermind
Spanish Cognates for Core Vocabulary	milicia	conflicto asamblea petición oposición
Multiple-Meaning	tax	burden assembly
Sayings and Phrases	have a/no say in the matter raise the money	

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - Why did the British government tax the colonists, and why did that make so many colonists angry?



## Chapter 1

# Bills to Pay

### THE BIG QUESTION

Why did the British government tax the colonists, and why did that make so many colonists angry?

To better understand the events that led to the American Revolution, we will have to travel back in time to the years between 1754 and 1763, when Britain fought against France in a different war on North American soil.

This war, known as the French and Indian War, was part of a larger struggle in other countries for power and wealth. In this **conflict**, Britain fought France for control of land in North America.

During the French and Indian War, many Native Americans chose sides. Some fought with Britain, while others fought with France. Battles were won and lost on both sides. However, as is often the case in war, there is a **turning point**. In this war, it was a battle fought in a part of Canada controlled by France.

In 1759, British soldiers sailed up the St. Lawrence River and attacked the French city of Québec. They were victorious in the Battle of Québec and then went on to take Montréal the next year. Montréal's fall signaled the end of large battles between France and Britain in North America. Sporadic fighting continued until 1763, when the first Treaty of Paris finally ended the French and Indian War.

## READ-ALoud "BILLS TO PAY" (25 MIN.)

- Read the chapter aloud as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports
- Read pages 2–4 aloud.

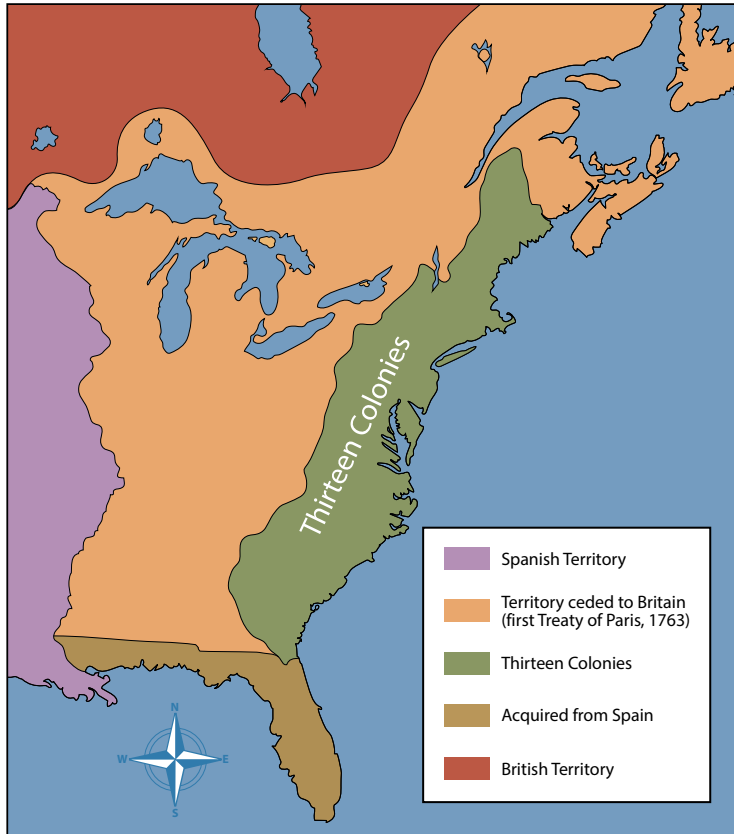




French and Indian War

In the treaty, France agreed to give up almost all of the land it had claimed in North America. France gave control over this land to Great Britain. However, with new land came new responsibilities and financial **burdens**.

Territory gained by Britain (first Treaty of Paris, 1763)



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**Inferential.** What was the turning point in the French and Indian War?

- » The Battle of Québec and defeat of Montréal

**Literal.** What was the French and Indian War? Who was fighting and why?

- » France was fighting Britain for control of land in North America. Some Native American tribes fought with Britain and others fought with France.
- Refer students to the map on page 86. You may wish to display the Colonial North America Map prepared in advance. Have them point to the St. Lawrence River and the cities of Québec and Montréal.
- Ask students to refer to the key on the map on page 4 to see how much land previously claimed by France was given to Great Britain. This area is shown in gold on the map.

## D Differentiation

### Support

Explain that the phrase *then went on to take Montreal* means Britain defeated France and took over the French city Montréal. Explain that Montréal's fall refers to Montréal's capture by British soldiers.



## Taxes

The British government had borrowed a lot of money to fight this war. A lot of that money had been spent on protecting the colonists from the French soldiers and their Native American allies. In addition, more money was continually needed to protect the colonies and the newly acquired land. The British government thought that the colonists should pay their share.

To raise the needed funds, the British government **imposed** new **taxes**, including several that would have to be paid by the colonists. In 1765, King George III and his government proposed the Stamp Act.



Stamps were imprinted or embossed on paper.

The Stamp Act was a tax on printed materials. Colonists were required to buy stamps when they bought printed items such as newspapers, pamphlets, even playing cards. These were not gummed stamps, but rather impressions imprinted or embossed on paper. Many people were upset about the Stamp Act. They thought it was unfair that the king and his government in London were making decisions about taxes the colonists had to pay, while the colonists had no say in the matter.

The British government had generally allowed the colonies to raise taxes themselves. For example, if the government of Virginia needed money, an **assembly** of representatives from different parts of Virginia would meet. This assembly was called the House of Burgesses. Members of the House of Burgesses would determine the best way to raise money. They would propose taxes, and they would vote. If many representatives thought the taxes were unfair, they would not vote for them and, therefore, the taxes would not be approved. Because the House of Burgesses included representatives from different parts of Virginia, most of the colonists there thought the process was fair.

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## D Differentiation

### Support

*Turned a blind eye* means they knew about them but pretended they did not know about them.

*Prospering* means making a lot of money.

- Read page 5 aloud.

**Inferential.** What was the Stamp Act, and how did the colonists feel about it?

- » The Stamp Act required colonists to pay a tax when they bought printed materials such as newspapers and books. Many colonists were angry and thought the tax was not fair.
- Explain that between the late 1600s and the mid-1700s, the thirteen colonies enjoyed the British policy of salutary neglect, which meant Britain turned a blind eye to trade violations. Britain did this because the colonies were far away and difficult to police but also because everyone was prospering from the trade. The Stamp Act brought an end to salutary neglect.

**Literal.** What were Great Britain's new responsibilities and financial burdens?

- » The British government borrowed a lot of money to fight the French and Indian War and had to pay it all back. They also needed to continue to protect the colonies.

**Inferential.** Why did the British government think the colonists should help pay the money back?

- » Great Britain spent a lot of money protecting the colonists and would have to spend more money to keep protecting the colonies.

Every colony had an assembly similar to the Virginia House of Burgesses. The assemblies weren't all called the House of Burgesses, but they did the same thing: a group of representatives met to discuss new laws and taxes.

Although the colonists continued to raise their own taxes even after 1765, many of them thought that, rather than imposing a new tax on the colonies, the king and his government should have asked these assemblies to find a way to raise the money that was needed. Instead, without even as much as a dialogue, the king and his government created the Stamp Act. They did not send it to the colonial assemblies, but directly to Parliament, part of the British government responsible for passing laws and raising taxes.



The Stamp Act was very unpopular.

Many colonists agreed that there were bills that had to be paid, and wanted to contribute. But they also wanted some say in how the money was raised. They were concerned that important decisions about taxes were being made thousands of miles away, by a parliament that had no colonial representatives. This process didn't seem fair to them.

Other regions outside of England, such as Scotland, had representatives in Parliament. Their job was to represent—and stand up for—the people of Scotland. But there were no representatives from the thirteen colonies in Parliament. Not even one!

When the colonists became upset about the Stamp Act, they expressed their unhappiness in various ways. They held protest meetings. They wrote pamphlets. They sent **petitions** to London. They tried to explain why they thought the Stamp Act was unfair.



The Stamp Act was seen as an unfair tax.

6

- Read pages 6–8 aloud, stopping at the end of the second paragraph on page 8.

The British Parliament made decisions on laws and taxes, including those that affected the colonies.



Many of the colonists were proud British subjects. But they also thought that they had rights—rights that the king and his government could not take away. **Opposition** to the Stamp Act spread.

In Virginia, the House of Burgesses passed a motion protesting the Stamp Act. The burgesses agreed that the British Parliament had no right to tax the people of Virginia.

### Prime Minister Grenville

In 1765, the prime minister of Great Britain was George Grenville. He was the **mastermind** behind the Stamp Act. Grenville was faced with the challenge of finding money to support the thousands of British soldiers stationed in the North American colonies. As far as he was concerned, the British soldiers were protecting the colonists, so the colonists should help pay for the soldiers.



George Grenville

At first, the British government was surprised by the colonists' response to the Stamp Act. As prime minister, Grenville remained unsympathetic to the colonial complaints and protests. However, he did not have widespread support, and other government ministers criticized him. He was replaced as prime minister in 1766.

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## D Differentiation

### Challenge

The thirteen colonies that rebelled against the Stamp Act were not the only British colonies in the New World. Others existed nearby in Canada, Florida and in the Caribbean. Although they also suffered from the new British taxes, these colonists chose not to rebel. They thought the benefits of their relationship with Great Britain outweighed the cost of giving it up. What do you think? Were the thirteen colonies right to rebel?

**Evaluative.** Why did so many colonists feel the Stamp Act was unfair?

- » Answers may vary, but should include that without asking the colonists for their input, the king and British Parliament decided to require colonists to pay taxes to repay money spent fighting the French and Indian War. Many colonists did not think it was fair that they were not represented in Parliament and were not asked for their opinion about how to pay for the war. They wanted a say in the discussion about how the money was raised. They were concerned that important decisions about taxes were made by a government with no colonial representatives.



## Check for Understanding

**Think-Pair-Share.** Based on the information in the text, what factors may have contributed to the breakdown in relations between the British government and the colonists?

**Inferential.** Did the colonists express their unhappiness with the Stamp Act in peaceful or violent ways? Cite evidence from the text.

- » Peaceful, by holding protest meetings, writing pamphlets, and sending petitions to London are peaceful ways to protest.
- Read the caption on page 7 aloud. Have students look at and then discuss the image.
- Read the rest of page 8 and all of page 9 aloud.

## A Leader Emerges

George Washington fought in the French and Indian War alongside British officers. He served as a major and led a group of **militia** in the Ohio River Valley. As a result of a successful mission against a French scouting party, Washington was promoted to colonel. He became the commander of a group of soldiers from Virginia and North Carolina. Although his next mission was not as successful, Washington had made a name for himself as a valiant leader. In 1755, he became the commander of all the Virginia militiamen. He was elected to the Virginia House of Burgesses in 1758.



George Washington

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## D Differentiation

### Support

A prime minister is the head of a government with a parliament.

### Support

The Virginia House of Burgesses was an assembly of representatives from different parts of Virginia who met to vote on taxes, ways to spend the money raised, and other new laws.

- Read page 9 aloud.

**Inferential.** *Emerge* means to develop or come into being. How did Washington emerge as a leader?


- » He gradually took on more responsibility and leadership, moving from a major to a commander during the French and Indian War, and eventually being elected to the Virginia House of Burgesses.



## Discuss the Chapter and Wrap Up the Lesson

- Use the following questions to discuss the chapter.

**Note:** Question 1 relates to The Big Question of the chapter.

1. **Literal.** Why did the British government tax the colonists, and why did that make so many colonists angry?
  - » The British government borrowed a lot of money to fight the French and Indian War and to protect the colonists. It needed money to repay debts. It passed the Stamp Act, which worked like a tax because people paid it when they bought specific items. This made the colonists angry because they did not have any representation in Parliament or input into how the taxes were collected or spent.
2. **Evaluative.**  *Think-Pair-Share.* Do you think the Stamp Act was fair? Do you think the colonists should have paid their share?
  - » Answers may vary, but should include evidence from the text.

### INTRODUCE TIMELINE I (5 MIN.)

- Have students turn to Activity Page 1.3. You may wish to display Timeline I you prepared in advance. Explain that this is a timeline of events related to the American Revolution. Students will add to it over the course of the unit. By the end of the unit students will have a completed timeline showing the sequence of events they learned about related to the American Revolution.
  - Use the following questions to guide students in adding events to their timelines as you do so with the displayed timeline:
1. What conflict began in 1754?
    - » The French and Indian War (French and Indian War begins)
  2. What was a turning point in the French and Indian War?
    - » The Battle of Québec (1759)
  3. When did the French and Indian War end?
    - » 1763 (French and Indian War ends)
  4. What tax did Great Britain impose in 1765?
    - » The Stamp Act

### Activity Page 1.3







**MULTILINGUAL/ENGLISH LEARNERS**  
**Speaking and Listening**  
Listening Actively

<b>Entering/Emerging</b>	Provide 1:1 support when students are attempting to place events on the timeline.
<b>Transitioning/Expanding</b>	Redirect students to lesson texts for supporting information. Provide partners for additional support as needed.
<b>Bridging</b>	Provide support for understanding key words and dates needed to place events on timeline.

- Have students read and complete Take-Home Page 1.1 for homework.
- Have students use Take-Home Page 1.2 as a reference throughout the unit.

**WORD WORK: CONFLICT (5 MIN.)**

1. In the chapter you read, "In this conflict, Britain fought France for control of land in North America."
  2. Say the word *conflict* with me.
  3. *Conflict* means a fight or struggle for power or authority.
  4. The conflict between the two countries resulted in war.
  5. What is an example of a conflict that you have experienced? Be sure to use the word *conflict* in your response.
    - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "I had a conflict with \_\_\_\_\_ when \_\_\_\_\_."
  6. What part of speech is the word *conflict*?
    - » noun
    - Use a Making Choices activity for follow-up.
    - Say, "I am going to read several sentences. If the sentence I read is an example of a conflict, say, 'That is a conflict.' If the sentence I read is not an example of a conflict, say, 'That is not a conflict.'"
1. Jordan wanted to use the television to watch a movie but his brother wanted to use it to play a video game. They argued over who got to use the television.
    - » That is a conflict.

2. Justine wanted to stay up late, but her mother told her it was time to go to bed. Justine listened to her mother and got ready for bed.
  - » That is not a conflict.
3. Francisco and Daniel took turns using the skateboard.
  - » That is not a conflict.
4. Britain and France fought each other for land during the French and Indian War.
  - » That is a conflict.
5. Colonists disagreed with the Stamp Act issued by the British government.
  - » That is a conflict.

End Lesson

### Lesson 1: The French and Indian War Brings Change

# Take-Home Material

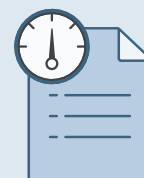
## READING

- Have students read for fluency and complete Take-Home Page 1.1 for homework.
- Have students use Take-Home Page 1.2 as a reference throughout this unit.
- Have students take home a text selection from the Fluency Supplement if you are choosing to provide additional fluency practice.

## CAREGIVER LETTER

- Caregiver Letter: this overview can be found in the program's online resources.

### Take-Home Page 1.1



### Take-Home Page 1.2



## 2

# Boycotts and Protests

## PRIMARY FOCUS OF LESSON

### Reading

Students will identify the Sons of Liberty, describe their rebellious acts in Boston, and explain their significance based on specific information found in lesson text. [RF.4.4a, RI.4.1, RI.4.3, RI.4.4, SL.4.1, SL.4.6, L.4.1, L.4.3, L.4.6]

Students will demonstrate an understanding of the Tier 2 word *boycott*. [L.4.4]

### Language

Students will practice correct use of commas in dates, places, and items in a series when recalling details about the American Revolution. [L.4.2]

Students will use the root *port* as a clue to the meaning of words relevant to the American Revolution and use these words correctly in sentences. [L.4.4b]

### Writing

Students will explain how to use cause and effect to describe events that led to the American Revolution. [RI.4.5]

## FORMATIVE ASSESSMENT

### Activity Page 1.3

**Timeline I** Identify sequence of events related to the American Revolution. [RI.4.5]

### Activity Page 2.3

**Practice Root *port*** Identify meaning and correct usage of words with the root *port*. [L.4.4b]

### Activity Page 2.4

**Cause and Effect** Write sentences that demonstrate cause and effect relationships. [RI.4.5]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (45 min.)			
Review Chapter 1	Whole Group	5 min.	<input type="checkbox"/> Answer Key for Take-Home Page 1.1 <input type="checkbox"/> Activity Pages 1.3, 2.1 <input type="checkbox"/> Take-Home Page 1.1 <input type="checkbox"/> <i>The Road to Independence</i> <input type="checkbox"/> Visual Supports 1.3, 2.1
Introduce Chapter 2	Whole Group	5 min.	
Read “Trouble Is Brewing”	Whole Group	25 min.	
Discuss the Chapter and Wrap-Up	Whole Group	5 min.	
Word Work: <i>Boycott</i>	Whole Group	5 min.	
Language (30 min.)			
Grammar: Review Commas	Whole Group/ Partner	15 min.	<input type="checkbox"/> Visual Support 2.2 <input type="checkbox"/> Activity Pages 2.2, 2.3
Morphology: Introduce Root <i>port</i>	Whole Group	15 min.	
Writing (15 min.)			
Introduce Cause and Effect	Whole Group	15 min.	<input type="checkbox"/> Visual Supports 2.3, 2.4 <input type="checkbox"/> Activity Page 2.4
Take-Home Material			
Language			<input type="checkbox"/> Activity Pages 2.2–2.4
Writing			

## ADVANCE PREPARATION

### Reading

- Prepare to project Visual Support 2.1 and read the Purpose for Reading aloud to students.
- You may wish to prepare to display the digital version of Timeline I found in the Visual Supports for Teaching for this unit.

### Language

#### Grammar

- Prepare the following Commas Poster for display. Alternatively, you may access a digital version in the Visual Supports for Teaching for this unit.

Commas	Example
<b>For dates:</b> Place commas between the day of the month and the year.	The Boston Tea Party happened on December 16, 1773.
<b>For addresses:</b> Place a comma between the name of a city and a state or country.	The Treaty of Paris was signed in Paris, France.
<b>For items in a series:</b> Use commas to separate three or more words/phrases in a series.	Colonists were required to pay a tax when they bought newspapers, pamphlets, and playing cards.

- Write the following sentences on the board/chart paper.
  - The French and Indian War ended on February 10, 1763.
  - Paul Revere lived in Boston Massachusetts.
  - The Sons of Liberty marched protested and spoke against the Stamp Act.

### Writing

- Prepare the following Cause and Effect Poster for display for the duration of the unit. Alternatively, you may access a digital version in the Visual Supports for Teaching for this unit.

<b>Cause</b>	An event or circumstance that makes something happen. The reason something happens. Answers the question “why?”
<b>Effect</b>	Something that happens as a result of, or because of, a cause. Tells what happened.

- Prepare and display the following Cause and Effect Chart. Alternatively, you may access a digital version in the Visual Supports for Teaching for this unit.

Cause	Effect
I stayed out in the sun too long without sunscreen.	
	The balloon popped.

## Universal Access

- To ensure all students have the opportunity to contribute during Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## Lesson 2: Boycotts and Protests

## Reading



## Primary Focus

Students will identify the Sons of Liberty, describe their rebellious acts in Boston, and explain their significance based on specific information found in lesson text.

[RF.4.4a, RI.4.1, RI.4.3, RI.4.4, SL.4.1, SL.4.6, L.4.1, L.4.3, L.4.6]

Students will demonstrate an understanding of the Tier 2 word *boycott*. [L.4.4]

## REVIEW CHAPTER 1 (5 MIN.)

- Using the Answer Key at the back of this Teacher Guide, review student responses to Take-Home Page 1.1, which was assigned for homework.

## INTRODUCE CHAPTER 2 (5 MIN.)

- Project Visual Support 2.1 and read the Purpose for Reading aloud to students.
- Tell students they will read chapter 2, “Trouble Is Brewing.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

**Note:** Take note of the Introduce Chapter routine since the instructions will become less detailed in proceeding lessons.

- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *liberty*.
- Have them find the word on page 10 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader, locate *liberty*, and then have a student read the definition.
- Explain the following:
  - the part of speech
  - Alternate forms of the word
- Have students reference Activity Page 2.1 while you read each word and its meaning.

## Take-Home Page 1.1



## Activity Page 2.1



**liberty, n.** freedom

**repeal, v.** to undo or withdraw a law (repealed)

**eliminate, v.** to get rid of something (eliminated)

**indirectly, adv.** not having a clear and direct connection

**boycott, v.** to protest something by refusing to buy, use, or participate

**musket, n.** a long, heavy gun that is loaded at the muzzle

**engraving, n.** a design or lettering made by cutting into the surface of wood, stone, or metal

**accurate, adj.** without mistakes; having the right facts

**patriot, n.** a person who supports and defends their country (patriots, patriotism)

Vocabulary Chart for “Trouble is Brewing”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	musket	liberty repeal eliminate indirectly boycott engraving accurate patriot
Spanish Cognates for Core Vocabulary	mosquete	libertad eliminar indirectamente boicotear patriota
Multiple-Meaning		
Sayings and Phrases	Trouble is brewing.	

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - Who were the Sons of Liberty, and what form of protest did they lead in Boston Harbor?
- Tell students they will read to learn what the British Parliament did in response to colonial opposition to the Stamp Act, and how colonists reacted.



## Chapter 2

# Trouble Is Brewing

**THE BIG QUESTION**  
Who were the Sons of Liberty, and what form of protest did they lead in Boston Harbor?

Some of the most passionate protests against the Stamp Act took place in Boston, Massachusetts. There, angry crowds took their frustration out on tax collectors.

A new group of protestors formed in Boston in response to the Stamp Act. The group met under a tree that they called the **Liberty Tree**. They made public speeches against taxes and the British government. They cried, “No taxation without representation!” This group became known as the Sons of Liberty.

Eventually, after much protest, the British government decided to **repeal** the Stamp Act in 1766. Parliament **eliminated** the tax on paper products, but in 1767 it replaced it with other taxes—including taxes on imported goods, such as tea. These taxes were officially called the Townshend Acts.



Buying, selling, even drinking tea became a political act in 1773.

10

### READ “TROUBLE IS BREWING” (25 MIN.)

- Have a student read the chapter title aloud.
- Have students discuss possible meanings of the chapter title. Explain that the term brewing is used to describe a method of preparing coffee or tea. Tell them the term may also be used metaphorically to mean preparations are underway (i.e., something is developing).
- Have students read pages 10 and 11 silently.

**Inferential.** The Sons of Liberty led the cry, “No taxation without representation!” What does the phrase “no taxation without representation” mean?

- » The colonists had no representatives to stand up for them in the British Parliament, where the decision to tax the colonists was made. Many of them thought this was unfair and wanted a voice in making decisions that affected them.

## Differentiation

### Support

Who were the Sons of Liberty?

- » The Sons of Liberty was a group of protestors who made speeches against British taxes and the British government.



Teapot celebrating the repeal of the Stamp Act

Tea was a popular drink in the colonies, just as it was in Great Britain. However, many people decided they would not buy British tea if they had to pay an unfair tax. And they thought the new tax on tea was every bit as unfair as the old tax on paper. After all, the new tax had been approved by the same British Parliament in London, and there were still no representatives from the thirteen colonies there.

Suddenly, deciding to take a sip of tea meant something more than just having a drink. If you bought British tea, you were paying a tax, and, **indirectly**, you were agreeing that Parliament had the right to tax the colonies. On the other hand, if you refused to buy British tea, you were making a statement of a different kind: you were saying that you did not approve of—and would not accept—taxation without representation.

Colonists who were angry about the new tax agreed not to buy British tea. But they didn't stop there. They also visited inns and other places that sold tea and asked the owners to stop selling it. Many establishments agreed to **boycott** British tea.

11

**Evaluative.** Why didn't the British government's repeal of the Stamp Act change the way colonists thought?

- » The British government repealed the Stamp Act but imposed a new tax in its place. The new tax had been approved without colonial representation in Parliament, just as with the Stamp Act. Again, the colonists had to pay a tax they thought was unfair.



Advertisement for a  
Sons of Liberty meeting

Debates and protests about the British government's role in colonial affairs continued, especially in Boston.

In 1768, in response to the protests about the new taxes, the British government sent soldiers to Boston to keep an eye on the Sons of Liberty. Because the British soldiers wore red uniforms, the colonists sometimes referred to them as “redcoats” or “lobster backs.”

In March 1770, several Bostonians got into a tussle with a redcoat. The Bostonians surrounded the soldier and called him names. They threw snowballs at him, and some members of the crowd even threatened him with sticks and clubs.

More British soldiers arrived on the scene. They ordered the Bostonians to go home, but the angry protestors refused. The situation became more serious when even more people poured into the streets. Soon a crowd of 300 angry Bostonians was pressing in on the outnumbered British soldiers.

12

- Have students read pages 12–14 silently.

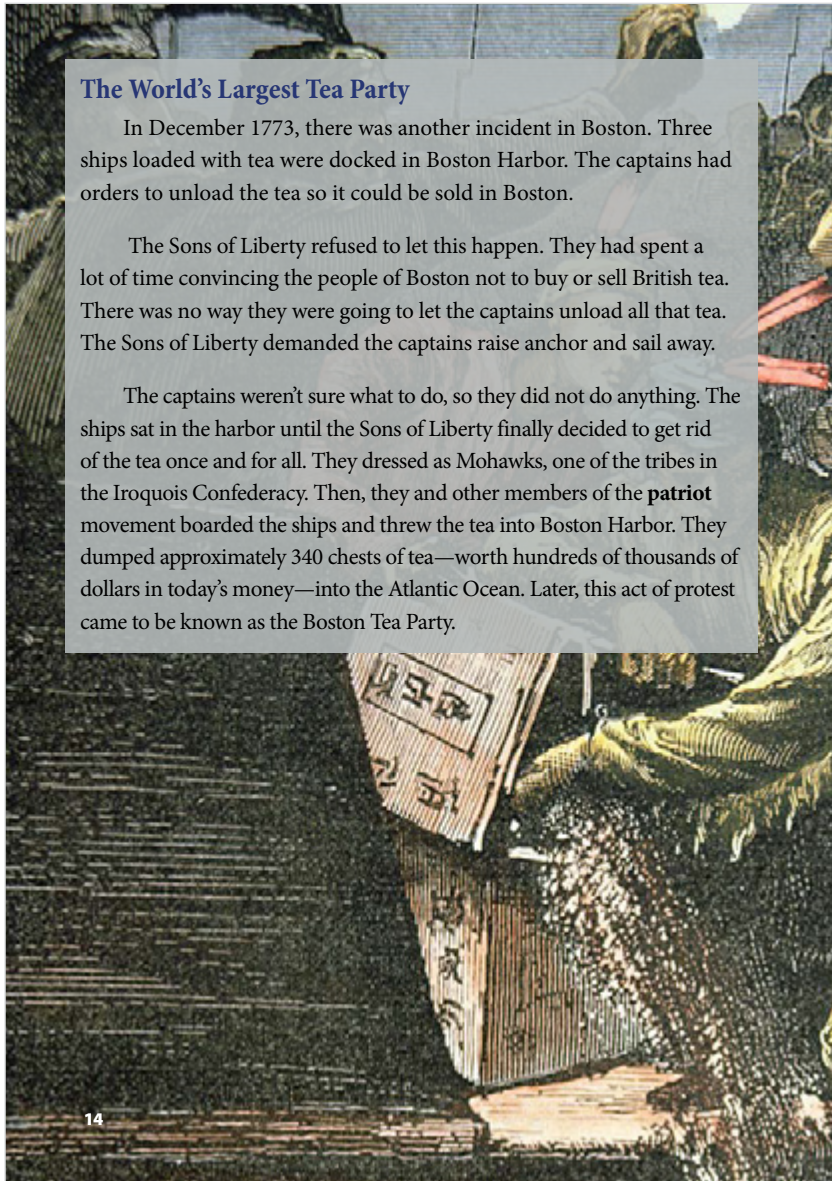
Some of the Bostonians shouted at the soldiers, daring them to fire their guns. One of the Bostonians threw something at the soldiers. It may have been a snowball. It may have been a rock. Whatever it was, it hit one of the soldiers and knocked him down. Perhaps thinking his life was in danger, the soldier fired his **musket**. One of the Bostonians fought back, attacking the soldier with a club. After that, the other British soldiers responded. They fired into the crowd. When it was over, five people were dead.

The Sons of Liberty were outraged. They began making speeches about the incident, which became known as the Boston Massacre. They insisted that the Bostonians had been protesting peacefully and the British soldiers had no reason to fire on them. One of the Sons of Liberty, a man named Paul Revere, created an **engraving** that showed British soldiers firing into a crowd of peaceful protestors. It was not an entirely **accurate** picture of what had happened, but many colonists thought it was.



Paul Revere's engraving of the event that became known as the Boston Massacre

13



### The World's Largest Tea Party

In December 1773, there was another incident in Boston. Three ships loaded with tea were docked in Boston Harbor. The captains had orders to unload the tea so it could be sold in Boston.

The Sons of Liberty refused to let this happen. They had spent a lot of time convincing the people of Boston not to buy or sell British tea. There was no way they were going to let the captains unload all that tea. The Sons of Liberty demanded the captains raise anchor and sail away.

The captains weren't sure what to do, so they did not do anything. The ships sat in the harbor until the Sons of Liberty finally decided to get rid of the tea once and for all. They dressed as Mohawks, one of the tribes in the Iroquois Confederacy. Then, they and other members of the **patriot** movement boarded the ships and threw the tea into Boston Harbor. They dumped approximately 340 chests of tea—worth hundreds of thousands of dollars in today's money—into the Atlantic Ocean. Later, this act of protest came to be known as the Boston Tea Party.

**Evaluative.** Do you think the British soldiers had good reason to fire on the Bostonians? Support your answer with evidence from the text.

- » Answers may vary, but may include: yes, because the British soldiers were outnumbered and they were provoked by the angry crowd's actions (shouting, taunting, throwing objects, and hitting one of the soldiers); or no, because the Bostonians were unarmed and unable to defend themselves.

## D Differentiation

### Support

Describe the incident that became known as the Boston Massacre.

- » Answers may vary, but should include the fact that British soldiers opened fire on a crowd of protesters in the streets of Boston.



## D Differentiation

### Support

Explain that the word *massacre* is a synonym for murder and is often used when innocent, unarmed people are killed.



### Check for Understanding

**Think-Pair-Share.** Present to students: The Sons of Liberty did not provide an accurate account of the Boston Massacre. Why do you think they changed the story? Remind students to signal when both partners have contributed to the conversation. Circulate through pairs and listen to students as they develop their arguments, providing input as needed. As students finish their conversations, have students share their partner's argument.

**Evaluative.** Why do you think the incident in Boston Harbor became known as the Boston Tea Party?

- » Answers may vary, but may include the fact that it is a metaphorical term. Tea is drunk at a tea party. No tea was drunk, yet there was certainly enough tea in the ocean for "the world's largest tea party."

**Literal.** Why did the Sons of Liberty dump chests of tea into the harbor?

- » They had spent a lot of time and effort convincing the people of Boston not to buy or sell British tea, and they were not going to let the captains unload all that tea. When the captains did nothing, the Sons of Liberty decided to get rid of the tea so they dumped it into Boston Harbor.



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

##### Presenting

<b>Entering/Emerging</b>	Provide 1:1 support when reviewing lesson texts for key information. Provide students with a sentence frame for sharing with the group (for example, one reason the Sons of Liberty might have changed the story is _____. The British ____, I think that ____).
<b>Transitioning/Expanding</b>	Redirect students to lesson texts for key information. Model clear, concise language for sharing with the group.
<b>Bridging</b>	Provide support for understanding key words and information in lesson texts as needed.



Boston Tea Party

15



## Phillis Wheatley

When the Stamp Act was repealed, many people in the colonies were delighted. Some people wrote articles, letters, and songs expressing their gratitude. One woman, named Phillis Wheatley, wrote a poem. Phillis Wheatley was born in West Africa, where she had been kidnapped and sold into slavery at the age of seven or eight. She was taken to Boston, where she was bought by a merchant named John Wheatley. The Wheatleys taught her to read and write, and she began to write poetry. In 1773, she became the first enslaved American and the first person of African heritage to have her writing published. Soon after a book of her poems was in print, the Wheatleys set her free. Her poem to King George became one of her best-known works:



Phillis Wheatley

### *To the King's Most Excellent Majesty 1768*

*YOUR subjects hope, dread Sire—  
The crown upon your brows may flourish long,  
And that your arm may in your God be strong!  
O may your sceptre num'rous nations sway,  
And all with love and readiness obey!  
But how shall we the British king reward!  
Rule thou in peace, our father, and our lord!  
Midst the remembrance of thy favours past,  
The meanest peasants most admire the last\*  
May George, beloved by all the nations round,  
Live with heav'n's choicest constant blessings crown'd!  
Great God, direct, and guard him from on high,  
And from his head let ev'ry evil fly!  
And may each clime with equal gladness see  
A monarch's smile can set his subjects free!*

*\* The Repeal of the Stamp Act*

16

## D Differentiation

### Challenge

Ask students to imagine they were going to write a poem to an important leader, such as a king or president. Have them consider what they would ask or say to that leader.

- Have students read the first paragraph on page 16 silently.

#### **Literal.** Who was Phillis Wheatley?

- » She was a person from West Africa who had been enslaved and taken to Boston, and wrote a poem when the Stamp Act was repealed.

- Read Phillis Wheatley's poem aloud.

**Note:** Due to archaic language and symbolic references, the poem by Phillis Wheatley is quite challenging. You may choose to ask students to read and discuss only the explanatory paragraph about Phillis Wheatley. You may also choose to read the poem aloud to expose students without analyzing the meaning of the poem; alternatively you might choose to read the poem aloud and then ask students to analyze the poem in small groups.

**Challenge.** Do you think Wheatley's poem is favorable or unfavorable toward the king? Find evidence in the text to support your answer.

- » Answers may vary, but should include the poem is favorable, praising the king. Evidence may be given from phrases in the poem itself (crown . . . may flourish long; all with love and readiness obey; our father and our lord; George, beloved by all nations) or from the opening lines on the page where the author mentions the colonists' numerous expressions of gratitude for the king's repeal of the Stamp Act—articles, letters, and songs.

## **D** Differentiation

### Support

You may indicate Wheatley's reference to the repeal of the Stamp Act in her poem. Have students look where the asterisk (\*) appears in the poem and discuss the meaning of the two previous lines.

### Crispus Attucks

Crispus Attucks was among the people killed during the Boston Massacre. Attucks was part African and part Native American. He had been enslaved, but at the time of the Boston Massacre he was a sailor. During the crossfire, Attucks was shot in the chest and died immediately. Three others, and eventually a fourth, also died as a result of the incident in Boston. On the day of the funerals, many shops closed. Thousands of people filed through the streets of Boston following the victims' coffins. Attucks and the others became heroes.



Crispus Attucks

### The Sons of Liberty

The Sons of Liberty was largely made up of small business owners. Several were merchants and tradesmen. The group got its name from an Irishman named Isaac Barre. Barre was a soldier and a politician. He spoke out in the British Parliament against some of the decisions being made regarding the colonies. Like George Washington, Isaac Barre fought in the French and Indian War. He was involved in the defeat of the French Army at the Battle of Québec. He was strongly opposed to the taxes that were being imposed by the British Parliament on the American colonists. In one of his speeches, Barre referred to the colonists as Sons of Liberty. The name inspired some of the protestors in the colonies, and the group has been known as the Sons of Liberty ever since.



Isaac Barre

17

- Have a different student read each text box on page 17 aloud.
- Have students review by adding details that describe When, Where, and Why to this sentence: *Crispus Attucks died.*
  - » Crispus Attucks died when he was shot in the chest by crossfire during the Boston Massacre.

**Inferential.** Why did Isaac Barre refer to the colonists as the Sons of Liberty?

- » Answers may vary, but could include that he was strongly opposed to the taxes the British Parliament imposed on the colonists; he supported the colonists in their decision to fight for freedom; he thought they would fight for freedom in the same manner they would fight for a family member.

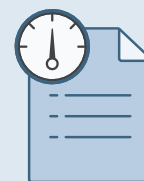
## DISCUSS THE CHAPTER AND WRAP-UP (5 MIN.)

- Use the following questions to discuss the chapter.

**Note:** Question 1 relates to The Big Question of the chapter.

1. **Literal.** Who were the Sons of Liberty, and what form of protest did they lead in Boston Harbor?
    - » The Sons of Liberty was a group of protestors who formed in Boston in response to the Stamp Act. They gave speeches against taxes on the colonists by the British Parliament. When Parliament replaced the Stamp Act with a tax on tea, the Sons of Liberty led a protest by dumping chests of tea into Boston Harbor.
  2. **Inferential.** The title of this chapter is “Trouble Is Brewing,” which means trouble is developing. What was that trouble?
    - » The Boston Tea Party (protestors dumping tea into Boston Harbor)
- Have students turn to Activity Page 1.3 as you display Timeline I. Use the following questions to guide students in adding events to their timelines as you do so with the displayed timeline:
1. In what year did the British government repeal the Stamp Act?
    - » 1766
  2. What incident took place between the colonists and the redcoats on the streets of Boston in March 1770, resulting in the death of Crispus Attucks?
    - » the Boston Massacre
  3. What is the name of the protest in which the Sons of Liberty helped dump tea into the Boston Harbor in December 1773?
    - » the Boston Tea Party

## Activity Page 1.3



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

##### Listening Actively

<b>Entering/Emerging</b>	Provide 1:1 support when students are attempting to place events on the timeline.
<b>Transitioning/Expanding</b>	Redirect students to lesson texts for supporting information. Provide partner for additional support as needed.
<b>Bridging</b>	Provide support for understanding key words and dates needed to place events on timeline.

### WORD WORK: *BOYCOTT* (5 MIN.)

1. In the chapter you read, “Many establishments agreed to boycott British tea.”
2. Say the word *boycott* with me.
3. *Boycott* means to protest something by refusing to buy, use, or participate.
4. Some people marched outside the supermarket to boycott the high price of lettuce.
5. What is something you might boycott as a form of protest? Be sure to use the word *boycott* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I might boycott \_\_\_\_\_ because \_\_\_\_\_.”
6. What part of speech is the word *boycott*?
  - » verb
  - Use a Discussion activity for follow-up. Talk with a partner about why colonists thought boycotting British tea would be an effective way to protest. Be sure to use the word *boycott* in complete sentences as you discuss this with your partner.

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## Lesson 2: Boycotts and Protests Language



### Primary Focus

Students will practice correct use of commas in dates, places, and items in a series when recalling details about the American Revolution. [L.4.2]

Students will use the root *port* as a clue to the meaning of words relevant to the American Revolution and use these words correctly in sentences. [L.4.4b]

### GRAMMAR: REVIEW COMMAS (15 MIN.)

#### Review Commas

- Remind students they learned several different ways to use commas in a previous unit.
- Refer to the Commas Poster you prepared in advance. Point out the following:

- Commas are used to separate the day of the month and the year. Have students identify the commas in the example: The Boston Tea Party happened on December 16, 1773.
- Commas are used to separate the name of a city from a state or country. Have students identify the comma in the example: The Treaty of Paris was signed in Paris, France.
- Commas are used to separate three or more words and phrases in a series. Have students identify the commas in the example: Colonists were required to pay a tax when they bought newspapers, pamphlets, and playing cards.
- Refer to the sentences you prepared in advance. Have students help you insert commas where they belong. Be sure to have students explain their placement of commas.
  - The French and Indian War ended on February 10, 1763.
  - Paul Revere lived in Boston, Massachusetts.
  - The Sons of Liberty marched, protested, and spoke against the Stamp Act.



### Check for Understanding

Have students complete the following activity:

With a partner, scan the text and images in chapter 2 of the Reader for examples of commas used in the ways discussed. Write one example on a sticky note with your initials and place it on the Commas Poster in an appropriate spot. Be sure to copy accurately.

- Have students turn to Activity Page 2.2. Review all the directions and have students complete the activity page for homework.

## **MORPHOLOGY: INTRODUCE ROOT *port* (15 MIN.)**

### **Introduce Root *port***

- Refer to the Roots Poster on display in the classroom and read the definition of root.
- Tell students they will study the root *port*. Explain that the origin of *port* is Latin and it means to carry.

### Activity Page 2.2



- Write *port* and its meaning on the Roots Poster.
- Explain that prefixes can be added to the beginning of *port* and suffixes can be added to the end. Adding prefixes and suffixes can change the part of speech of the word.
- Write *transport* on the board/chart paper. Underline *port*.
- Briefly discuss the meaning of the word and then use it in a sentence. (*Transport* means to carry something from one place to another. The school bus will transport students on their field trip.)
- Have students provide sentences using the word *transport*. (Answers may vary.)
- Continue in this manner with the remaining *port* words, using the following chart as a guide.

**Note:** You will not write the information in the shaded columns on the board/chart paper, as that information is intended for use during oral instruction. Complete as many examples as time permits.

Word	Meaning	Sentence
import	(verb) to bring in a product from another country to be sold	The new restaurant in town will <u>import</u> cheese from France.
export	(verb) to send out a product to another country to be sold	The United States <u>exports</u> dairy, eggs, and sugar to other countries.
transportation	(noun) a way of traveling from one place to another	Our <u>transportation</u> for summer vacation will include a bus and a train.
portable	(adjective) easy to carry or move	We have a <u>portable</u> fan that we can move to any room in the house.
portfolio	(noun) a set of projects or artwork presented together in a folder; a flat case used to carry paper projects and artwork	I brought home my art <u>portfolio</u> on the last day of school.
support	(verb) to carry the weight of something	A strong foundation <u>supports</u> the house.

### Activity Page 2.3



- Have students turn to Activity Page 2.3. Complete the first sentence as a class, and have students complete the rest of the activity page for homework.

## Lesson 2: Boycotts and Protests

# Writing



**Primary Focus:** Students will explain how to use cause and effect to describe events that led to the American Revolution. [RI.4.5]

### INTRODUCE CAUSE AND EFFECT (15 MIN.)

- Tell students they will be writing a cause and effect essay for this unit. Today you will introduce the concept of cause and effect as students begin the planning stage of the writing process.
- Refer to the Cause and Effect Poster you prepared in advance. Ask one student to read the definition of cause and another student to read the definition of effect.
- Share the following example of a simple cause and effect statement:
  - Joshua put on his heavy winter coat because it was cold outside.
- Have students identify the cause, or reason, which made Joshua put on his heavy winter coat. Tell them to test their idea of what the cause is by asking if it answers the question why? (Why did Joshua put on his heavy winter coat?)
  - Cause: it was cold outside.
- Have students identify the effect, or the thing that happened, because of it being cold outside. Tell them to test their idea of what the effect is by asking if it tells what happened. (What happened because it was cold outside?)
  - Effect: Joshua put on his heavy winter coat.
- Point out that the cause or effect may occur at the beginning or the end of the sentence. For example, the following sentence means the same as the first sentence, but is ordered differently:
  - It was cold outside, so Joshua put on his heavy winter coat.
- Refer to the Cause and Effect Chart you prepared in advance.
- Have a student read the first item under "Cause."
- Ask students what effect staying in the sun too long without sunscreen might have on someone.
  - » Answers may vary, but could include getting burned by the sun.
- Write "I got burned by the sun" in the first row of the chart under "Effect."



- Have students formulate different sentences explaining this cause and effect. For example:
  - Because I stayed out in the sun too long without sunscreen, I got burned by the sun.
  - I got burned by the sun because I stayed out in the sun too long without sunscreen.
- Next, refer to the second row in the “Effect” column and have a student read the item.
- Tell students the balloon popped because of an event or circumstance. Ask students to suggest why the balloon popped.
  - Answers may vary, but should include reasonable suggestions such as being punctured by an object or bursting due to pressure of some sort (heat).
- Write “Someone poked the balloon with a pin” under “Cause” on the second row of the chart.
- Have students formulate different sentences explaining this cause and effect. For example:
  - The balloon popped because someone poked it with a pin.
  - Because someone poked it with a pin, the balloon popped.
- Have students turn to Activity Page 2.4. Review the chart, noting that it includes the two examples completed as a class.
- Have students complete the next row of the chart, filling in one effect for “the alarm clock did not ring.”
- Briefly discuss student answers.
- Have students complete the rest of Activity Page 2.4 for homework.

#### Activity Page 2.4



End Lesson

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## Lesson 2: Boycotts and Protests

# Take-Home Material

### LANGUAGE

- Have students take home Activity Pages 2.2 and 2.3 to complete for homework.

### WRITING

- Have students take home Activity Page 2.4 to complete for homework.

#### Activity Page 2.2



#### Activity Pages 2.3 and 2.4



# Voices of Discontent

## PRIMARY FOCUS OF LESSON

### Reading

Using close reading strategies, students will deepen their understanding of colonists' growing discontent and anger toward Great Britain by studying vocabulary and idioms contained in lesson text. [RF.4.4a, RI.4.1, RI.4.3, RI.4.4]

Students will demonstrate an understanding of the Tier 2 word *accurate*. [L.4.5c]

### Writing

Students will use appropriate transition words to draft cause and effect statements explaining the colonists' protests. [W.4.2, W.4.9b]

## FORMATIVE ASSESSMENT

- |                   |   |
|-------------------|---|
| Activity Page 3.1 | <b>“Trouble Is Brewing”</b> Interpret idioms used in lesson content. [L.4.5]  |
| Activity Page 3.2 | <b>Cause and Effect Paragraphs</b> Identify and sequence causes and effects related to the Stamp Act. [RI.4.3]                        |
| Activity Page 3.3 | <b>Draft a Paragraph</b> Write a cause and effect paragraph explaining colonists' post-French and Indian War protests. [W.4.4, W.4.9] |



## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (45 min.)			
Review Chapter 2	Whole Group	5 min.	<input type="checkbox"/> <i>The Road to Independence</i> <input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Visual Support 3.1
Reread “Trouble Is Brewing”	Partner/Independent	25 min.	
Discuss the Chapter and Wrap-Up	Whole Group	10 min.	
Word Work: <i>Accurate</i>	Whole Group	5 min.	
Writing (45 min.)			
Review Cause and Effect	Whole Group	5 min.	<input type="checkbox"/> Visual Supports 2.3, 3.2 <input type="checkbox"/> <i>The Road to Independence</i> <input type="checkbox"/> Activity Pages 3.2, 3.3 <input type="checkbox"/> Answer Key for Activity Page 3.2
Model a Cause and Effect Paragraph	Whole Group	15 min.	
Draft	Independent	20 min.	
Lesson Wrap-Up	Whole Group	5 min.	
Take-Home Material			
Reading; Writing			<input type="checkbox"/> Activity Pages 3.1, 3.2 <input type="checkbox"/> Take-Home Page 3.1

## ADVANCE PREPARATION

### Reading

- Prepare to project Visual Support 3.1 and read the Purpose for Reading aloud to students.

### Writing

- Write several causes and effects from the chapter, putting each on a separate sheet of paper, for display.
- Prepare the following Transition Words Poster for display for the remainder of the unit. Alternatively, you may access a digital version in the Visual Supports for Teaching for this unit.

Cause Transition Words	Effect Transition Words
because due to one cause is, another is since for first, second	consequently as a result thus resulted in one result is, another is so

### Language

#### Grammar; Morphology

- Collect Activity Pages 2.2 and 2.3 to review and grade, as there are no grammar or morphology lessons today.

### Writing

- Collect Activity Page 2.4 to review and monitor student progress.

### Universal Access

- To ensure all students have the opportunity to contribute during Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## Lesson 3: Voices of Discontent

# Reading

**Primary Focus**

Using close reading strategies, students will deepen their understanding of colonists' growing discontent and anger toward Great Britain by studying vocabulary and idioms contained in lesson text. [RF.4.4a, RI.4.1, RI.4.3, RI.4.4]

Students will demonstrate an understanding of the Tier 2 word *accurate*. [L.4.5c]

**REVIEW CHAPTER 2 (5 MIN.)**

- Tell students they will reread chapter 2, "Trouble Is Brewing," and ask them to turn to the first page.
- Remind students they read about growing tensions between British subjects living in Boston, Massachusetts, and the British government in London, England. Cite the Boston Massacre and the Boston Tea Party as examples of discontent.
- You may wish to review the following vocabulary words before you reread the chapter:

**liberty, n.** freedom

**repeal, v.** to undo or withdraw a law (repealed)

**eliminate, v.** to get rid of something (eliminated)

**indirectly, adv.** not having a clear and direct connection

**boycott, v.** to protest something by refusing to buy, use, or participate

**musket, n.** a long, heavy gun that is loaded at the muzzle

**engraving, n.** a design or lettering made by cutting into the surface of wood, stone, or metal

**accurate, adj.** without mistakes; having the right facts

**patriot, n.** a person who supports and defends their country (patriots, patriotism)

- Remind students they can look up a word in the glossary if they forget its meaning.

### Activity Page 3.1



- Have one student read The Big Question at the beginning of the chapter. Ensure students understand The Big Question before reading the chapter.
  - Who were the Sons of Liberty, and what form of protest did they lead in Boston Harbor?
- Tell students they will read to better understand the roles various people played as colonial discontent with the British government grew.

### REREAD “TROUBLE IS BREWING” (25 MIN.)

- Project Visual Support 3.1 and read the Purpose for Reading aloud to students.
- Pair students to read and discuss the chapter. Alternatively, some or all students may read independently.
- Remind students to read with the Big Question in mind and take notes in their notebooks that answer the following questions: Whose names were mentioned in the chapter? Why is each remembered? Do you agree with their actions? Why or why not?
- Have students start Activity Page 3.1 with their partners as an anchor activity if they finish early. Unfinished work can be completed at home.

**Note:** At this point in the school year, some or all of your students are likely ready for the challenge of reading the entire chapter independently to themselves, especially since this lesson is a rereading of the chapter they read as a whole group yesterday. We encourage you to assign students to read either independently or with partners, based on their needs.



#### MULTILINGUAL/ENGLISH LEARNERS

#### Reading for Information

#### Reading/Viewing Closely

<b>Entering/Emerging</b>	Provide 1:1 support when students are attempting to read independently and complete Activity Page 3.1.
<b>Transitioning/ Expanding</b>	Provide partners for additional support as needed.
<b>Bridging</b>	Provide support for understanding key words and dates needed to understand lesson content.

## DISCUSS THE CHAPTER AND WRAP-UP (10 MIN.)

- Select one student from each pair to share answers to the assigned questions. Discuss.



### Check for Understanding

**Think-Pair-Share.** Have students review the American Revolutionaries described in the chapter by reading an answer and having students identify the question. Remind students to signal when both partners have contributed to the conversation. After students finish their conversation, have them share their partner's question.

- They were a large group of small business owners that made public speeches against taxes and the British government.
  - » Who were the Sons of Liberty?
- She wrote a poem when the Stamp Act was repealed.
  - » Who is Phillis Wheatley?
- He spoke out in British Parliament in support of the colonies and gave the Sons of Liberty their name.
  - » Who is Issac Barre?
- He was an African and Native American soldier who died during the Boston Massacre.
  - » Who is Crispus Attucks?

- Review the correct answers to Activity Page 3.1 with the whole class. You may wish to select different students to read each question and share their response, including the page number where the answer was located.

**Note:** Question 1 relates to The Big Question of the chapter.

1. There, angry crowds took their frustration out on tax collectors.
  - » Answers may vary, but should include that people got mad at the tax collectors because they thought the taxes were unfair, and the tax collectors were the ones who had to enforce payment of them. (page 10)
2. And they thought the new tax on tea was every bit as unfair as the old tax on paper.
  - » Answers may vary, but should include that they believed the tax on tea was just as unfair as the taxes on paper had been. (page 11)



### Take-Home Page 3.1



3. In 1768, in response to the protests about the new taxes, the British government sent soldiers to Boston to keep an eye on the Sons of Liberty.
    - » Answers may vary, but should include that the British government sent soldiers to Boston to spy on the Sons of Liberty. (page 12)
  4. The situation became more serious when even more people poured into the streets.
    - » Answers may vary, but should include that the situation got worse because more angry people came out into the streets. (page 12)
  5. Soon a crowd of 300 angry Bostonians was pressing in on the outnumbered British soldiers.
    - » Answers may vary, but should include that a group of angry Bostonians surrounded the British soldiers. (page 12)
- Tell students they will read Take-Home Page 3.1 for homework.

### WORD WORK: *ACCURATE* (5 MIN.)

1. In the chapter you read, “It was not an entirely accurate picture of what had happened, but many colonists thought it was.”
  2. Say the word *accurate* with me.
  3. *Accurate* means without mistakes, or having the right facts.
  4. Sam gave accurate answers to all 10 of his math problems.
  5. What are some other examples where it is important to provide accurate information? Be sure to use the word *accurate* in your response.
    - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “My cousin’s accurate directions helped me find her house without any trouble.”
  6. What part of speech is the word *accurate*?
    - » adjective
- Use a Synonyms and Antonyms activity for follow-up.
  - What does *accurate* mean? What are some synonyms of, or words that have a similar meaning to, *accurate*?
    - Prompt students to provide words like *exact*, *precise*, and *right*.
  - What are some antonyms, or words that have the opposite meaning, of *accurate*?
    - Prompt students to provide words like *incorrect*, *wrong*, *invalid*, and *faulty*.
  - As students discuss synonyms and antonyms, guide them to use the word *accurate* in a complete sentence: “An antonym of *accurate* is *inaccurate*.”

## Lesson 3: Voices of Discontent

# Writing



**Primary Focus:** Students will use appropriate transition words to draft cause and effect statements explaining the colonists' protests. [W.4.2, W.4.9b]

### REVIEW CAUSE AND EFFECT (5 MIN.)

- Remind students they learned about cause and effect in the previous lesson. Reference the Cause and Effect Poster on display in the classroom.
- Tell students today they will use the content from chapter 1 of the Reader to identify the causes and effects surrounding Britain's imposition of the Stamp Act.
- Have students turn to part one of Activity Page 3.2, "Cause and Effect Paragraphs." Lead the class in sequencing events from chapter 1. Have students reference the chapter if they need help sequencing the events.

### MODEL A CAUSE AND EFFECT PARAGRAPH (15 MIN.)

- Once the events are accurately sequenced, use the statements to model for students how to draft a cause and effect paragraph (using the board or chart paper). Think aloud as you write, pointing out transition words, use of commas, capitalization choices and other skills you wish students to apply. Ask for student input as you model making writing choices.



#### MULTILINGUAL/ENGLISH LEARNERS

#### Reading for Information

Reading/Viewing Closely

<b>Entering/Emerging</b>	Provide 1:1 support when students are attempting to sequence events in cause/effect chronology.
<b>Transitioning/Expanding</b>	Redirect students to lesson texts for supporting information. Provide partner for additional support as needed.
<b>Bridging</b>	Redirect students to lesson texts for supporting information. Provide partner for additional support as needed.

### Activity Page 3.2



## D Differentiation

### Support

Display sheets of paper that each have a cause or an effect on them. Move those papers as students discuss to help them determine the causes and the effects.

### Activity Page 3.3



## D Differentiation

### Challenge

Remind students that when they put information into their own words, it is called paraphrasing. Challenge them to add a quotation from the text to their essays in addition to the paraphrasing they have already done.

### DRAFT (20 MIN.)

- Let students know they will complete the rest of Activity Page 3.2 for homework. Review the instructions and completed example (1) to ensure that all students understand the instructions.
- Ask students to turn to Activity Page 3.3. Instruct them to draft a cause and effect paragraph. They will use their own words to explain how the French and Indian War eventually led to the Stamp Act and colonial protests. Remind students to use cause and effect transition words in their drafts. Refer to the Transition Words Posters (the one you prepared in advance and the one that appears on Activity Page 3.2). Review the transition word meanings.
- Encourage students to use another source in addition to the Reader to inform their writing. Ask them to cite their sources (or print out any web sources). If students have not yet been taught how to formally cite sources, title, author and page number will do.
- Remind students that this is a first draft and they will have additional time during the next lesson to complete their draft and revise and edit their writing.
- Circulate and check in with students, providing guidance and support as needed.

### LESSON WRAP-UP (5 MIN.)



### Check for Understanding

Remind students of the skills they practiced during the lesson. Write the following terms on the board: “cause and effect, transition words, commas, finding information in the chapter, using additional sources.”

- Provide a half sheet of paper; ask students to draw a T-chart on it labeled “hard/easy.” Students should sort the terms you wrote on the board according to how they feel about them. Collect.
- Confirm student self-assessments as you observe their work in upcoming lessons.

End Lesson

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### Lesson 3: Voices of Discontent

# Take-Home Material

## READING; WRITING

- Have students take home Activity Pages 3.1 and 3.2 and Take-Home Page 3.1 to complete for homework. Encourage them to find additional sources, with parental supervision, to support their cause and effect paragraphs.

### Take-Home Page 3.1



### Activity Pages 3.1 and 3.2



## 4

# Give Me Liberty or Give Me Death

## PRIMARY FOCUS OF LESSON

### Reading

Students will use the lesson text and additional sources to understand how the Intolerable Acts imposed on Massachusetts by the British Parliament precipitated the American Revolution. [RI.4.1, RI.4.3, RI.4.6, RI.4.9]

Students will demonstrate an understanding of the Tier 2 word *intolerable*. [L.4.4]

### Language

Students will demonstrate appropriate use of commas with quotation marks when writing dialogue and when quoting text sources. [L.4.1, L.4.2b]

Students will recognize the root *port* and use topic-relevant words containing this root in sentences. [L.4.1, L.4.4b]

### Writing

Students will use cause and effect text structure and paragraph-writing skills to describe what gave rise to the French and Indian War. [W.4.2, W.4.2a, W.4.9b, RI.4.5]

## FORMATIVE ASSESSMENT

- |                          |  |
|--------------------------|--|
| <b>Activity Page 4.2</b> | <b>Review Quotation Marks</b> Write sentences using quotation marks and commas. [L.4.1, L.4.2]   |
| <b>Activity Page 4.3</b> | <b>Practice Root <i>port</i></b> Identify meaning and correct usage of words with the root <i>port</i> . [L.4.1, L.4.4b]                       |
| <b>Activity Page 3.3</b> | <b>Draft a Paragraph</b> Write a cause and effect paragraph explaining colonists' post-French and Indian War protests. [W.4.2, W.4.2a, W.4.9b] |



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (45 min.)			
Review Idioms	Whole Group	5 min.	<input type="checkbox"/> <i>The Road to Independence</i> <input type="checkbox"/> Activity Pages 1.3, 3.1, 4.1 <input type="checkbox"/> Take-Home Page 4.1 <input type="checkbox"/> Visual Supports 1.3, 4.1
Review Chapter 2	Whole Group	5 min.	
Introduce Chapter 3	Whole Group	5 min.	
Read “The Fight Begins”	Whole Group	20 min.	
Lesson Wrap-Up	Whole Group	5 min.	
Word Work: <i>Intolerable</i>	Whole Group	5 min.	
Language (25 min.)			
Grammar: Review Quotation Marks	Partner	15 min.	<input type="checkbox"/> Visual Support 4.2 <input type="checkbox"/> <i>The Road to Independence</i> <input type="checkbox"/> Activity Pages 4.2, 4.3
Morphology: Practice Root <i>port</i>	Whole Group	10 min.	
Writing (20 min.)			
Continue Drafting Paragraph	Independent	15 min.	<input type="checkbox"/> Activity Page 3.3
Lesson Wrap-Up	Whole Group	5 min.	
Take-Home Material			
Reading; Morphology			<input type="checkbox"/> Activity Page 4.3 <input type="checkbox"/> Take-Home Page 4.1

## ADVANCE PREPARATION

### Reading

- Prepare to project Visual Support 4.1 and read the Purpose for Reading aloud to students.
- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the Visual Supports for Teaching for this unit.
  - Read to learn how the British Parliament angered colonists further and what those colonists did in response.
- You may wish to prepare to display the digital version of Timeline I found in the Visual Supports for Teaching for this unit.

### Language

#### Grammar

- Prepare the Quotation Marks Poster below for display. Alternatively, you may access a digital version in the Visual Supports for Teaching for this unit.

Quotation Marks	Example
Quotation marks are used to show exactly what a person says or has said. (dialogue)	The Sons of Liberty cried, "No taxation without representation!" or "No taxation without representation!" the Sons of Liberty cried.
Quotation marks are used when copying exact words from a written text.	The text states, "During the French and Indian War, many Native Americans chose sides," or "During the French and Indian War, many Native Americans chose sides," the text states.
When a quotation is split within one sentence, quotation marks indicate which part of the sentence is being quoted.	"During the French and Indian War," the text states, "many Native Americans chose sides."

### Universal Access

- To ensure all students have the opportunity to contribute during Turn and Talk exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.
- Provide a reduced version of Quotation Marks Poster for students to use at their desks.

## Lesson 4: Give Me Liberty or Give Me Death

## Reading



## Primary Focus

Students will use the lesson text and additional sources to understand how the Intolerable Acts imposed on Massachusetts by the British Parliament precipitated the American Revolution. [RI.4.1, RI.4.3, RI.4.6, RI.4.9]

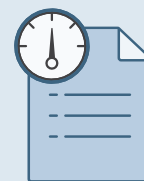
Students will demonstrate an understanding of the Tier 2 word *intolerable*. [L.4.4]

## REVIEW IDIOMS (5 MIN.)

**Note:** Idioms are particularly challenging for English Language Learners to identify as they master English vocabulary.

- Review the correct answers to Activity Page 3.1, which was completed for homework.
  - You may wish to select different students to read each question and share their response, including the page number where the answer was located.
1. There, angry crowds took their frustration out on tax collectors.
    - » Answers may vary, but should include that people got mad at the tax collectors because they thought the taxes were unfair, and the tax collectors were the ones who had to enforce payment. (page 10)
  2. And they thought the new tax on tea was every bit as unfair as the old tax on paper.
    - » Answers may vary, but should include that they believed the tax on tea was just as unfair as the taxes on paper had been. (page 11)
  3. In 1768, in response to the protests about the new taxes, the British government sent soldiers to Boston to keep an eye on the Sons of Liberty.
    - » Answers may vary, but should include that the British government sent soldiers to Boston to spy on the Sons of Liberty. (page 12)
  4. The situation became more serious when even more people poured into the streets.
    - » Answers may vary, but should include that the situation got worse because more angry people came out into the streets. (page 12)
  5. Soon a crowd of 300 angry Bostonians was pressing in on the outnumbered British soldiers.
    - » Answers may vary, but should include that a group of angry Bostonians surrounded the British soldiers. (page 12)

## Activity Page 3.1





## REVIEW CHAPTER 2 (5 MIN.)

- Ask students the following questions to review Chapter 2, “Trouble Is Brewing.”
1. Who were the group of protesters, formed in response to the Stamp Act, who shared in the belief that the British were treating colonists unfairly?
    - » the Sons of Liberty
  2. Why weren’t the Sons of Liberty satisfied when the British government repealed the Stamp Act?
    - » The British imposed new taxes, including a tax on British tea.
  3. What famous protest did the Sons of Liberty lead in reaction to the tax on tea?
    - » the Boston Tea Party

## INTRODUCE CHAPTER 3 (5 MIN.)

- Project Visual Support 4.1 and read the Purpose for Reading aloud to students.
- Tell students they will read chapter 3, “The Fight Begins.”
- Have students turn to the first page and select a student to read the title aloud.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *intolerable*.
- Have them find the word on page 21 of the Reader.
- Have students refer to the glossary at the back of the Reader, locate *intolerable*, and then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 4.1 while you read each word and its meaning.

**intolerable, adj.** too painful or hard to be accepted

**grievance, n.** a complaint resulting from being treated unfairly; a reason for complaining about a situation (grievances)

**import, v.** to bring in a product from another country to be sold (importing)

**export, v.** to send out a product to another country to be sold (exporting)

**stockpile, v.** to collect materials to use in the future (weapons, food, etc.) (stockpiling)

### Activity Page 4.1



**belfry, n.** a bell tower at the top of a church

**rebel, n.** a person who fights against a government (rebels)

**volley, n.** the firing of a large number of weapons at the same time

**musket ball, n.** ammunition shot from muskets (musket balls)

**revolutionary, adj.** leading to, or relating to, a complete change

Vocabulary Chart for “The Fight Begins”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	musket ball	intolerable grievance import export stockpile belfry rebel volley revolutionary
Spanish Cognates for Core Vocabulary		intolerable revolucionario/a rebelde importar exportar
Multiple-Meaning		volley
Sayings and Phrases	hand-picked make a living stand for/stand your ground/stand up to course others may take at a moment's notice let alone lined up in formation declare war sound an alarm under attack no going back delivered an address	

- Read to learn how the British Parliament angered colonists further and what those colonists did in response.
- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - What was the Revolutionary War, and what were the causes that led to it?

### Chapter 3

## The Fight Begins

#### THE BIG QUESTION

What was the Revolutionary War, and what were the causes that led to it?

When news of the Boston Tea Party reached Great Britain in 1774, many people were shocked. The king and many members of the British government were furious. They made a decision to punish the people of Boston.

Over the next few months, Parliament approved a series of new laws. The Boston Port Act declared that Boston Harbor would remain closed until the colonists paid for the tea that had been destroyed. No ships were allowed to enter or leave without permission from British officials appointed by the king.



18

#### READ “THE FIGHT BEGINS” (20 MIN.)

- Have students read pages 18 and 19 silently.

The Massachusetts Government Act declared that the people of the colony were now under stricter control in terms of meetings and electing their own officials. From that point on, the British king and his ministers would make all decisions about which colonists would serve in important positions in Massachusetts.

The Administration of Justice Act made new rules for trials. Bostonians accused of a crime would no longer be tried in Boston by fellow Bostonians. Instead, they would be sent either to another colony, such as Canada, or even to London. They would also be tried in a special Admiralty court by a judge handpicked by the king.

The Quartering Act declared that the colonists had to provide quarters, or temporary places to live, for the British soldiers stationed in the colonies. The colonists also had to provide supplies such as food, bedding, candles, and firewood. This was significant because the British government was getting ready to send more soldiers to Boston.



**Inferential.** Why were the British king and members of Parliament shocked and angry when they received the news about the Boston Tea Party?

- » Answers may vary, but may include that they couldn't believe the protesters had dumped all the tea into the harbor; the loss of the tea represented a loss of money for the British company that had planned to sell the tea.

**Literal.** How did the British Parliament punish the Massachusetts colonists for the Boston Tea Party?

- » The Parliament implemented a series of new laws: the Boston Port Act (closing of Boston Harbor until colonists paid for destroyed tea); the Massachusetts Government Act (meetings and the election of officials were under British control); the Administration of Justice Act (trials would now be held outside Boston and judges chosen by the king); and the Quartering Act (colonists had to house and provide supplies to British soldiers.)

**Note:** It is not necessary or expected that students remember the specific names of each act. What is important is that they get an overall sense that the British government decided to punish the Massachusetts colonists, and that they be able to give at least one example of what the British government did.

**Inferential.** How do you predict colonists in Massachusetts responded to these new laws? Support your answer with information you have read in earlier chapters.

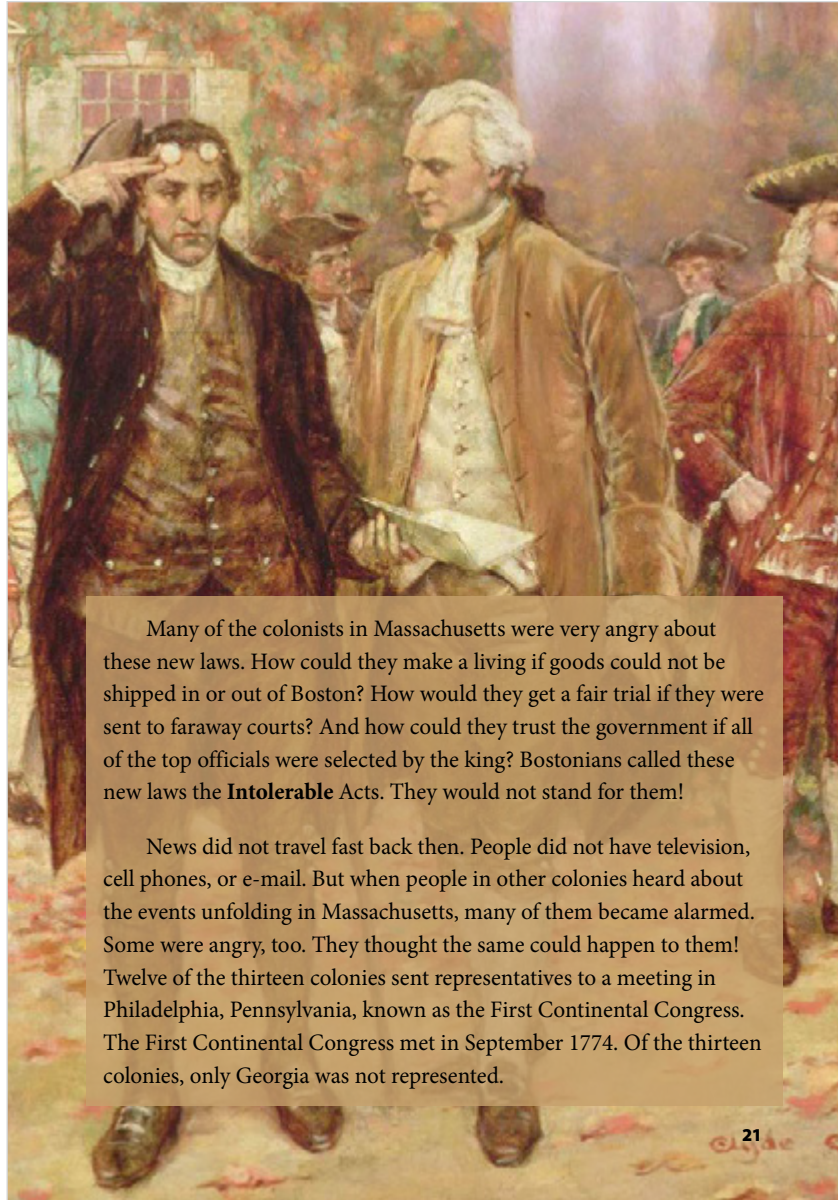
- » Answers may vary, but should be supported by evidence from the text.



Members of the First Continental Congress gather at Carpenters' Hall in Philadelphia

20





Many of the colonists in Massachusetts were very angry about these new laws. How could they make a living if goods could not be shipped in or out of Boston? How would they get a fair trial if they were sent to faraway courts? And how could they trust the government if all of the top officials were selected by the king? Bostonians called these new laws the **Intolerable Acts**. They would not stand for them!

News did not travel fast back then. People did not have television, cell phones, or e-mail. But when people in other colonies heard about the events unfolding in Massachusetts, many of them became alarmed. Some were angry, too. They thought the same could happen to them! Twelve of the thirteen colonies sent representatives to a meeting in Philadelphia, Pennsylvania, known as the First Continental Congress. The First Continental Congress met in September 1774. Of the thirteen colonies, only Georgia was not represented.

21

## D Differentiation

### Support

Reread the sentence, “How could they make a living if goods could not be shipped in or out of Boston?” *Make a living* means to earn money in order to live. Goods are products that people make or sell to earn money.

- Have students read page 21 silently.

**Inferential.** Why did people in Massachusetts call the new laws the Intolerable Acts?

- » They called them the Intolerable Acts because they could not tolerate them; they did not want to stand for, or accept, them.

If students do not recall what the core vocabulary word *intolerable* means, explain the root word in *intolerable* is *tolerate*, which means to stand for, or accept. The prefix *in-* means not. Intolerable means not able to stand for, or accept. Another way to phrase the definition of intolerable is “too painful or hard to be accepted.”

**Literal.** How did people in the other colonies respond when they heard about the new laws Britain imposed on Massachusetts?

- » They were angry and thought the same could happen to them. Twelve of the thirteen colonies decided to send representatives to a meeting in Philadelphia called the First Continental Congress.

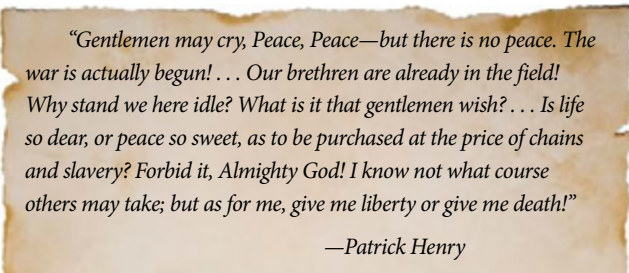


## Complaints and Grievances

The 56 members of the First Continental Congress drafted a list of complaints and **grievances** against the king and his government. They agreed that all thirteen colonies would stop **importing** goods from Great Britain—not just tea and other items that were taxed, but all British goods. They also agreed that, unless Parliament repealed the Intolerable Acts, the colonies would stop **exporting** colonial goods to Great Britain.

Some colonists began to think a war was unavoidable. They thought it was time to start **stockpiling** muskets and gunpowder. Others believed that it was not too late to patch up relations with the king and his government.

Representatives from Virginia debated this issue in March 1775. Several representatives argued that Virginia should do whatever it could to keep the peace and restore good relations with the king. But others thought that it was too late for that. A country lawyer named Patrick Henry proposed that it was time to stop talking about peace and to start fighting for liberty:



*"Gentlemen may cry, Peace, Peace—but there is no peace. The war is actually begun! . . . Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? . . . Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!"*

—Patrick Henry

Many people in Massachusetts agreed with Patrick Henry. They were organizing militias, stockpiling guns, and preparing to fight. Some of the Massachusetts militiamen were known as minutemen. These special troops were created to be ready to fight at a moment's notice!

22

- Read pages 22 and 23 aloud.

The British government knew that these preparations were underway. In response, they sent a large army to Boston. British generals were told to confiscate any weapons they could find. They were also told to find and arrest the biggest troublemakers among the Sons of Liberty—Samuel Adams and John Hancock.

In April 1775, British soldiers tried to capture some weapons that members of the patriot movement had hidden in Concord, west of Boston. Approximately 700 British soldiers marched out of Boston on the night of April 18, hoping to surprise the militia in Concord. But the patriots were watching every move the British soldiers made.



Patrick Henry addressing Virginia representatives

- Turn and Talk: Tell students they will unpack what Patrick Henry is saying by pausing to discuss the meaning of his words with a partner. After reading each quotation, remind students to signal when both partners have contributed to the conversation. Ask students to share their partner's ideas.

"Our brethren are already in the field!"

- » Our brothers, or fellow colonists, are already having to endure unfair treatment by the British government.

"Why stand we here idle?"

- » Why aren't we doing anything? We must do something!

"Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery?"

- » Is it worth living under unfair rule just to have a quiet, peaceful life?

## D Differentiation

### Support

What three things did people in Massachusetts start to do to prepare to fight for their liberty? Support your answer with evidence from the text.

- » Organized militias; stockpiled, or stored, guns; and prepared for war.

### Support

To *confiscate* means to take by force.

### Challenge

How do you think the British government knew the preparations were underway?

- » This is an opportunity for students to inquire about military intelligence and how it was conducted in the colonies.



### The Night Rider

One of the men keeping an eye on the British soldiers was Paul Revere. He had heard that they were getting ready to march out to Concord. He knew there were only two ways to get to Concord from Boston. One was to march there on foot. The other was to cross the Charles River in boats and then march the rest of the way. It was not possible to tell which way the British would go until they set out. Revere came up with a clever plan. He told a friend to hang lanterns in the **belfry** of the North Church in Boston. If the soldiers left Boston on foot, Revere's comrade was to hang one lantern; if they set off in boats, he was to hang two lanterns.

#### Lantern

On the night of April 18, 1775, Revere's friend ran up to the belfry and hung two lanterns. Then, Revere and several other patriots jumped into action. Revere got into a rowboat and rowed across the Charles River—right past a British warship! Once he made it across, he jumped onto a horse and set off along the same road the soldiers would be taking. Paul Revere and other riders, including William Dawes and Samuel Prescott, rode through the night to awaken the sleeping colonists.

Paul Revere, well-known for the popular cry, "The British are coming!" never actually spoke those words, let alone yelled them into the darkness. Today, historians believe it is more likely he quietly warned colonists, "The regulars are coming out!" Paul Revere never made it to Concord that night. But he did ride to Lexington to warn Samuel Adams and John Hancock, who were wanted by the British government and in hiding there.

Because of Revere and the other riders, people who lived along the road knew the British soldiers were headed toward Concord. Hundreds of minutemen grabbed their guns and prepared to fight.

24

## D Differentiation

### Support

Which way were the British soldiers coming to Concord from Boston?

- » by boat across the Charles River

### Support

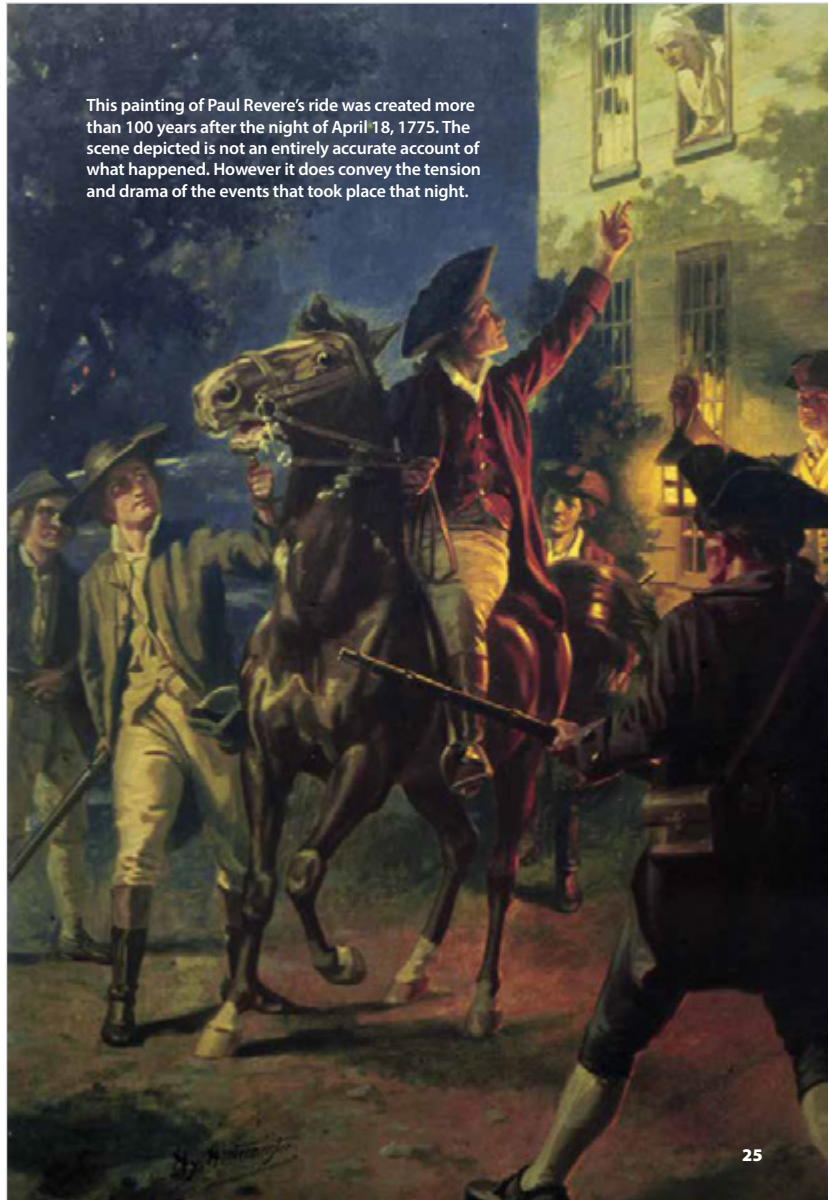
How did Paul Revere know the British soldiers were coming by boat?

- » There were two lanterns hanging in the belfry.

- Have students read page 24 silently.

**Inferential.** Why do you think it was important for Paul Revere and the others to know which way the British soldiers were going to Concord?

- » They needed to know which route they would take to Concord in order to warn the colonists before the British soldiers arrived.



- Have a student read the caption on page 25 aloud.

**Inferential.** This is an artist's depiction of the "Midnight Ride of Paul Revere." We now know this image is not entirely historically accurate. What evidence in the text suggests that the image may not be historically accurate?

- » Answers may vary, but may include that Paul Revere quietly warned colonists the British soldiers were coming; he was not the only rider.



### The Shot Heard 'Round the World

It was April 19, 1775. In Lexington, a town on the road to Concord, 80 militiamen lined up in formation. They had their guns with them, but they were not planning to fire on the redcoats. After all, a war had not been declared. Still, they knew there was a chance fighting might break out, and they wanted to be ready if it did.

As the British soldiers approached, John Parker, the leader of the Lexington militia, told his men, "Stand your ground; don't fire unless fired upon, but if they mean to have a war, let it begin here."

A British officer told the armed men to go home. According to one report, he shouted, "Lay down your arms, you **rebels!**" However, as the militiamen were turning to go, a shot rang out.

Who fired that shot? Even today nobody knows for sure. The British soldiers thought the militiamen fired it. However, Parker and his men said later that they did not. The shot may have been fired by someone who was not part of Parker's militia. He may have been firing into the air to sound an alarm. In any case, the soldiers thought they were under attack. They fired a **volley** and—in a matter of seconds—guns were flashing and smoking on both sides.



- Have students read page 26 and the main text on page 28 silently, ending at "the Revolutionary War had begun!"



Battle of Lexington

27

Seven members of the militia were killed in Lexington that day, and nine more were wounded. On the other side, only one British soldier was wounded.

Next, the British soldiers marched on to Concord. They searched Concord and found a few cannons and some **musket balls**. By this time, word of the fighting was spreading rapidly. Hundreds of men made their way to Concord, ready to fight. One troop of militiamen met the regulars on the outskirts of Concord at North Bridge. The British fired. The militiamen fired back.

Soon the British commander decided to march his troops back to Boston. However, as the British soldiers made their way back, militiamen shot at them. The militiamen hid behind trees and stone walls. They fired on the British soldiers, one or two at a time. By the time the British soldiers made it back to Boston that night, 73 of them had been killed and another 174 had been wounded. As for the colonial militiamen, 49 had died and 39 had been wounded. They had stood up to the British soldiers, who had failed to capture Samuel Adams and John Hancock. There was no going back—the **Revolutionary War** had begun!

### Georgia Stays Home

Georgia was the only colony that did not send representatives to the First Continental Congress that met in Philadelphia in 1774. Though some Georgians also opposed British trade regulations, many hesitated to join the revolutionary movement that emerged in the colonies. Many Georgians believed they had prospered under royal rule.



28

- Reread the third paragraph on page 26 aloud.

**Evaluative.** People now call the event described in this paragraph the “shot heard ‘round the world.” Why do you think this event is called that?

- » Answers may vary, but may include that everyone in the world must have heard about what happened because it is what started the Revolutionary War; it is a metaphor for a small act of big significance.

**Note:** If there isn't adequate time to complete this chapter, stop at the end of the main text on page 28, omitting the two text boxes, "Georgia Stays Home" and "Two Very Important Patriots."

- Have a student read the box titled "Georgia Stays Home" on page 28 aloud.

**Inferential.** Why did Georgia choose not to send a representative to the First Continental Congress?

- » Many Georgians did not want to get involved with the revolution because they believed they had done well under the king's rule.

- Tell students another reason Georgia did not participate in the First Continental Congress was that British soldiers had helped Georgia colonists take land from the Muscogee (also known as the Creek), the main Native American nation in the area, and the Georgia colonists still wanted help from British soldiers in their conflicts with the Muscogee. It is good practice to read multiple sources when learning about a topic. Reading other sources about the American Revolution will uncover a lot of other details not included in the Reader.

**Inferential.** How did the British colonies in Canada respond to the laws imposed on Massachusetts? What efforts did the British Parliament make to maintain loyalties in their other colonies?

- » Details students uncover may include: King George and the British Parliament referred to the Intolerable Acts as the Coercive Acts. One of these acts, the Quebec Act, extended the borders of the colony of Quebec, which had been under British rule since the French and Indian War. The Act extended the borders of Quebec to include land north of the Ohio River that Virginia colonists had hoped to settle. Almost all of the colonists who already lived in Quebec were Roman Catholic, from families who had settled there when it was a French colony; the Quebec Act allowed those Catholics to participate in local government and gave the Catholic Church the right to tax them.

## Differentiation

### Challenge

Encourage interested students to research independently when time allows.



## Two Very Important Patriots

### Samuel Adams

In 1765, Samuel Adams was elected to the Massachusetts colonial assembly and became the leader of opposition to the British government. As a delegate to the First and Second Continental Congress, Adams fought for colonial independence. Though Harvard-educated, Adams was not part of the social elite who typically held government positions at the time. Several of Adams's acquaintances helped to give him a gentlemanly appearance, more befitting a political leader of the time. For his first trip to Philadelphia, one friend provided him with financial assistance and another gave him the outfit he wore to the meeting.



Samuel Adams

### John Hancock

John Hancock's name tops the list of signatures on the Declaration of Independence. His prominent signature is familiar to anyone who has seen an image of that document. John Hancock was a wealthy Boston merchant and patriot leader of the American Revolution. Following the Boston Massacre in 1770, John Hancock was one of the committee members chosen to go to the governor to demand the removal of British troops from the city. At the funeral of Crispus Attucks and other victims, Hancock delivered an address that led to an order for his arrest.



John Hancock

29

## D Differentiation

### Challenge

Encourage students to find a copy of John Hancock's speech. Ask them to infer which words might have angered the British and led to the order for his arrest.

» See John Hancock's Boston Massacre Oration.

- Have a student read page 29 aloud.

**Inferential.** In what ways was Samuel Adams different from other political leaders of the time?

- » Answers may vary, but may include he was not part of the social elite who typically held government positions at the time; he did not have a refined, gentlemanly appearance; he did not have nice clothes; he did not have a lot of money.

**Literal.** Besides signing the Declaration of Independence, what else did you learn about John Hancock from this text? Have students write one declarative sentence with two proper nouns, at least two common nouns, and at least one preposition, and ten or more words to answer the question.

- » Answers may vary, but could include; John Hancock was a wealthy Boston merchant and a leader in the American Revolution.

## LESSON WRAP-UP (5 MIN.)

- Have students turn to Activity Page 1.3 as you refer to Timeline I. Use the following questions to guide students in adding events to their timelines as you do so with the displayed timeline:
1. What name did colonists give to the new set of laws imposed by Great Britain in 1774?
    - » the Intolerable Acts
  2. What was the name of the group of colonial representatives who met together in Philadelphia in September 1774 in response to the trouble in Boston?
    - » the First Continental Congress
  3. What important events took place near Boston on April 19, 1775 that began the Revolutionary War?
    - » the Battles of Lexington and Concord

## Activity Page 1.3



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

##### Listening Actively

#### Entering/Emerging

Provide 1:1 support when students are attempting to place events on the timeline.

#### Transitioning/ Expanding

Redirect students to lesson texts for supporting information. Provide partners for additional support as needed.

#### Bridging

Provide support for understanding key words and dates needed to place events on a timeline.



### Check for Understanding

Circulate and observe students as they work. Check to see if students are placing events in correct order and that they are able to copy words correctly from the timeline on display. Provide support as needed.

**Note:** Students will have the opportunity to cut out and assemble their timelines during the Pausing Point days.

- Tell students they will read for fluency and complete Take-Home Page 4.1 for homework.

### WORD WORK: INTOLERABLE (5 MIN.)

1. In the chapter, you read, “Bostonians called these new laws the Intolerable Acts.”
2. Say the word *intolerable* with me.
3. *Intolerable* means too painful or hard to be accepted.
4. It is intolerable to think of killing elephants for their ivory tusks.
5. What are other examples of something that you think is intolerable? Be sure to use the word *intolerable* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “\_\_\_\_\_ is intolerable because \_\_\_\_\_.”
6. What part of speech is the word *intolerable*?
  - » adjective
  - Use a sharing activity for follow-up.
    - Turn to the person sitting next to you and share about a time when you found a situation intolerable. Be sure to use the word *intolerable* in your discussion.

### Lesson 4: Give Me Liberty or Give Me Death

## Language



#### Primary Focus

Students will demonstrate appropriate use of commas with quotation marks when writing dialogue and when quoting text sources. [L.4.1, L.4.2b]

Students will recognize the root *port* and use topic-relevant words containing this root in sentences. [L.4.1, L.4.4b]

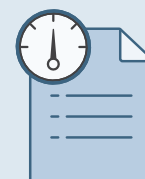
### GRAMMAR: REVIEW QUOTATION MARKS (15 MIN.)


#### Review Quotation Marks

- Remind students they have learned to use commas with quotation marks. Refer to the Quotation Marks Poster you prepared in advance. Point out the following:

- Quotation marks are used to show exactly what a person says or has said (dialogue). Have a different student read each example. Remind students that punctuation marks fall inside quotation marks, and that a comma is needed to separate the speaker from what is being said. Also point out that the meaning of the sentence does not change depending upon whether the quotation begins or ends the sentence.
- Quotation marks are used when copying exact words from a written text. Have a different student read each example. Remind students that punctuation marks fall inside quotation marks and that a comma is needed to separate the text from what the text says.
- When a quotation is split within one sentence, quotation marks indicate which part of the sentence is being quoted. Have a student read the example. Have students point out the quoted text and explain how they know it is the quoted text.
- Have students turn to page 25 of their Reader and read the caption for the image. Tell students they will write quotations about what is happening in the image. Tell them they need to write at least three quotations.
- Have students turn to Activity Page 4.2. Review the directions and have students complete the activity page in pairs.

## Activity Page 4.2



<div>  <b>MULTILINGUAL/ENGLISH LEARNERS</b>  <b>Language</b>  <b>Print Concepts</b> </div>	
<b>Entering/Emerging</b>	Provide a reduced version of Quotation Marks Poster for personal use and provide 1:1 support when writing sentences using quotation marks and commas.
<b>Transitioning/Expanding</b>	Redirect student to Quotation Marks Poster. Ask partner to take turns writing with the student, modeling and monitoring for accuracy with punctuation.
<b>Bridging</b>	Provide support as needed with writing sentences using quotation marks and commas.



### Check for Understanding

Circulate among students and check that they are writing commas and quotation marks in the correct order. Reteach as needed.

## MORPHOLOGY: PRACTICE ROOT *port* (10 MIN.)

### Practice Root *port*

- Review the definition of root. (A root is the main element of a word that forms the basis of its meaning. A prefix or suffix added to the root can change the meaning.)
- Briefly review the root *port*, reminding students that it means to carry.
- Ask students to turn to Activity Page 4.3. Tell students you will read a sentence that is missing a word. Then, students should choose the word from below the blank line that best completes the sentence.
- Practice with the first sentence.
  1. import, export, support

The colonists would \_\_\_\_\_ or send goods from the colonies to be sold in Great Britain.

- Ask students which word best fits the blank from the choices given
  - » export
- Continue in this manner with the remaining items as time permits.
- Tell students they will complete the page (and any remaining sentences in the first page) of Activity Page 4.3 for homework.

### Activity Page 4.3



### D Differentiation

#### Support

If students have difficulty, ask which words they could eliminate from the list to narrow the options. Remind students of word meanings if necessary.

### Lesson 4: Give Me Liberty or Give Me Death

## Writing



**Primary Focus:** Students will use cause and effect text structure and paragraph-writing skills to describe what gave rise to the French and Indian War.

[W.4.2, W.4.2a, W.4.9b, RI.4.5]

## CONTINUE DRAFTING PARAGRAPH (15 MIN.)

- Have students turn to their paragraph draft on Activity Page 3.3, which they started during the previous lesson.
- Direct students to gather their sources and continue drafting. Remind students to use appropriate transition words, referring to the Transition Words Poster as needed.

### Activity Pages 3.2, 3.3



- Review students' answers on pages 2 and 3 of Activity Page 3.2 as you circulate.



### **Check for Understanding**

Circulate among students as they write, checking paragraphs for factual accuracy. Refer students back to their sources as needed. Help them find the correct information if necessary.

### **LESSON WRAP-UP (5 MIN.)**

- Tell students they will write an essay about the causes and effects leading up to the American Revolution. Explain that they will follow a five-paragraph structure for their essays, including an introductory paragraph, three body paragraphs, and a concluding paragraph.
- Tell students the paragraph they drafted will serve as the basis for the introductory paragraph in their cause and effect essay.
- Tell students they will draft the remaining paragraphs on paper. You will collect the papers or have designated folders in the classroom to create a portfolio of student drafts throughout this unit. Students will edit and copy the introductory paragraph from Activity Page 3.3 onto paper when they publish their essays.

**End Lesson**

### **Activity Page 4.3**



### **Take-Home Page 4.1**



### **Lesson 4: Give Me Liberty or Give Me Death**

# Take-Home Material

### **READING; MORPHOLOGY**

- Have students complete Take-Home Page 4.1 and Activity Page 4.3 for homework.

## 5

# The Truth About Paul Revere

## PRIMARY FOCUS OF LESSON

### Reading

Students will use close reading skills with evidence found in lesson text to evaluate the historical accuracy of Longfellow's poem "Paul Revere's Ride." [RF.4.4a, RI.4.1, RI.4.9, RI.4.10, L.4.4a]

Students will understand differences between poems, drama, and prose, referring to the structural elements of poems when speaking about a text. [RL.4.5]

Students will demonstrate an understanding of the Tier 2 word *revolutionary*. [L.4.4]

### Writing

Students will use paragraph-writing skills to draft an essay describing the causes and effects leading to the American Revolution. [RI.4.9, W.4.2, W.4.2b–d, W.4.9b]

## FORMATIVE ASSESSMENT

<b>Written Answers to Close Reading Questions</b>	<b>Close Reading</b> Students write their own answers before questions are discussed. (optional) [RI.4.1,9]
<b>Take-Home Page 4.1</b>	<b>Excerpt from "The Fight Begins"</b> Students identify meaning of selected vocabulary words used in context. [L.4.4a]
<b>Activity Page 5.3</b>	<b>Plan Body Paragraph 1</b> Students respond to a prompt, using a graphic organizer to plan. [RI.4.9, W.4.2b–d, W.4.9b]



## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (45 min.)			
Review Homework	Whole Group	5 min.	<input type="checkbox"/> Answer Key for Take-Home Page 4.1 <input type="checkbox"/> Take-Home Page 4.1 <input type="checkbox"/> Activity Pages 1.1, 5.1 <input type="checkbox"/> <i>The Road to Independence</i> <input type="checkbox"/> Visual Support 5.1
Compare Two Texts About Paul Revere	Whole Group/ Partner	30 min.	
Discuss the Lesson and Wrap-Up	Whole Group	5 min.	
Word Work: <i>Revolutionary</i>	Whole Group	5 min.	
Writing (45 min.)			
Introduce Body Paragraph Writing	Whole Group	5 min.	<input type="checkbox"/> Activity Pages 5.2, 5.3 <input type="checkbox"/> Answer Key for Activity Page 5.3
Enact Vignette	Whole Group	5 min.	
Complete Graphic Organizer	Whole Group	5 min.	
Respond to Prompt	Independent	25 min.	
Lesson Wrap-Up	Whole Group	5 min.	



## ADVANCE PREPARATION

### Reading

- Prepare to project Visual Support 5.1 and read the Purpose for Reading aloud to students.

### Writing

- Read through Vignette I on Activity Page 5.2 and decide how you will assign roles to students. You will need one narrator, five students to play members of Parliament, one student to play Paul Revere, and eight students to play members of the Sons of Liberty. All remaining students will be the chorus.

### Fluency (optional)

- If students were assigned a selection from the Fluency Supplement, determine which students will read the selection aloud and when.

## Lesson 5: The Truth About Paul Revere

# Reading

**Primary Focus**

Students will use close reading skills with evidence found in lesson text to evaluate the historical accuracy of Longfellow's poem "Paul Revere's Ride."

[RF.4.4a, RI.4.1, RI.4.9, RI.4.10, L.4.4a]

Students will understand differences between poems, drama, and prose, referring to the structural elements of poems when speaking about a text. [RL.4.5]

Students will demonstrate an understanding of the Tier 2 word *revolutionary*. [L.4.4]

**REVIEW HOMEWORK (5 MIN.)**

- Using the Answer Key at the back of this Teacher Guide, review student responses to Take-Home Page 4.1, which was assigned for homework.

**COMPARE TWO TEXTS ABOUT PAUL REVERE (30 MIN.)**

- Project Visual Support 5.1 and read the Purpose for Reading aloud to students.
- Tell students they will reread an excerpt from chapter 3, "The Fight Begins," and an excerpt from the poem "Paul Revere's Ride," by Henry Longfellow.
- Have students turn to the first page of the chapter.
- Tell students they will read closely to examine the author's words, sentences, and literary devices for a deeper understanding of "The Fight Begins" and the poem "Paul Revere's Ride."
- Read the title of the chapter as a class.
- As you read portions of the chapter, pause to explain or clarify the text at each point indicated. As an optional formative assessment, ask students to write an answer to each question before discussing it.

**Take-Home Page 4.1**



## MULTILINGUAL/ENGLISH LEARNERS

### Reading for Information

#### Reading/Viewing Closely

<b>Entering/Emerging</b>	Provide 1:1 support when students are attempting to answer or ask questions about the reading.
<b>Transitioning/ Expanding</b>	Redirect students to lesson texts for supporting information. Provide partners for additional support as needed.
<b>Bridging</b>	Provide support as needed for answering questions orally or in writing.



### The Night Rider

One of the men keeping an eye on the British soldiers was Paul Revere. He had heard that they were getting ready to march out to Concord. He knew there were only two ways to get to Concord from Boston. One was to march there on foot. The other was to cross the Charles River in boats and then march the rest of the way. It was not possible to tell which way the British would go until they set out. Revere came up with a clever plan. He told a friend to hang lanterns in the **belfry** of the North Church in Boston. If the soldiers left Boston on foot, Revere's comrade was to hang one lantern; if they set off in boats, he was to hang two lanterns.

#### Lantern

On the night of April 18, 1775, Revere's friend ran up to the belfry and hung two lanterns. Then, Revere and several other patriots jumped into action. Revere got into a rowboat and rowed across the Charles River—right past a British warship! Once he made it across, he jumped onto a horse and set off along the same road the soldiers would be taking. Paul Revere and other riders, including William Dawes and Samuel Prescott, rode through the night to awaken the sleeping colonists.

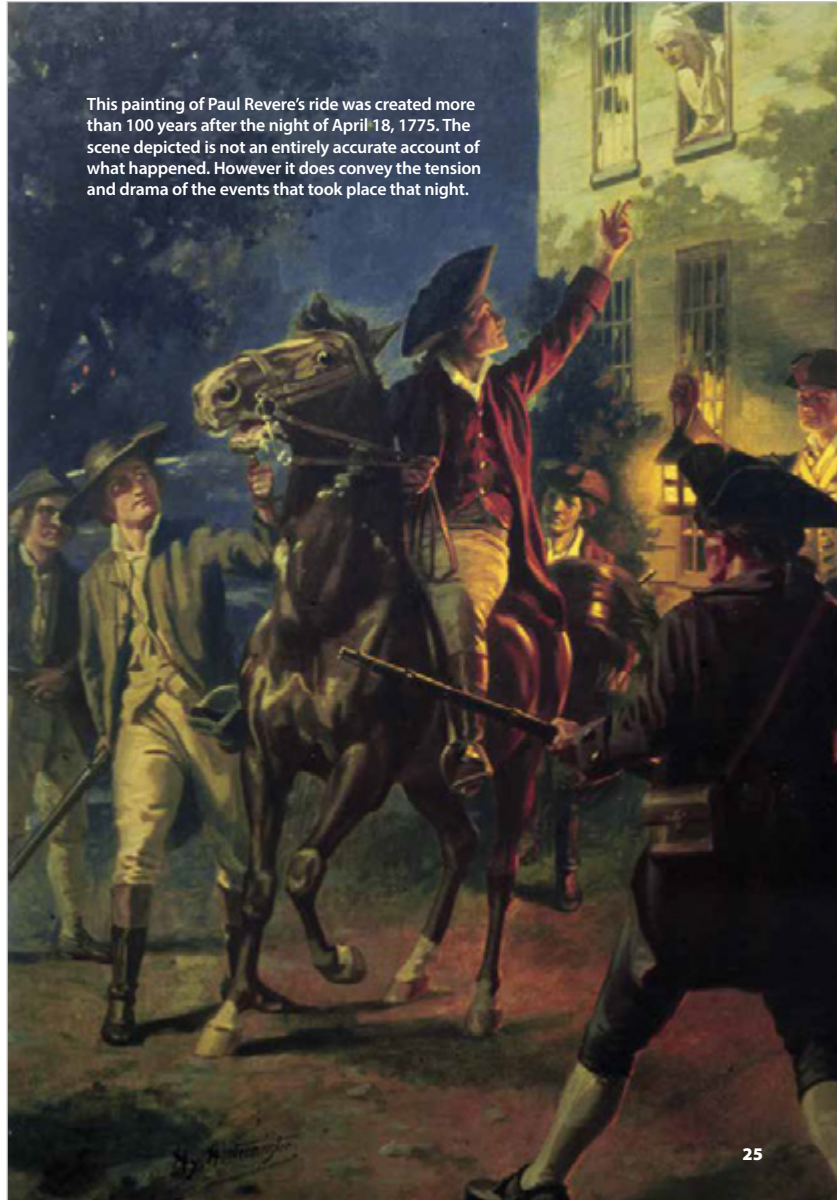
Paul Revere, well-known for the popular cry, “The British are coming!” never actually spoke those words, let alone yelled them into the darkness. Today, historians believe it is more likely he quietly warned colonists, “The regulars are coming out!” Paul Revere never made it to Concord that night. But he did ride to Lexington to warn Samuel Adams and John Hancock, who were wanted by the British government and in hiding there.

Because of Revere and the other riders, people who lived along the road knew the British soldiers were headed toward Concord. Hundreds of minutemen grabbed their guns and prepared to fight.

24

- Have students read page 24 silently and look at the image on page 25.

This painting of Paul Revere's ride was created more than 100 years after the night of April 18, 1775. The scene depicted is not an entirely accurate account of what happened. However it does convey the tension and drama of the events that took place that night.



**Literal.** What historical event that took place on April 18, 1775, is described on this page?

- » Paul Revere's ride

**Inferential.** Which way were the British soldiers going to Concord from Boston?

- » by boat across the Charles River

**Inferential.** How did Paul Revere know the British soldiers were going this way?

- » Two lanterns were hung in the belfry.

**Inferential.** Why did Paul Revere ride?

- » He rode to warn colonists that the British soldiers were headed to Concord, so they could be prepared, and to warn Samuel Adams and John Hancock, who were hiding in Lexington, so they could escape.

**Literal.** Was Paul Revere the only person who rode toward Concord to try to warn the colonists?

- » No, other patriots including William Dawes and Samuel Prescott also rode to warn the colonists.
- Have students rearrange this set of words and write a complete sentence to review Paul Revere's ride:
  - coming, Revere, British, the, colonists, quietly, Paul, that, warned, were
  - » Paul Revere quietly warned colonists that the British were coming.

### “Paul Revere’s Ride”

- Have students turn to Activity Page 5.1. Tell them they will read part of a poem that relates to the historical events in the Reader. Explain that Henry Wadsworth Longfellow wrote the poem “Paul Revere’s Ride” 85 years after the actual ride by Paul Revere and others as a way to inspire American patriotism.
- Have students read the poem excerpts (three stanzas) silently. Then have a student read the title, author, date, and first stanza aloud.

### From “Paul Revere’s Ride”

**Henry Wadsworth Longfellow**

Written in 1860

1. Listen, my children, and you shall hear
2. Of the midnight ride of Paul Revere,
3. On the eighteenth of April, in Seventy-Five;
4. Hardly a man is now alive
5. Who remembers that famous day and year.

**Evaluative.** What does the title “From ‘Paul Revere’s Ride’” mean?

- » It is an excerpt from a larger body of work.

**Inferential.** This poem was first published in a literary magazine, so the original intended audience was not children. Why do you think the poem begins, “Listen, my children . . .” if it is not addressing children?

- » Answers may vary, but may include that it communicates the importance of this historic event to future generations.

## D Differentiation

### Support

Regulars were the full-time British soldiers.

### Activity Page 5.1



## D Differentiation

### Support

Remind students of the following literary terms used for poetry. A stanza is a group of lines in a poem separated from other stanzas by a space; rhyme is the repetition of ending sounds; an end rhyme is when words at the ends of lines rhyme.

## D Differentiation

### Support

Paul Revere's ride took place in 1775 and Henry Wadsworth Longfellow wrote the poem in 1860, so few people who had witnessed Paul Revere's ride would have been alive when the poem was written (85 years later). It is common for historical events to be incorporated into literary poems and stories.

### Support

Remind students that rhyme scheme refers to the arrangement of rhymes in a poem. For example, ABAB indicates that the first and third lines rhyme, and the second and fourth lines rhyme.

**Inferential.** What does it mean that "Hardly a man is now alive/Who remembers that famous day and year"?

- » This poem was written a long time after that event, so not many people who were alive when the event happened were still alive when the poem was written.

**Evaluative.** Identify the rhyme scheme of this stanza.

- » AABBA
- Have a student read the second stanza aloud.
    1. He said to his friend, "If the British march
    2. By land or sea from the town to-night,
    3. Hang a lantern aloft in the belfry-arch
    4. Of the North-Church-tower, as a signal-light, —
    5. One if by land, and two if by sea;
    6. And I on the opposite shore will be,
    7. Ready to ride and spread the alarm
    8. Through every Middlesex village and farm,
    9. For the country-folk to be up and to arm.

**Inferential.** To whom does "He" refer to in the first line, "He said to his friend, 'If the British march . . .'"? Use page 24 in the Reader to help determine who "He" is.

- » "He" refers to Paul Revere. The Reader states, "One of the men keeping an eye on the British was Paul Revere. He had heard that the British soldiers were getting ready to march out to Concord . . . Revere came up with a clever plan. He told a friend to hang lanterns in the belfry of the North Church in Boston."

**Literal.** In the Reader, you read that there were two ways for the British soldiers to get to Concord from Boston. What were they?

- » march on foot, or cross the Charles River by boat and then march the rest of the way

**Inferential.** Why, then, do you think the poem says, "One if by land, and two if by sea"?

- » Revere's friend was to hang one lantern in the church belfry if the soldiers left Boston on foot (by land) and he was to hang two lanterns in the church belfry if the soldiers left Boston by boat (by water, across the Charles River). The term sea represents that they would be coming by water, but not literally the ocean. (You might point out that sea rhymes with be.)

**Evaluative.** What is the rhyme scheme of this stanza?

- » ABABCCDDD
- Have a student read the first line of the third stanza aloud.

1. Meanwhile, impatient to mount and ride,

**Inferential.** To whom does the poem refer when it says “Meanwhile, impatient to mount and ride,” and how do you know?

- » The poem refers to Paul Revere. We know this because in the previous stanza, Paul Revere says, “I on the opposite shore will be/Ready to ride and spread the alarm.”

- Have a student read the second line of the third stanza aloud.

2. Booted and spurred, with a heavy stride,

**Inferential.** What does it mean to say “Booted and spurred, with a heavy stride”?

- » At this point in the poem, Paul Revere, wearing his boots with spurs, is pacing impatiently back and forth.

- Have a student read the third line of the third stanza aloud.

3. On the opposite shore walked Paul Revere.

**Inferential.** Where was Paul Revere according to the poem?

- » He was on the opposite side of the Charles River, waiting for the signal in the belfry.

- Have a student read lines 4–6 of the third stanza aloud.

4. Now he patted his horse’s side,

5. Now gazed on the landscape far and near,

6. Then impetuous stamped the earth,

**Inferential.** *Impetuous* means done without thinking; acting in an emotional way. What does it mean to say “Then impetuous stamped the earth”? [You may want to demonstrate by stamping your foot loudly.]

- » He is getting anxious; he stamped his foot on the ground in an emotional way.

- Have a student read lines 7–11 of the third stanza aloud.

7. And turned and tightened his saddle-girth;

8. But mostly he watched with eager search

9. The belfry-tower of the old North Church,

10. As it rose above the graves on the hill,

11. Lonely and spectral and somber and still.

**Inferential.** How does Paul Revere feel as he waits for the signal to warn the colonists? Include examples from the parts of the poem read so far to support your answer.

## Differentiation

### Support

Spurs are pointed objects on the backs of a rider’s boots that the rider presses into the horse’s sides to make the horse run faster.



- » Answers may vary, but may include that he feels impatient, nervous, eager; “Meanwhile, impatient to mount and ride” or “But mostly he watched with eager search.”

**Inferential.** *Spectral* means ghostlike; *somber* means sad and serious. Why might the belfry be described as lonely, spectral, somber, and still?

- » These words convey the emptiness of the belfry as Paul Revere watched it eagerly, waiting to see if one or two lanterns appeared. Because Revere was eager to see the light of one or two lanterns, he must have been very aware of the stillness, emptiness, quietness, and ghostlike nature of the dark tower.
- Have a student read lines 12–16 of the third stanza aloud.
    12. And lo! as he looks, on the belfry’s height,
    13. A glimmer, and then a gleam of light!
    14. He springs to the saddle, the bridle he turns,
    15. But lingers and gazes, till full on his sight
    - 16 A second lamp in the belfry burns!

**Inferential.** Why do you think Paul Revere springs to the saddle but then lingers and gazes?

- » When Paul Revere sees the first lantern in the belfry, he knows it is time for him to alert the colonists about the British soldiers on the way, so he springs, or jumps quickly, onto his horse. However, he also lingers and gazes at the belfry to see whether his friend will hang a second lantern.

## Prose and Drama

- Direct students to Activity Page 1.1, Scene III.
- Review the scene from Activity Page 1.1 with students.
- Remind students that they have read several of these vignettes over the course of the unit and ask them how the vignettes differ from chapters in the Reader.
  - » Answers may vary but can include that in the vignettes the characters are listed on top and most of the text consists of dialogue.
- Remind students that vignettes in the Activity Book are written as dramas, which are different from poems like “Paul Revere’s Ride” and from stories like “Rip Van Winkle,” which is written in prose. Discuss the differences, including the character list, the dialogue on the page, and the fact that the vignette is called “Scene III.”
- Have a student read British General’s last line on page 5 of the Activity Book. If the student did not read the word in brackets, ask the class why they did not. If the student cleared their throat before reading the line, ask the class why.

### Activity Page 1.1



- Ask students for examples of books that have been made into movies. Then lead them in a discussion of how the same story can be told in more than one way, for example in prose and as a drama.
- Direct students to the first two sentences on page 66 of the Reader: “He loved to pass long winter evenings with the farmers’ wives as they sat spinning by the fire. He listened with interest to their tales of ghosts and goblins—and of the headless horseman.”
- Remind them that dramas are stories told by actors playing the characters and speaking dialogue out loud in front of an audience.

### DISCUSS THE LESSON AND WRAP-UP (5 MIN.)

**Evaluative.** Based on what you learned in the Reader about Paul Revere’s ride, do you think the poem excerpt is historically accurate, meaning all the details in the excerpt you read are exactly how they happened that night in 1775? Include examples from the Reader text and the poem to support your answer.

- » Answers may vary, but examples of inaccuracies might include that the poem says Paul Revere was waiting on the opposite shore, though the Reader states he had to row across the Charles River; the poem mentions Paul Revere as the only rider that night, though the Reader states that two other men, William Dawes and Samuel Prescott, accompanied Paul Revere; the poem implies that Revere rode all the way to Concord, while the Reader states that he rode to Lexington to warn Samuel Adams and John Hancock but never made it to Concord. Examples of accuracies might include the date of the event (April 18, 1775); the purpose of the ride (to warn the colonists to prepare for attack); and that Paul Revere was successful in warning Samuel Adams and John Hancock.



### Check for Understanding

**Think-Pair-Share.** Ask students, “Do you think people today would still remember Paul Revere if Henry Wadsworth Longfellow had never written the poem ‘Paul Revere’s Ride’?” Remind students to signal when both partners have contributed to the conversation. As students finish their conversations, have them share their partner’s thinking.

## D Differentiation

### Support

Authors often take creative liberties when writing literary works. Although the poem is based on events that actually took place, many of the details may be embellished or not entirely factual. In fact, in the years after this poem was published, many people mistakenly believed it to be a factual account of what happened the night of April 18, 1775. However, historians now know it to be a memorable example of patriotism and a popular American legend.

### WORD WORK: *REVOLUTIONARY* (5 MIN.)

1. In the chapter, you read, “There was no going back—the Revolutionary War had begun!”
2. Say the word *revolutionary* with me.
3. *Revolutionary* means leading to, or relating to, a complete change.
4. Thomas Edison’s invention of the lightbulb was revolutionary.
5. What are some other examples of revolutionary changes? Be sure to use the word *revolutionary* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “\_\_\_\_\_ was revolutionary because \_\_\_\_\_.”
6. What part of speech is the word *revolutionary*?
  - » adjective
  - Tell students: When the word *revolutionary* is used as a proper noun, as in the Revolutionary War or the American Revolution, it should be capitalized.
7. What makes a revolutionary war different from other wars? How is it different from a civil war or coup d’etat?
  - » A revolutionary war is a fight whose goal is to bring about sudden and radical transformation of an entire government system. Sometimes societies change their government systems gradually over time, but this is considered revolutionary change. Other types of war that bring change are civil wars and coups d’etat.
  - » A coup d’etat is an overthrow of the existing government by a small group that disagrees with it. It might not change the government system, just the people in charge of it.
  - » A civil war is a war between two groups within the same country. Usually civil wars are fought over strong disagreements about government policy or because one part of the country has such different interests that it wants to be independent.
  - » Historians have argued over whether the American Revolutionary War was really a civil war.
8. What do you think?
  - » Use a Discussion activity for follow-up. Many revolutions have been fought around the world, each one bringing about great change. Talk with your partner about the changes the colonists thought were worth fighting for, and why these changes could or could not be considered revolutionary. Be sure to use the word *revolutionary* in complete sentences as you discuss this with your partner.

## Lesson 5: The Truth About Paul Revere

# Writing



**Primary Focus:** Students will use paragraph-writing skills to draft an essay describing the causes and effects leading to the American Revolution.

[RI.4.9, W.4.2, W.4.2b–d, W.4.9b]

### INTRODUCE BODY PARAGRAPH WRITING (5 MIN.)

- Remind students they will write an essay about the causes and effects leading up to the American Revolution and that they have already written a draft about early disagreements between the British government and the colonists for the introductory paragraph.
- Tell students that today they will plan the first of three body paragraphs, each paragraph detailing additional causes of the Revolutionary War.
- Explain that most of the content for each of the three body paragraph drafts will come directly from chapters 2 and 3 of *The Road to Independence*, but that students are encouraged to use additional sources to add details as they revise. In preparation for drafting their first body paragraph, they will review the content by performing a vignette, or short scene, from history.
- For future writing lessons, make available a selection of appropriate texts or a list of safe and reliable websites (if classroom computers are available, bookmark the sites for ready access).
- Explain that after students perform the vignette, they will record key information from the vignette in a graphic organizer and respond to a writing prompt.



#### MULTILINGUAL/ENGLISH LEARNERS

#### Writing Writing

<b>Entering/Emerging</b>	Provide 1:1 prompting and support for students as they plan their body paragraphs. Consider allowing students to write the plans in their home languages.
<b>Transitioning/ Expanding</b>	Redirect students to lesson texts and the graphic organizer on Activity Page 5.3 for key information and key vocabulary terms.
<b>Bridging</b>	Provide support as needed for planning the body paragraph.

### Activity Page 5.2



### Activity Page 5.3



## D Differentiation

### Challenge

Ask students to write transition sentences that explain how the two sides of the argument relate to each other.

### ENACT VIGNETTE (5 MIN.)

- Have students turn to Activity Page 5.2.
- Enact vignette.

### COMPLETE GRAPHIC ORGANIZER (5 MIN.)

- Have students turn to Activity Page 5.3. Using the Answer Key at the back of this Teacher Guide, complete the graphic organizer together.

### RESPOND TO PROMPT (25 MIN.)

- Review directions for the writing prompt on Activity Page 5.3. Direct students to quote text from Activity Page 5.2 or another source, using quotations with commas. Individualize expectations as appropriate.
- Make additional sources available for students who wish to look deeper or to argue against the Sons of Liberty.



### Check for Understanding

Rotate among students to provide feedback and guidance as they write. Check for historical accuracy and strength of argument. Refer students back to text sources as needed.

### LESSON WRAP-UP (5 MIN.)

- Have students share their responses to the writing prompt.

End Lesson



## 6

# Declaring Independence

## PRIMARY FOCUS OF LESSON

### Reading

Students will use evidence from the lesson text to explain the process by which the American colonies declared independence from Great Britain and the reasons they presented to justify their decision. [RI.4.1, RI.4.3, RI.4.5]

Students will consult reference materials to find the pronunciations and clarify the definitions of words from the Declaration of Independence. [L.4.4c]

Students will demonstrate an understanding of the Tier 2 word *declaration*. [L.4.4]

### Language

Students will demonstrate understanding of subject-action verb agreement in the present tense. [L.4.1]

Students will understand how the prefixes *im-* and *in-* modify root words, and will form new words and use those words in sentences. [L.4.4b]

Students will practice spelling content-based spelling words by using syllabic chunking to decode them. [RF.4.3, L.4.4b]

## FORMATIVE ASSESSMENT

**Written Answers to Reading Questions** **Reading** Interpret the meaning of *life, liberty and the pursuit of happiness*. [L.4.1,2, RI.4.1, RI.4.3]

**Activity Page 6.2** **Timeline II** Identify the sequence of events related to the American Revolution. [RI.4.5]

**Activity Page 6.3** **Subject-Action Verb Agreement** Combine the given subject with the action verb to create correct subject-verb agreement. [L.4.4a]

**Activity Page 6.4** ***im-* and *in-*: Prefixes Meaning Not** Identify the meaning and correct usage of words with the affixes *im-* and *in-*. [L.4.1, L.4.4b]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (55 min.)			
Introduce Chapter 4	Whole Group	5 min.	<input type="checkbox"/> <i>The Road to Independence</i> <input type="checkbox"/> Activity Pages 6.1, 6.2 <input type="checkbox"/> Visual Supports 6.1, 6.2
Read “Shots and Speeches”	Whole Group	20 min.	
Discuss the Chapter	Whole Group	10 min.	
Word Work: <i>Declaration</i>	Whole Group	5 min.	
Defining Key Words: <i>Tyrant</i> and <i>Perfidy</i>	Whole Group	15 min.	
Language (35 min.)			
Grammar: Introduce Subject-Action Verb Agreement	Whole Group	10 min.	<input type="checkbox"/> Visual Supports 6.3, 6.4 <input type="checkbox"/> Activity Pages 6.3, 6.4, SR.1
Morphology: Introduce Prefixes <i>im–</i> and <i>in–</i>	Whole Group/ Partner	10 min.	
Spelling	Whole Group	15 min.	
Take-Home Material			
Grammar; Morphology; Spelling			<input type="checkbox"/> Activity Pages 6.3, 6.4 <input type="checkbox"/> Take-Home Pages 6.1, 6.2



## ADVANCE PREPARATION

### Reading

- Prepare to project Visual Support 6.1 and read the Purpose for Reading aloud to students.
- You may wish to prepare to display the digital version of Timeline II found in the Visual Supports for Teaching for this unit.
- Prepare to provide students with access to dictionaries and thesauruses (print or digital).

### Language

#### Grammar

- Prepare and display the following Subject-Action Verb Agreement Poster for the remainder of this unit. Alternatively, you may access a digital version in the Visual Supports for Teaching for this unit.

Subject	Agreement in the Present Tense	Example
Singular	For verbs ending in <i>s, sh, ch, x,</i> and <i>z</i> , add <i>–es</i> .	The government <i>passes</i> laws.
	For verbs ending with <i>y</i> , change <i>y</i> to <i>i</i> and add <i>–es</i> .	Paul Revere <i>spies</i> on the British soldiers.
	For all other verbs, add <i>–s</i> .	The farmer <i>plows</i> his field.
Plural	Verb does not change.	Colonists <i>fight</i> for their independence.

- Prepare and display the following Subject-Action Verb Agreement Chart. Alternatively, you may access a digital version in the Visual Supports for Teaching for this unit.

Noun Subject	Action Verb	Agreement
the king	rule	
the king and queen	rule	
the soldier	march	
the soldiers	march	
the colonist	try	
the colonists	try	

- Write the following sentences on the board/chart paper:

- Paul Revere warns the colonists.
- The soldiers march toward Concord.

### **Morphology**

- Write the following sentences on the board/chart paper:

- It is impossible to fit the new table in the back of our small car.
- It is incorrect to use the word *ain't*.

### **Fluency (optional)**

- Choose and make sufficient copies of a text selection from the online Fluency Supplement to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 10.

### **Universal Access**

- To ensure all students have the opportunity to contribute during Turn and Talk exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## Lesson 6: Declaring Independence

## Reading



## Primary Focus

Students will use evidence from the lesson text to explain the process by which the American colonies declared independence from Great Britain and the reasons they presented to justify their decision. [RI.4.1, RI.4.3, RI.4.5]

Students will consult reference materials to find the pronunciations and clarify the definitions of words from the Declaration of Independence. [L.4.4c]

Students will demonstrate an understanding of the Tier 2 word *declaration*. [L.4.4]

## INTRODUCE CHAPTER 4 (5 MIN.)

- Project Visual Support 6.1 and read the Purpose for Reading aloud to students.
- Tell students they will read chapter 4, “Shots and Speeches.”
- Have students turn to the first page of the chapter and have a student read the title aloud.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *retreated*.
- Have them find the word on page 30 of the Reader.
- Have students refer to the glossary at the back of the Reader and locate *retreat*, and then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 6.1 while you read each word and its meaning.

**retreat, v.** to move back or away from danger or attack (retreated)

**casualty, n.** a person killed or injured during battle (casualties)

**ammunition, n.** bullets, shells, and other objects used as weapons shot from guns

**score, n.** another term for 20; a group of 20 things (scores)

**fortify, v.** to make a place safe from attack by building defenses (walls, trenches, etc.) (fortified)

## Activity Page 6.1



**ambassador, n.** a person who represents the government of their country in another country (ambassadors)

**declaration, n.** an official statement of something

**abstain, v.** to choose not to vote (abstained)

**levy, v.** to use legal authority to demand and collect a fine or tax (levied)

**implication, n.** an effect or result that may take place in the future (implications)

Vocabulary Chart for “Shots and Speeches”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		retreat casualty ammunition score fortify ambassador declaration abstain levy implication
Spanish Cognates for Core Vocabulary		fortificar declaración abstener implicación munición embajador/a
Multiple-Meaning		retreat score
Sayings and Phrases	make every shot count in one/another sense open fire patch things up cast off without reservation	

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - What big decision did colonists make as a result of shots fired in Massachusetts and speeches delivered in Pennsylvania?
- Tell students they will read to learn what was happening in Philadelphia while battles continued outside Boston.



## Chapter 4

# Shots and Speeches

### THE BIG QUESTION

What big decision did colonists make as a result of shots fired in Massachusetts and speeches delivered in Pennsylvania?

What a difference a day makes! By the time the sun came up on April 20, 1775, the British Army had **retreated** from Concord back to Boston. They had suffered more than 200 **casualties** and were now surrounded by militia.

Things went from bad to worse when the militia set up cannons on two hills overlooking Boston Harbor. One of the hills was called Breed's Hill. The other was Bunker Hill.

The British generals were worried. If the militia had cannons up on the hills, they might be able to fire on the British ships in the harbor below and sink some of them. The generals decided that they had to drive the militia off the hills.

It would take time to put their plan into action, but two months later, on June 17, 1775, the British soldiers launched an attack. Hundreds of redcoats began marching up Breed's Hill. The militiamen at the top of the hill waited nervously. A commander named William Prescott knew his men did not have much **ammunition**. They would have to make every shot count.

30

### READ "SHOTS AND SPEECHES" (20 MIN.)

- Have students read pages 30–32 silently.



John Ward Dunsmore, *Bunker Hill (Fight at Rail Fence)*

31

The militia waited . . . and waited . . . and waited. Finally, they opened fire. **Scores** of British troops fell to the ground. Surprisingly, the redcoats were forced to retreat. The British attacked a second time, but again they were beaten back. They attacked a third time—and this time they were successful. The militia had run out of ammunition. Now it was *their* turn to retreat.

Today this battle is known as the Battle of Bunker Hill. However, that is an unusual name for a battle that was actually fought on Breed's Hill. It is possible that the confusion about the location of the battle was caused by a lack of familiarity with the area. The two hills are near each other. In fact, a British officer who mapped the battle site mixed them up on his map. It is also possible that Prescott had been ordered to **fortify** Bunker Hill but fortified Breed's Hill instead when he realized that it was the more desirable spot.

In one sense, the Battle of Bunker Hill was a victory for the British troops. They achieved their goal: they drove the militia off the hill. In another sense, it felt more like a defeat. Is it really a victory if 1,000 men are killed and wounded compared to 500 on the other side? The British generals knew that they could not afford to continue to lose so many soldiers, even if the eventual outcome was a victory!

While the Battle of Bunker Hill was raging outside Boston, 56 representatives from all thirteen colonies attended the Second Continental Congress in Philadelphia. Thomas Jefferson came north to represent Virginia. John Adams, Samuel Adams, and John Hancock made their way south from Massachusetts. Benjamin Franklin, a native Bostonian living in Philadelphia, did not have far to travel.

32

## D Differentiation

### Support

What worried Prescott when the British soldiers launched an attack against them?

- » He feared the militia would run out of ammunition.

**Literal.** Why were the British generals worried when the colonial militia set up a series of cannons overlooking Boston Harbor?

- » They thought the militia might be able to fire on the British ships in the harbor below and sink some of them.

**Inferential.** Turn and Talk: Was William Prescott, commander of the militia, right to be worried when the British soldiers launched an attack against them? Support your answer with evidence from the text. Remind students to signal when both partners have contributed to the conversation. As students finish their discussion, have them share the evidence from the text their partner identified.

- » Yes, the militia ran out of ammunition and was forced to retreat after the British soldiers' third attack.

**Evaluative.** Do you think the Battle of Bunker Hill was a victory or a defeat for the British troops?

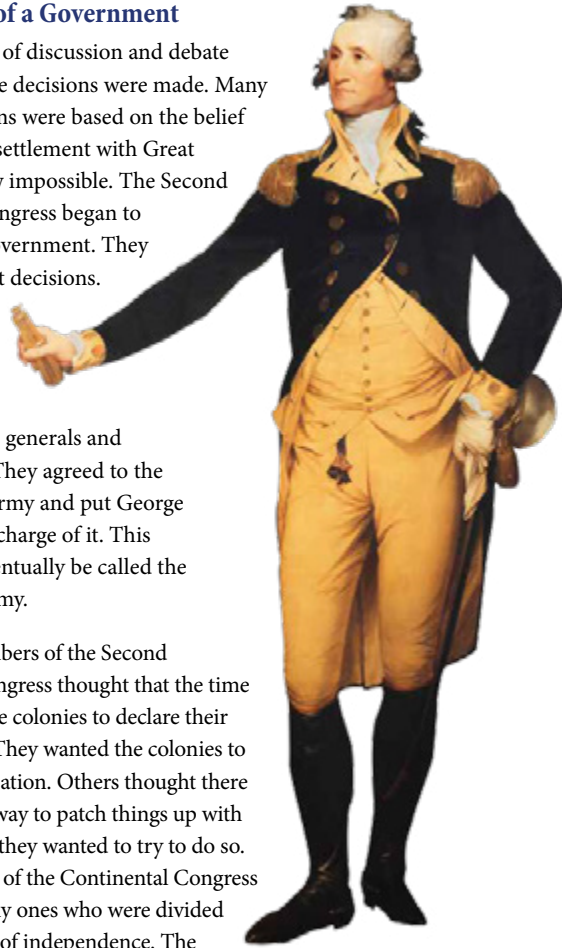
- » Answers may vary, but should be tied to the text, noting a victory for having achieved the goal of driving the militia off the hill, or a defeat for having lost more men than the colonial militia.



### The Making of a Government

As months of discussion and debate continued, some decisions were made. Many of these decisions were based on the belief that a peaceful settlement with Great Britain was now impossible. The Second Continental Congress began to function as a government. They made important decisions. They issued paper money. They set up a postal service. They appointed generals and **ambassadors**. They agreed to the creation of an army and put George Washington in charge of it. This army would eventually be called the Continental Army.

Many members of the Second Continental Congress thought that the time had come for the colonies to declare their independence. They wanted the colonies to become a new nation. Others thought there might still be a way to patch things up with the British, and they wanted to try to do so. These members of the Continental Congress were not the only ones who were divided on the question of independence. The people of the colonies they represented were divided as well.



George Washington became commander of the Continental Army.

33

- Have students read page 33 silently.

**Evaluative.** Why were the members of the Second Continental Congress, as well as many of the people whom they represented, still undecided about going to war with Britain?

- » Answers may vary, but should include that many were in favor of a peaceful solution, believing they could “patch things up” rather than go to war.

### A Little Common Sense

One man who may have done more than anyone else to convince people to declare independence was Thomas Paine. Paine was an Englishman who had moved to Philadelphia only a few months earlier at the suggestion of Benjamin Franklin. Franklin thought Paine could help the patriot movement. Thomas Paine wrote a pamphlet called *Common Sense*. It was published in January 1776, while the Second Continental Congress was meeting.



Thomas Paine

Paine believed that monarchy was a foolish way to run a country. “Mankind being originally equals in the order of creation,” Paine wrote; so how could any one man claim the right to rule over millions?

Paine argued that the colonies should separate from Great Britain and form a republic—a government made up of elected representatives. He told his new countrymen they had an amazing opportunity—they could cast off government by kings and replace it with something much, much better:

*“[W]e have every opportunity and every encouragement before us, to form the noblest, purest constitution on the face of the earth. We have it in our power to begin the world over again. . . . The birthday of a new world is at hand. . . . [F]or God’s sake, let us come to a final separation.”*

—Thomas Paine

34

- Have students read pages 34 and 35 silently.



Pages from  
*Common Sense*

*Common Sense* became a bestseller. Copies were printed in all thirteen colonies. Selections were printed in newspapers. Those who could read studied the pamphlet. Those who could not read listened while it was read aloud at an inn or coffeehouse. *Common Sense* convinced many colonists that it was, in fact, time to declare independence.

### A Final Separation

By June 1776, most members of the Second Continental Congress were ready to vote for what Paine referred to as “a final separation.” Thomas Jefferson, a delegate from Virginia, was asked to write an official **declaration** of independence. His job was to explain why the colonies were breaking away from Great Britain, and why it was necessary for them to do so.

Benjamin Franklin and John Adams reviewed Jefferson’s draft. They made a few changes, but overall they accepted Jefferson’s work. On July 2, 1776, the members of the Second Continental Congress voted for independence. On July 4, 1776, the members voted again—this time on whether to accept the Declaration of Independence as the document that outlined the reasons for their desire to be independent. No one voted against it. One colony, New York, **abstained**. The Declaration of Independence was approved!

35

## D Differentiation

### Support

Paine was British, so he had firsthand experience with a monarchy.

**Inferential.** Why did Thomas Paine believe “that monarchy was a foolish way to run a country”?

- » Answers may vary, but should include that he believed all men were equal and therefore that a whole country should not be ruled by one man.

**Literal.** What form of government did Thomas Paine recommend to replace a monarchy?

- » a republic; a government made up of elected representatives

- Have a student read the excerpt from *Common Sense* at the bottom of page 34 aloud.

**Inferential.** What does Paine mean when he calls for a “final separation”?

- » independence from Great Britain

**Literal.** What does the Declaration of Independence outline?

- » reasons for colonists’ desire for independence from Great Britain

## Differentiation

### Support

Who was the primary author of the Declaration of Independence?

- » Thomas Jefferson

In the first part of the Declaration of Independence, Jefferson wrote specific ideals that he and other members of the Continental Congress believed to be true:

*“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights that among these are Life, Liberty and the pursuit of Happiness.”*

Jefferson believed that the role of government is to protect these rights. However, if a government failed to protect these rights—if it actually took these rights away—then the people had the right to rebel and set up a new government.



36

- Have students read pages 36–39 silently.



John Trumbull, *Declaration of Independence*, 1817–1819

37



Jefferson argued that this was what the British government had done. In the second half of the Declaration of Independence, Jefferson presented a long list of unacceptable actions the British government had taken. It had **levied** unfair taxes, taken away the right to trial by jury, and quartered British troops in colonial cities. For all of these reasons (and more), Jefferson wrote, the colonists had no other option but to declare independence from Great Britain.

### Happy Birthday to Us!

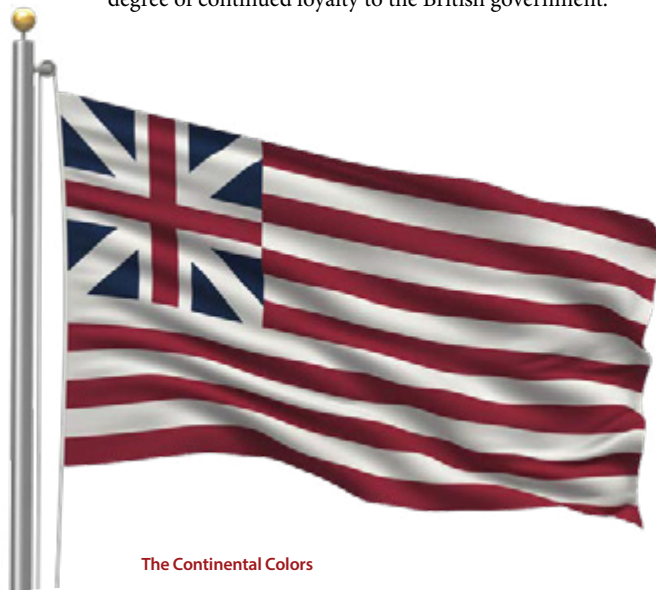
The Fourth of July is a national holiday in the United States. On this day every year, Americans celebrate their independence by watching fireworks, singing patriotic songs, and attending picnics and parades. Although it took another month to get all the signatures on the Declaration of Independence, Americans still celebrate Independence Day on July 4.



Independence Day in Washington, D.C.

### No Simple Solution

The colonists did not initially have a national army ready to fight against the redcoats. The Continental Army, as such, did not yet exist. In June 1775, the Continental Congress appointed Virginian George Washington to create such an army. Until then, the army had consisted of a loosely organized collection of militia units from New England. The **implications** of what had happened at Lexington and Concord were far from clear in the days following the battles. While there had been plenty of outrage, it had taken over a year for independence to be declared. In fact, after the battles in Lexington and Concord, some patriots had created a flag called “The Continental Colors.” This flag featured the red and white stripes from the Sons of Liberty flag with an image of the British Union Jack superimposed on it, indicating some degree of continued loyalty to the British government.



39

**Inferential.** The text says, “Jefferson wrote specific ideals that he and other members of the Continental Congress believed to be true.” Look at the quote from Thomas Jefferson on page 36, and find a word in the opening line that means the same as *ideals*, or *beliefs*.

» *truths*

**Evaluative.** Jefferson wrote: “We hold these truths to be self-evident . . .” In this sentence, the word *self-evident* means the truths require no proof or explanation. The first truth, or belief, is that all men are created equal. What do you think this first truth means?

» Answers may vary, but may include that all people are born with the same rights.



**Literal.** Jefferson continues, writing that all men are “endowed by their Creator with certain unalienable rights.” This means that God, the Creator, provides all people with rights that cannot be taken away from them. Jefferson names three of these unalienable rights. What are they?

» life, liberty, and the pursuit of happiness

- Have students look at the image on pages 36 and 37.

**Inferential.** How does this image relate to the text? Where do you think the image is set and whom do you think is pictured?

» Answers may vary, but should include the setting as the Second Continental Congress in Philadelphia and some of the subjects of the painting as Thomas Jefferson, Benjamin Franklin, and John Adams.

**Inferential.** When writing the Declaration of Independence, Thomas Jefferson referred to the Intolerable Acts you read about in an earlier chapter. What references to these acts are included in the text on page 38?

» “It had levied (demanded to collect) unfair taxes, taken away the right to trial by jury, and quartered British troops in colonial cities.”

- Have students work with a partner to use the question words; Who, When, What, and Why to expand the following simple sentence.
  - People were still conflicted.
    - » After the battles in Lexington and Concord, patriots were still conflicted about declaring independence because some still felt loyal to the British government.

### DISCUSS THE CHAPTER (10 MIN.)

- Use the following question to discuss the chapter.

**Note:** Question 1 relates to The Big Question of the chapter.

1. **Inferential.** What big decision did colonists make as a result of shots fired outside Boston and speeches delivered in Philadelphia? How did they communicate this decision?
  - » to declare independence from Great Britain; by choosing Thomas Jefferson to write an official declaration of independence
- Have students turn to Activity Page 6.2. Use the following questions to guide students in adding these events to their timelines as you do so with the displayed timeline:
2. What is the name of the battle in June 1775 that took place overlooking Boston Harbor, in which the British drove back the colonial militia?
  - » the Battle of Bunker Hill

### Activity Page 6.2




3. What is the name of the pamphlet published by Thomas Paine in January 1776 to help convince colonists to declare independence from Great Britain?  
» *Common Sense*
4. On what date did members of the Second Continental Congress vote to adopt Jefferson's Declaration of Independence?  
» July 4, 1776

## D Differentiation

### Challenge

How many years passed between when the British repealed the Stamp Act and when the Second Continental Congress approved the Declaration of Independence? Refer to your timeline to determine the answer.

» ten years (1766–1776)

 <b>MULTILINGUAL/ENGLISH LEARNERS</b> <b>Speaking and Listening</b> Presenting	
<b>Entering/Emerging</b>	Provide 1:1 support when students are attempting to place events on the timeline.
<b>Transitioning/Expanding</b>	Redirect students to lesson texts for supporting information. Provide partners for additional support as needed.
<b>Bridging</b>	Provide support for understanding key words and dates needed to place events on timeline.

5. Provide a half-sheet of paper. Ask students to interpret the meaning of “the pursuit of happiness” in the context of the thirteen colonies in 1776. Remind them to write in complete sentences. Collect.  
» Answers will vary but should demonstrate an ability to think like the Founders and generalize to a more abstract, virtuous idea. For example, not “to get rich” or “to have a lot of fun” but instead “to become our best selves” or “to build a strong country.”

### WORD WORK: *DECLARATION* (5 MIN.)

1. In the chapter you read, “Thomas Jefferson, a delegate from Virginia, was asked to write an official declaration of independence.”
2. Say the word *declaration* with me.
3. *Declaration* means an official statement of something, or an announcement.
4. The teacher made a declaration that the class will treat each other with kindness.
5. What is an example of declaration that you have heard? Be sure to use the word *declaration* in your response.


- Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences:  
"A declaration I have heard is . . ."

6. What part of speech is the word *declaration*?

» noun

- Use a Discussion activity for follow-up. Talk with a partner about what Thomas Jefferson included in the official Declaration of Independence. Remind students to use the word *declaration* as they discuss.
  - » Thomas Jefferson explained why the colonies wanted to break away from Great Britain.

### DEFINING KEY WORDS: TYRANT AND PERFIDY (15 MIN.)

- Remind students that in Unit 5 *Our Planet: Geology* they practiced working with a thesaurus to find synonyms.
- Tell them that they will use dictionaries and thesauruses to find definitions and synonyms for two words used in the Declaration of Independence to describe King George III and his actions.
- Write the following on the board:
  - perfidy
  - tyrant - n., an unjust ruler
- Tell students they will have a chance to use a dictionary to define *perfidy* and a thesaurus to find synonyms for the word *tyrant*.
-  **Think-Pair-Share:** Review the definition of *tyrant*. Remind students that they learned about several actions taken by King George III and the British Parliament. Then give them a few minutes to think about reasons the Declaration of Independence refers to King George III as a tyrant.
- Have students discuss their ideas with a partner and then invite several pairs to share their ideas with the class.
- Tell students that you will model using references to clarify the pronunciation and meanings of two other words used in the Declaration of Independence to describe bad acts by the British and King George the III.
- Model using a print or digital dictionary to find the definition, pronunciation and part of speech of *obstruct*.
- Model using a print or digital thesaurus to find synonyms for the word *harass*.
- Break the class into small groups and give each group access to a dictionary or thesaurus (print or digital).

- Have each dictionary group work to come up with the following for the word *perfidy*:
  - a definition
  - the part of speech
  - pronunciation
  - a sentence using the word
- Have each thesaurus groups come up with the following for the word *tyrant*:
  - two synonyms for the word *tyrant*
  - a sentence about King George that uses one of the synonyms
- Circulate to help the groups as needed.
- Have the groups share their work with the class.
- As you continue in the unit, consider assigning more reference work, in class or as homework, related to vocabulary words from the Declaration of Independence.

## D Differentiation

### Support

A pamphlet is a small booklet of only a few pages with no binding or cover.

## Lesson 6: Declaring Independence

# Language



### Primary Focus

Students will demonstrate understanding of subject-action verb agreement in the present tense. [L.4.1]

Students will understand how the prefixes *im-* and *in-* modify root words, and will form new words and use those words in sentences. [L.4.4b]

Students will practice spelling content-based spelling words by using syllabic chunking to decode them. [RF.4.3, L.4.4b]

### GRAMMAR: INTRODUCE SUBJECT-ACTION VERB AGREEMENT (10 MIN.)

### Introduce Subject-Action Verb Agreement

- Remind students that a sentence has two parts, a subject and a predicate. The subject tells who or what the sentence is about. The predicate tells what the subject is doing, did, or will do. Verbs are part of the predicate.

## D Differentiation

### Support

An action verb shows action. Examples include *run, jump, read*, etc.

- Refer to the sentences on the board/chart paper:
  - Paul Revere warns the colonists.
  - The soldiers march toward Concord.
- In the first sentence, have students identify the subject (*Paul Revere*) and draw a single line under it. Have students identify the predicate (*warns the colonists*) and draw a double line under it. Have students identify the action verb (*warns*) and draw a circle around it.
- Follow this same process for the second sentence. (subject: *the soldiers*; predicate: *march toward Concord*; action verb: *march*)
- Refer to the Subject-Action Verb Agreement Poster you prepared in advance. Explain that the examples given on the poster are in the present tense (i.e., the action is happening in the present, or now).
- Point out the following:
  - If the subject is singular (*the government*) and the action verb ends in *s, sh, ch, x, or z* (pass), add *-es* to the verb (*passes*).
  - If the subject is singular (*Paul Revere*) and the action verb ends with *y* (*spy*), change the *y* to an *i* and add *-es* (*spies*).
  - Otherwise, if the subject is singular (*the farmer*), add *-s* to the verb (*plows*).
  - If the subject is plural (*colonists*), it is not necessary to change the verb (*fight*).
- Direct students' attention to the Subject-Action Verb Agreement Chart you prepared in advance. Tell students you will complete the chart as a class. Reference the Subject-Action Verb Agreement Poster as necessary. Combine subjects with action verbs and write full phrases under "Agreement" on the chart.


Noun Subject	Action Verb	Agreement
the king	rule	The king rules.
the king and queen	rule	The king and queen rule.
the soldier	march	The soldier marches.
the soldiers	march	The soldiers march.
the colonist	try	The colonist tries.
the colonists	try	The colonists try.

- Next, have students help you orally extend the first example from the chart, *The king rules*, into an expanded sentence.

- Answers may vary, but should reflect the correct use of *The king rules*, and should be a complete sentence. For example, *The king rules Great Britain and the colonies*.
- Have students create an expanded complete sentence using two or three more examples from the chart.
- Have students turn to Activity Page 6.3. Review the directions and completed examples in both sections of the activity page. Direct students to complete the next item in the chart, and to write an expanded sentence for it. Circulate around the room to be certain that students understand the directions. Have students complete the remainder of the activity page for homework.

### Activity Page 6.3



<div>  <b>MULTILINGUAL/ENGLISH LEARNERS</b>  <b>Language</b>            Using Verbs and Verb Phrases         </div>	
<b>Entering/Emerging</b>	Provide 1:1 support when students are attempting to create sentences with subject-verb agreement.
<b>Transitioning/Expanding</b>	Have students work with partners to create sentences with subject-verb agreement, providing support and feedback to each other.
<b>Bridging</b>	Provide support for understanding key words needed to understand lesson content.

### MORPHOLOGY: INTRODUCE PREFIXES *im-* AND *in-* (10 MIN.)

#### Introduce Prefixes *im-* and *in-*

- Refer to the Prefixes Poster on display in the classroom and read the definition of *prefix* to students.
- Tell students the two prefixes they will study are *im-* and *in-*.
- Write the prefix *im-* on the board/chart paper and explain that it is pronounced /im/. Write the prefix *in-* on the board/chart paper and explain that it is pronounced /in/.
- Explain that *im-* and *in-* both mean not. Explain further that knowing the meaning of specific prefixes will help students figure out the meaning of unfamiliar words.
  - Remind students there are other prefixes that mean not, such as *un-*, *non-*, *dis-*, *il-*, and *ir-*.

- Share the following examples of words with other prefixes that mean not: *unoriginal, nondairy, dislike, illegal, irresponsible*.
- Tell students that adding *im–* or *in–* does not change the part of speech of the word, but does change the meaning of the word.
  - Note that the prefix *im–* is added to the beginning of words that begin with the letters *m*, *p*, and *b*. (These letters usually stand for the sounds /m/, /b/, and /p/, which are made using the lips.) The prefix *in–* is added to the beginning of words that begin with most other letters.
- Write the word “possible” on the board. Briefly discuss the meaning and then use it in a sentence. (*Possible* means able to be done. It is *possible* to finish my homework before dinner. You may also want to point out that *possible* can also mean able to become.)
- Add *im–* to *possible* and have students read the new word. Discuss the meaning of the new word. (Impossible means not able to be done or not able to become.) Point out that the prefix *im–* does not change the part of speech of *possible*. Both *possible* and *impossible* are adjectives.
- Refer to the example sentence for *impossible* on the board/chart paper:
  - It is *impossible* to fit the new table in the back of our small car.
- Have students provide sentences using the word *impossible*.
  - » Answers may vary.
- Ask students for synonyms of *impossible*.
  - » *unable, difficult, etc.*
- Write *correct* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (*Correct* means true or accurate. The *correct* answer to the math problem  $4 \times 11$  is 44.)
- Add *in–* to *correct* and have students read the new word; discuss the meaning of the new word. (*Incorrect* means not true or not accurate.) Point out that adding the prefix *in–* does not change the part of speech of *correct*. Both *correct* and *incorrect* are adjectives.
- You may also want to explain that *correct* can also be used as a verb (to *correct* a mistake) but that you are referring to *correct* as an adjective for this lesson.
- Refer to the example sentence for *incorrect* on the board/chart paper:
  - It is incorrect to use the word *ain't*.
- Have students provide sentences using the word *incorrect*.
  - » Answers may vary.

- Ask students for synonyms of incorrect.  
» *wrong, inaccurate, etc.*
- Continue in this manner for the remaining *im–* and *in–* words, using the following chart as a guide.

**Note:** Do not write the information in the shaded columns on the board/ chart paper, as that information is intended for use during oral instruction. Complete as many examples as time permits.

English Root Word	Meaning	Affixed Word	Meaning	Sentence
perfect	(adjective) having no mistakes or flaws	imperfect	(adjective) having mistakes or flaws; not perfect	The <u>imperfect</u> pot had a chip in the paint and one side was shorter than the other.
practical	(adjective) easy and reasonable to do or use	impractical	(adjective) not easy or reasonable to do or use; not practical	My mom said it was <u>impractical</u> to wear sandals for walking at the zoo.
patient	(adjective) able to be calm while waiting	impatient	(adjective) not able to be calm while waiting; not patient	We waited for the doctor so long that my little sister got <u>impatient</u> .
polite	(adjective) having or showing good manners or respect for others	impolite	(adjective) not having or showing good manners or respect for others; not polite	The boys were <u>impolite</u> when they talked during the movie.
convenient	(adjective) allowing you to do something easily or without much trouble	inconvenient	(adjective) not allowing you to do something easily or without much trouble; not convenient	The new bus stop was <u>inconvenient</u> for kids who lived up the hill.
complete	(adjective) having all necessary parts; not having anything missing	incomplete	(adjective) not having all necessary parts; not complete	My homework was <u>incomplete</u> because I didn't finish it before I got sick.



capable	(adjective) able to do something	incapable	(adjective) not able to do something; not capable	The woven basket was full of holes and <u>incapable</u> of holding water.
active	(adjective) doing things that require physical movement or activity	inactive	(adjective) not doing things that require physical movement or activity; not active	My legs start to hurt if I am <u>inactive</u> too long.



### Check for Understanding

Ask students to hold a fist in front of their chests and give a thumbs-up, thumbs-down, or thumbs-in-the-middle to indicate how well they understand *im-* and *in-* affixes and how those affixes change root words. Make a plan to pull confused students aside and reteach before the next lesson.

### Activity Page 6.4



- Direct students to Activity Page 6.4. Briefly review the directions and complete the first sentence together. Have students complete the activity page for homework.

### SPELLING (15 MIN.)

#### Introduce Spelling Words

- Explain that students will practice 10 words related to the content of the Reader, *The Road to Independence*. These words do not follow one single spelling pattern. Tell students they will be assessed on these words and will write a detailed sentence related to one or more of these words in Lesson 10.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

**Note:** Remember to point out specific spelling patterns in each word and their relationship to the sounds and spellings on the Individual Code Chart located in the Activity Book (Activity Page SR.1) and in the Teacher Resources section of Unit 1.

1. declaration
2. grievance
3. incident
4. independence
5. militia
6. monarchy
7. representative
8. surrender
9. valiant
10. victory

## Pronunciation/Syllabication Chart

- As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word and show students where these spellings are reflected on the Individual Code Chart. For example, you might note that the word *declaration* includes a schwa sound (/ə/) in the second syllable of the word (i.e., the vowel sound in the second syllable is pronounced /ə/, but spelled *a*) and then point out the *a* spelling for /ə/ that is included on the Individual Code Chart located in the Activity Book (Activity Page SR.1) and in the Teacher Resources section of Unit 1.

**Note:** Do not write the information in the shaded columns on the board/ chart paper, as that information is intended for use during oral instruction.

Word	CK Code	Syllable Type
declaration	/dek*lə*rae*shən/	closed*ə*open*ə
grievance	/gree*vəns/	digraph*ə
incident	/in*sə*dent/	closed*ə*closed
independence	/in*də*pen*dəns/	closed*ə*closed*ə
militia	/mə*lish*ə/	ə*closed*ə
monarchy	/mon*ar*kee/	closed*r-controlled*open
representative	/rep*rə*zen*tə*tiv/	closed*ə*closed*ə*digraph
surrender	/ser*en*der/	r-controlled*closed*r-controlled
valiant	/val*yənt/	closed*ə
victory	/vik*tə*ree/	closed*ə*open

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

**Note:** Do not write the information in the shaded columns on the board/ chart paper, as that information is intended for use during oral instruction.

## Activity Page SR.1



Spelling Word	Definition	Example Sentence
declaration	an official statement of something	Thomas Jefferson wrote a <u>declaration</u> of independence, explaining why the colonists wanted to break away from Great Britain.
grievance	a complaint resulting from being treated unfairly; a reason for complaining about a situation	Members of the First Continental Congress drew up a list of <u>grievances</u> against King George III.
incident	an effect or result that may take place in the future	The <u>incident</u> known as the “Boston Massacre” led to more unrest in the colonies.
independence	freedom from outside control or support	The colonists were divided about whether to seek <u>independence</u> from Great Britain.
militia	ordinary people trained to be soldiers but who are not part of the full-time military	The colonial <u>militia</u> surprised the British by setting up cannons on Breed’s Hill.
monarchy	a form of government in which a country is ruled by a monarch, such as a king or a queen	Thomas Paine spoke out against the British <u>monarchy</u> , believing they had too much power.
representative	members of a government	<u>Representatives</u> from all thirteen colonies met together in Philadelphia.
surrender	to give up, quit	The British troops <u>surrendered</u> to the Continental Army at the Battle of Saratoga.
valiant	brave or courageous	George Washington was a <u>valiant</u> leader during the French and Indian War.
victory	the act of defeating an opponent or enemy	The decisive <u>victory</u> of the American Revolution came in 1781 at Yorktown, Virginia.



### Check for Understanding

Give students one minute to write the two words they think are the hardest to spell and explain why. If any student claims they are all easy, clarify with “The words that you think would be hardest for anyone to spell.” They can do this in their notebooks. Circulate to see what students write. Offer spelling strategies as appropriate.

- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students practice spelling the words on Take-Home Pages 6.1 and 6.2 to complete for homework.

End Lesson

### Lesson 6: Declaring Independence

# Take-Home Material

#### GRAMMAR; MORPHOLOGY; SPELLING

- Have students complete Activity Pages 6.3, 6.4, and Take-Home Page 6.2 for homework.
- Have students use Take-Home Page 6.1 as a reference in practicing spelling words.
- Have students take home a text selection from the Fluency Supplement if you are choosing to provide additional fluency practice.

Activity Pages  
6.3, 6.4



Take-Home  
Pages 6.1, 6.2



# A Final Separation

## PRIMARY FOCUS OF LESSON

### Reading

Through close reading of lesson text, students will evaluate the political choices available to the colonial leaders as they faced a tumultuous war with Great Britain. [RI.4.1, RI.4.3, RI.4.10]

Students will demonstrate an understanding of the Tier 2 word *implication*. [L.4.4]

### Writing

Students will use paragraph-writing skills to explain colonists' concerns about the Intolerable Acts, referencing lesson text, additional sources, and a graphic organizer. [RI.4.9, W.4.2, W.4.2b–d, W.4.9b]

Students will understand the differences between drama and prose, referring to the structural elements of dramas. [RL.4.5, RL.4.7]

## FORMATIVE ASSESSMENT

- |                     |  |
|---------------------|--|
| Activity Page 7.1   | <b>“Shots and Speeches”</b> Answer comprehension questions and recognize chapter vocabulary. [RI.4.3, W.4.2d]  |
| Teacher Observation | <b>Observe and Take Anecdotal Notes on Student Readers</b> [RF.4.3, RI.4.1, RI.4.3]                            |
| Activity Page 7.3   | <b>Plan Body Paragraph 2</b> Respond to a prompt using a graphic organizer to plan. [RI.4.9, W.4.2b–d, W.4.9b] |



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (45 min.)			
Review Chapter 4	Whole Group	5 min.	<input type="checkbox"/> <i>The Road to Independence</i> <input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Teacher Notes <input type="checkbox"/> Visual Support 7.1
Close Reading “Shots and Speeches”	 Small Group	30 min.	
Discuss the Chapter and Wrap-Up	Whole Group	5 min.	
Word Work: <i>Implication</i>	Whole Group	5 min.	
Writing (45 min.)			
Introduce Body Paragraph Writing	Whole Group	5 min.	<input type="checkbox"/> Activity Pages 7.2, 7.3 <input type="checkbox"/> Answer Key for Activity Page 7.3
Enact Vignette	Whole Group	5 min.	
Complete Graphic Organizer	Whole Group	5 min.	
Respond to Prompt	Independent	25 min.	
Lesson Wrap-Up	Whole Group	5 min.	

## ADVANCE PREPARATION

### Reading

- Prepare to project Visual Support 7.1 and read the Purpose for Reading aloud to students.
- You will need to divide students into two small groups for this lesson. Decide in advance which students will be assigned to Small Group 1 (in need of scaffolding and support) and Small Group 2 (relatively independent).
- You will informally assess students in Small Group 1. If needed, create a tool for recording anecdotal notes.

### Writing

- Read through Vignette II on Activity Page 7.2 and decide how you will assign roles to students. You will need one student to be the narrator, one student to play King George III, four students to play members of Parliament, one student to play Patrick Henry, and two students to play representatives from Virginia. Assign the roles prior to class, allowing students time to prepare.

### Language

#### Grammar; Morphology; Spelling

- Collect Activity Pages 6.3, 6.4, and Take-Home Page 6.2 to review and grade, as there are no grammar, morphology, or spelling lessons today.

#### Universal Access

- To ensure all students have the opportunity to contribute during Think-Write-Share and Turn and Talk exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## Lesson 7: A Final Separation

# Reading

**Primary Focus**

Through close reading of lesson text, students will evaluate the political choices available to the colonial leaders as they faced a tumultuous war with Great Britain. [RI.4.1, RI.4.3, RI.4.10]

Students will demonstrate an understanding of the Tier 2 word *implication*. [L.4.4]

**REVIEW CHAPTER 4 (5 MIN.)**

- Project Visual Support 7.1 and read the Purpose for Reading aloud to students.
- Use the following questions to review the chapter:

1. What are the shots referred to in the chapter title?
    - » shots fired at the Battle of Bunker Hill
  2. What are the speeches referred to in the chapter title?
    - » members of the Second Continental Congress, debating war
  3. What big decision did colonists make as a result of shots fired in Massachusetts and speeches delivered in Pennsylvania?
    - » They decided to fight for independence.
- Tell students that they will do a close reading of chapter 4, “Shots and Speeches,” so they can focus more attention on the details.
  - Have students turn to the first page of the chapter.
  - You may wish to review the following vocabulary words before you reread the chapter:

**retreat, v.** to move back or away from danger or attack (retreated)

**casualty, n.** a person killed or injured during battle (casualties)

**ammunition, n.** bullets, shells, and other objects used as weapons shot from guns

**score, n.** another term for 20; a group of 20 things (scores)

**fortify, v.** to make a place safe from attack by building defenses (walls, trenches, etc.) (fortified)

**ambassador, n.** the person who represents the government of their country in another country (ambassadors)



**declaration, n.** an official statement of something

**abstain, v.** to choose not to vote (abstained)

**levy, v.** to use legal authority to demand and collect a fine or tax (levied)

**implication, n.** a possible effect or result that may take place in the future (implications)

- Remind students that they can look up a word in the glossary if they forget its meaning.
- Have one student read The Big Question at the beginning of the chapter. Ensure that students understand the meaning of The Big Question before reading the chapter.
  - What big decision did colonists make as a result of shots fired in Massachusetts and speeches delivered in Pennsylvania?
  - Tell students they will read to gain a better understanding of the events that led the colonies to declare independence from Great Britain.

### Establish Small Groups

- Before reading the chapter, divide students into two groups using the following guidelines:
  - Small Group 1: This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students will complete Activity Page 7.1 with your support while reading.
  - Small Group 2: This group should include students who are capable of reading and comprehending text without guided support. We encourage you to vary how you assign students to read, either independently or with partners, based on their needs. Likewise, you may want to ask some or all of your students to complete Activity Page 7.1 independently, which can then be used as a formative assessment to determine how well each student understood what was read. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 7.1 correctly.

### CLOSE READING “SHOTS AND SPEECHES” (30 MIN.)



#### Small Group

- The following guided reading supports are intended for use with Small Group 1.

#### Teacher Observation



#### Activity Page 7.1



## Chapter 4

# Shots and Speeches

### THE BIG QUESTION

What big decision did colonists make as a result of shots fired in Massachusetts and speeches delivered in Pennsylvania?

What a difference a day makes! By the time the sun came up on April 20, 1775, the British Army had **retreated** from Concord back to Boston. They had suffered more than 200 **casualties** and were now surrounded by militia.

Things went from bad to worse when the militia set up cannons on two hills overlooking Boston Harbor. One of the hills was called Breed's Hill. The other was Bunker Hill.

The British generals were worried. If the militia had cannons up on the hills, they might be able to fire on the British ships in the harbor below and sink some of them. The generals decided that they had to drive the militia off the hills.

It would take time to put their plan into action, but two months later, on June 17, 1775, the British soldiers launched an attack. Hundreds of redcoats began marching up Breed's Hill. The militiamen at the top of the hill waited nervously. A commander named William Prescott knew his men did not have much **ammunition**. They would have to make every shot count.

30

- Have students read the first paragraph on page 30 silently.

**Literal.** In the previous chapter, the text says that 73 British soldiers had been killed and 174 wounded by the colonial militia during a day of fighting outside Boston. In this paragraph, what vocabulary word is used when talking about both the dead and the wounded soldiers?

» *casualties*

- Read the remainder of page 30 aloud.



John Ward Dunsmore, *Bunker Hill (Fight at Rail Fence)*

31

The militia waited . . . and waited . . . and waited. Finally, they opened fire. **Scores** of British troops fell to the ground. Surprisingly, the redcoats were forced to retreat. The British attacked a second time, but again they were beaten back. They attacked a third time—and this time they were successful. The militia had run out of ammunition. Now it was *their* turn to retreat.

Today this battle is known as the Battle of Bunker Hill. However, that is an unusual name for a battle that was actually fought on Breed's Hill. It is possible that the confusion about the location of the battle was caused by a lack of familiarity with the area. The two hills are near each other. In fact, a British officer who mapped the battle site mixed them up on his map. It is also possible that Prescott had been ordered to **fortify** Bunker Hill but fortified Breed's Hill instead when he realized that it was the more desirable spot.

In one sense, the Battle of Bunker Hill was a victory for the British troops. They achieved their goal: they drove the militia off the hill. In another sense, it felt more like a defeat. Is it really a victory if 1,000 men are killed and wounded compared to 500 on the other side? The British generals knew that they could not afford to continue to lose so many soldiers, even if the eventual outcome was a victory!

While the Battle of Bunker Hill was raging outside Boston, 56 representatives from all thirteen colonies attended the Second Continental Congress in Philadelphia. Thomas Jefferson came north to represent Virginia. John Adams, Samuel Adams, and John Hancock made their way south from Massachusetts. Benjamin Franklin, a native Bostonian living in Philadelphia, did not have far to travel.

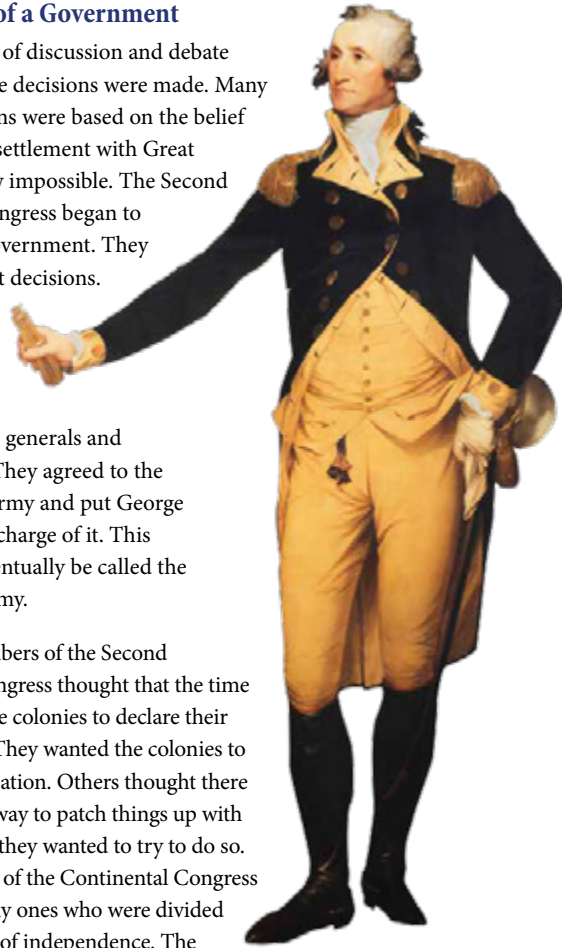
**32**

- Read page 32 aloud.
- **Support.** *Score* is another word for the number 20, so scores of troops means multiples of 20, such as  $2 \times 20$ ,  $3 \times 20$ , or  $4 \times 20$ ; in other words, large numbers of men fell to the ground. A score is an old word for a scratch that, in this meaning, was made to record a count of 20.

### The Making of a Government

As months of discussion and debate continued, some decisions were made. Many of these decisions were based on the belief that a peaceful settlement with Great Britain was now impossible. The Second Continental Congress began to function as a government. They made important decisions. They issued paper money. They set up a postal service. They appointed generals and **ambassadors**. They agreed to the creation of an army and put George Washington in charge of it. This army would eventually be called the Continental Army.

Many members of the Second Continental Congress thought that the time had come for the colonies to declare their independence. They wanted the colonies to become a new nation. Others thought there might still be a way to patch things up with the British, and they wanted to try to do so. These members of the Continental Congress were not the only ones who were divided on the question of independence. The people of the colonies they represented were divided as well.



George Washington became commander of the Continental Army.

33

- Read page 33 aloud.

**Inferential.** The final paragraph on page 32 transitions the reader from one topic to another, from the Battle of Bunker Hill to the Second Continental Congress. What clue does the heading at the top of page 33 give about the work of the Second Continental Congress?

- » It suggests they worked to form a new government and lets the reader know this is the main idea of the next few paragraphs.

**Inferential.** In what ways did the Second Continental Congress begin to alter, or change, their behavior, acting independently from Great Britain?

- » They began to function as their own government, asserting their rights to make their own decisions by creating their own money and forming their own army and postal service. They were part of a representative government, forming their own rules rather than following the rules of a foreign government in which they had no representation.
- Have students record the answer to question 1 on Activity Page 7.1.



### A Little Common Sense

One man who may have done more than anyone else to convince people to declare independence was Thomas Paine. Paine was an Englishman who had moved to Philadelphia only a few months earlier at the suggestion of Benjamin Franklin. Franklin thought Paine could help the patriot movement. Thomas Paine wrote a pamphlet called *Common Sense*. It was published in January 1776, while the Second Continental Congress was meeting.



Thomas Paine

Paine believed that monarchy was a foolish way to run a country. “Mankind being originally equals in the order of creation,” Paine wrote; so how could any one man claim the right to rule over millions?

Paine argued that the colonies should separate from Great Britain and form a republic—a government made up of elected representatives. He told his new countrymen they had an amazing opportunity—they could cast off government by kings and replace it with something much, much better:

*“[W]e have every opportunity and every encouragement before us, to form the noblest, purest constitution on the face of the earth. We have it in our power to begin the world over again. . . . The birthday of a new world is at hand. . . . [F]or God’s sake, let us come to a final separation.”*

—Thomas Paine

34

## D Differentiation

### Support

*Cast off* means to throw away or stop a way of doing something.

- Read the first three paragraphs on page 34 aloud.
  - Literal.** What type of government did Thomas Paine think should replace the monarchy?
    - » a republic; a government made up of elected representatives
- Have students record the answer to question 2 on Activity Page 7.1.



Pages from  
*Common Sense*

*Common Sense* became a bestseller. Copies were printed in all thirteen colonies. Selections were printed in newspapers. Those who could read studied the pamphlet. Those who could not read listened while it was read aloud at an inn or coffeehouse. *Common Sense* convinced many colonists that it was, in fact, time to declare independence.

### A Final Separation

By June 1776, most members of the Second Continental Congress were ready to vote for what Paine referred to as “a final separation.” Thomas Jefferson, a delegate from Virginia, was asked to write an official **declaration** of independence. His job was to explain why the colonies were breaking away from Great Britain, and why it was necessary for them to do so.

Benjamin Franklin and John Adams reviewed Jefferson’s draft. They made a few changes, but overall they accepted Jefferson’s work. On July 2, 1776, the members of the Second Continental Congress voted for independence. On July 4, 1776, the members voted again—this time on whether to accept the Declaration of Independence as the document that outlined the reasons for their desire to be independent. No one voted against it. One colony, New York, **abstained**. The Declaration of Independence was approved!

35

- Read page 35 aloud.

**Literal.** Who wrote the Declaration of Independence, and who reviewed his draft?

- » Thomas Jefferson was the main author. Benjamin Franklin and John Adams reviewed his draft.



In the first part of the Declaration of Independence, Jefferson wrote specific ideals that he and other members of the Continental Congress believed to be true:

*"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights that among these are Life, Liberty and the pursuit of Happiness."*

Jefferson believed that the role of government is to protect these rights. However, if a government failed to protect these rights—if it actually took these rights away—then the people had the right to rebel and set up a new government.



36

## D Differentiation

### Support

Tell students they will hear these famous words by Thomas Jefferson many times during their lifetime. These words helped to convince others that it was right to rebel, or fight, against Great Britain.

- Read page 36 aloud.

**Inferential.** Turn and Talk: Jefferson noted three inalienable rights of the people: life, liberty (freedom), and the pursuit (search) of happiness. Which of these rights had Great Britain taken away? Provide examples from your reading. Remind students to signal when both partners have contributed to the conversation. As students finish their discussion, have them share the examples from the reading their partner identified.

- » Answers may vary, but students may identify the right to liberty (i.e., freedoms taken away from the colonists, including the Intolerable Acts). They may also identify the right to life, considering the colonists killed in the Boston Massacre, Bunker Hill, etc.



John Trumbull, *Declaration of Independence*, 1817–1819

37

Jefferson argued that this was what the British government had done. In the second half of the Declaration of Independence, Jefferson presented a long list of unacceptable actions the British government had taken. It had **levied** unfair taxes, taken away the right to trial by jury, and quartered British troops in colonial cities. For all of these reasons (and more), Jefferson wrote, the colonists had no other option but to declare independence from Great Britain.

### Happy Birthday to Us!

The Fourth of July is a national holiday in the United States. On this day every year, Americans celebrate their independence by watching fireworks, singing patriotic songs, and attending picnics and parades. Although it took another month to get all the signatures on the Declaration of Independence, Americans still celebrate Independence Day on July 4.



Independence Day in Washington, D.C.

38

## D Differentiation

### Support

Based on the way it is used in the final sentence of this paragraph, we can infer the meaning of the word *option* to be a choice or possibility.

- Read the first paragraph on page 38 aloud.

**Evaluative.** Do you agree with Jefferson's conclusion that King George left the colonists no other option but to declare independence from Great Britain?

» Answers may vary, but should be supported by the text.

- Have a student read the text box "Happy Birthday to Us!" on page 38 aloud.

**Inferential.** Why is July 4 called Independence Day?

» It is the day on which members of the Second Continental Congress voted whether to accept the Declaration of Independence from Great Britain. So, ever since then, this is the date that Americans celebrate their independence, or freedom, from British control.

### No Simple Solution

The colonists did not initially have a national army ready to fight against the redcoats. The Continental Army, as such, did not yet exist. In June 1775, the Continental Congress appointed Virginian George Washington to create such an army. Until then, the army had consisted of a loosely organized collection of militia units from New England. The **implications** of what had happened at Lexington and Concord were far from clear in the days following the battles. While there had been plenty of outrage, it had taken over a year for independence to be declared. In fact, after the battles in Lexington and Concord, some patriots had created a flag called “The Continental Colors.” This flag featured the red and white stripes from the Sons of Liberty flag with an image of the British Union Jack superimposed on it, indicating some degree of continued loyalty to the British government.



39

- Read page 39 aloud.

**Evaluative.** Look at the heading on page 39, “No Simple Solution.” What does the heading mean, and does it accurately represent what the paragraph is about? Support your answer with evidence from the text.

- » Answers may vary, but may include that the problem the colonists faced—to remain under British rule or to declare independence—was not an easy one to solve. This paragraph discusses the colonists’ conflicted feelings, as evidenced by the length of time it took to actually declare independence after the Declaration of Independence was written.

## D Differentiation


### Challenge

Make the full text of the Declaration of Independence available for students to unpack. Work with the whole class or a small group to provide support as needed.

- Have students record the answer to question 3 on Activity Page 7.1.
- Have students complete the second half of Activity Page 7.1 with your help.
- Combine the two small groups for the lesson closure.

### DISCUSS THE CHAPTER AND WRAP-UP (5 MIN.)

- Use the following question to discuss the chapter.

**Evaluative.**  *Think-Pair-Share.* Have you ever heard the idiom *Actions speak louder than words*? It means that what you do is more important than what you say. In this chapter, you read about the actions (shots) of the militia and words (speeches) of the members of the Second Continental Congress. Which was more essential—actions or words—in the colonists’ decision to go to war with Great Britain? Turn and share your opinion with a partner.

- » Answers may vary, but should draw support from the text. Students may conclude that shots were more important because of the loss of life or that speeches were more important because they represented a majority opinion from all thirteen colonies.



### Check for Understanding

**Think-Write-Share.** Have students write one sentence about the most meaningful thing they learned from this chapter. Tell students their sentence should include at least two proper nouns, two common nouns, and one adjective. Have students share their writing with a partner. Remind students to signal when both partners have contributed to the conversation.

### WORD WORK: IMPLICATION (5 MIN.)

1. In the chapter, you read, “The implications of what had happened at Lexington and Concord were far from clear in the days following the battles.”
  2. Say the word *implication* with me.
  3. *Implication* means a possible effect or result that may take place in the future.
  4. An implication of eating too much cake is that you may feel sick afterward.
  5. What are some other examples of implications, or future results? Be sure to use the word *implication* in your response.
- Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “An implication of \_\_\_\_\_ is \_\_\_\_\_.”



6. What part of speech is the word *implication*?

» noun

- Use a Questions and Answers activity for follow-up. Say, “I am going to ask a question beginning with ‘What is an implication of \_\_\_\_\_?’ You will respond with a sentence beginning with ‘An implication of \_\_\_\_\_ is \_\_\_\_\_.’ Remember, an implication is a possible effect or result that may take place in the future.”

1. I did not do my homework, so I might have to stay in from recess. What is an implication of not doing my homework?

» An implication of not doing my homework is that I may have to stay in from recess.

2. My mother said she might not make macaroni and cheese for dinner if we drink all the milk. What is an implication of drinking all the milk?

» An implication of drinking all the milk is that we may not have macaroni and cheese for dinner.

3. Sometimes when I stay up late on weekends, I cannot wake up on time on Monday. What is an implication of staying up late on weekends?

» An implication of staying up late on weekends is that I may not wake up on time on Monday.

4. My coach told us that if we did not practice enough, we may not win the game. What is an implication of not practicing enough?

» An implication of not practicing enough is that we may not win the game.



#### MULTILINGUAL/ENGLISH LEARNERS

#### Language

#### Using Nouns and Noun Phrases

##### Entering/Emerging

Provide 1:1 support and sentence frames when students are attempting to create sentences using the word *implication*. For Spanish speakers, make a connection to the Spanish cognate *implicar*.

##### Transitioning/ Expanding

Provide partners for additional support as needed.

##### Bridging

Provide support for understanding correct usage of *implication* as needed.

## Lesson 7: A Final Separation

# Writing



### Primary Focus

Students will use paragraph-writing skills to explain colonists' concerns about the Intolerable Acts, referencing lesson text, additional sources, and a graphic organizer. [RI.4.9, W.4.2, W.4.2b–d, W.4.9b]

Students will understand the differences between drama and prose, referring to the structural elements of dramas. [RL.4.5, RL.4.7]

### INTRODUCE BODY PARAGRAPH WRITING (5 MIN.)

- Remind students that they are drafting an essay about the causes and effects leading up to the American Revolution and that they have already drafted the introductory paragraph and the first of three body paragraphs detailing additional causes of the Revolutionary War.
- Tell students that today they will plan the second body paragraph.
- Remind students that most of the content for the three body paragraph drafts will come directly from chapters 2 and 3 of *The Road to Independence*, but that they are encouraged to use additional sources to add details as they revise.
- In preparation for drafting their second body paragraph, they will review the content by performing another vignette. This vignette corresponds to the events from chapter 3 of the Reader.
- Tell students that this vignette is a drama and that dramas are stories acted out, and spoken out loud, in front of people.
- Make available a selection of appropriate texts or a list of safe and reliable websites. If classroom computers are available, bookmark the sites for ready access.
- Explain that after students perform the vignette, they will record key information from the vignette in a graphic organizer and respond to a writing prompt.



## MULTILINGUAL/ENGLISH LEARNERS

### Writing Writing

<b>Entering/Emerging</b>	Provide 1:1 prompting and support for students while planning their body paragraph. Consider allowing students to write the plan in their home language.
<b>Transitioning/ Expanding</b>	Redirect students to lesson texts and the graphic organizer on Activity Page 7.3 for key information and key vocabulary terms.
<b>Bridging</b>	Provide support for planning their body paragraph as needed.

### ENACT VIGNETTE (5 MIN.)

- Have students turn to Activity Page 7.2.
- Explain that this drama has a cast of characters (narrator, King George III, members of Parliament, Patrick Henry, representatives from Virginia) and that the setting is the British Parliament, Great Britain, in 1774, and Richmond, Virginia, in 1775.
- Remind students that the dialogue or speaking parts of the drama can be found after the bolded character names.
- Tell students that this drama does not have any stage directions or directions in brackets that tell the characters how to act while performing.
- Enact vignette.
- **Turn and Talk:** Ask students how the text in the vignette connects to how they presented or performed the drama. Remind students to signal when both partners have finished their conversation. Have them share their partner's thinking.
  - » The text after the bolded character names directs the characters to know when it is their dialogue or speaking part, and the headings direct the characters to know when the setting changes.

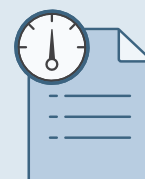
### COMPLETE GRAPHIC ORGANIZER (5 MIN.)

- Have students turn to Activity Page 7.3. Using the Answer Key at the back of this Teacher Guide, complete the graphic organizer together.

### Activity Page 7.2



### Activity Page 7.3





## **D** Differentiation

### Challenge

Encourage students to take a position sympathizing with the colonists' point of view or the British point of view regarding the Intolerable Acts.

## RESPOND TO PROMPT (25 MIN.)

- Review directions for the writing prompt on Activity Page 7.3. Direct students to quote text from Activity Page 7.2 or another source, using quotations with commas. Individualize expectations as appropriate.
- Remind students that their response to the writing prompt is also referred to as prose or writing that follows grammar rules and is in a logical order. Prose writing can be fiction or nonfiction.
- Ask students to explain how prose writing differs from the vignette or drama.
  - » Drama has a specific structure that includes characters and their dialogue or speaking parts and prose follows grammar rules and is in a logical order.
- Make additional sources available for students who wish to look deeper or add details about the Intolerable Acts.



### Check for Understanding

Rotate among students to provide feedback and guidance as they write. Check for historical accuracy and strength of argument. Refer students back to text sources as needed.

## LESSON WRAP-UP (5 MIN.)

- Have students share their responses to the writing prompt.

End Lesson



## 8

# The Continental Army's Plight

**PRIMARY FOCUS OF LESSON****Reading**

Students will make inferences from lesson text to understand the strategic and physical challenges colonial soldiers faced as local militias combined to form the Continental Army. [RI.4.1, RI.4.3]

Students will demonstrate an understanding of the Tier 2 word *morale*. [L.4.4]

**Writing**

Students will use paragraph-writing skills to reflect on the role the first shot fired in Lexington played in igniting the American Revolutionary War, referencing lesson text, additional sources, and a graphic organizer.

[RI.4.9, W.4.2, W.4.2b–d, W.4.9b]

Students will understand the differences between drama and prose, referring to the structural elements of dramas. [RL.4.5, RL.4.7]

**FORMATIVE ASSESSMENT****Activity Page 6.2**

**Timeline II** Identify the sequence of events related to the American Revolution. [RI.4.3]

**Activity Page 8.3**

**Plan Body Paragraph 3** Respond to a prompt using a graphic organizer to plan. [RI.4.9, W.4.2, W.4.2b–d, W.4.9b]



## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (45 min.)			
Introduce Chapter 5	Whole Group	5 min.	<input type="checkbox"/> <i>The Road to Independence</i> <input type="checkbox"/> Activity Pages 6.2, 8.1 <input type="checkbox"/> Visual Supports 6.2, 8.1, 8.2
Read-Aloud “It’s War!”	Whole Group	30 min.	
Lesson Wrap-Up	Whole Group	5 min.	
Word Work: <i>Morale</i>	Whole Group	5 min.	
Writing (45 min.)			
Introduce Body Paragraph	Whole Group	5 min.	<input type="checkbox"/> Activity Pages 8.2, 8.3 <input type="checkbox"/> Answer Key for Activity Page 8.3
Enact Vignette	Whole Group	5 min.	
Complete Graphic Organizer	Whole Group	5 min.	
Respond to Prompt	Independent	25 min.	
Lesson Wrap-Up	Whole Group	5 min.	

## ADVANCE PREPARATION

### Reading

- Prepare to project Visual Support 8.1 and read the Purpose for Reading aloud to students.
- You may wish to prepare to display the digital version of the Revolutionary War Battles Map found in the Visual Supports for Teaching for this unit.
- Write the Purpose for Reading on the board. Alternatively, you may access a digital version of this and The Big Question in the Visual Supports for Teaching for this unit.
  - Read to learn the challenges the Continental Army faced in its battle against the British Army and Mother Nature.
- You may wish to prepare to display the digital version of Timeline II found in the Visual Supports for Teaching for this unit.

### Writing

- Read through Vignette III on Activity Page 8.2 and decide how you will assign roles to students. You will need one student to be the narrator, two students to play members of Parliament, one student to play King George III, one student to play Samuel Adams, and one student to play John Hancock. Assign the roles prior to class, allowing students time to prepare.

### Universal Access

- To ensure all students have the opportunity to contribute during Turn and Talk exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## Lesson 8: The Continental Army's Plight

## Reading



## Primary Focus

Students will make inferences from lesson text to understand the strategic and physical challenges colonial soldiers faced as local militias combined to form the Continental Army. [RI.4.1, RI.4.3]

Students will demonstrate an understanding of the Tier 2 word *morale*. [L.4.4]

## INTRODUCE CHAPTER 5 (5 MIN.)

- Project Visual Support 8.1 and read the Purpose for Reading aloud to students.
- Tell students you will read aloud chapter 5, "It's War!" They should follow along in their Reader as you read.
- Have students turn to the first page of the chapter.
- Have students refer to the maps of the colonies on page 87 as they read the chapter. You may wish to display the Revolutionary War Battles Map prepared in advance.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *fronts*.
- Have them find the word on page 40 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader, locate *front*, and then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 8.1 while you read each vocabulary word and its meaning.

**front, n.** the place where fighting happens in a war (fronts)

**strategic, adj.** carefully planned to achieve a specific goal, such as winning a battle or finishing a project

**confront, v.** to challenge or fight against

## Activity Page 8.1



**surrender, v.** to give up, quit

**morale, n.** confidence, level of enthusiasm one feels

**tactics, n.** ways used to achieve a goal

**bleak, adj.** depressing, grim, bad

Vocabulary Chart for “It’s War!”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		front strategic confront surrender morale tactics bleak
Spanish Cognates for Core Vocabulary		confrontar estratégico/a moral tácticas
Multiple-Meaning		front
Sayings and Phrases	a force to be reckoned with march or fight in formation failed to keep [New York City] out of [British] hands round-the-clock took [the Hessians] completely by surprise a string of defeats close in on scaled back Mother Nature the tide turning in their favor fit for combat/unfit for duty	

## D Differentiation

### Support

Discuss the meaning of the name “Mother Nature”; ask students for a synonym (weather).

- Read to learn the challenges the Continental Army faced in its battle against the British Army and Mother Nature.
- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - At the beginning of the war, who seemed most likely to win, and why?

## Chapter 5

# It's War!

### THE BIG QUESTION

At the beginning of the war, who seemed most likely to win, and why?

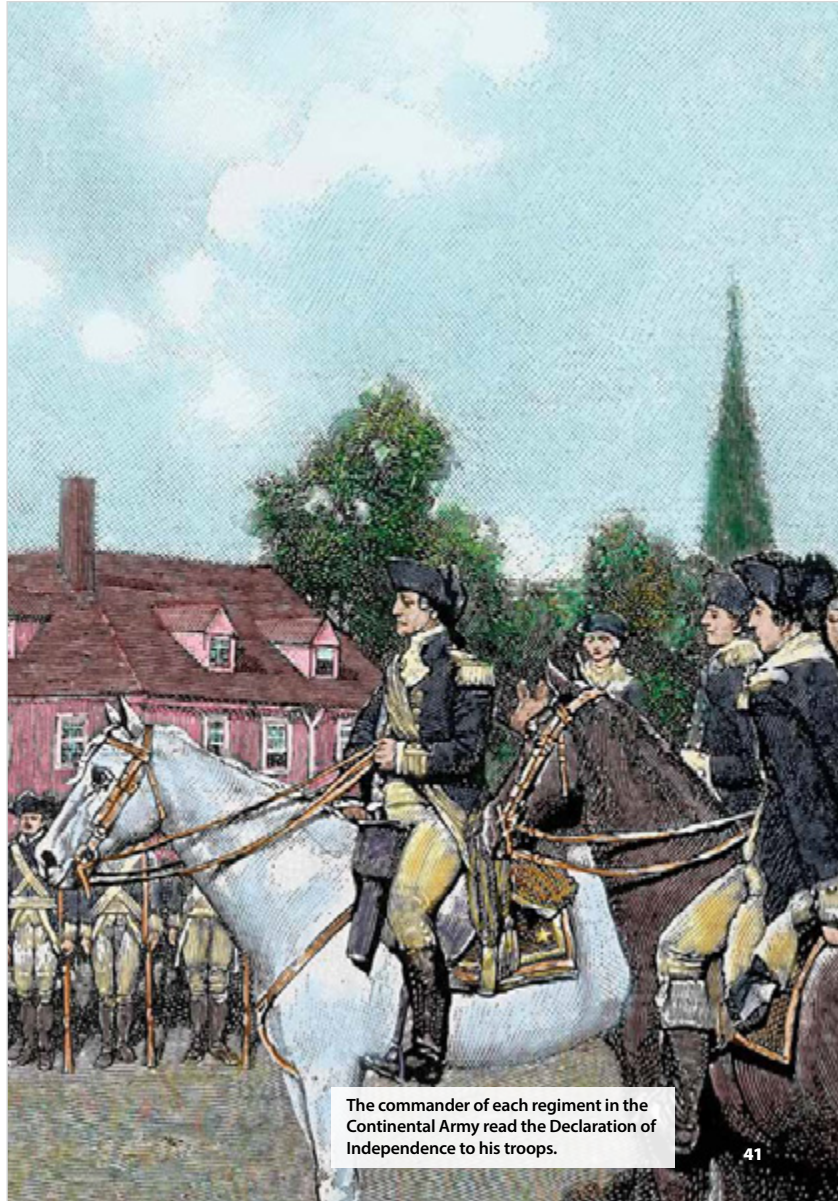
At the beginning of the war, the British generals and admirals were confident that they could defeat the colonists. The Continental Army, at least at first, was not exactly a force to be reckoned with. It was made up of farmers and shopkeepers. These soldiers knew how to shoot, but they didn't know how to march or fight in formation. They had almost no cannons and very few fighting ships. On the other hand, the British Army and Navy were among the largest and best trained in the world. The British military had more soldiers, more cannons, and more ships, and they had much more experience. Besides that, the British generals had a plan that they thought would help them win the war: divide the colonies in half and fight them on two **fronts**.



### READ-ALoud "IT'S WAR!" (30 MIN.)

- Read pages 40 and 41 aloud.





The commander of each regiment in the Continental Army read the Declaration of Independence to his troops.

41

## D Differentiation

### Support

Armies of trained soldiers march or fight “in formation.” That phrase means that they arrange themselves in lines or a particular order and learn to march forward together to fight their enemies.

**Literal.** Why were the British generals confident they could defeat the colonists at the beginning of the war?

- » The British had more soldiers, cannons, and ships, and they had much more experience.

**Literal.** Who fought in the Continental Army?

- » The Continental Army was made up of farmers and shopkeepers, among others.

**Literal.** Military leaders usually have a strategy for how to defeat the enemy. What was the British Army’s strategy?

- » They planned to divide the colonies in half and fight them on two fronts.

**Literal.** What is a front?

- » the place where fighting happens in a war

### Crossing the Delaware

With their army retreating from Boston, the British generals turned their attention to New York City. They recognized the **strategic** importance of this port city. If their plan to gain control was to succeed, they needed to capture it. However, George Washington was equally aware of the importance of having control of New York City. He marched his troops there to **confront** the British Army.

In the summer of 1776, the British and Continental Armies engaged in a battle on Long Island and Manhattan Island. George Washington and his men failed to keep New York City out of British hands. By November 1776, having lost New York City, George Washington retreated along the Hudson River and then into New Jersey. Washington knew his army was simply not as strong as the British Army. If he tried to challenge the British in a major battle, he knew he would lose. He would have to look for opportunities to attack when his enemies were not expecting it.

On December 25, 1776, that is exactly what Washington did. It was Christmas night, and the Hessian troops who were camped in Trenton,



Emanuel Leutze's painting depicts the historic moment when General George Washington led Continental soldiers across the Delaware River to surprise Hessian troops who were hired to fight for the British Army.

- Read pages 42 and 43 aloud.

New Jersey, had been on round-the-clock alert for over a week. They were exhausted. Finally, they had been allowed to sleep. Because they were not expecting an attack on Christmas night, many were unarmed.

Washington crossed the Delaware River from Pennsylvania and took the Hessians completely by surprise. More than 1,000 of them were forced to **surrender** in the sneak attack.

The victory at Trenton was extremely good for the **morale** of Washington's troops, but it was followed by a string of defeats. Washington and his men were defeated at the Battle of Brandywine in September 1777 and again at the Battle of Germantown in October. At Germantown, some of the soldiers in the Continental Army became confused and fired on their own troops. Because of these defeats, the British Army was able to capture Philadelphia. The Continental Congress was forced to break up and relocate to another city.

Farther north, another British Army marched down from Canada, recaptured Fort Ticonderoga, and began to close in on the Continental Army fighting in this area. The Continental Army was in trouble. It was time to retreat and regroup—but the British Army was right behind them.



## D Differentiation

### Support

The Hessians were soldiers who were paid to fight with the British Army against the Continental Army.

**Literal.** Why did the British generals focus on New York City?

» New York was strategically important because of its port.

**Literal.** Recall how Washington and his army surprised the Hessians in Trenton.

» They attacked them on Christmas night when the Hessian troops were sleeping.

**Evaluative.** Look at the image “Washington Crossing the Delaware” on pages 42 and 43. **Turn and Talk:** Have students use the following questions to discuss the image with a partner. Remind them to signal when both partners have contributed to the conversation. As they finish their discussion, have students share their partner’s thinking.

- What do you see?
- What do you think about it?
- What does it make you wonder?

**Challenge.** This image shows Washington staring across the river during an important moment in the Revolutionary War. The image suggests that he has great vision. When someone has great vision, it means they can see the consequences or potential in a situation. How might Washington be described as having great vision?

- » Washington was able to see beyond individual battles and realize that his army may lose sometimes, or even frequently, but that it could still win the war. He used creative techniques and also paid attention to morale, or how his troops felt.

**Evaluative.** Why do you think Washington is not rowing the boat?

- » He was the leader of the army and too important to row the boat.

### Outsmarting the Enemy

The Continental Army also needed a plan. Fortunately, a man named Tadeusz Kościuszko had one. Kościuszko was a Polish engineer who had joined the colonists in their fight for independence. Kościuszko shared certain strategies that the Continental Army might use to slow down the British Army.

At Kościuszko's suggestion, the Continental soldiers cut down trees and let them fall across roads as they retreated. They destroyed bridges, and they built dams so rivers would overflow onto the roads.

These **tactics** gave the soldiers time to set up defenses near Saratoga, New York. Kościuszko played an important role in that, too. He suggested the best defensive spots to build forts, thus preventing a British Army from continuing south to Albany. He also taught the Continental soldiers how to build strong defensive walls.

In September 1777, British soldiers attacked the forts near Saratoga. Despite repeated efforts, they were not able to break through the Continental Army defenses. On October 17, the British general surrendered. More than 6,000 British soldiers handed over their weapons. The Battle of Saratoga was the first big victory for the Continental Army.

In December 1777, Washington and his tired men limped into the Pennsylvania town of Valley Forge. Washington had decided that his army would spend the winter there. In those days, armies scaled back fighting during the winter. That winter, Washington's army had to face another enemy—Mother Nature.

Mother Nature was not kind to the Continental Army during the winter of 1777 to 1778. It was a bitterly cold winter, and the soldiers were not prepared for it. Most of them did not have winter coats. Many did not even have shoes. Their injured feet left bloody footprints in the snow.

44

Word(s)	CK Code
Tadeusz Kościuszko	/to*dae*oes/ /kos*choos*koe/

- Read page 44 aloud.

**Inferential.** Why was the Battle of Saratoga important?

- » It was the first major victory for the Continental Army. The British could not break through the defenses that the Continental Army built.

## D Differentiation

### Support

Armies usually fought during warmer months and scaled back fighting during the winter.





Washington riding through the camp at Valley Forge

**Evaluative.** Using evidence from the image on page 45, what details support the idea that the soldiers were miserable that winter?

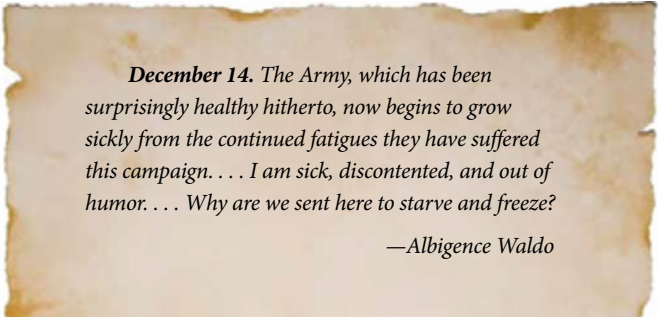
- » Answers may vary, but may include that the soldiers are outside. They are wearing what looks like coats but they don't look very thick, and the ground is covered with snow. One soldier is warming himself by a fire; the sky looks gray and bleak, and nighttime must be coming because the clouds are turning colors as the sun sets.

During December and January, the soldiers cut down trees and used them to build log cabins. These cabins provided some shelter from the cold, but they were crowded and damp.

There were other problems, too. The soldiers did not have enough to eat. They had to survive for many weeks on firecake, a tasteless mixture of flour and water baked over a fire. Occasionally, they might have a bowl of pepper pot soup, a thin broth made from beef and a handful of peppercorns.

Clean drinking water was also in short supply. Many soldiers drank dirty water and got sick. A few died of frostbite or starvation; many more died as a result of diseases.

One army surgeon, Albigeance Waldo from Connecticut, kept a diary during his time in Valley Forge. Here is an excerpt from his diary:



*December 14. The Army, which has been surprisingly healthy hitherto, now begins to grow sickly from the continued fatigues they have suffered this campaign. . . . I am sick, discontented, and out of humor. . . . Why are we sent here to starve and freeze?*

*—Albigeance Waldo*

George Washington was worried about the state of the army. On December 23, 1777, he wrote a letter to the Continental Congress explaining that many of his men were in such poor health that they were no longer fit for combat. The situation was so bad, Washington wrote that he was worried that his men might give up and go home:

46

- Read pages 46 and 47 aloud.

**Inferential.** Why is Mother Nature referred to as another enemy?

- » The weather and conditions were dangerous and many men died from disease, frostbite, and hunger. During that winter, nature was more dangerous to Washington's troops than the British Army.

*"I am now convinced, beyond a doubt that unless some great and capital change suddenly takes place . . . this Army must inevitably be reduced to one or other of these three things. Starve, dissolve, or disperse . . . [W]e have . . . no less than 2,898 men now in camp unfit for duty because they are bare foot and otherwise naked."*

—George Washington

As the New Year dawned in 1778, things looked **bleak** for George Washington and the Continental Army. However, the tide was beginning to turn in their favor.



Among Washington's men at Valley Forge was a young French nobleman named the Marquis de Lafayette. Lafayette was to have a prominent role in the Revolutionary War.

47

- Write three sentences using the following sentence stem and the conjunctions *because*, *so*, and *but*:
  - Washington was concerned
    - » Washington was concerned because the soldiers did not have enough to eat.
    - » Washington was concerned, so he wrote a letter to the Continental Congress.
    - » Washington was concerned, but the situation was beginning to turn in their favor.



## LESSON WRAP-UP (5 MIN.)

- Use the following questions to discuss the chapter:

**Note:** Question 1 relates to The Big Question of the chapter.

1. **Literal.** At the beginning of the war, who seemed most likely to win, and why?
    - » The British Army seemed most likely to win because it was large and well-trained. Their soldiers had more supplies, weapons, and experience. The British generals also had a strategy: to divide and fight the colonial forces in more than one location.
  2. **Inferential.** When George Washington wrote to the Continental Congress in December 1777 describing the state of the army, what was morale like?
    - » low
  3. **Literal.** What evidence from the text leads you to that conclusion?
    - » The soldiers were cold, hungry, and sick; Washington wrote that many of the soldiers were unfit for combat, and he feared they might give up and go home.
- Have students turn to Activity Page 6.2. Use the following questions to guide students in adding these events to their timelines as you do so with the displayed timeline:
4. What date did General Washington's troops cross the Delaware River to surprise the Hessian troops in Trenton?
    - » December 25, 1776 (Crossing the Delaware/Surprise attack on Trenton)
  5. What was the result of Tadeusz Kociuszko's advice in Saratoga in October 1777?
    - » Continental Army victory/British surrender at Saratoga
  6. Following Saratoga, where did Washington's troops set up camp in December 1777?
    - » Valley Forge

### Activity Page 6.2





## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Presenting

<b>Entering/Emerging</b>	Provide 1:1 support when students are attempting to place events on the timeline.
<b>Transitioning/ Expanding</b>	Redirect students to lesson texts for supporting information. Provide partners for additional support as needed.
<b>Bridging</b>	Provide support for understanding key words and dates needed to place events on timeline.



#### Check for Understanding

**Think-Pair-Share.** Ask students: Think of a time when you were the coldest you have ever been. Where were you? Why were you so cold? What were you wearing? How did it make you feel? What did you do?

### WORD WORK: *MORALE* (5 MIN.)

1. In the chapter, you read, “The victory at Trenton was extremely good for the morale of Washington’s troops, but it was followed by a string of defeats.”
  2. Say the word *morale* with me.
  3. *Morale* means confidence or the level of enthusiasm one feels.
  4. After losing the soccer game because their goalie was injured, the team’s morale was low.
  5. What are some other reasons for high morale and low morale? Be sure to use the word *morale* in your response.
    - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “\_\_\_\_\_ might lead to high morale” or “\_\_\_\_\_ might lead to low morale.”
  6. What part of speech is the word *morale*?
    - » noun
    - Use a Making Choices activity for follow-up.
    - I will read a statement about something that produces either high morale or low morale. After I read the statement, you will say, “That would lead to high morale,” or “That would lead to low morale.”
1. Washington’s troops had very little food during the freezing winter.
    - » That would lead to low morale.
  2. The coach announced that the team had earned a spot in the state championship.
    - » That would lead to high morale.
  3. After watching a video thanking them for their service, the soldiers felt good about the job they were doing.
    - » That would lead to high morale.
  4. The company president announced that workers would be fired the following week.
    - » That would lead to low morale.
  5. After the play, the actors knew they had performed their best.
    - » That would lead to high morale.

## Lesson 8: The Continental Army's Plight

# Writing



### Primary Focus

Students will use paragraph-writing skills to reflect on the role the first shot fired in Lexington played in igniting the American Revolutionary War referencing lesson text, additional sources, and a graphic organizer. [RI.4.9, W.4.2, W.4.2b–d, W.4.9b]

Students will understand the differences between drama and prose, referring to the structural elements of dramas. [RL.4.5, RL.4.7]

### INTRODUCE BODY PARAGRAPH (5 MIN.)

- Remind students they are drafting an essay about the causes and effects leading up to the American Revolution and that they have already drafted the introductory paragraph and the first of three body paragraphs detailing additional causes of the Revolutionary War.
- Tell students that today they will plan the third body paragraph.
- Remind students that most of the content for the three body paragraph drafts will come directly from chapters 2 and 3 of *The Road to Independence*, but that they are encouraged to use additional sources to add details as they revise.
- In preparation for drafting their third body paragraph, they will review the content by performing another vignette. This vignette corresponds to the events from chapter 3 of the Reader.
- Make available a selection of appropriate texts or a list of safe and reliable websites. If classroom computers are available, bookmark the sites for ready access.
- Explain that after students perform the vignette, they will once again record key information from the vignette in a graphic organizer and respond to a writing prompt.

## Activity Page 8.2



### ENACT VIGNETTE (5 MIN.)

- Have students turn to Activity Page 8.2.
- Remind students that a drama has a cast of characters (narrator, King George III, members of Parliament, Samuel Adams, John Hancock) and the setting is Great Britain, early April 1775, and Massachusetts, late April 1775.
- Remind students that the dialogue or speaking parts of the drama can be found after the bolded character names.
- Tell students that this drama does not have any stage directions or directions in brackets that tell the characters how to act while performing.
- Enact vignette.
- **Turn and Talk:** Ask students how the text in the vignette connects to how they presented or performed the drama. Remind students to signal when both partners have finished their conversation. Have them share their partner's thinking.
  - » The text after the bolded character names lets the characters know when it is their dialogue or speaking part, and the headings let the characters know when the setting changes.

## Activity Page 8.3



### COMPLETE GRAPHIC ORGANIZER (5 MIN.)

- Have students turn to Activity Page 8.3. Using the Answer Key at the back of this Teacher Guide, complete the graphic organizer together.

MULTILINGUAL/ENGLISH LEARNERS	
ML/EL Writing Writing	
Entering/Emerging	Provide 1:1 prompting and support for students while planning their body paragraph. Consider allowing students to write the plan in their home language.
Transitioning/Expanding	Redirect student to lesson texts and graphic organizer on Activity Page. 8.3 for key information and key vocabulary terms.
Bridging	Provide support for planning their body paragraph as needed.

## RESPOND TO PROMPT (25 MIN.)

- Review directions for the writing prompt on Activity Page 8.3. Direct students to quote text from Activity Page 8.2 or another source using quotations with commas. Individualize expectations as appropriate.
- Ask students why their response to the writing prompt is referred to as prose.
  - » Prose writing is writing that follows grammar rules and is in a logical order. Prose writing can be fiction or nonfiction.
- Ask students how the vignette or drama differs from prose.
  - » Drama has a specific structure that includes characters and their dialogue or speaking parts.
- Make additional sources available for students who wish to look deeper or add details about the first shot at the battle in Lexington.



### Check for Understanding

Circulate among students to provide feedback and guidance as they write. Check for historical accuracy and strength of argument. Refer students back to text sources as needed.

## LESSON WRAP-UP (5 MIN.)

- Have students share their responses to the writing prompt.

End Lesson



## Differentiation

### Challenge

Encourage students to develop the reflective aspect of their response, taking a strong point of view.

## 9

# Time to Outsmart the British Generals!

## PRIMARY FOCUS OF LESSON

### Reading

Students will analyze language in lesson text to better understand the Continental Army soldiers' state of mind and the tactics they used to diminish the British Army's advantage. [RI.4.1, RI.4.9]

Students will demonstrate an understanding of the Tier 2 word *confront*. [L.4.4]

### Language

Students will demonstrate understanding of subject-action verb agreement in the present tense. [L.4.1]

Students will understand how the prefixes *im-* and *in-* modify root words, will form new words and use those words in sentences with an increased rate of accuracy. [L.4.4b]

Students will spell targeted words with an increased rate of accuracy. [RF.4.3, L.4.4b]

## FORMATIVE ASSESSMENT

### Activity Page 9.1

**Practice Subject-Action Verb Agreement** Create simple phrases that demonstrate subject-verb agreement. [L.4.1]

### Activity Page 9.2


**Practice Prefixes *im-* and *in-*** Identify meaning and correct usage of words with the affixes *im-* and *in-*. [L.4.1, L.4.4b]

### Activity Page 9.3

**Practice Spelling Words** Write sentences using targeted spelling words. [RF.4.3]



## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (45 min.)			
Review Chapter 5	Whole Group	10 min.	<input type="checkbox"/> <i>The Road to Independence</i> <input type="checkbox"/> Visual Support 9.1
Close Reading “It’s War!”	Whole Group/  <b>Small Group</b> /Partner	25 min.	
Discuss the Chapter and Wrap-Up	Whole Group	5 min.	
Word Work: <i>Confront</i>	Whole Group	5 min.	
Language (45 min.)			
Grammar: Introduce Pronoun-Action Verb Agreement	Whole Group	15 min.	<input type="checkbox"/> Visual Supports 9.2, 9.3 <input type="checkbox"/> Activity Pages 9.1–9.3, SR.1
Morphology: Practice Prefixes <i>im–</i> and <i>in–</i>	Whole Group	15 min.	
Spelling	Partner	15 min.	
Take-Home Material			
Grammar			<input type="checkbox"/> Activity Page 9.1



## ADVANCE PREPARATION

### Reading

- Prepare to project Visual Support 9.1 and read the Purpose for Reading aloud to students.
- Prepare a copy of guided reading questions from the close reading activity for pairs/small groups that will work independently today.

### Language

#### Grammar

- Prepare and display the following Pronoun-Action Verb Agreement Poster on the board/chart paper. Alternatively, you may access a digital version in the Visual Supports for Teaching for this unit.

Pronoun	Agreement in the Present Tense	Example
it, he, she	verbs ending in 's', 'sh', 'ch', 'x', and 'z', add -es	It <i>catches</i> on fire.
	verbs ending with 'y', change 'y' to 'i' and add -es	He <i>dries</i> the dishes.
	add -s	She <i>hums</i> a melody.
I, we, you, they	verb does not change	We <i>prepare</i> to go to school.

- Prepare and display the following Pronoun-Action Verb Agreement Chart on the board/chart paper. Alternatively, you may access a digital version in the Visual Supports for Teaching for this unit.

Pronoun Subject		Action Verb	Agreement
Singular	I	learn	
	you	work	
	he	march	
	she	dry	
	it	sail	
Plural	we	wash	
	you	talk	
	they	fight	

## Morphology

- Write the following words on the board/chart paper:
  - *im*– impossible, imperfect, impractical, impatient, impolite
  - *in*– incorrect, inconvenient, incomplete, incapable, inactive

## Universal Access

- Create sentence frames for reading discussions.
- To ensure all students have the opportunity to contribute during Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## Lesson 9: Time to Outsmart the British Generals!

## Reading

**Primary Focus**

Students will analyze language in lesson text to better understand the Continental Army soldiers' state of mind and the tactics they used to diminish the British Army's advantage. [RI.4.1, RI.4.9]

Students will demonstrate an understanding of the Tier 2 word *confront*. [L.4.4]

**REVIEW CHAPTER 5 (10 MIN.)**

- Use the following questions to review the chapter.
- 1. At the beginning of the war, who seemed most likely to win, and why?
  - » The British Army seemed most likely to win because it was large and well-trained. Their soldiers had more supplies, weapons, and experience. The British generals also had a strategy: to divide and fight the colonial forces in more than one location.
- 2. When George Washington wrote to the Continental Congress in December 1777 describing the state of the army, what was morale like?
  - » Morale was low.
- 3. What evidence from the text leads you to that conclusion?
  - » The soldiers were cold, hungry, and sick; Washington wrote that many of the soldiers were unfit for combat, and he feared they might give up and go home.
- Tell students that they will reread chapter 5, "It's War!"
- To differentiate this activity, permit more capable readers to work in pairs or small groups to reread text and answer questions. Provide them with a copy of the guided reading questions. If any finish early, encourage them to read from additional sources on the American Revolution or related topics.



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Presenting

<b>Entering/Emerging</b>	Provide 1:1 support when reviewing lesson texts for key information. Provide students with a sentence frame for sharing out with the whole group (For example, The British ____; The Continental Army ____; One factor that affected morale was ____.).
<b>Transitioning/Expanding</b>	Redirect students to lesson texts for key information. Model clear, concise language for share out with the whole group.
<b>Bridging</b>	Provide support for understanding key words and information in lesson texts as needed.

## CLOSE READING “IT’S WAR!” (25 MIN.)



### Small Group

- Project Visual Support 9.1 and read the Purpose for Reading aloud to students.
- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - At the beginning of the war, who seemed most likely to win, and why?
- Tell students they will read closely to analyze the author’s language for a better understanding of how Washington’s troops confronted the British soldiers and Mother Nature.
- Read the title of the chapter as a class, “It’s War!” As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

## Chapter 5

# It's War!

### THE BIG QUESTION

At the beginning of the war, who seemed most likely to win, and why?

At the beginning of the war, the British generals and admirals were confident that they could defeat the colonists. The Continental Army, at least at first, was not exactly a force to be reckoned with. It was made up of farmers and shopkeepers. These soldiers knew how to shoot, but they didn't know how to march or fight in formation. They had almost no cannons and very few fighting ships. On the other hand, the British Army and Navy were among the largest and best trained in the world. The British military had more soldiers, more cannons, and more ships, and they had much more experience. Besides that, the British generals had a plan that they thought would help them win the war: divide the colonies in half and fight them on two **fronts**.



- Have students read page 40 silently.

**Inferential.** The second sentence reads, “The Continental Army, at least at first, was not exactly a force to be reckoned with.” What does the phrase “a force to be reckoned with” mean? What does this phrase suggest about the Continental Army?

- » “A force to be reckoned with” means someone or something is intimidating or powerful and would be difficult to defeat. Here, the author means that the Continental Army was not very threatening.

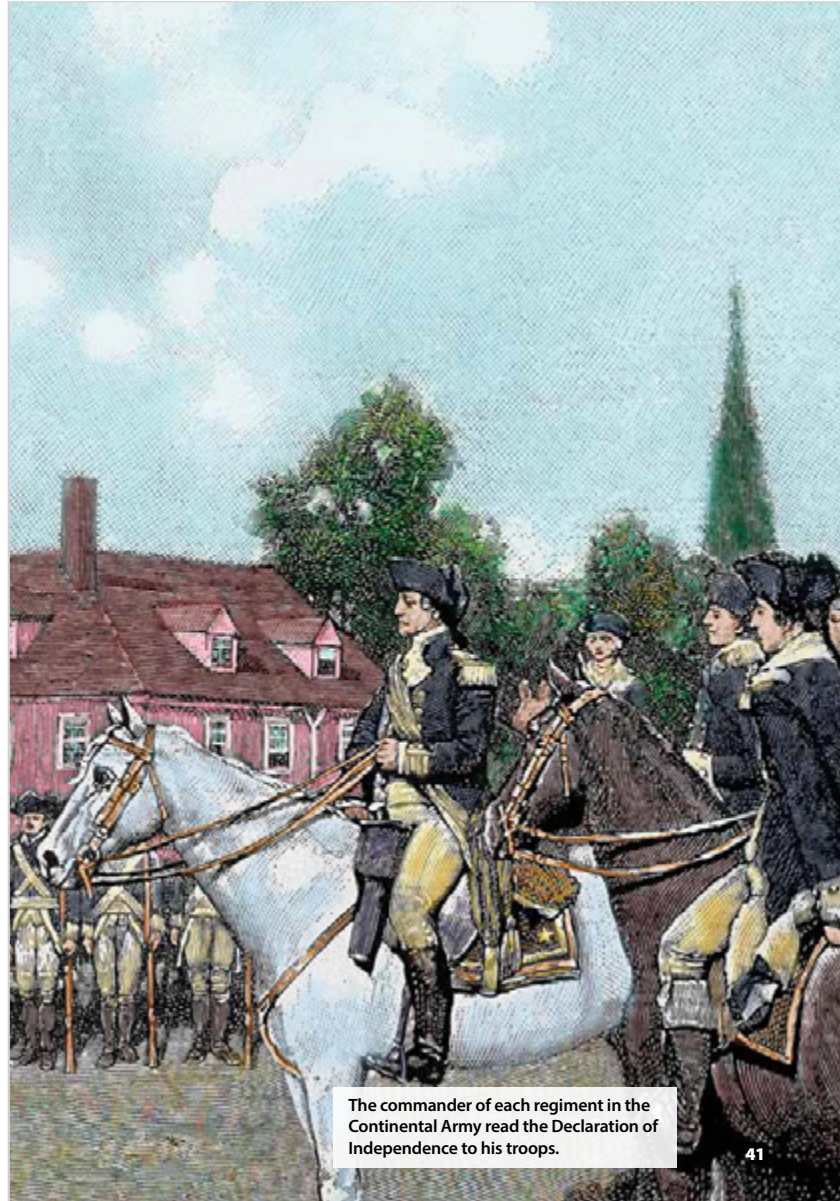
**Inferential.** What can be inferred from the statement that the Continental Army was made up of “farmers and shopkeepers”?

- » The Continental Army was less prepared than the British Army. Farmers and shopkeepers were not professionally trained to be in the military, unlike many of the British soldiers and mercenaries, who had full-time military careers.

**Inferential.** Which phrase is an example of foreshadowing? In other words, which phrase suggests that, although the Continental Army was not intimidating at the beginning of the war, things would change?

- » The phrase “at least at first” indicates that the Continental Army would get stronger as the war progressed.





The commander of each regiment in the Continental Army read the Declaration of Independence to his troops.

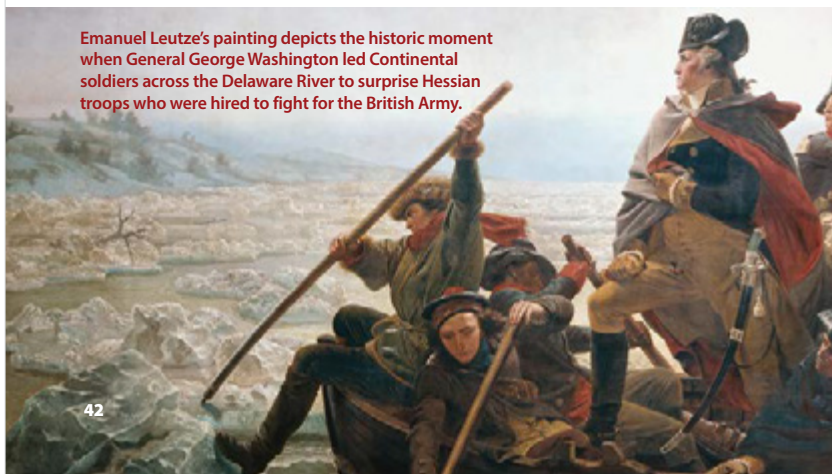
41

### Crossing the Delaware

With their army retreating from Boston, the British generals turned their attention to New York City. They recognized the **strategic** importance of this port city. If their plan to gain control was to succeed, they needed to capture it. However, George Washington was equally aware of the importance of having control of New York City. He marched his troops there to **confront** the British Army.

In the summer of 1776, the British and Continental Armies engaged in a battle on Long Island and Manhattan Island. George Washington and his men failed to keep New York City out of British hands. By November 1776, having lost New York City, George Washington retreated along the Hudson River and then into New Jersey. Washington knew his army was simply not as strong as the British Army. If he tried to challenge the British in a major battle, he knew he would lose. He would have to look for opportunities to attack when his enemies were not expecting it.

On December 25, 1776, that is exactly what Washington did. It was Christmas night, and the Hessian troops who were camped in Trenton,



Emanuel Leutze's painting depicts the historic moment when General George Washington led Continental soldiers across the Delaware River to surprise Hessian troops who were hired to fight for the British Army.

- Have students read page 42 and the first sentences on the top of page 43 silently.



New Jersey, had been on round-the-clock alert for over a week. They were exhausted. Finally, they had been allowed to sleep. Because they were not expecting an attack on Christmas night, many were unarmed.

Washington crossed the Delaware River from Pennsylvania and took the Hessians completely by surprise. More than 1,000 of them were forced to **surrender** in the sneak attack.

The victory at Trenton was extremely good for the **morale** of Washington's troops, but it was followed by a string of defeats. Washington and his men were defeated at the Battle of Brandywine in September 1777 and again at the Battle of Germantown in October. At Germantown, some of the soldiers in the Continental Army became confused and fired on their own troops. Because of these defeats, the British Army was able to capture Philadelphia. The Continental Congress was forced to break up and relocate to another city.

Farther north, another British Army marched down from Canada, recaptured Fort Ticonderoga, and began to close in on the Continental Army fighting in this area. The Continental Army was in trouble. It was time to retreat and regroup—but the British Army was right behind them.



**Inferential.** Who won the battle on Long Island? Use evidence from the text to support your answer.

- » The British Army won the battle. We know this because the text says Washington “failed to keep New York City out of British hands” and that he “retreated.”

**Inferential.** The topic sentence in the third paragraph on page 42 says, “that is exactly what Washington did.” What did Washington do?

- » He attacked when the Hessian soldiers were not expecting it.

Word(s)	CK Code
Tadeusz Kościuszko	/to*dae*oes/ /kos*choos*koe/

- Have students read page 44 silently.



### Check for Understanding

Have students review by adding details that describe When and How in this sentence:  
*Tadeusz Kościuszko helped the Continental Army.*

- » In 1777, Tadeusz Kościuszko helped the Continental Army fight for their independence by giving them tactics to slow down and defeat the British Army.

**Inferential.** In the first sentence of the fifth paragraph, what does the word *limped* imply about the condition the soldiers were in when they arrived at Valley Forge?

- » The verb *limped* conveys the fact that the soldiers were exhausted and possibly injured from the difficult fight at the Battle of Saratoga.

**Evaluative.** *Personification* is a literary device whereby the author assigns human characteristics to something nonhuman. Locate an example of personification in the last paragraph and explain how it is an example of personification.

- » “Mother Nature was not kind to the Continental Army during the winter of 1777 to 1778” is an example of personification because it describes nature (which is nonhuman) as a mother and as being unkind to the army (when only humans can be kind or unkind to others).

**Evaluative.** Instead of, “Their feet hurt,” the Reader states, “Their injured feet left bloody footprints in the snow.” Which sentence is more effective and why?

- » The second sentence is more effective because the author uses imagery to paint a vivid picture of the soldiers’ suffering. The phrase “bloody footprints in the snow” shows that the soldiers were in pain and bleeding. It also contrasts their suffering with the clean, white snow.

### Outsmarting the Enemy

The Continental Army also needed a plan. Fortunately, a man named Tadeusz Kościuszko had one. Kościuszko was a Polish engineer who had joined the colonists in their fight for independence. Kościuszko shared certain strategies that the Continental Army might use to slow down the British Army.

At Kościuszko's suggestion, the Continental soldiers cut down trees and let them fall across roads as they retreated. They destroyed bridges, and they built dams so rivers would overflow onto the roads.

These **tactics** gave the soldiers time to set up defenses near Saratoga, New York. Kościuszko played an important role in that, too. He suggested the best defensive spots to build forts, thus preventing a British Army from continuing south to Albany. He also taught the Continental soldiers how to build strong defensive walls.

In September 1777, British soldiers attacked the forts near Saratoga. Despite repeated efforts, they were not able to break through the Continental Army defenses. On October 17, the British general surrendered. More than 6,000 British soldiers handed over their weapons. The Battle of Saratoga was the first big victory for the Continental Army.

In December 1777, Washington and his tired men limped into the Pennsylvania town of Valley Forge. Washington had decided that his army would spend the winter there. In those days, armies scaled back fighting during the winter. That winter, Washington's army had to face another enemy—Mother Nature.

Mother Nature was not kind to the Continental Army during the winter of 1777 to 1778. It was a bitterly cold winter, and the soldiers were not prepared for it. Most of them did not have winter coats. Many did not even have shoes. Their injured feet left bloody footprints in the snow.

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Washington riding through the camp at Valley Forge

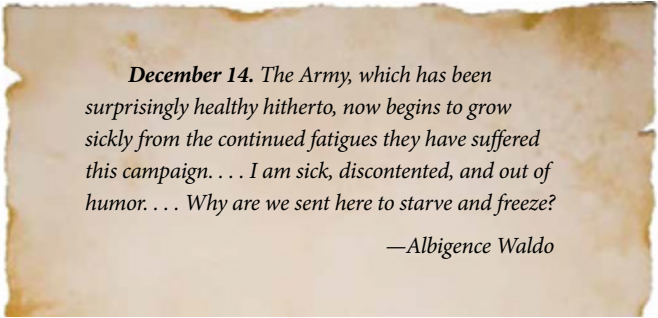
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During December and January, the soldiers cut down trees and used them to build log cabins. These cabins provided some shelter from the cold, but they were crowded and damp.

There were other problems, too. The soldiers did not have enough to eat. They had to survive for many weeks on firecake, a tasteless mixture of flour and water baked over a fire. Occasionally, they might have a bowl of pepper pot soup, a thin broth made from beef and a handful of peppercorns.

Clean drinking water was also in short supply. Many soldiers drank dirty water and got sick. A few died of frostbite or starvation; many more died as a result of diseases.

One army surgeon, Albigeance Waldo from Connecticut, kept a diary during his time in Valley Forge. Here is an excerpt from his diary:



**December 14.** *The Army, which has been surprisingly healthy hitherto, now begins to grow sickly from the continued fatigues they have suffered this campaign. . . . I am sick, discontented, and out of humor. . . . Why are we sent here to starve and freeze?*

—Albigeance Waldo

George Washington was worried about the state of the army. On December 23, 1777, he wrote a letter to the Continental Congress explaining that many of his men were in such poor health that they were no longer fit for combat. The situation was so bad, Washington wrote that he was worried that his men might give up and go home:

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- Have students read the last paragraph on page 46 and the excerpt from Washington's letter on page 47 silently.

*"I am now convinced, beyond a doubt that unless some great and capital change suddenly takes place . . . this Army must inevitably be reduced to one or other of these three things. Starve, dissolve, or disperse . . . [W]e have . . . no less than 2,898 men now in camp unfit for duty because they are bare foot and otherwise naked."*

—George Washington

As the New Year dawned in 1778, things looked **bleak** for George Washington and the Continental Army. However, the tide was beginning to turn in their favor.



Among Washington's men at Valley Forge was a young French nobleman named the Marquis de Lafayette. Lafayette was to have a prominent role in the Revolutionary War.

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**Inferential.** What does the word *state* mean in this sentence: Washington was worried about the state of the army.

- » condition, shape, situation

**Literal.** What words or phrases provide clues about the meaning of *state*?

- » poor health; no longer fit for combat; situation was so bad

**Inferential.** The text reads "[Washington] wrote a letter to the Continental Congress explaining that many of his men were in such poor health that they were no longer fit for combat." Restate this sentence in your own words.

- » He wrote a letter to the Continental Congress to tell them that his soldiers were so sick they could not/would not be able to fight.

## D Differentiation

### Support


Point out that there are several places where ellipses are used to indicate that parts of the original text have been omitted in the quoted excerpt of George Washington's letter to the Continental Congress.



## DISCUSS THE CHAPTER AND WRAP-UP (5 MIN.)

- Use the following question to discuss the chapter.

**Note:** Question 1 relates to The Big Question of the chapter.

**Evaluative.**  *Think-Pair-Share.* At the beginning of the war, it seemed the British Army was most likely to win. However, the end of this chapter suggests it might not win after all. What words or phrases in the text suggest it might not win the war? Remind students to signal when both partners have contributed to the conversation. After students have finished discussing, have them share words or phrases from the text that their partner shared with them.


- » The last sentence of the chapter says, “However, the tide was beginning to turn in their favor.” In this sentence *their* refers to the Continental Army. This means changes were going to occur that would favor, or benefit, the Continental Army.

## WORD WORK: CONFRONT (5 MIN.)

1. In the chapter you read, “George Washington marched his troops there to confront the British Army.”
2. Say the word *confront* with me.
3. *Confront* means to challenge or fight against.
4. When I discovered that my brother had been hiding my blocks, I decided to confront him and ask where he hid them.
5. What are some other examples of confront? Be sure to use the word *confront* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: “When I heard about \_\_\_\_\_, I decided to confront \_\_\_\_\_.”
6. What part of speech is the word *confront*?
  - » verb



### Check for Understanding

 **Think-Pair-Share.** Direct students: Talk with your partner about a time when you or someone you know confronted someone about an idea, misunderstanding, or problem. Be sure to use the word *confront* in complete sentences as you discuss this with your partner. Rotate and correct grammar and usage as needed.

## Lesson 9: Time to Outsmart the British Generals!

# Language



### Primary Focus

Students will demonstrate understanding of subject-action verb agreement in the present tense. [L.4.1]

Students will understand how the prefixes *im-* and *in-* modify root words, will form new words and use those words in sentences with an increased rate of accuracy. [L.4.4b]

Students will spell targeted words with an increased rate of accuracy. [RF.4.3, L.4.4b]

### GRAMMAR: INTRODUCE PRONOUN-ACTION VERB AGREEMENT (15 MIN.)

#### Introduce Pronoun-Action Verb Agreement

- Tell students that in this lesson they will learn about pronoun-action verb agreement.
- Ask students what a pronoun is. (A *pronoun* is a word that can be used in place of a noun. Pronouns include: *I, you, he, she, it, we, and they.*)
- Refer to the Pronoun-Action Verb Agreement Poster you prepared in advance. Explain that the examples given on the poster are in the present tense (that is, the action is happening in the present, or now).
- Point out the following:
  - If the subject is the pronoun *it, he, or she* and the action verb ends in 's', 'sh', 'ch', 'x', or 'z' (catch), add *-es* to the verb (catches).
  - If the subject is the pronoun *it, he, or she* and the action verb ends with 'y' (dry), change the 'y' to an 'i' and add *-es* (dries).
  - Otherwise, if the subject is the pronoun *it, he, or she*, add *-s* to the verb (hums).
  - If the subject is the pronoun *I, we, you, or they*, it is not necessary to change the verb (prepare).
- Direct students' attention to the Pronoun-Action Verb Agreement Chart you prepared in advance. Tell students you will complete the chart as a class.



- Reference the Pronoun-Action Verb Agreement Poster as necessary. Combine pronouns with action verbs and write full phrases in the “Agreement” column of the chart.

Pronoun Subject		Action Verb	Agreement
Pronoun Singular	I	learn	I learn
	you	work	you work
	he	march	he marches
	she	dry	she dries
	it	sail	it sails
Pronoun Plural	we	wash	we wash
	you	talk	you talk
	they	fight	they fight

- Next, have students help you orally extend the first example from the chart, “I learn,” into an expanded sentence.
  - Answers may vary, but should reflect the correct use of “I learn,” and should be a complete sentence. For example, I learn about why the colonists wanted to be free from British rule.
- Have students create an expanded complete sentence using two or three more examples from the chart.
- Have students turn to Activity Page 9.1. Review the directions and completed examples in both sections of the activity page. Direct students to complete the next item in the chart, and to write an expanded sentence for it. Circulate around the room to be certain that students understand the directions. Have students complete the remainder of the activity page for homework.

## Activity Page 9.1



### MULTILINGUAL/ENGLISH LEARNERS

#### Language

#### Using Verbs and Verb Phrases

<b>Entering/Emerging</b>	Provide 1:1 support when students are attempting to create sentences with subject-verb agreement.
<b>Transitioning/Expanding</b>	Provide partners for additional support as needed.
<b>Bridging</b>	Provide support for understanding key words needed to understand lesson content.

## MORPHOLOGY: PRACTICE PREFIXES *im-* AND *in-* (15 MIN.)

### Practice Prefixes *im-* and *in-*

- Refer to the Prefixes Poster you displayed in the classroom and read the definition of a prefix.
- Briefly review the prefixes *im-* and *in-* that you added to the poster in Lesson 6. Remind students the prefixes *im-* and *in-* both mean “not.”
- Remind students the prefixes *im-* and *in-* are added to root words that are adjectives. The prefixes *im-* and *in-* do not change the part of speech of the new words; the new words are also adjectives.
- Remind students that the prefix *im-* is added to the beginning of words that begin with the letters ‘m’, ‘b’, and ‘p’. (These letters usually stand for the sounds /m/, /b/, and /p/, which are made using the lips.) The prefix *in-* is added to the beginning of words that begin with most other letters.
- Refer to the word lists you prepared in advance.
  - *im-* impossible, imperfect, impractical, impatient, impolite
  - *in-* incorrect, inconvenient, incomplete, incapable, inactive
- Have one student read the *im-* words aloud: *impossible*, *imperfect*, *impractical*, *impatient*, *impolite*. Have another student read the *in-* words aloud: *incorrect*, *inconvenient*, *incomplete*, *incapable*, *inactive*.
- Tell students you will read some sentences aloud, but will leave a word out. Students must decide which word from the list best completes the sentence.
- Read the following sentences aloud and have students identify the missing word for each:
  - It was \_\_\_\_\_ to go home before soccer practice because we were already near the practice field (inconvenient or impractical).
  - My cousin had to put his cell phone away because my grandmother said it is \_\_\_\_\_ to text at the table (impolite).
  - We had to go to the store on the other side of town to get what we needed even though it was \_\_\_\_\_ (inconvenient).
  - When I have to wait too long for my turn at the water fountain I get \_\_\_\_\_ (impatient).
- Have students turn to Activity Page 9.2. Briefly review the directions and complete the first sentence as a group. Then if time permits, have students complete the remainder independently.
- Collect Activity Page 9.2 to review and grade at a later time.

### Activity Page 9.2



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**SPELLING (15 MIN.)****Practice Spelling Words**

- Tell students they will practice writing the spelling words for the week.
- Have students turn to Activity Page 9.3. Explain that they will work with a partner to create sentences for each of the spelling words. Remind students they can reference the Individual Code Chart (Activity Page SR.1) to help them spell words.
- Collect Activity Page 9.3 to review and grade at a later time.
- Remind students they will complete their spelling assessments during the next lesson.

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End Lesson

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**Lesson 9: Time to Outsmart the British Generals!**

# Take-Home Material

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**GRAMMAR**

- Have students take home Activity Page 9.1 to complete for homework.

Activity Page 9.3

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Activity Page SR.1

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Activity Page 9.1

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# The French Intervention

## PRIMARY FOCUS OF LESSON

### Language

Students will correctly spell targeted words related to lesson content.

[L.4.2d, L.4.6]

### Writing

Students will use paragraph-writing skills to draft an essay describing the causes and effects leading to the American Revolution.

[RI.4.9, W.4.2, W.4.2a–d, W.4.9b, L.4.2a]

### Reading

Students will make inferences from the text to understand why the French Army joined forces with the Continental Army and how this affected the outcome of the American Revolutionary War. [RI.4.1]

Students will demonstrate an understanding of the Tier 2 word *impress*. [L.4.5c]

## FORMATIVE ASSESSMENT

Activity Page 10.1

**Spelling Assessment** Write list of words that teacher dictates. [L.4.2d, L.4.6]

Activity Page 6.2

**Timeline II** Identify sequence of events related to the American Revolution. [RI.4.1]

Cause and Effect Essay

**Draft of Body Paragraph 1** Write a paragraph about the Boston Tea Party. [RI.4.9, W.4.2, W.4.2b–d]



## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Language (15 min.)			
Spelling	Whole Group	15 min.	❑ Activity Page 10.1
Writing (35 min.)			
Review Cause and Effect Essay	Whole Group	5 min.	❑ Activity Pages 5.3, SR.2 ❑ Visual Support 10.2
Model Writing a Body Paragraph	Whole Group	15 min.	
Draft	Independent	15 min.	
Reading (40 min.)			
Introduce Chapter 6	Whole Group	10 min.	❑ <i>The Road to Independence</i> ❑ Activity Pages 6.2, 10.2 ❑ Visual Supports 6.2, 10.1
Read “From Valley Forge to Yorktown”	Whole Group	20 min.	
Discuss the Chapter and Wrap-Up	Whole Group	5 min.	
Word Work: <i>Impress</i>	Whole Group	5 min.	
Take-Home Material			
Reading; Writing			❑ Activity Page 5.3 ❑ Take-Home Page 10.1 ❑ body paragraph draft

## ADVANCE PREPARATION

### Spelling

- Erase or cover the list of spelling words prior to the assessment.

### Writing

- Prepare and display the following Sample Writing Prompt Response. Alternatively, you may access a digital version in the Visual Supports for Teaching for the unit.

By 1773, the colonists had been living with unfair taxation for many years. The Stamp Act had been repealed, but the British government imposed new taxes on the colonists. When the British Parliament imposed a tax on tea, many colonists boycotted, refusing to buy British tea. Led by the Sons of Liberty, a group of patriots protested and tossed tea into Boston Harbor.

### Reading

- Prepare to project Visual Support 10.1 and read the Purpose for Reading aloud to students.
- You may wish to prepare to display the digital version of Timeline II found in the Visual Supports for Teaching for this unit.

### Grammar

- Collect Activity Page 9.1 to review and grade, as there is no grammar lesson today.

### Universal Access

- Make a recording of spelling words used in context in a student's own voice to aid the student in recognizing spelling words during the test. This can be done using text-to-speech software.
- To ensure all students have the opportunity to contribute during Turn and Talk exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## Lesson 10: The French Intervention

## Language



**Primary Focus:** Students will correctly spell targeted words related to lesson content. [L.4.2d, L.4.6]

## SPELLING (15 MIN.)

## Assessment

- Have students turn to Activity Page 10.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner:  
Say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end, you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.


## Activity Page 10.1



Spelling Word	Example Sentence
1. valiant	George Washington was a <u>valiant</u> leader during the French and Indian War.
2. militia	The colonial <u>militia</u> surprised the British by setting up cannons on Breed's Hill.
3. victory	The decisive <u>victory</u> of the American Revolution came in 1781 at Yorktown, Virginia.
4. declaration	Thomas Jefferson wrote a <u>declaration</u> of independence, explaining why the colonists wanted to break away from Great Britain.
5. incident	The <u>incident</u> known as the "Boston Massacre" led to more unrest in the colonies.
6. monarchy	Thomas Paine spoke out against the British <u>monarchy</u> , believing they had too much power.
7. representative	<u>Representatives</u> from all thirteen colonies met in Philadelphia.
8. grievance	Members of the First Continental Congress drew up a list of <u>grievances</u> against King George III.
9. surrender	The British troops <u>surrendered</u> to the Continental Army at the Battle of Saratoga.
10. independence	The colonists were divided about whether to seek <u>independence</u> from Great Britain.



- After reading all of the words, review the list slowly, reading each word once more.
- Have students write the following sentence as dictated.
  - The colonies worked toward independence from the British monarchy.
- Repeat the sentence slowly several times, reminding students to check their work for appropriate capitalization and punctuation.
- Collect all spelling assessments to grade later. Use the Spelling Assessment Analysis on the next page to identify and analyze students' errors.

<div>  <b>MULTILINGUAL/ENGLISH LEARNERS</b>  <b>Language</b>            Using Foundational Literacy Skills         </div>	
<b>Entering/Emerging</b>	Provide 1:1 support and play examples of words used in context in the student's own voice recorded on text-to-speech software to aid students in recognizing spelling words during test.
<b>Transitioning/Expanding</b>	Play examples of words used in context in the student's own voice recorded on text-to-speech software. Provide additional support as needed.
<b>Bridging</b>	Use more than one example of each word used in context to aid students recognition of spelling words.

## SPELLING ASSESSMENT ANALYSIS

[illegible]

- It may be helpful to refer back to the Pronunciation/Syllabication Chart from Lesson 6.

Word	CK Code	Syllable Type
declaration	/dek*lə*rae*shən/	closed*ə*open*ə
grievance	/gree*vəns/	digraph*ə
incident	/in*sə*dent/	closed*ə*closed
independence	/in*də*pen*dəns/	closed*ə*closed*ə
militia	/mə*lish*ə/	ə*closed*ə
monarchy	/mon*ar*kee/	closed*r-controlled*open
representative	/rep*rə*zen*tə*tiv/	closed*ə*closed*ə*digraph
surrender	/ser*en*der/	r-controlled*closed*r-controlled
valiant	/val*yənt/	closed*ə
victory	/vik*tə*ree/	closed*ə*open

- Students might make the following errors:
  - declaration: using 'u' instead of 'a' for /ə/; using 'shun' instead of 'tion' for /shən/
  - grievance: using 'uns' instead of 'ance' for /əns/
  - incident: using 'u' instead of 'i' for /ə/
  - independence: using 'u' instead of the first 'e' for /ə/; using 'uns' instead of 'ence' for /əns/
  - militia: using 'u' instead of the first 'i' for /ə/; using 'shu' or 'sha' instead of 'tia' for /sh\*ə/
  - monarchy: using 'k' instead of 'ch' for /k/
  - representative: using 'u' instead of the second 'e' for /ə/; using 'u' instead of 'a' for /ə/; using 'tiv' instead of 'tive' for /tiv/
  - surrender: using 'ser' instead of 'sur' for /ser/
  - valiant: using 'ya' or 'yu' instead of 'ia' for /yə/
  - victory: using 'u' instead of 'o' for /ə/

- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors at the ends of the words?
  - Is the student consistently making errors in multisyllable words but not single-syllable words?
- Also, examine the dictated sentence for errors in capitalization and punctuation.

## Lesson 10: The French Intervention

# Writing



**Primary Focus:** Students will use paragraph-writing skills to draft an essay describing the causes and effects leading to the American Revolution.

[RI.4.9, W.4.2, W.4.2a–d, W.4.9b, L.4.2a]

### REVIEW CAUSE AND EFFECT ESSAY (5 MIN.)

- Remind students that they have drafted an introductory paragraph for their cause and effect essay. Remind them that they have already completed graphic organizers and responded to writing prompts to plan for writing three body paragraphs.
- Have students take out Activity Page 5.3. Tell them they will examine their response to the writing prompt as you model how to draft a body paragraph.
- Have students turn to Activity Page SR.2.
- Have a student read the “Advanced” column of the “Body” section for paragraph 1 on the rubric. Tell students that this is the goal of their first body paragraph.
- Tell students that they will reach the goal of advanced status if they follow what you model for them today.

Activity Pages  
5.3 and SR.2



### MODEL WRITING A BODY PARAGRAPH (15 MIN.)

- Use the prepared Sample Writing Prompt Response below (or prepare your own) to model for students how to draft a body paragraph on the board or on chart paper. Think aloud as you write, pointing out transition words, use of commas, capitalization choices, and other skills described in the rubric. Ask for student input as you model making writing choices.

By 1773, the colonists had been living with unfair taxation for many years. The Stamp Act had been repealed, but the British government imposed new taxes on the colonists. When the British Parliament imposed a tax on tea, many colonists boycotted, refusing to buy British tea. Led by the Sons of Liberty, a group of patriots protested and tossed tea into Boston Harbor.

- Continuing to think aloud, tell students that you are going to check to see whether you have included the necessary information found in the “Body” section for paragraph 1 in your response to the writing prompt. Model how to add content to the paragraph, writing on the board/chart paper.
- Note the first item in the rubric: repeal of the Stamp Act.
  - Ask a student to read the sentence where you included the repeal of the Stamp Act: “The Stamp Act had been repealed, but the British government imposed new taxes on the colonists.”
  - Have students check their own response to the writing prompt. If they did not include the repeal of the Stamp Act, have them circle it on the rubric as a reminder that they need to do so.
- Note the second item in the rubric: the Boston Massacre.
  - Ask a student to read the sentence where you included the Boston Massacre. (This is not included.) Tell students you did not include this information, so you will add it now. After the second sentence, insert “Angry crowds gathered in the streets of Boston, and the British soldiers opened fire, killing five patriots. This incident became known as the Boston Massacre.”
  - Have students check their own response to the writing prompt. If they did not include the Boston Massacre, have them circle it on the rubric as a reminder that they need to do so.
- Note the third item in the rubric: the Boston Tea Party.
  - Ask a student to read the sentence(s) where you included the Boston Tea Party: “When the British Parliament imposed a tax on tea, many colonists boycotted, refusing to buy British tea. Led by the Sons of Liberty, a group of patriots protested and tossed tea into Boston Harbor.”

- Have students check their own response to the writing prompt. If they did not include the Boston Tea Party, have them circle it on the rubric as a reminder that they need to do so.
- Tell students that you are going to check for vocabulary from the word bank on Activity Page 5.3. Tell them it is not essential to use every word, but they should have used at least five or six. Underline the words you used:

By 1773, the colonists had been living with unfair taxation for many years. The Stamp Act had been repealed, but the British government imposed new taxes on the colonists. Angry crowds gathered in the streets of Boston, and the British soldiers opened fire, killing five patriots. This incident became known as the Boston Massacre. When the British Parliament imposed a tax on tea, many colonists boycotted, refusing to buy British tea. Led by the Sons of Liberty, a group of patriots protested and tossed tea into Boston Harbor.

- Have students underline any words from the word bank included in their own response and make a note of adding more if needed.
- Refer to the Transition Words Poster on display and remind students that transition words help the reader identify the relationship between causes and effects. Tell students that you will demonstrate using a few of these words in your own paragraph.

By 1773, the colonists had been living with unfair taxation for many years. The Stamp Act had been repealed, but the British government imposed new taxes on the colonists. Consequently, angry crowds gathered in the streets of Boston. As a result, the British soldiers opened fire, killing five patriots. This incident became known as the Boston Massacre. When the British Parliament imposed a tax on tea, many colonists boycotted, refusing to buy British tea. Led by the Sons of Liberty, a group of patriots protested and tossed tea into Boston Harbor.

## Activity Page 5.3



## Cause and Effect Essay



### DRAFT (15 MIN.)

- Tell students that they will use Activity Page 5.3 to draft a body paragraph, adding content as needed, just as you modeled.
- Have students spend the remainder of the time drafting the first body paragraph.



### Check for Understanding

Circulate and check student writing for factual accuracy and logical flow of ideas. Refer students back to text sources as needed and provide feedback on paragraph organization.

- Have students finish drafting the first body paragraph for homework.

### Guidance for Teacher Use of Rubrics

Rubrics are provided for evaluation of the content and structure of student writing composed within each unit. Consider the following sample rubric with bolding. The rubric communicates a corresponding piece of writing that was evaluated as:

- Basic for the Introduction section
- Basic for the Body section
- Basic for the Conclusion section
- between Proficient and Advanced for the Structure of the Piece

### Fourth Grade Writing Rubric: Informative Cause and Effect Essay

Write an informative essay describing the causes and effects leading to the American Revolution. [W.4.2]

- Introduce a topic clearly and group related information into paragraphs. [W.4.2a]
- Develop the topic with facts and examples related to the topic. [W.4.2b]
- Link ideas within categories of information using words or phrases. [W.4.2c]
- Use precise vocabulary to inform about or explain the topic. [W.4.2d]

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [RI.4.9]

	Advanced	Proficient	Basic
<b>Introduction</b>	Opening paragraph clearly states the main idea of the essay—the causes and effects leading up to the American Revolution.	Opening paragraph states the main idea of the essay somewhat clearly—the causes and effects leading up to the American Revolution.	Opening paragraph does not state the main idea of the essay or states the main idea, but not clearly—the causes and effects leading up to the American Revolution.
<b>Body</b>	<u>Paragraph 1</u> All of the following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party.	<u>Paragraph 1</u> Two of the three following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party.	<u>Paragraph 1</u> One of the three or none of the following causes and effects are included: repeal of the Stamp Act, Boston Massacre, Boston Tea Party.
	<u>Paragraph 2</u> All of the following causes and effects are included and listed in sequential order: Intolerable Acts, First Continental Congress, Patrick Henry's speech.	<u>Paragraph 2</u> Two of the three following causes and effects are included and listed in sequential order: Intolerable Acts, First Continental Congress, Patrick Henry's speech.	<u>Paragraph 2</u> One of the three or none of the following causes and effects are included: Intolerable Acts, First Continental Congress, Patrick Henry's speech.
	<u>Paragraph 3</u> All of the following causes and effects are included and listed in sequential order: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord.	<u>Paragraph 3</u> Two of the three following causes and effects are included and listed in sequential order: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord.	<u>Paragraph 3</u> One of the three or none of the following causes and effects are included: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord.
<b>Conclusion</b>	Main idea of essay is restated in a different way from the introductory paragraph.	Main idea of essay is restated in the same way as the introductory paragraph.	Main idea of essay is restated in an unclear way or not restated.
<b>Structure of the Piece</b>	All sentences in paragraphs are presented logically.	Most sentences in paragraphs are presented logically.	Connections between sentences in paragraphs are confusing.
	All information has been paraphrased.	Most information has been paraphrased.	Little information has been paraphrased.
	All transition words or phrases are used appropriately.	Most transition words or phrases are used appropriately.	Transition words or phrases are not used appropriately.



## Lesson 10: The French Intervention

# Reading



### Primary Focus

Students will make inferences from the text to understand why the French Army joined forces with the Continental Army and how this affected the outcome of the American Revolutionary War. [RI.4.1]

Students will demonstrate an understanding of the Tier 2 word *impress*. [L.4.5c]

### INTRODUCE CHAPTER 6 (10 MIN.)

- Project Visual Support 10.1 and read the Purpose for Reading aloud to students.
- Tell students that they will read chapter 6, “From Valley Forge to Yorktown.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter. Have a student read the title aloud.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in this chapter is *impressed*.
- Have them find the word on page 48 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader, locate *impress*, and then have a student read the definition.
- Explain the following:
  - The part of speech
  - Alternate forms of the word
- Have students reference Activity Page 10.2 while you read each word and its meaning.

**impress, v.** to amaze; to cause others to feel admiration or interest  
(impressed)

**bayonet, n.** a sharp piece of metal attached to the muzzle of a musket  
(bayonets)

**model company, n.** a group of soldiers deserving to be copied or imitated by others

**foraging, adj.** for the purpose of searching for something, usually food or supplies

### Activity Page 10.2



**recruit, v.** to search for people to join a group or organization (e.g., the army)

**decisive, adj.** important; without any doubt

**reinforce, v.** to make a group more effective by adding more people or supplies (reinforced)

**convoy, n.** a group of ships traveling together for safety

**fleet, n.** a group of military ships that sail under the same commander

Vocabulary Chart for “From Valley Forge to Yorktown”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	bayonet model company convoy fleet	impress foraging recruit decisive reinforce
Spanish Cognates for Core Vocabulary	bayoneta convoy	impresionar decisivo/a reforzar
Multiple-Meaning		impress
Sayings and Phrases	what doesn't kill you makes you stronger foraging parties drive away a convoy go/went so far as to ground their arms	

- Have one student read The Big Question at the beginning of the chapter. Ensure that students understand the meaning of The Big Question before reading the chapter.
  - What European country helped the Continental Army and how did that help influence the outcome of the war?
- Tell students that they will read to learn how the situation began to improve for the Continental Army after the harsh winter at Valley Forge.

## Chapter 6

# From Valley Forge to Yorktown

### THE BIG QUESTION

What European country helped the Continental Army and how did that help influence the outcome of the war?

There is a saying, “what doesn’t kill you makes you stronger.” The winter of 1777 to 1778 was a difficult time for Washington and his men. Many of those who survived that winter in Valley Forge came to think they were strong enough to survive just about anything!

In February 1778, the French military entered the war to fight alongside the Continental Army. The French and British governments were longtime rivals, so French leaders welcomed the opportunity to assist the colonists in their fight against the British. This was good news for the Continental Army. France had a strong, organized military. French involvement meant help was on the way!

Then, in late February, a man with a heavy German accent arrived in Valley Forge. His name was Friedrich Wilhelm Ludolf Gerhard Augustin von Steuben. The purpose for his arrival began during the previous summer when von Steuben traveled to Paris to volunteer his services to the Count de St. Germain, the French Minister of War. St. Germain had been so **impressed** with von Steuben’s military experience that he sent him across the Atlantic Ocean to meet George Washington. George Washington was equally impressed and asked von Steuben to train his soldiers. There was just one problem: von Steuben knew only a few words of English. So, he shouted his commands in German, then someone would translate the words into English.

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### READ “FROM VALLEY FORGE TO YORKTOWN” (20 MIN.)

- Have students read pages 48 and 49 silently.

Von Steuben taught the Continental soldiers how to march and stand in formation. He taught them how to advance on the battlefield. He also taught them how to use the **bayonets** attached to their muskets. Von Steuben trained a **model company**. Then, the members of this model company trained other companies.



Friedrich Wilhelm  
von Steuben

Things began to improve in the spring of 1778. Washington sent out **foraging** parties to gather cattle, horses, corn, hay, and grains from the local people. They returned with enough food to feed the soldiers at Valley Forge. Washington also appointed a new quartermaster whose job was to make sure the army did not run out of food or supplies. And, last but not least, Washington convinced the Continental Congress to send more money and to **recruit** more soldiers.



Lord Cornwallis

By the time the Continental Army marched out of Valley Forge in June 1778, they were much better prepared to fight as an army. The newly trained Continental Army began to win more battles. Their first **decisive** victory came in the fall of 1781. At this point, much of the fighting had shifted south to Virginia and the Carolinas. British troops in the south were led by Lord Cornwallis.

49

**Literal.** What European country helped the Continental Army and why?

- » France helped the Continental Army because the French and British governments were longtime rivals.

**Inferential.** How do you think colonists felt about French involvement in the war and why?

- » Answers may vary, but may include that they felt happy or excited about France's involvement because France had a strong, organized military, whereas the colonists did not.

## D Differentiation

### Support

What prior conflict between France and Great Britain led the British government to borrow a lot of money and led Parliament to impose taxes on the colonies?

- » the French and Indian War

## **D** Differentiation

### Support

What skills did von Steuben bring to George Washington's army?

» He had military experience and was able to train the men to stand and march in formation, advance on the battlefield, and use their weapons.

**Evaluative.** Why was the time the Continental Army spent in Valley Forge significant?

- » Von Steuben trained the Continental Army to be more professional—marching and standing in formation, advancing on the battlefield, using weapons, and training other companies. In addition, food and supplies were better managed, so they didn't run out. Washington was able to convince the Continental Congress to send more money and recruit more soldiers. The Continental Army was much better prepared to fight as an army than when they first arrived at Valley Forge.

### The Beginning of the End

In August 1781, Cornwallis and his men camped at Yorktown, at the mouth of the Chesapeake Bay, in Virginia. They were waiting for reinforcements and supplies.

While Cornwallis was setting up camp at Yorktown, Washington was meeting with several French generals outside New York City. The French had sent thousands of troops to assist Washington. Now Washington and the French generals had to decide how to best utilize these new troops. Should they attack the British Army in New York City, or should they head south and attack Cornwallis in Virginia?

Eventually they decided to march the main Continental Army and most of the French troops south to Virginia and try to trap Cornwallis. But Washington was crafty. He sent out fake messages to make the British generals think he was actually going to attack their army in New York. The British generals were fooled by the messages.



- Have a student read the heading on page 50.  
**Inferential.** What does the heading suggest will happen next?
  - » The war will end soon.
- Have students read pages 50 and 51 silently.

In late September, Washington arrived at Yorktown with 4,000 French soldiers and 3,000 Continental soldiers. The Major General of the Continental Army was the Marquis de Lafayette. These new soldiers **reinforced** Lafayette's men who were already there. The French Navy arrived as well, and one of the first things they did was drive away a **convoy** of British ships that were carrying supplies for Cornwallis and his men. That was when Cornwallis knew he was in trouble. He was cornered by the French and Continental Armies, and the French Navy had cut off his escape route as well as his supplies!

The French and Continental Armies set up cannons and began firing on the British soldiers. For days the guns fired constantly. Washington gave orders to fire through the night so the British soldiers would not have any quiet time to rest or make repairs.

Cornwallis and his men could not protect themselves and, because of the position of the French **fleet**, they could not sail away. Eventually, on October 19, 1781, Cornwallis accepted that he had no choice but to surrender.



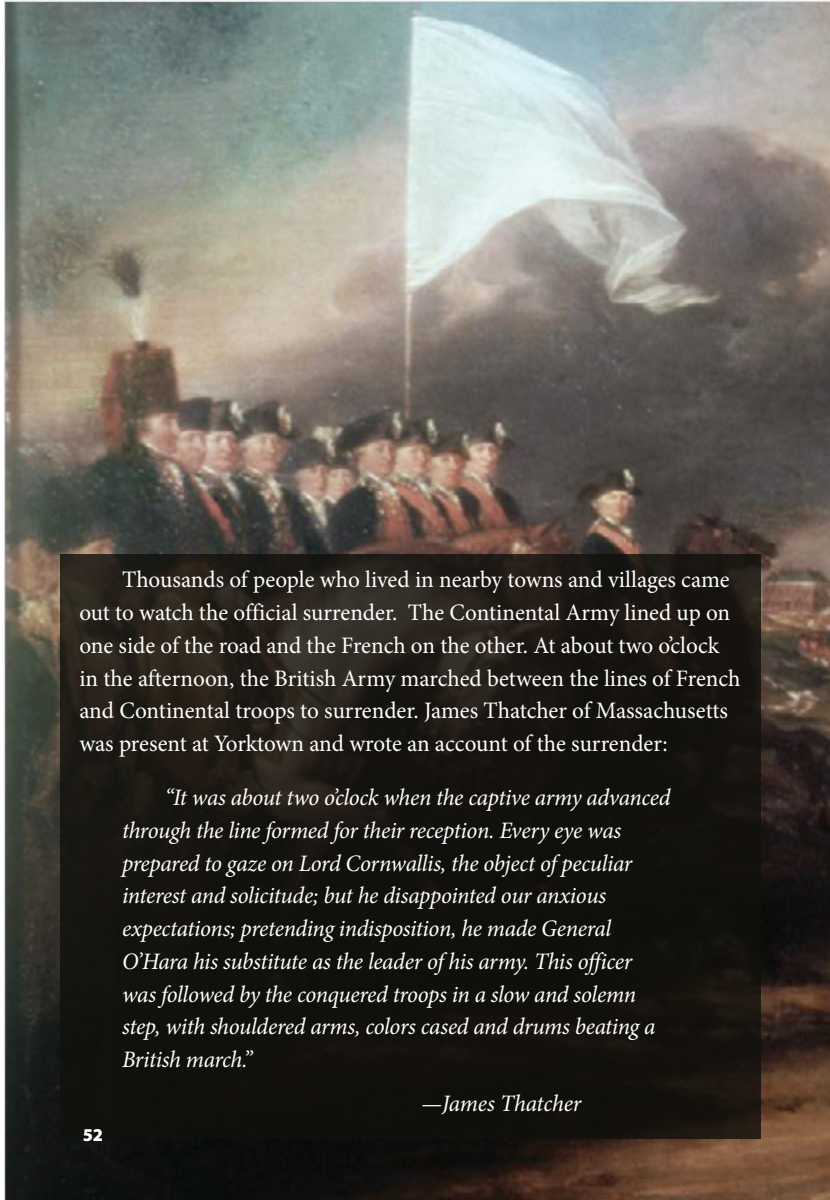
**Inferential.** Why was it important for Washington to trick the British generals into thinking he planned to attack New York?

- » If the British Army knew Washington's plan, they could potentially stop his troops on their march south. Washington wanted to make a surprise attack on Cornwallis at Yorktown so Cornwallis would not be prepared.

**Inferential.** In what way was the French fleet important to Washington's plan?

- » The French fleet enabled the Continental Army to corner Cornwallis on all sides, both land and water. Cornwallis and his men could not sail away because of the position of the French fleet.





Thousands of people who lived in nearby towns and villages came out to watch the official surrender. The Continental Army lined up on one side of the road and the French on the other. At about two o'clock in the afternoon, the British Army marched between the lines of French and Continental troops to surrender. James Thatcher of Massachusetts was present at Yorktown and wrote an account of the surrender:

*"It was about two o'clock when the captive army advanced through the line formed for their reception. Every eye was prepared to gaze on Lord Cornwallis, the object of peculiar interest and solicitude; but he disappointed our anxious expectations; pretending indisposition, he made General O'Hara his substitute as the leader of his army. This officer was followed by the conquered troops in a slow and solemn step, with shouldered arms, colors cased and drums beating a British march."*

—James Thatcher

52



## D Differentiation

### Challenge

If you didn't read the text on page 52, who would you think is pictured on the horse on page 53 and why?

- » Cornwallis because the name of the painting is "Surrender of Lord Cornwallis"

### Support

Remind students that language used in the 1700s was often different from the spoken language they hear today. Discuss how you know the men were both surprised and disappointed to see O'Hara instead of Cornwallis by citing lines from the text: "Every eye was prepared to gaze on Lord Cornwallis . . ." and ". . . he disappointed our anxious expectations; pretending indisposition, he made General O'Hara his substitute as the leader of his army."



- Have students look at the image on pages 52 and 53.

**Evaluative.** Turn and Talk: Have students use the following questions to discuss the image with a partner. Remind them to signal when both partners have contributed to the conversation. As they finish their discussion, have students share their partner's thinking.

- What do you see?
- What do you think about it?
- What does it make you wonder?
  - » Answers may vary, but may include that the picture is of the British surrender, citing the last line on page 51 ("Cornwallis accepted that he had no choice but to surrender."); the caption under the image; or the knowledge that a white flag is a sign of surrender.

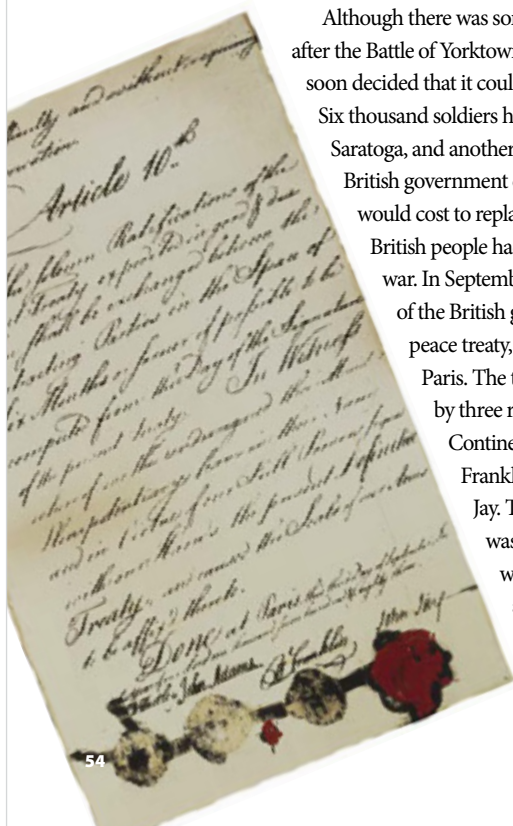
After General O'Hara surrendered, the British troops were directed to ground their arms. More than 7,000 British soldiers laid down their guns. Of course, as James Thatcher recorded, many of them were not happy about it:

*"Some of the platoon officers appeared to be exceedingly chagrined when giving the word 'ground arms,' . . . many of the soldiers manifested a sullen temper, throwing their arms on the pile with violence, as if determined to render them useless."*

Although there was some fighting for a while after the Battle of Yorktown, the British government soon decided that it could not keep up the fight.

Six thousand soldiers had surrendered at Saratoga, and another 7,000 at Yorktown. The British government did not have the money it would cost to replace those soldiers. Many British people had also grown weary of the war. In September 1783, a representative of the British government signed a peace treaty, the second Treaty of Paris. The treaty was also signed by three representatives of the Continental Congress—Benjamin Franklin, John Adams, and John Jay. The Revolutionary War was over. The colonists had won their independence, and a new nation was born!

Part of the second Treaty of Paris



- Read page 52 aloud.

**Inferential.** What surprise does James Thatcher reveal in his account of the surrender at Yorktown?

» Cornwallis did not appear at the surrender but sent General O'Hara instead.

- Have students read pages 54 and 55 silently.

## The Marquis de Lafayette

The Marquis de Lafayette was one of the first Europeans to volunteer to assist the Continental Army in the fight for American independence. Lafayette was told that the Continental Congress could not afford to pay him, so he agreed to serve as an officer in the Continental Army without pay. The King of France did not want Lafayette, a nobleman, to go off to war, but Lafayette was determined—even if it meant disobeying the king! Lafayette went so far as to purchase a ship to carry him to North America. Only 19 years old when he arrived, he quickly established himself as one of Washington's top generals in the Continental Army.



The Marquis de Lafayette

55

**Literal.** The text says that the British troops were directed to ground their arms. Find a sentence in the text that helps explain the meaning of the phrase *ground their arms*.

» More than 7,000 British soldiers laid down their guns.

**Inferential.** Did the surrender of British troops at Yorktown end the war? Find evidence in the text to support your answer.

» No, fighting continued after Yorktown. The war ended in September 1783 with the Treaty of Paris.

- Have students review by writing three sentences using the following sentence stem and the conjunctions *because*, *and*, and *so*:

- Marquis de Lafayette was a wealthy man

- » Marquis de Lafayette was a wealthy man because he was a French nobleman.
- » Marquis de Lafayette was a wealthy man and fought for the colonists without pay.
- » Marquis de Lafayette was a wealthy nobleman, so he purchased his own ship to bring him to North America.

## DISCUSS THE CHAPTER AND WRAP-UP (5 MIN.)

**Note:** Question 1 relates to The Big Question of the chapter.

- Use the following question to discuss the chapter.

**Literal.** What European country helped the Continental Army and how did that help influence the outcome of the war?

- » France sent both land troops and a fleet of ships, so the Continental Army was able to corner the British by land and sea at Yorktown, helping the Continental Army win the war.



### Check for Understanding

Students should work cooperatively in pairs or groups of three or four to create a quick T-chart listing the benefits of France joining forces with American colonists. One side should describe the benefits for France; the other side the benefits to American colonists. Circulate and refer students back to the lesson text as needed.

- Have students turn to Activity Page 6.2. Use the following questions to guide students in adding these events to their timelines as you do so with the displayed timeline:

1. What European country entered the war in February 1778 to assist the Continental Army?
    - » France (France enters the war/the French alliance)
  2. What significant event took place in October 1781 signifying that the Continental Army had won the Revolutionary War?
    - » the British surrender at Yorktown
  3. What official document was signed in Paris in September 1783 declaring that the American colonies had won their independence?
    - » Treaty of Paris/peace treaty
- Have students complete Take-Home Page 10.1 for homework.

## Activity Page 6.2





## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Listening Actively

##### Entering/Emerging

Provide 1:1 support when students are attempting to place events on the timeline.

##### Transitioning/ Expanding

Redirect students to lesson text for supporting information.  
Provide partner for additional support as needed.

##### Bridging

Provide support for understanding key words and dates needed to place events on the timeline.

### WORD WORK: *IMPRESS* (5 MIN.)

1. In the chapter you read, “George Washington was equally impressed and asked von Steuben to train his soldiers.”
2. Say the word *impress* with me.
3. To impress means to amaze or to cause others to feel admiration or interest.
4. I impressed my mom when I won the spelling bee.
5. What are some examples of things that impress you? Be sure to use the word *impress* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences:  
“\_\_\_\_\_ impresses me because \_\_\_\_\_.”
6. What part of speech is the word *impress*?
  - » verb
  - Use an Antonyms activity for follow-up.
  - Ask students what the word *impress* means. Ask them to list some antonyms, or words that have the opposite meaning, of *impress*.
    - Prompt students to provide words like *disappoint*, *underwhelm*, and *dishearten*.
  - Have students work in pairs to create a sentence for each of the antonyms of *impress* the student’s partner provides.

## Lesson 10: The French Intervention

# Take-Home Material

**READING; WRITING**

- Have students complete Take-Home Page 10.1 for homework.
- Have students finish drafting the first body paragraph of their cause and effect essay. Remind students to take home Activity Page 5.3 to use as a guide as they write.

**Take-Home Page 10.1****Activity Page 5.3****Cause and Effect Essay**

# Five Years and 700 Miles

## PRIMARY FOCUS OF LESSON

### Reading

Students will make inferences from lesson text to understand the scope of the Revolutionary War, in time frame and physical area, and the various nations it involved. [RI.4.1, RI.4.3, L.4.4a]

Students will demonstrate an understanding of the Tier 2 word *fleet*. [L.4.4]

### Language

Students will demonstrate understanding of subject-*to be* verb agreement in the present tense. [L.4.1]

Students will understand how the suffixes *-able* and *-ible* modify root words, form new words, and use those words in sentences. [L.4.4b]

Students will practice spelling content-based spelling words by using chunking to decode them syllabically. [RF.4.3, L.4.4b]


## FORMATIVE ASSESSMENT

- |                     |   |
|---------------------|---|
| Take-Home Page 10.1 | <b>“From Valley Forge to Yorktown”</b> Look closely at vocabulary in text excerpts. [L.4.4a]  |
| Activity Page 11.1  | <b>“From Valley Forge to Yorktown”</b> Discuss time and distance between Revolutionary War milestones. [RI.4.3]   |
| Activity Page 11.2  | <b>Subject-<i>to be</i> Verb Agreement in the Present Tense</b> Create simple phrases that demonstrate subject-verb agreement. [L.4.1]                      |
| Activity Page 11.3  | <b>Suffixes <i>-able</i> and <i>-ible</i></b> Identify meaning and correct usage of words with the suffixes <i>-able</i> and <i>-ible</i> . [L.4.1, L.4.4b] |



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (45 min.)			
Review Chapter 6	Whole Group	10 min.	<input type="checkbox"/> Answer Key for Take-Home Page 10.1
Close Reading “From Valley Forge to Yorktown”	 <b>Small Group</b> /Partner	20 min.	<input type="checkbox"/> Take-Home Page 10.1 <input type="checkbox"/> Activity Page 11.1 <input type="checkbox"/> <i>The Road to Independence</i>
Discuss the Chapter and Wrap-Up	Partner	10 min.	<input type="checkbox"/> Visual Supports 11.1, 11.3, 8.2
Word Work: <i>Fleet</i>	Whole Group	5 min.	
Language (45 min.)			
Grammar: Introduce Subject- <i>to be</i> Verb Agreement	Whole Group	15 min.	<input type="checkbox"/> Visual Support 11.2 <input type="checkbox"/> Activity Pages 11.2, 11.3, SR.1
Morphology: Introduce Suffixes <i>–able</i> and <i>–ible</i>	Whole Group	15 min.	
Spelling	Whole Group	15 min.	
Take-Home Material			
Language			<input type="checkbox"/> Activity Pages 11.2, 11.3 <input type="checkbox"/> Take-Home Pages 11.1, 11.2 <input type="checkbox"/> Fluency Supplement selection (optional)



## ADVANCE PREPARATION

### Reading

- Prepare to project Visual Support 11.1 and read the Purpose for Reading aloud to students.
- You may wish to prepare to display the digital versions of the Revolutionary War Battles Map and the Chesapeake Bay, Virginia Map found in the Visual Supports for Teaching for this unit.

### Language

#### Grammar

- Prepare the following Subject-*to be* Verb Agreement Poster on the board/chart paper and display for the remainder of the unit. Alternatively, you may access a digital version in the Visual Supports for Teaching for this unit.

#### Subject-*to be* Verb Agreement

*To be* verbs are linking verbs that link, or connect, the subject to the predicate without showing action.

	Subject	Agreement in the Present Tense	Example
Singular	I	am	I <u>am</u> hungry.
	you	are	You <u>are</u> excited.
	he, she, it, George Washington, the girl, tea	is	She <u>is</u> tired. It <u>is</u> cute. The tea <u>is</u> bitter.
Plural	we	are	We <u>are</u> helpful.
	you	are	You <u>are</u> noisy.
	they, laws, colonists	are	Colonists <u>are</u> angry.

### Fluency (optional)

- Choose and make sufficient copies of a text selection from the online Fluency Supplement to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 15.

### Universal Access

- To ensure all students have the opportunity to contribute during Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## Lesson 11: Five Years and 700 Miles

## Reading



## Primary Focus

Students will make inferences from lesson text to understand the scope of the Revolutionary War, in time frame and physical area, and the various nations it involved. [RI.4.1, RI.4.3, L.4.4a]

Students will demonstrate an understanding of the Tier 2 word *fleet*. [L.4.4]

## REVIEW CHAPTER 6 (10 MIN.)

- Project Visual Support 11.1 and read the Purpose for Reading aloud to students.
- Using the Answer Key at the back of this Teacher Guide, review student responses to Take-Home Page 10.1, which was assigned for homework.
- Tell students that they will reread chapter 6, “From Valley Forge to Yorktown.”
- Have students turn to the first page of the chapter.
- You may wish to review the following vocabulary words before you reread the chapter:

**impress, v.** to amaze; to cause others to feel admiration or interest  
(*impressed*)

**bayonet, n.** a sharp piece of metal attached to the muzzle of a musket  
(*bayonets*)

**model company, n.** a group of soldiers deserving to be copied or imitated by others

**foraging, adj.** for the purpose of searching for something, usually food or supplies

**recruit, v.** to search for people to join a group or organization (e.g., the army)

**decisive, adj.** important; without any doubt

**reinforce, v.** to make a group more effective by adding more people or supplies (reinforced)

**convoy, n.** a group of ships traveling together for safety

**fleet, n.** a group of military ships that sail under the same commander

- Remind students that they can look up a word in the glossary if they forget its meaning.

## Take-Home Page 10.1



## Activity Page 11.1



- Have one student read The Big Question at the beginning of the chapter. Ensure that students understand the meaning of The Big Question before reading the chapter.
  - What European country helped the Continental Army and how did that help influence the outcome of the war?
- Tell students that they will read to learn how long the Revolutionary War lasted and over what great distances the war was fought.

### Establish Small Groups

- Before reading the chapter, divide students into two groups using the following guidelines:
  - Small Group 1: This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students will complete Activity Page 11.1 with your support while reading.
  - Small Group 2: This group should include students who are capable of reading and comprehending text without guided support. We encourage you to vary how you assign students to read either independently or with partners, based on their needs. Likewise, you may want to ask some or all of your students to complete Activity Page 11.1 independently, which can then be used as a formative assessment to determine how well each student understood what was read. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 11.1 correctly.



#### MULTILINGUAL/ENGLISH LEARNERS

#### Reading for Information

##### Reading/Viewing Closely

<b>Entering/Emerging</b>	Provide 1:1 support when students are attempting to answer or ask questions about the reading.
<b>Transitioning/Expanding</b>	Redirect students to lesson text for supporting information. Provide partners for additional support as needed.
<b>Bridging</b>	Provide support for answering questions orally or in writing as needed.

## Chapter 6

# From Valley Forge to Yorktown

### THE BIG QUESTION

What European country helped the Continental Army and how did that help influence the outcome of the war?

There is a saying, “what doesn’t kill you makes you stronger.” The winter of 1777 to 1778 was a difficult time for Washington and his men. Many of those who survived that winter in Valley Forge came to think they were strong enough to survive just about anything!

In February 1778, the French military entered the war to fight alongside the Continental Army. The French and British governments were longtime rivals, so French leaders welcomed the opportunity to assist the colonists in their fight against the British. This was good news for the Continental Army. France had a strong, organized military. French involvement meant help was on the way!

Then, in late February, a man with a heavy German accent arrived in Valley Forge. His name was Friedrich Wilhelm Ludolf Gerhard Augustin von Steuben. The purpose for his arrival began during the previous summer when von Steuben traveled to Paris to volunteer his services to the Count de St. Germain, the French Minister of War. St. Germain had been so **impressed** with von Steuben’s military experience that he sent him across the Atlantic Ocean to meet George Washington. George Washington was equally impressed and asked von Steuben to train his soldiers. There was just one problem: von Steuben knew only a few words of English. So, he shouted his commands in German, then someone would translate the words into English.

48

## CLOSE READING “FROM VALLEY FORGE TO YORKTOWN” (20 MIN.)



### Small Group

**Note:** The following guided reading supports are intended for use with Small Group 1.

- Have a student read the first paragraph on page 48 aloud.

**Inferential.** Did all of Washington’s army survive the bitter winter of 1777 to 1778 at Valley Forge? Cite evidence from the text to support your answer.

- » No, the text says, “those who survived,” suggesting that some men died at Valley Forge.

Von Steuben taught the Continental soldiers how to march and stand in formation. He taught them how to advance on the battlefield. He also taught them how to use the **bayonets** attached to their muskets. Von Steuben trained a **model company**. Then, the members of this model company trained other companies.



Friedrich Wilhelm  
von Steuben

Things began to improve in the spring of 1778. Washington sent out **foraging** parties to gather cattle, horses, corn, hay, and grains from the local people. They returned with enough food to feed the soldiers at Valley Forge. Washington also appointed a new quartermaster whose job was to make sure the army did not run out of food or supplies. And, last but not least, Washington convinced the Continental Congress to send more money and to **recruit** more soldiers.



Lord Cornwallis

By the time the Continental Army marched out of Valley Forge in June 1778, they were much better prepared to fight as an army. The newly trained Continental Army began to win more battles. Their first **decisive** victory came in the fall of 1781. At this point, much of the fighting had shifted south to Virginia and the Carolinas. British troops in the south were led by Lord Cornwallis.

49

- Read the first sentence of the final paragraph on page 49 aloud: “By the time . . .”

**Literal.** Go back and skim the first two paragraphs on page 49 and cite examples of how the Continental Army was better prepared to fight as an army.

- » They had received military training, had more food and supplies, and had gained additional soldiers.

**Inferential.** How much time passed between the time the Continental Army marched out of Valley Forge and the time they won their first decisive battle?

- » more than three years (June 1778 to the fall of 1781)

- Have students record the answer to question 1 on Activity Page 11.1.
- Have students read page 50 silently.

### The Beginning of the End

In August 1781, Cornwallis and his men camped at Yorktown, at the mouth of the Chesapeake Bay, in Virginia. They were waiting for reinforcements and supplies.

While Cornwallis was setting up camp at Yorktown, Washington was meeting with several French generals outside New York City. The French had sent thousands of troops to assist Washington. Now Washington and the French generals had to decide how to best utilize these new troops. Should they attack the British Army in New York City, or should they head south and attack Cornwallis in Virginia?

Eventually they decided to march the main Continental Army and most of the French troops south to Virginia and try to trap Cornwallis. But Washington was crafty. He sent out fake messages to make the British generals think he was actually going to attack their army in New York. The British generals were fooled by the messages.



**Literal.** In August 1781, where was Lord Cornwallis camped with the British troops?

» Yorktown, Virginia, at the mouth of the Chesapeake Bay

**Literal.** In August 1781, where was George Washington camped with the colonial troops?

» outside New York City

- Have students reference the map on page 87 of the Reader. You may wish to display the Revolutionary War Battles Map prepared in advance.
- Have students put a finger on New York and trace the route south—through New Jersey, Pennsylvania, Delaware, and Maryland—to Virginia. Remind them that Washington intended to march his troops the whole distance, nearly 700 miles, on foot.
- Have students read page 51 silently.

In late September, Washington arrived at Yorktown with 4,000 French soldiers and 3,000 Continental soldiers. The Major General of the Continental Army was the Marquis de Lafayette. These new soldiers **reinforced** Lafayette's men who were already there. The French Navy arrived as well, and one of the first things they did was drive away a **convoy** of British ships that were carrying supplies for Cornwallis and his men. That was when Cornwallis knew he was in trouble. He was cornered by the French and Continental Armies, and the French Navy had cut off his escape route as well as his supplies!

The French and Continental Armies set up cannons and began firing on the British soldiers. For days the guns fired constantly. Washington gave orders to fire through the night so the British soldiers would not have any quiet time to rest or make repairs.

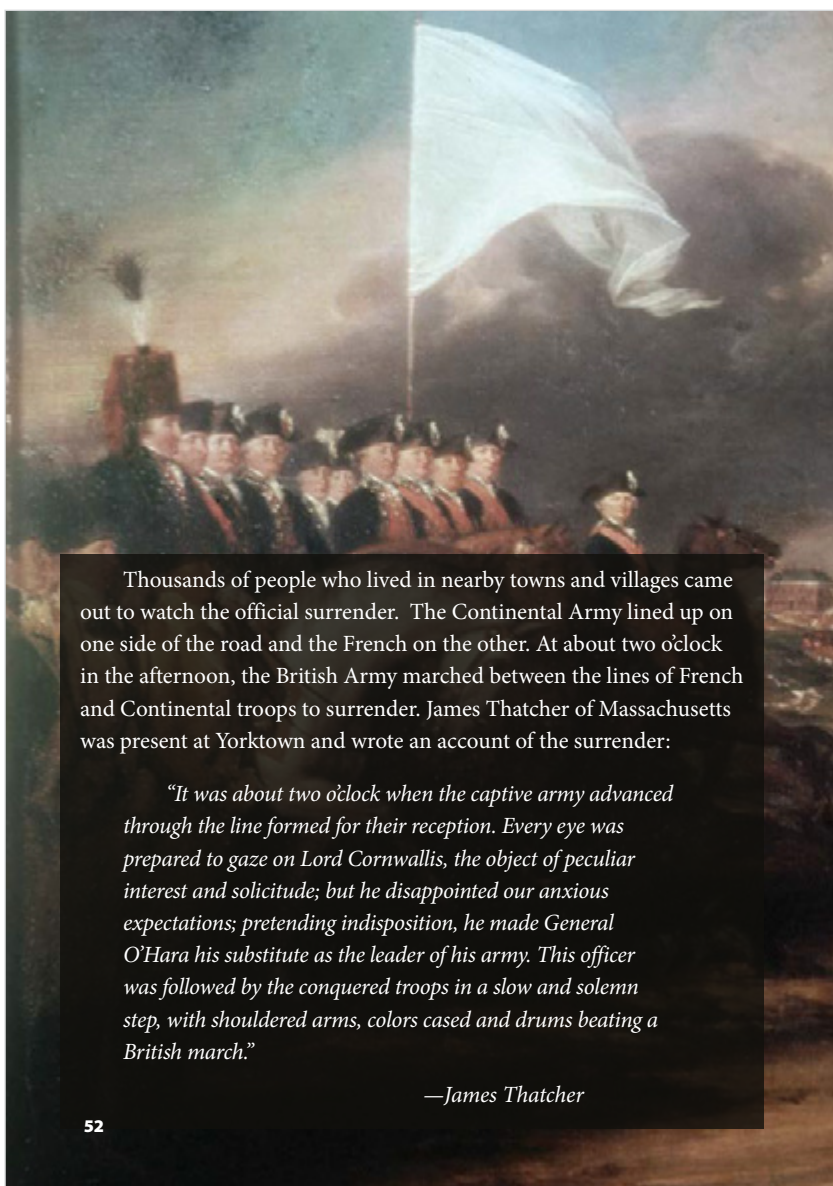
Cornwallis and his men could not protect themselves and, because of the position of the French **fleet**, they could not sail away. Eventually, on October 19, 1781, Cornwallis accepted that he had no choice but to surrender.



**Inferential.** How long did it take the colonial troops to reach Virginia? Support your answer with evidence from the text.

- » Less than two months. They left New York in August and arrived in Virginia in late September, so while the text doesn't provide precise dates, we can infer that it was less than two months.
- Have students record the answer to question 2 on Activity Page 11.1.





Thousands of people who lived in nearby towns and villages came out to watch the official surrender. The Continental Army lined up on one side of the road and the French on the other. At about two o'clock in the afternoon, the British Army marched between the lines of French and Continental troops to surrender. James Thatcher of Massachusetts was present at Yorktown and wrote an account of the surrender:

*"It was about two o'clock when the captive army advanced through the line formed for their reception. Every eye was prepared to gaze on Lord Cornwallis, the object of peculiar interest and solicitude; but he disappointed our anxious expectations; pretending indisposition, he made General O'Hara his substitute as the leader of his army. This officer was followed by the conquered troops in a slow and solemn step, with shouldered arms, colors cased and drums beating a British march."*

—James Thatcher

52

- Have students look at the illustration on these two pages, reminding them that General O'Hara stood in for Lord Cornwallis when the British troops surrendered.



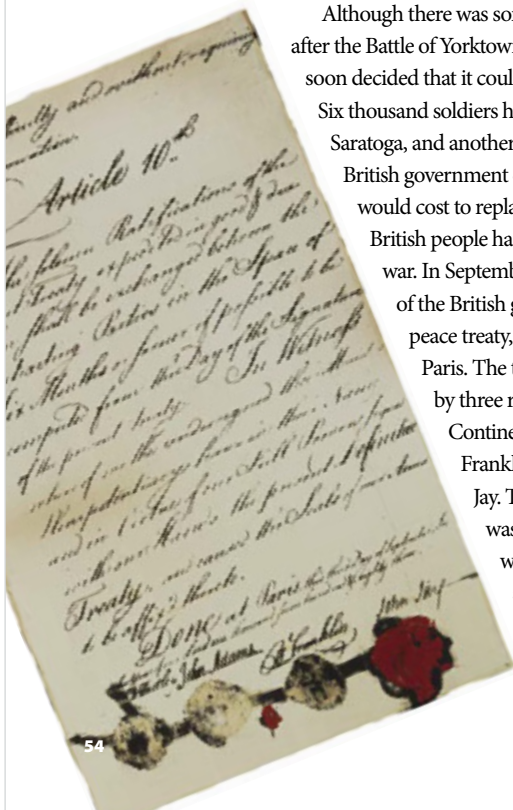


John Trumbull, *Surrender of Lord Cornwallis*

53

After General O'Hara surrendered, the British troops were directed to ground their arms. More than 7,000 British soldiers laid down their guns. Of course, as James Thatcher recorded, many of them were not happy about it:

*"Some of the platoon officers appeared to be exceedingly chagrined when giving the word 'ground arms,' . . . many of the soldiers manifested a sullen temper, throwing their arms on the pile with violence, as if determined to render them useless."*



Although there was some fighting for a while after the Battle of Yorktown, the British government soon decided that it could not keep up the fight. Six thousand soldiers had surrendered at Saratoga, and another 7,000 at Yorktown. The British government did not have the money it would cost to replace those soldiers. Many British people had also grown weary of the war. In September 1783, a representative of the British government signed a peace treaty, the second Treaty of Paris. The treaty was also signed by three representatives of the Continental Congress—Benjamin Franklin, John Adams, and John Jay. The Revolutionary War was over. The colonists had won their independence, and a new nation was born!

Part of the second Treaty of Paris

## D Differentiation

### Support

When was the second Treaty of Paris signed?

- » September 1783; two years after the British Army surrendered at Yorktown

### Support

This was the second Treaty of Paris. The first Treaty of Paris, signed in 1763, ended the French and Indian War.

### Challenge

Compare the two treaties. For each, who was the victor? What did the victor gain? What did the other side lose?

- Read page 54 aloud.

**Inferential.** What was the significance of the Treaty of Paris?

- » The Treaty of Paris marked the official end to the Revolutionary War.

- Have students record the answer to question 3 on Activity Page 11.1.
- Have students work with a partner to sequence the events of chapter 6 on Activity Page 11.1.
- Combine the two small groups for the lesson closure.

## DISCUSS THE CHAPTER AND WRAP-UP (10 MIN.)



### Check for Understanding

**Think-Pair-Share.** How might the war have ended if France had not joined it? Mix students from Small Groups 1 and 2 into pairs to write one declarative sentence that contains two proper nouns, one common noun, one conjunction, and ten or more words. Refer students back to the text as needed. Remind students to signal when both partners have contributed to the conversation.

## WORD WORK: *FLEET* (5 MIN.)

1. In the chapter you read, “Cornwallis and his men could not protect themselves and, because of the position of the French fleet, they could not sail away.”
2. Say the word *fleet* with me.
3. *Fleet* means a group of military ships that sail under the same commander.
4. The fleet protected the harbor from foreign invaders.
5. What are some other ways a fleet of ships might be used? Be sure to use the word *fleet* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “The fleet helped \_\_\_\_\_.”
6. What part of speech is the word *fleet*?
  - » noun
- Use a Describing activity for follow-up:
  - Turn to the map on page 88 of the Reader. You may wish to display the Chesapeake Bay, Virginia Map prepared in advance. Describe the location(s) of the French fleet, using the word *fleet* in complete sentences in your description.

## Lesson 11: Five Years and 700 Miles

# Language



### Primary Focus

Students will demonstrate understanding of subject-*to be* verb agreement in the present tense. [L.4.1]

Students will understand how the suffixes *-able* and *-ible* modify root words, form new words, and use those words in sentences. [L.4.4b]

Students will practice spelling content-based spelling words by using chunking to decode them syllabically. [RF.4.3, L.4.4b]

### GRAMMAR: INTRODUCE SUBJECT-TO BE VERB AGREEMENT (15 MIN.)

#### Introduce Subject-*to be* Verb Agreement

- Remind students that in the previous lessons, they learned about subject-action verb agreement. Review that an action verb describes a subject's action. Write the following sentence on the board:
    - The British general surrenders at Yorktown.
  - Have students identify the action verb (surrenders).
  - Have students provide a list of action verbs and record their answers on the board/chart paper.
  - Tell students that today they will learn about a different kind of verb. This type of verb does not show action.
  - Refer to the Subject-*to be* Verb Agreement Poster you prepared in advance.
  - Read the definition of *to be* verbs.
    - *To be* verbs are linking verbs that link, or connect, the subject to the predicate without showing action. Explain that the examples given in the poster are in the present tense.
- Note:** The copula *be*—the *to be* verb—and the third-person singular inflection pose problems for English learners at all levels. Thus, detailed treatment is given to the present tense forms of the *to be* verb.
- Point out the following:
    - If the subject is *I*, the correct form of the *to be* verb is *am*.

- If the subject is *he, she, it*, or a singular noun, the correct form of the *to be* verb is *is*.
- If the subject is *you, we, they*, or a plural noun, the correct form of the *to be* verb is *are*.

**Note:** Action verbs describe an action or what the subject is doing (e.g., run, walk, paint, write, study). Stative/non-action verbs represent a state of being (e.g., to be, like, love, seem, think, believe).

- Have students turn to Activity Page 11.2. Divide students into pairs or small groups to complete the chart in the first part of the activity page. Review the completed chart as a class. Review the directions and completed examples in the next two sections of the activity page. Tell students to complete the remainder of the activity page for homework.

## Activity Page 11.2



### MORPHOLOGY: INTRODUCE SUFFIXES *-ABLE* AND *-IBLE* (15 MIN.)

#### Introduce Suffixes *-able* and *-ible*

- Refer to the Suffixes Poster on display in the classroom and read the definition of a suffix to students.
- Tell students that the two suffixes they will study this week are *-able* and *-ible*. Explain that the Latin suffixes *-able* and *-ible* both mean “able to.”
- Write the suffix *-able* on the board/chart paper and explain that it is pronounced /ə\*bəɪ/. Write the suffix *-ible* on the board/chart paper and explain that it is also pronounced /ə\*bəɪ/.
- Tell students that when *-able* and *-ible* are added to nouns or verbs, the word becomes an adjective.
- Write *enjoy* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (*Enjoy* means to take pleasure in doing or experiencing. I enjoy being outside when it is sunny.)
- Add the suffix *-able* to *enjoy* and have students read the new word. Discuss the meaning of the new word. (*Enjoyable* means able to take pleasure in; able to enjoy.) You may want to point out that the suffix *-able* changes the part of speech from a verb (*enjoy*) to an adjective (*enjoyable*).
- Share the following example of *enjoyable* used in a sentence.
  - Grocery shopping is more enjoyable when the store is not crowded.
- Have students provide sentences using the word *enjoyable*.
  - » Answers may vary.

- Ask students for synonyms of *enjoyable*.
  - » pleasant, delightful, fun
- Write *collect* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (*Collect* means to gather. The children collect leaves from the ground in the fall.)
- Add *-ible* to *collect* and have students read the new word; discuss the meaning of the new word. (*Collectible* means worthy of being collected.) Point out that the suffix *-ible* changes the part of speech from a verb (*collect*) to an adjective (*collectible*).
- You may also want to explain that *collectible* can sometimes be spelled *collectable*. (able to be collected)
- Share the following example of *collectible* used in a sentence:
  - Baseball cards are collectible because they can be very valuable.
- Have students provide sentences using the word *collectible*.
  - » Answers may vary.
- Ask students for synonyms of *collectible*.
  - » rare, valuable, collectable
- Continue in this manner for the remaining *-able* and *-ible* words, using the following chart as a guide.

**Note:** You will not write the information in the shaded columns on the board, as that information is intended for use during oral instruction. Complete as many examples as time permits.

English Root Word	Meaning	Affixed Word	Meaning	Sentence
N/A	the Latin root <i>port</i> means to carry	portable	(adjective) able to be carried	The small suitcase is more <u>portable</u> than the big one.
predict	(verb) to know in advance	predictable	(adjective) able to be known in advance	Sometimes it seems that the weather is not very <u>predictable</u> !
access	(verb) to enter or get near; to use or get something	accessible	(adjective) able to enter or get near; able to use or get something	The school has electric doors so it is <u>accessible</u> to people in wheelchairs.
comfort	(noun) the feeling of being relaxed or without pain	comfortable	(adjective) able to feel relaxed or without pain	My new shoes were <u>comfortable</u> because they were my size.
N/A	the Latin root <i>vis</i> means to see or to look at	visible	(adjective) able to be seen or able to look at	I was in the front row of the choir so I was <u>visible</u> to the audience.
eat	(verb) to consume; to put in the mouth, chew, and swallow	edible	(adjective) able to be consumed; able to be safely put in the mouth, chewed, and swallowed	I asked my teacher if the berries were <u>edible</u> before I ate them.

### Activity Page 11.3



- Have students turn to Activity Page 11.3. Briefly review the directions. Complete the first two sentences together as a class.



### Check for Understanding

Observe students as they complete the next two sentences on their own. Provide additional instruction as needed.

- Have students complete the rest of Activity Page 11.3 for homework, or, if you feel they need more assistance, complete the entire activity page as a teacher-guided activity.

## SPELLING (15 MIN.)

### Introduce Spelling Words

- Explain that students will practice 12 words related to prefixes and suffixes they have studied in morphology. Apart from the prefixes or suffixes, these words do not follow one single spelling pattern. Tell students that they will be assessed on these words in Lesson 15.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

**Note:** Remember to point out specific spelling patterns in each word and their relationship to the sounds and spellings on the Individual Code Chart.

- |               |                 |
|---------------|-----------------|
| 1. easily     | 7. insufficient |
| 2. greasy     | 8. intolerable  |
| 3. immobile   | 9. loudly       |
| 4. imperfect  | 10. noisy       |
| 5. impossible | 11. tasty       |
| 6. inflexible | 12. temporarily |



#### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

#### Presenting

##### Entering/Emerging

Have students recite new spelling words aloud to practice correct English pronunciation. Provide 1:1 support and prompting as needed.

##### Transitioning/ Expanding

Have students recite new spelling words aloud to a partner to practice correct English pronunciation.

##### Bridging

Have students recite new spelling words aloud to a recording device and play back to practice correct English pronunciation.



## Pronunciation/Syllabication Chart

- As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word and show students where these spellings are reflected on the Individual Code Chart. For example, you might note that the word *greasy* includes an /ee/ sound in the first syllable of the word (i.e., the first syllable is pronounced /ee/ but spelled 'ea') and then point out the 'ea' spelling for /ee/ that is included on the Individual Code Chart.

**Note:** You will not write the information in the shaded columns on the board, as that information is intended for use during oral instruction.

Word	CK Code	Syllable Type
easily	/ee*zə*lee/	digraph*ə*open
greasy	/gree*see/	digraph*open
immobile	/im*moe*bəl/	closed*open*ə
imperfect	/im*per*fəkt/	closed*r-controlled*ə
impossible	/im*pos*ə*bəl/	closed*closed*ə*ə
inflexible	/in*flex*ə*bəl/	closed*closed*ə*ə
insufficient	/in*sə*fish*ənt/	closed*ə*closed*ə
intolerable	/in*tol*er*ə*bəl/	closed*closed*r-controlled*ə*ə
loudly	/loud*lee/	digraph*open
noisy	/noi*zee/	digraph*open
tasty	/tae*stee/	open*open
temporarily	/tem*pə*raer*ə*lee/	closed*ə*r-controlled*ə*open

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Spelling Word	Definition	Example Sentence
easily	(adverb) without difficulty	The horse <u>easily</u> cleared the jump.
greasy	(adjective) dirty from grease or oil; containing or cooked with a large amount of fat	The car mechanic wiped his <u>greasy</u> hands on an old rag.
immobile	(adjective) unable to move	My grandmother fell and broke her hip, leaving her <u>immobile</u> for a month.
imperfect	(adjective) having mistakes or problems; not perfect	The Continental Army was made up of an <u>imperfect</u> militia.
impossible	(adjective) unable to be done or happen; not possible	Without the help of France, it would have been <u>impossible</u> to surround the British at Yorktown.
inflexible	(adjective) not easily changed; not easily bent or twisted	Dad's <u>inflexible</u> schedule prevents him from attending my ball games.
insufficient	(adjective) not having or providing enough of what is needed; not sufficient	George Washington and his men at Valley Forge had <u>insufficient</u> food to last the winter.
intolerable	(adjective) too painful or hard to be accepted	Many colonists found British taxation <u>intolerable</u> .
loudly	(adverb) in a noisy way; strong and noticeable in sound	The young boy played his bugle <u>loudly</u> , alerting the soldiers to the danger.
noisy	(adjective) full of loud or unpleasant noise	I found it difficult to talk to my family in the <u>noisy</u> restaurant.
tasty	(adjective) having a good flavor	The turkey and gravy were especially <u>tasty</u> at the Thanksgiving dinner.
temporarily	(adverb) for a limited amount of time; not permanently	The road was closed <u>temporarily</u> due to flooding in the plains.

- Tell students that the word list will remain on display until the assessment so they can refer to it until then.
- Have students practice the spelling words on Take-Home Page 11.1 and complete Take-Home Page 11.2 for homework.

### Take-Home Pages 11.1 and 11.2



## Lesson 11: Five Years and 700 Miles

# Take-Home Material

**LANGUAGE****Grammar; Morphology; Spelling**

- Have students complete Activity Pages 11.2, 11.3, and Take-Home Page 11.2 for homework.
- Have students use Take-Home Page 11.1 as a reference in practicing spelling words.
- Have students take home a text selection from the Fluency Supplement if you are choosing to provide additional fluency practice.

Activity Pages  
11.2 and 11.3



Take-Home  
Pages 11.1 and 11.2





# A Country of Idealists

## PRIMARY FOCUS OF LESSON

### Reading

Students make inferences from lesson text to evaluate the acts of lesser-known individuals involved in the American Revolution. [RI.4.1, RI.4.3]

Students will demonstrate an understanding of the Tier 2 word *defiant*. [L.4.4]

### Writing

Supported by a writing rubric, students use expository writing skills to develop paragraphs describing attitudes toward the Intolerable Acts and the significance of the first shot fired in Lexington.

[RI.4.9, W.4.2, W.4.2a–d]

## FORMATIVE ASSESSMENT

### Take-Home Page 12.1

**“Heroes and Villains”** Practice spelling plural nouns and identifying content-related vocabulary. [RI.4.1, RI.4.3]

### Cause and Effect Essay

**Draft of Body Paragraph 2** Write a paragraph about the Intolerable Acts.

[RI.4.9, W.4.2b–d]

### Cause and Effect Essay


**Draft of Body Paragraph 3** Write a paragraph about the first shot fired in Lexington.

[RI.4.9, W.4.2, W.4.2b–d]



Teacher Presentation Screens:  
all lessons include slides

## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (40 min.)			
Introduce Chapter 7	Whole Group	5 min.	<input type="checkbox"/> <i>The Road to Independence</i> <input type="checkbox"/> Activity Page 12.1 <input type="checkbox"/> Take-Home Page 12.1 <input type="checkbox"/> Visual Support 12.1
Read-Aloud “Heroes and Villains”	Whole Group	20 min.	
Discuss the Chapter	Whole Group/  Small Group	10 min.	
Word Work: <i>Defiant</i>	Whole Group	5 min.	
Writing (50 min.)			
Review Cause and Effect Essay	Whole Group	5 min.	<input type="checkbox"/> Activity Pages 7.3, 8.3, SR.2
Draft Body Paragraphs 2 and 3	Independent	40 min.	
Lesson Wrap-Up	Whole Group	5 min.	
Take-Home Material			
Reading			<input type="checkbox"/> Take-Home Page 12.1

## ADVANCE PREPARATION

### Reading

- Prepare to project Visual Support 12.1 and read the Purpose for Reading aloud to students.

### Grammar; Morphology; Spelling

- Collect Activity Pages 11.2, 11.3, and Take-Home Page 11.1 to review and grade as there are no grammar, morphology, or spelling lessons today.

### Universal Access

- To ensure all students have the opportunity to contribute during Turn and Talk exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.
- Create sentence frames to support students during reading discussions and while drafting body paragraphs 2 and 3.

## Lesson 12: A Country of Idealists

## Reading



## Primary Focus

Students make inferences from lesson text to evaluate the acts of lesser-known individuals involved in the American Revolution. [RI.4.1, RI.4.3]

Students will demonstrate an understanding of the Tier 2 word *defiant*. [L.4.4]

## INTRODUCE CHAPTER 7 (5 MIN.)

- Project Visual Support 12.1 and read the Purpose for Reading aloud to students.
- Tell students you will read aloud chapter 7, “Heroes and Villains.” They should follow along in their Reader as you read.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *hero*.
- Have them find the word on page 56 of the Reader. Explain that each word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader, locate *hero* and then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 12.1 while you read each vocabulary word and its meaning.

**hero, n.** a person who is respected for bravery or good qualities (heroes, heroism)

**villain, n.** someone who does evil things (villains)

**defiant, adj.** refusing to obey

**regiment, n.** a military unit formed by multiple groups of soldiers

**heroine, n.** a woman who is respected for bravery or good qualities (heroines)

**enlist, v.** to volunteer for military service (enlisted)

## Activity Page 12.1





**skirmish, n.** a short, unplanned fight in a war (skirmishes)

**foil, v.** to prevent someone from doing something or achieving a goal (foiled)

**jeer, n.** an insult or put-down (jeers)

**traitor, n.** someone who betrays their country, government, or a group they belong to

Vocabulary Chart for “Heroes and Villains”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	enlist regiment skirmish traitor	hero villain defiant heroine foil jeer
Spanish Cognates for Core Vocabulary	regimiento traidor/a	héroe villano/a desafiante heroína
Multiple-Meaning		foil
Sayings and Phrases	helping hands was no exception adopted homeland unsung hero in his own right	

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - In what different ways did individuals prove to be heroes of the American Revolution?
- Tell students they will read to learn about nonmilitary people who helped the American colonies gain independence.



## Chapter 7

# Heroes and Villains

### THE BIG QUESTION

In what different ways did individuals prove to be heroes of the American Revolution?

Every war has its **heroes** and **villains**. The Revolutionary War was no exception. As the war progressed, a sense of patriotism grew. Many colonists were determined to stand up and fight for their country.

Most colonists considered George Washington to be a great hero. Washington was commander-in-chief of the Continental Army throughout the war. He took over not long after the Battles of Lexington and Concord in 1775, fighting the British Army in New York and New Jersey. He survived the dreadful winter of 1777 to 1778 at Valley Forge. He was still in command when the Continental Army won the decisive victory at Yorktown in 1781.

56

## READ-ALoud “HEROES AND VILLAINS” (20 MIN.)

- Have a student read the chapter title.
- Remind students that a hero is a person who is greatly respected for bravery or good qualities. A villain is the opposite of a hero, usually someone whose behavior is not respectable. Explain that the same person may be considered a hero by some and a villain by others, depending upon their perspective, or point of view. During the American Revolution, people often had very different opinions about who were the heroes and who were the villains. Even within communities, people sometimes disagreed. For instance,

some people in Great Britain even thought George Washington was a hero, and some of the colonists thought he was a villain.

- Read page 56 aloud.

**Literal.** Turn and Talk: What evidence does the text give that George Washington was one of the greatest heroes of the American Revolution? Remind students to signal when both partners have contributed to the conversation. Have students share the evidence from the text that their partner found to answer the question.

- » He was commander of the Continental Army throughout the war, enduring many battles and hardships along the way.



Edward Percy Moran, *Washington's Farewell to His Officers*

57

### Helping Hands

There were also many heroes from other countries who came to help the American colonies gain independence from Britain. Kościuszko, from Poland, helped the Continental Army win the Battle of Saratoga. Von Steuben, the German, helped Washington transform untrained farmers into a disciplined, well-regulated army. The Marquis de Lafayette was the young Frenchman who was a major in the Continental Army and helped Washington win the Battle of Yorktown.



Tadeusz Kościuszko



John Paul Jones

Another hero was the Scottish sea captain John Paul Jones. Jones went to live in the colonies, and when war broke out he decided to fight on the side of his adopted homeland. In 1779, his ship, *Bonhomme Richard*, became involved in a sea battle with the British ship *Serapis*. The *Bonhomme Richard* had 42 guns. The *Serapis* had 50 guns. For a while, the two ships floated right next to each other, blasting away. At one point, a British sailor shouted to Jones, asking him if he was ready to surrender.

“Surrender?” Jones shouted back. “I have not yet begun to fight!” In the end, it was the British captain who had to surrender. The story of the victory—along with Jones’s **defiant** reply—was printed in newspapers and John Paul Jones became a hero.

Nathan Hale, a schoolteacher from Connecticut, demonstrated his heroism in a different way. In 1776, he volunteered to help General Washington with a very dangerous mission. He agreed to sneak behind British lines in New York City and spy on the British Army there. Unfortunately, Hale was captured and the British gave orders that he be hanged. However, before he died, according to legend, Hale uttered, “I only regret that I have but one life to lose for my country.”



Nathan Hale

58

Word	CK Code
Tadeusz Kościuszko	/to*dae*oes/ /kos*choos*koe/

- Have a student read the heading at the top of page 58.
- Ask students if they have heard the expression, “lend a helping hand” and explain that it means providing assistance to someone.
- Read page 58 aloud.





**Inferential.** How does this image support the text?

- » Answers may vary, but may include that John Paul Jones is quoted in the text giving his famous reply to those aboard the *Serapis*, "Surrender? I have not yet begun to fight!"; the most prominent figure in the image is John Paul Jones, shown with his hand cupped as though shouting to the boat in the distance; the image helps the reader visualize the scene.

## D Differentiation

### Support

Which hero is shown in the image on page 59?

- » John Paul Jones

### Unsung Heroes

Saul Matthews was enslaved in Virginia but became a hero for the cause of American independence. The Continental Army commissioned him to go on spying missions in British military camps. Matthews was a successful spy and provided key information about British troop positions. Matthews was still enslaved for nearly a decade after the war, but in recognition of his wartime service, the Virginia Assembly finally granted his freedom in 1792. His name may be less recognizable today than some of the others, but he became a hero in his own right.

Another unsung colonial hero, James Lafayette, had also been enslaved in Virginia but volunteered to join the Continental Army. He was asked to become a messenger for Lord Cornwallis to spy on that British general. Soon after, Lord Cornwallis asked James Lafayette to spy on a general in the Continental Army! (Cornwallis didn't know that he was already secretly working for the Continental Army.) So James Lafayette agreed to spy for both sides, but passed along important information to the Continental Army and gave unimportant or fake information to Lord Cornwallis. In recognition of his extraordinarily brave wartime service, the government of Virginia granted James Lafayette his freedom in 1787.



James Armistead

60

## D Differentiation

### Support

An unsung hero is someone who may be less well-known for their heroism, and whose name is less familiar than other heroes who receive a great deal of attention and notoriety.

- Read the heading and first paragraph on page 60 aloud.

**Inferential.** What sentence in the first paragraph provides a clue to the meaning of the phrase unsung hero?

- » His name may be less recognizable today than some of the others, but he became a hero in his own right.

- Read the remainder of page 60 aloud.

**Inferential.** What do the two men introduced on this page have in common?

- » Both men helped the Continental Army win the war.

Peter Salem had been enslaved but was freed so he could serve in the colonial Massachusetts militia. He was one of the militiamen who fought in the Battles of Concord and Lexington. He also fought in the Battle of Bunker Hill. Salem went on to join the Fifth Massachusetts **Regiment** and served in the Continental Army for seven years. Few soldiers served for that length of time. He was considered to be a war hero. As a result, in 1882, a monument was erected in Framingham, Massachusetts, in his honor.



Abigail Adams

There were also many **heroines** during this time in American history. George Washington's wife, Martha, played an important role in helping the Continental Army survive at Valley Forge. She helped make clothing for the soldiers and helped take care of the sick.

Abigail Adams, the wife of John Adams, raised their children and managed their farm, but she also housed and fed Continental soldiers. Mrs. Adams was known to write letters to her husband, one of the most important delegates in the Continental Congress. In these letters, Mrs. Adams advocated for women's rights, especially with regard to educational opportunities. She also let him know that she was opposed to slavery.

At the time, most people believed that fighting in the army was strictly a job for men. Some women were allowed to serve in the army, performing duties such as nursing, cooking, searching for food, and even burying the dead. But women who tried to **enlist** were turned

61

- Read page 61 aloud.

**Inferential.** How does the text on this page suggest what the meaning of the word heroine is?

- » The text describes great or brave actions by women during the American Revolution.

## D Differentiation

### Support

A heroine is a woman who is respected for bravery or good qualities.



away. Some women, however, disguised themselves as men so they, too, could fight for their country.

Deborah Sampson, from Massachusetts, signed up for the army using the name Robert Shurtlief. Sampson served for a year and a half and fought in several **skirmishes**. In one of them, she was wounded. Two musket balls lodged in her thigh. Sampson removed one of the balls herself, but the other was buried too deep to be removed. Fortunately, her wound healed and she survived. After the war, Deborah Sampson was recognized by John Hancock for having shown “an extraordinary instance of female heroism.”

Another woman, Mary Draper, also fed and clothed Continental soldiers as they marched through her hometown. But she even went so far as to melt down the pewter dishes she owned so that the metal could be used to make bullets.

Still other women became heroes by simply standing up for what they believed. Historians have recorded the story of Mum Bett, an enslaved woman from Massachusetts. It seems Mum Bett



Elizabeth Freeman

may have heard her patriot master reading the Massachusetts State Constitution aloud. Bett thought about the words in that document, “All men are born free and equal.” She figured the words meant that she herself had a right to be equal, and even free. She found a lawyer who was opposed to slavery and convinced him to take her case. To the surprise of many, she won the lawsuit. In 1781, the Supreme Court of Massachusetts ruled that Mum Bett could no longer be held as a slave. She celebrated her victory by taking a new name, Elizabeth Freeman. Her case was one of many factors that helped lead to the end of slavery in Massachusetts.

63

- Read pages 62 and 63 aloud.

**Literal.** Find evidence in the text to support the claim that Mum Bett was a heroine of the American Revolution.

- » “Still others became heroes by simply standing up for what they believed.”

## Differentiation

### Challenge

Ask students to consider why Mum Bett may have chosen “Freeman” as her new last name. What might this name symbolize?

## Bernardo de Gálvez

At the time of the American Revolution, most of what is now the United States was a Spanish colony. “New Spain,” as it was called, included most of the territory west of the Mississippi.

In 1777, the Spanish government appointed Bernardo de Gálvez as the governor of Spanish Louisiana, the biggest part of this vast territory. Gálvez went on to become a hero for all he did to support the United States in its efforts to win independence from Britain.

Gálvez was born in a small mountain village in Spain. Before becoming governor, he served as an officer in the Spanish Army. He was badly wounded several times and got promoted to a high rank.

As governor, Gálvez had control over which ships could use the Mississippi River. Spain was officially neutral in the war between Britain and the United States. But the King of Spain, Carlos III, wanted to support the new government of the United States anyway. So Gálvez prevented the British Navy from sending supplies up the river. And he secretly shipped guns, ammunition, uniforms, medicine, and other supplies to George Washington and the Continental Army. When the British government protested, Gálvez replied he was just being hospitable.

The supplies that Gálvez provided were especially important because the British Navy had blockaded American ports on the East



Bernardo de Gálvez

64

## D Differentiation

### Support

Tell students *hospitable* means to be friendly to people they have just met.

- Read page 64 aloud.

**Literal.** Where was Bernardo de Gálvez born?

- » A small mountain village in Spain.

**Literal.** As governor of Louisiana, how did Bernardo de Gálvez support George Washington and the Continental Army?

- » Gálvez prevented the British Navy from sending supplies up the Mississippi River and secretly sent supplies to George Washington and the Continental Army.

Coast. (That meant supporters of Continental Army could not sail ships into or out of those ports.)

In 1779, the Spanish government finally declared war against Britain. Gálvez quickly assembled an army of free Black and Native American men to fight alongside his Spanish soldiers. Gálvez and his recruits went on to expel British soldiers from their forts in Baton Rouge, Natchez, and Mobile.

In 1781, Gálvez launched his most daring offensive. A Spanish naval commander refused to expose his fleet to British fire by sailing into Florida's Pensacola Bay. Gálvez took charge himself and took the fleet forward anyway. After two months of fighting, the British soldiers fled Florida. They never returned.

Gálvez's victory at Pensacola eliminated the British military threat to the new United States from the south. It also reduced the number of British troops available to fight at Yorktown, the final battle of the American Revolution.

After the war, King Carlos III allowed Gálvez to use the phrase "Yo Solo," or "I Alone," on his coat of arms, in "memory of the heroic action in which you alone forced the entrance of the Pensacola bay." In the 1820s, the Mexican government named Galveston, Texas, after him. In 2014, Gálvez became one of only eight people to be awarded honorary U.S. citizenship.

65

- Read page 65 aloud.

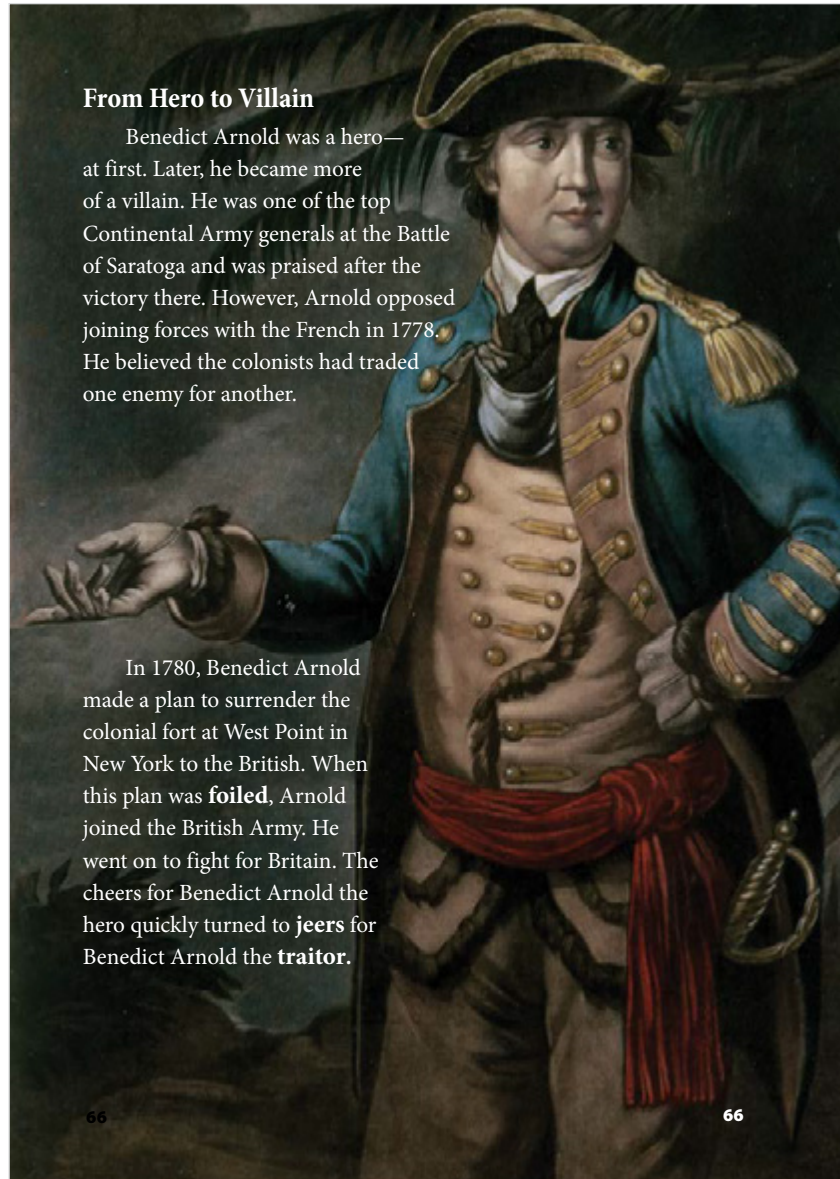
**Inferential.** 👤👤 *Think-Pair-Share.* What was the most heroic action by Bernardo de Gálvez? Remind students to signal when both partners have contributed to the conversation. As students finish responding, have them share their partner's thinking.

- » Gálvez led a fleet into Florida's Pensacola Bay to fight against British soldiers which caused the British soldiers to leave the bay. This action also led to the elimination of the military threat from the south and reduced the number of British troops available to fight during the final battle of the American Revolution.

## **D** Differentiation

### Support

Explain that a group of ships moving together is called a *fleet*.



### From Hero to Villain

Benedict Arnold was a hero—at first. Later, he became more of a villain. He was one of the top Continental Army generals at the Battle of Saratoga and was praised after the victory there. However, Arnold opposed joining forces with the French in 1778. He believed the colonists had traded one enemy for another.

In 1780, Benedict Arnold made a plan to surrender the colonial fort at West Point in New York to the British. When this plan was **foiled**, Arnold joined the British Army. He went on to fight for Britain. The cheers for Benedict Arnold the hero quickly turned to **jeers** for Benedict Arnold the **traitor**.

66

66

## D Differentiation

### Support

Even today, more than 200 years later, the name “Benedict Arnold” is still used as a synonym for traitor.

- Read page 66 aloud.

**Literal.** Find evidence in the text to support the claim that Benedict Arnold was a hero in the American Revolution.

- » “He was one of the top Continental Army generals at the Battle of Saratoga and was praised after the victory there.”
- Have students use cause and effect to review. Here’s the effect: Benedict Arnold was a villain in the American Revolution. Write a sentence that describes a cause.
  - » Benedict Arnold fought for the British Army.

## DISCUSS THE CHAPTER (10 MIN.)

### Small Group

- Use the following question to discuss the chapter.

**Note:** Question 1 relates to the Big Question of the chapter.

**Literal.** In what different ways did individuals prove to be heroes of the American Revolution? Cite examples from the text to support your answers.

- » Some served as members of the army: Kościuszko, von Steuben, Lafayette, John Paul Jones (p. 58); Peter Salem (p. 61); Deborah Sampson (a.k.a. Robert Shurtlief) (p. 62); Benedict Arnold (p. 66)
- » Some served as spies: Nathan Hale (p. 58); Saul Matthews, James Lafayette Armistead (p. 60)
- » Some supported troops by feeding, clothing, and housing the Continental Army: Martha Washington, Abigail Adams (p. 61); Mary Draper (p. 62)
- » Others stood up for beliefs: Abigail Adams (rights for women and enslaved people) (p. 61); Mum Bett (freedom for enslaved people) (p. 62)



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

##### Presenting

#### Entering/Emerging

Provide 1:1 support when reviewing lesson texts for key information. Provide students with a sentence frame for sharing out with the whole group (e.g., One way \_\_\_\_ proved to be a hero was \_\_\_\_; \_\_\_\_ believed in \_\_\_\_ and supported the Continental Army by \_\_\_\_; \_\_\_\_ was a villain because they \_\_\_\_).

#### Transitioning/ Expanding

Redirect students to lesson texts for key information. Model clear, concise language for share-out with the whole group.

#### Bridging

Provide support for understanding key words and information in lesson texts as needed.



### Check for Understanding

**Circle of Writers.** Students cooperate in small groups to answer the question, What were some beliefs that motivated people to support the Revolution? Have students fold a sheet of paper into four boxes labeled Colonial Leaders, Colonists, Enslaved People, and Native Americans, and think about how their perspectives and values might have been the same or different. Guide student thinking.



- Have students complete Take-Home Page 12.1 for homework.

### WORD WORK: *DEFIANT* (5 MIN.)

1. In the chapter you read, “The story of the victory—along with Jones’s defiant reply—was printed in newspapers and John Paul Jones became a hero.”
2. Say the word *defiant* with me.
3. *Defiant* means refusing to obey.
4. My little brother was defiant when he dove into the swimming pool right after my mom asked him not to go back into the water.
5. What are some other examples of someone being defiant? Be sure to use the word *defiant* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “\_\_\_\_\_ was defiant when \_\_\_\_\_.”
6. What part of speech is the word *defiant*?
  - » adjective
  - Use a Making Choices activity for follow-up.
  - Say, I am going to read several sentences. If the person described in the sentence is defiant, say “They are defiant.” If the person described is not defiant, say “They are not defiant.”
1. Caroline ate two more cookies after her dad told her to put the box of cookies away.
  - » She’s defiant.
2. James sat quietly waiting for the show to begin, just as his teacher had instructed.
  - » He’s not defiant.
3. The puppy continued to jump on the furniture despite repeated attempts to teach him not to.
  - » He’s defiant.
4. Figaro shouted at the top of his lungs, “I refuse to go to bed no matter what you say!”
  - » He’s defiant.
5. Carmen leaned back in the dental chair and opened her mouth so that the dentist could examine her teeth.
  - » She’s not defiant.

## Lesson 12: A Country of Idealists

# Writing



**Primary Focus:** Supported by a writing rubric, students use expository writing skills to develop paragraphs describing attitudes toward the Intolerable Acts and the significance of the first shot fired in Lexington.

[RI.4.9, W.4.2, W.4.2a–d]

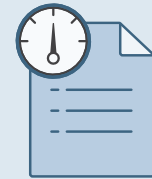
### REVIEW CAUSE AND EFFECT ESSAY (5 MIN.)

- Remind students that in the last writing lesson they drafted the first body paragraph for their cause and effect essay.
- Have students turn to the sections on Activity Pages 7.3 and 8.3 where they responded to writing prompts. Remind them of the procedure you modeled for them in the previous lesson.
  - Check to ensure all necessary information listed in the “Advanced” column of the “Body” section of the rubric is included. If not, add necessary information to the draft.
  - Check to ensure that at least five or six vocabulary words from the word bank on the planning pages for each paragraph (Activity Pages 7.3, 8.3) are included.
  - Add transition words where appropriate.
  - Copy the writing prompt response onto paper.

### Cause and Effect Essay



Activity Pages  
7.3, 8.3, SR.2







## MULTILINGUAL/ENGLISH LEARNERS

### Writing Writing

<b>Entering/Emerging</b>	Provide 1:1 support when reviewing lesson texts for key information. Provide students with helpful sentence frames for structuring expository writing (e.g., Essentially, I am arguing that _____. My point is _____. My conclusion, then, is _____).
<b>Transitioning/ Expanding</b>	Redirect students to lesson texts for key information. Model clear, concise language for structuring expository writing.
<b>Bridging</b>	Provide support for understanding key words and information in lesson texts and for structuring expository writing as needed.

### DRAFT BODY PARAGRAPHS 2 AND 3 (40 MIN.)

- Have students follow the same process to review and revise the remaining body paragraphs. Remind students to use the rubric on Activity Page SR.2 and the word banks on the planning activity pages (Activity Pages 7.3 and 8.3) as they write their paragraphs.
- Remind students to check that the information in their paragraphs is in sequential order.

## D Differentiation

### Support

Work with students in a small group who need help comparing their writing prompt responses to the rubric. Help students identify information they have included by placing a check mark on the rubric and circling information on the rubric they need to go back and include.



### Check for Understanding

Confer with individual students to provide specific writing goals and suggest revisions.

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**LESSON WRAP-UP (5 MIN.)**

- Collect finished body paragraphs to review and monitor student progress.
- Feedback. Written feedback may include the following:
  - You have correctly sequenced the causes and effects in each body paragraph.
  - I see that you have included some causes and effects in one paragraph but not all. Go back to the rubric—which one(s) are you missing in your paragraph? Add those to the paragraph.
  - You have included important vocabulary to support the information in your paragraph.

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End Lesson

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**Lesson 12: A Country of Idealists**

# Take-Home Material

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**READING**

- Have students complete Take-Home Page 12.1 for homework.

Take-Home Page 12.1

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# Reflecting on the Revolution

## PRIMARY FOCUS OF LESSON

### Writing

Students will provide a concluding paragraph for the cause and effect essay. [W.4.2, W.4.2e]

### Language

Students understand the use of modal auxiliary verbs to express ability and possibility. [L.4.1c]

Students understand how the suffixes *-able* and *-ible* modify root words, will form new words and use those words in sentences. [L.4.4b]

Students spell targeted words with an increased rate of accuracy. [RF.4.3, L.4.4b]

## FORMATIVE ASSESSMENT

**Cause and Effect Essay** **Draft of Concluding Paragraph** Write a concluding statement for the cause and effect essay. [RI.4.9, W.4.2, W.4.2e]

**Activity Page 13.1** **Modal Auxiliary Verbs** Answer questions using modal verbs correctly. [L.4.1c]

**Activity Page 13.2** **Practice Suffixes *-able* and *-ible*** Identify meaning and correct usage of words with the suffixes *-able* and *-ible*. [L.4.1, L.4.4b]

**Activity Page 13.3** **Practice Spelling Words** Complete sentences using targeted spelling words. [RF.4.3, L.4.4b]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Writing (50 min.)			
Paragraph Writing Lesson	Whole Group	10 min.	<input type="checkbox"/> introductory paragraph drafts <input type="checkbox"/> body paragraph drafts <input type="checkbox"/> Activity Page SR.2
Drafting a Concluding Paragraph	Whole Group	10 min.	
Draft a Concluding Paragraph	Independent	25 min.	
Lesson Wrap-Up	Whole Group	5 min.	
Language (40 min.)			
Grammar: Introduce Modal Auxiliary Verbs	Whole Group/ Independent	15 min.	<input type="checkbox"/> Visual Support 13.1 <input type="checkbox"/> Activity Page 13.1
Morphology: Practice Suffixes <i>–able</i> and <i>–ible</i>	Whole Group/ Independent	10 min.	<input type="checkbox"/> Activity Page 13.2
Spelling	Whole Group/ Independent	15 min.	<input type="checkbox"/> Activity Pages 13.3, SR.1
Take-Home Material			
Grammar			<input type="checkbox"/> Activity Page 13.1

## ADVANCE PREPARATION


### Grammar

- Prepare the Modal Auxiliary Verbs Poster on the board/chart paper and display for the remainder of this unit. Alternatively, you may access Visual Support 13.1.

### Modal Auxiliary Verbs

A modal auxiliary verb:

- is a helping verb and cannot stand alone,
- never changes form—you do not need to add –s for the third-person-singular subject, and
- is followed by a verb that also does not change in form.
  - She **can** speak French.
  - It **will** rain tomorrow.

Modal Auxiliary Verbs Used to Express Ability			
Present		Past	
<i>can</i>	I <b>can</b> read long chapter books.	<i>could</i>	I <b>could</b> read three years ago.
<i>cannot or can't</i>	I <b>can't</b> speak German.	<i>could not or couldn't</i>	Last summer, I <b>couldn't</b> swim.
Modal Auxiliary Verbs Used to Express Possibility			
High Possibility  Impossibility	<i>will</i>	It <b>will</b> rain tomorrow.	
	<i>may</i>	It <b>may</b> rain tomorrow.	
	<i>might</i>	It <b>might</b> rain tomorrow.	
	<i>will not or won't</i>	It <b>won't</b> rain tomorrow.	

## **Morphology**

- Write the following words on the board/chart paper: *visible, accessible, collectible, portable, comfortable, predictable, enjoyable.*

## **Universal Access**

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Write-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## Cause and Effect Essay



## Activity Page SR.2



## Lesson 13: Reflecting on the Revolution

## Writing



**Primary Focus:** Students will provide a concluding paragraph for the cause and effect essay. [W.4.2, W.4.2e]

## PARAGRAPH WRITING LESSON (10 MIN.)

- **Turn and Talk:** Have students discuss with a partner the parts of the writing process they have completed for their cause and effect essay. Remind students to signal when both partners have contributed to the conversation. After students have finished their conversation, have them share their partner's response.
  - » drafted introductory paragraph and three body paragraphs
- Tell students they will draft a concluding paragraph for their essay today.
- Direct students' attention to the "Conclusion" row of the rubric on Activity Page SR.2.
- Explain that the purpose of the concluding paragraph is to summarize the essay's content in a clear, concise way. The conclusion should not raise any new questions, but should restate the main idea and recap the content of the essay.
- Review the following elements of a strong concluding paragraph as you write/display them in front of the students:
  - An opening sentence that summarizes the main idea of the essay
  - Sentences that summarize the body paragraphs
  - An ending sentence that makes a significant statement and wraps up the essay
- Restate to students that the goal with the conclusion is to reinforce the ideas already presented in the essay, not to rehash or add new arguments. The conclusion should be concise.

## DRAFTING A CONCLUDING PARAGRAPH (10 MIN.)

- Tell students you will first model how to write a concluding paragraph.
- Write your sentences on the board/chart paper as you model and continue to refer back to the elements of a strong conclusion as a cue for the students.

- Remind students the main idea of the cause and effect essay is contained in the introductory paragraph. Ask the class to tell you the main idea of the essay.
- Revise the main idea with the class until satisfied and write it on the board/ chart paper. Examples include:
  - The American Revolution resulted from multiple disagreements between Great Britain and the colonists that lasted over the course of many years.
  - The American Revolution was caused by many things.
- Remind students that their body paragraphs address the multiple causes and effects leading to the American Revolution.
- Follow the opening sentence with few sentences that summarize the body paragraphs. For example:
  - Great Britain owed a lot of money following the French and Indian War and taxed the colonists to help pay their debts. The British government passed the Stamp Act, forcing the colonists to pay a tax when they purchased paper products. Angered by this new tax, the colonists protested, and Great Britain repealed the Stamp Act.
- Finally, effective concluding paragraphs often end with a sentence that makes a significant statement and wraps up the essay. For example:
  - But the colonists were not satisfied and decided to declare independence from Great Britain—even if it meant going to war.
- Ask students what significant statement you used in your concluding paragraph.
  - Even if it meant going to war.
- Tell students that usually writers will revise the introductory paragraph—and even the body paragraphs in an essay—after they write the conclusion. Students will have the opportunity to revise and edit their cause and effect essay after drafting the concluding paragraph.



### DRAFT A CONCLUDING PARAGRAPH (25 MIN.)

- Have students draft the concluding paragraph for their cause and effect essay, following the format you modeled for them.



#### MULTILINGUAL/ENGLISH LEARNERS

##### Writing Writing

<b>Entering/Emerging</b>	Provide 1:1 prompting and support for students while drafting their concluding paragraph. Consider allowing students to write the draft in their home language first.
<b>Transitioning/ Expanding</b>	Redirect students to lesson texts, body paragraph drafts, and the model concluding paragraph for key information and key vocabulary terms.
<b>Bridging</b>	Provide support for the concluding paragraph as needed.



#### Check for Understanding

Rotate among students to provide feedback and guidance as they write. Check for consistency of thinking throughout the essay.

### LESSON WRAP-UP (5 MIN.)

- Have partners share their concluding paragraphs, listening to ensure the essay's contents are summarized in a clear and concise manner.
- Collect completed drafts to review and monitor student progress.
- Written feedback may address:
  - inclusion of necessary content
  - chronological ordering of events
  - incorporation of vocabulary from word bank

## Lesson 13: Reflecting on the Revolution

# Language



### Primary Focus

Students understand the use of modal auxiliary verbs to express ability and possibility. [L.4.1c]

Students understand how the suffixes *-able* and *-ible* modify root words, will form new words and use those words in sentences. [L.4.4b]

Students spell targeted words with an increased rate of accuracy. [RF.4.3, L.4.4b]

### GRAMMAR: INTRODUCE MODAL AUXILIARY VERBS (15 MIN.)

**Note:** It is common for English learners to overgeneralize the rule to add *-s* to present-tense action verbs with third-person singular subjects. Modal auxiliary verbs lack tense and also lack subject-verb agreement. Modals are used to express various conditions and are used for several reasons. This lesson will focus on the use of modals to express ability and possibility, two of the most common uses of modals.

### Introduce Modal Auxiliary Verbs

- Remind students that in the previous lesson they learned how to use the linking verb *to be*. Have students explain what a linking verb is. If necessary, ask how it is different from an action verb. (A linking verb does not show action.)
- Tell students that today they will learn about another type of verb—the modal auxiliary verb.
- Refer to the Modal Auxiliary Verbs Poster you prepared in advance. As a class, read the definition and rules for using a modal auxiliary verb at the top of the poster.
- Point out the following:
  - A modal auxiliary is always used together with a main verb.
  - A modal auxiliary does not change form. For example, “he cans” is incorrect; “he can” is correct.
  - A modal auxiliary is always followed by a main verb that also does not change form. For example, “he can speaks Spanish” is incorrect; “he can speak Spanish” is correct.

- Tell students that modal means mood and that modal auxiliaries provide information about ability and possibility (i.e., the likelihood that something may take place or happen).
- Read the first section of the poster: “Modal Auxiliary Verbs Used to Express Ability.” Have students take turns reading the example sentences.
- Point out the following:
  - The sentences follow the rules for using a modal auxiliary verb.
  - The modal *can* is used to express something in the present and the modal *could* is used to express something in the past.
  - The contracted negative form of the modal *can* is *can't* and the contracted negative form of the modal *could* is *couldn't*.



### Check for Understanding

**Think-Write-Share.** Tell students that after they have thought about what they have learned in this unit, they will independently write two sentences that are at least five words long to express their thoughts. They will include modal auxiliary verbs used to express ability in the present tense and in the past tense. When students have completed writing, have them share their sentences with a partner. Remind students to signal when both partners have contributed to sharing. As they finish their conversation, have students share their partner’s sentences.

- Read the second section of the poster: “Modal Auxiliary Verbs Used to Express Possibility.” Have students take turns reading the example sentences.
- Point out the following:
  - The sentences follow the rules for using a modal auxiliary verb.
  - There is a change in the degree of possibility as the modal auxiliary verbs move from *will* to *will not* or *won't*.
  - The contracted negative form of the modal *will* is *won't*.
- Have students turn to Activity Page 13.1. Review the directions for each section. Have students begin working on the activity page. Circulate around the room to be certain that students understand the directions and offer support when needed.

### Activity Page 13.1





## MULTILINGUAL/ENGLISH LEARNERS

### Language

#### Using Verbs and Verb Phrases

<b>Entering/Emerging</b>	Provide 1:1 support with using modal auxiliary verbs and completing Activity Page 13.1.
<b>Transitioning/ Expanding</b>	Provide partners for support with using modal auxiliary verbs and completing Activity Page 13.1.
<b>Bridging</b>	Provide support with using modal auxiliary verbs and completing Activity Page 13.1 as needed.

- Have students complete Activity Page 13.1 for homework.

## MORPHOLOGY: PRACTICE SUFFIXES *-ABLE* AND *-IBLE* (10 MIN.)

### Practice Suffixes *-able* and *-ible*

- Refer to the Suffixes Poster on display in the classroom. Review what a suffix is and review the suffixes *-able* and *-ible* you added to the poster in Lesson 11. Remind students that when *-able* or *-ible* are added to verbs or nouns, the new word is an adjective.
- Refer to the word list on the board/chart paper. Have a student read the words aloud: *visible*, *accessible*, *collectible*, *portable*, *comfortable*, *predictable*, *enjoyable*.
- Model aloud how to think about the meaning of the word *predictable*: "You can predict something that you know about in advance. So *predictable* describes something that is able to be known in advance, or predicted."
- Tell students you will read some sentences aloud, but will leave a word out. Students must listen carefully and decide which word from the list best completes the sentence.
- Read the following sentences aloud and have students identify the missing word for each:
  - The chair was really soft with big arms and a matching footrest so it was the most \_\_\_\_\_ seat in the room (*comfortable*).
  - My teacher has a \_\_\_\_\_ computer that he can take home with him (*portable*).
  - We had a very \_\_\_\_\_ day visiting the science museum and the new exhibit on sharks (*enjoyable*).

### Activity Page 13.2

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- Have students turn to Activity Page 13.2. Briefly review the directions, complete the first sentence as a group, and then have students complete the remainder independently.
- Collect Activity Page 13.2 to review and grade at a later time.

### SPELLING (15 MIN.)

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#### Practice Spelling Words

- Tell students they will practice writing the spelling words.
- Have students turn to Activity Page 13.3, explaining that the spelling words are listed in the box on the activity page.
- Have students read sentence 1 silently and fill in the blank. After students complete it, call on one student to read the sentence aloud with the spelling word in the blank.
- Ask students if anyone had a different answer. Discuss the correct answer to ensure students understand why it is correct.
- Have students check their spelling with the spelling in the word bank at the top of the activity page, make corrections if needed, and then turn their page over.
- Have students say, spell, and say the word again with you without looking at their paper. Students may close their eyes, look up at the ceiling, or trace on the back of their paper with their finger to help them visualize the spelling as they spell with you.
- Turn the page over and repeat the steps for the remaining items.
- Complete the “say, spell, say the word again” step for the unused words: *greasy, inflexible, intolerable, and loudly*.
- Next, have students work independently to write their sentences for each of the words.
- Remind students they will complete their spelling assessments during the next lesson.
- Collect Activity Page 13.3 to review and grade at a later time.

~~~~~ End Lesson ~~~~~

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Lesson 13: Reflecting on the Revolution

# Take-Home Material

## GRAMMAR

- Have students take home Activity Page 13.1 to complete for homework.

Activity Page 13.1



# Rip Van Winkle

## PRIMARY FOCUS OF LESSON

### Language

Students will correctly spell targeted words related to lesson content.

[L.4.2d, L.4.6]

### Writing

Students will engage in collaborative discussions with peers, providing and receiving constructive criticism in regard to cause and effect essays; and use feedback to strengthen and develop writing by planning, revising, and editing.

[W.4.5, SL.4.1]

### Reading

Students will examine elements of historical fiction and the details of everyday life that changed or stayed the same for colonists following the Revolutionary War. [RI.4.2, RI.4.3, RI.4.10, RL.4.3]

Students will demonstrate an understanding of the Tier 2 word *console*. [L.4.4]

## FORMATIVE ASSESSMENT

### Activity Page 14.1

**Spelling Assessment** Write list of words that teacher dictates. [L.4.2d, L.4.6]

### Take-Home Page 14.1

**Excerpt from “Rip Van Winkle”** Summarize events and apply key vocabulary. [RI.4.2, RL.4.3]

### Activity Page 14.3

**Share Cause and Effect Essays** Collect feedback from peers and make a plan for revising essays. [W.4.5, SL.4.1]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                 | Grouping Recommendations                                                                      | Time    | Materials                                                                          |
|---------------------------------|-----------------------------------------------------------------------------------------------|---------|------------------------------------------------------------------------------------|
| Language (15 min.)              |                                                                                               |         |                                                                                    |
| Spelling: Assessment            | Whole Group                                                                                   | 15 min. | ❑ Activity Page 14.1                                                               |
| Writing (30 min.)               |                                                                                               |         |                                                                                    |
| Review Cause and Effect Essays  | Whole Group                                                                                   | 5 min.  | ❑ Activity Page 14.3<br>❑ cause and effect essay                                   |
| Share and Receive Feedback      |  Small Group | 20 min. |                                                                                    |
| Lesson Wrap-Up                  | Whole Group                                                                                   | 5 min.  |                                                                                    |
| Reading (45 min.)               |                                                                                               |         |                                                                                    |
| Introduce Chapter 8             | Whole Group                                                                                   | 10 min. | ❑ <i>The Road to Independence</i><br>❑ Activity Page 14.2<br>❑ Visual Support 14.1 |
| Read “Rip Van Winkle”           | Whole Group                                                                                   | 25 min. |                                                                                    |
| Discuss the Chapter and Wrap-Up | Whole Group                                                                                   | 5 min.  |                                                                                    |
| Word Work: <i>Console</i>       | Whole Group                                                                                   | 5 min.  |                                                                                    |
| Take-Home Material              |                                                                                               |         |                                                                                    |
| Reading; Writing                |                                                                                               |         | ❑ Activity Pages 14.3, SR.2<br>❑ Take-Home Page 14.1<br>❑ cause and effect essay   |



## ADVANCE PREPARATION

### Spelling

- Erase or cover the list of spelling words prior to the assessment.

### Writing

- Prepare for students to work in small groups to share their writing.

### Reading

- Prepare to project Visual Support 14.1 and read the Purpose for Reading aloud to students.

### Grammar

- Collect Activity Page 13.1 to review and grade as there is no grammar lesson today.

### Fluency (*optional*)

- If students were assigned a selection from the Fluency Supplement, determine which students will read the selection aloud and when.

### Universal Access

- Make recording of spelling words used in context in student's own voice to aid student in recognizing spelling words during test. This can be done using text-to-speech software.
- Create sentence frame to support students using the word *console* in context.
- To ensure all students have the opportunity to contribute during Turn and Talk exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## Lesson 14: Rip Van Winkle

## Language



**Primary Focus:** Students will correctly spell targeted words related to lesson content. [L.4.2d, L.4.6]

**SPELLING: ASSESSMENT (15 MIN.)**
**Assessment**


- Have students turn to Activity Page 14.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: Say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

**Activity Page 14.1**


| Spelling Word   | Example Sentence                                                                                          |
|-----------------|-----------------------------------------------------------------------------------------------------------|
| 1. inflexible   | Dad's <u>inflexible</u> schedule prevents him from attending my ball games.                               |
| 2. loudly       | The young boy played his bugle <u>loudly</u> , alerting the soldiers to the danger.                       |
| 3. temporarily  | The road was closed <u>temporarily</u> due to flooding in the plains.                                     |
| 4. immobile     | My grandmother fell and broke her hip, leaving her <u>immobile</u> for a month.                           |
| 5. insufficient | George Washington and his men at Valley Forge had <u>insufficient</u> food to last the winter.            |
| 6. tasty        | The turkey and gravy were especially <u>tasty</u> at the Thanksgiving dinner.                             |
| 7. impossible   | Without the help of the French, it would have been <u>impossible</u> to surround the British at Yorktown. |
| 8. easily       | The horse cleared the jump <u>easily</u> .                                                                |
| 9. intolerable  | Many colonists found British taxation <u>intolerable</u> .                                                |

|               |                                                                                      |
|---------------|--------------------------------------------------------------------------------------|
| 10. greasy    | Our traditional Fourth of July meal is <u>greasy</u> fried chicken and French fries. |
| 11. imperfect | The Continental Army was made up of an <u>imperfect</u> militia.                     |
| 12. noisy     | I found it difficult to talk to my family in the <u>noisy</u> restaurant.            |

- After reading all of the words, review the list slowly, reading each word once more.
- Ask students to write the following sentence as dictated:
  - The insufficient food and clothing created intolerable conditions for the troops.
- Repeat the sentence slowly several times, reminding students to check their work for appropriate capitalization and punctuation.
- Collect all spelling assessments to grade later. Use the Spelling Assessment Analysis on the next page to identify and analyze students' errors.

| <div>  <b>MULTILINGUAL/ENGLISH LEARNERS</b><br/> <b>Language</b><br/>           Using Foundational Literacy Skills         </div> |                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>                                                                                                                                                                                            | Provide 1:1 support and play examples of words used in context in student's own voice recorded on text-to-speech software to aid students in recognizing spelling words. |
| <b>Transitioning/Expanding</b>                                                                                                                                                                                      | Play examples of words used in context recorded in student's own voice to aid students in recognizing spelling words. Provide additional support as needed.              |
| <b>Bridging</b>                                                                                                                                                                                                     | Use more than one example of each word used in context to aid student recognition of spelling words                                                                      |

## SPELLING ASSESSMENT ANALYSIS

[illegible]

- It may be helpful to refer back to the Pronunciation/Syllabication Chart from Lesson 11.

| Word         | CK Code             | Syllable Type                  |
|--------------|---------------------|--------------------------------|
| easily       | /ee*zə*lee/         | digraph*ə*open                 |
| greasy       | /gree*see/          | digraph*open                   |
| noisy        | /noi*zee/           | digraph*open                   |
| tasty        | /tae*stee/          | open*open                      |
| loudly       | /loud*lee/          | digraph*open                   |
| temporarily  | /tem*pə*raer*ə*lee/ | closed*ə*r-controlled*ə*open   |
| immobile     | /im*moe*bəl/        | closed*open*ə                  |
| imperfect    | /im*per*fəkt/       | closed*r-controlled*ə          |
| impossible   | /im*pos*ə*bəl/      | closed*closed*ə*ə              |
| inflexible   | /in*flex*ə*bəl/     | closed*closed*ə*ə              |
| insufficient | /in*sə*fish*ənt/    | closed*ə*closed*ə              |
| intolerable  | /in*tol*er*ə*bəl/   | closed*closed*r-controlled*ə*ə |

- Students might make the following errors:
  - greasy: using 'ee' instead of 'ea' for /ee/; using 'ee' instead of 'y' for /ee/
  - noisy: using 'z' instead of 's' for /z/
  - tasty: using 'ee' instead of 'y' for /ee/
  - easily: using 'z' instead of 's' for /s/; using 'u' instead of 'i' for /ə/; using 'ee' instead of 'y' for /ee/
  - loudly: using 'ee' instead of 'y' for /ee/
  - temporarily: using 'er' instead of 'or' for /er/; using 'u' instead of 'i' for /ə/; using 'ee' instead of 'y' for /ee/
  - immobile: using 'ble' or 'bul' instead of 'bile' for /bəl/
  - impossible: using 'a' or 'u' instead of 'i' for /ə/; using 'bul' instead of 'ble' for /bəl/

- inflexible: using 'a' or 'u' instead of 'i' for /ə/; using 'bul' instead of 'ble' for /bəl/
- intolerable: using 'i' or 'u' instead of 'a' for /ə/; using 'bul' instead of 'ble' for /bəl/
- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors at the ends of the words?
  - Is the student consistently making errors in multisyllable words, but not single-syllable words?
- Also, examine the dictated sentence for errors in capitalization and punctuation.

## Lesson 14: Rip Van Winkle

# Writing



**Primary Focus:** Students will engage in collaborative discussions with peers, providing and receiving constructive criticism in regard to cause and effect essays; and use feedback to strengthen and develop writing by planning, revising, and editing. [W.4.5, SL.4.1]

### REVIEW CAUSE AND EFFECT ESSAYS (5 MIN.)

- Return the essays you collected during the previous lesson, ensuring that each student has their cause and effect essay draft.
- Point out that now students have a complete draft of their cause and effect essay. Tell students today they will be working in the share and evaluate stages of the writing process to receive feedback and reflect on their essay. Receiving feedback and reflecting on writing helps writers refine what they have written to make it clearer and more enjoyable for readers to read.
- Discuss expectations for speaking, listening, and responding.

| Speaking                                                                                                                                                                                                 | Listening                                                                                                                                          | Responding                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <p>Volume: loud enough for group members to hear, without distracting other groups</p> <p>Pace: slow enough for listeners hearing the story for the first time to visualize and think as they listen</p> | <p>Keep your body still.</p> <p>Make eye contact.</p> <p>Use appropriate nonverbal responses, such as reacting with subtle facial expressions.</p> | <p>Always start with a compliment.</p> <p>Be respectful—criticism can make a writer feel discouraged.</p> |

- Explain that students will complete Activity Page 14.3 independently after they finish sharing in their small writing group.

### SHARE AND RECEIVE FEEDBACK (20 MIN.)



#### Small Group

- Have students move into their small writing groups with their drafts and pencils.
- Tell students that, after each student reads their cause and effect essay, other students in the group should each share one compliment and one question.
- Model giving feedback using the following sentence starters:
  - When you used evidence from the text, it convinced me that \_\_\_\_\_.
  - The vocabulary you used from the word bank was effective because \_\_\_\_\_.
  - The cause and effect relationships in your essay were well-organized because \_\_\_\_\_.
- Have groups decide who will share first and begin.



#### Check for Understanding

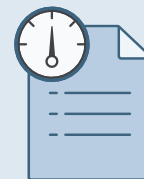
Observe students to make sure they are providing appropriate feedback and that groups are staying on task. Model how to make suggestions and how to respond to feedback when needed.

- As groups finish, students may return to their seats to complete Activity Page 14.3.
- If students complete Activity Page 14.3, they may begin revising their essays with the time remaining.

### LESSON WRAP-UP (5 MIN.)

- Have a few students share the revision goals they set for their cause and effect essays.
- Have students finish Activity Page 14.3 and revise their essays for homework.

### Activity Page 14.3



## Lesson 14: Rip Van Winkle Reading



### Primary Focus

Students will examine elements of historical fiction and the details of everyday life that changed or stayed the same for colonists following the Revolutionary War. [RI.4.2, RI.4.3, RI.4.10, RL.4.3]

Students will demonstrate an understanding of the Tier 2 word *console*. [L.4.4]

### INTRODUCE CHAPTER 8 (10 MIN.)

- Project Visual Support 14.1 and read the Purpose for Reading aloud to students.
- Tell students they will read chapter 8, “Rip Van Winkle” (adapted from the story by Washington Irving).
- Tell students that this story was part of the collection of stories, *The Sketch Book of Geoffrey Crayon*, published as a series of short stories throughout 1819 and 1820, nearly forty years after the end of the Revolutionary War.
- Remind students what it means to say that this chapter is “adapted from the story by Washington Irving.” (When a story is adapted, it is changed in some way to make it more suitable for a particular audience.)
- Have students turn to the first page of the chapter. Have a student read the title aloud.
- Tell students there will likely be many unfamiliar words in the text and encourage them to stop you and ask for an explanation as you guide them through the first reading of the story today.
- Preview the core vocabulary words before reading the chapter.



### Activity Page 14.2



- Begin by telling students the first vocabulary word they will encounter in this chapter is *provoked*.
- Have them find the word on page 67 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader, locate *provoke* and then have a student read the definition.
- Explain the following:
  - The part of speech
  - Alternate forms of the word
- Have students reference Activity Page 14.2 while you read each vocabulary word and its meaning.

**provoke, v.** to cause something to happen; to bring out anger in a person or people (provoked)

**console, v.** to comfort or try to make someone feel better and less sad

**peal, n.** a loud noise or repeated noises (peals)

**ninepins, n.** a bowling game played with nine pins

**breeches, n.** pants that cover the hips down to just below the knee

**melancholy, adj.** sad or depressed

**skeptical, adj.** doubtful

**revere, v.** to respect or honor (revered)

**henpecked, adj.** used to describe a man who is constantly controlled and criticized by his wife

**Vocabulary Chart for “Rip Van Winkle”**

| <b>Vocabulary Type</b>                  | <b>Tier 3<br/>Domain-Specific Words</b>                                                                                             | <b>Tier 2<br/>General Academic Words</b>                        |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Core Vocabulary                         | ninepins<br>breeches<br>henpecked                                                                                                   | provoke<br>console<br>peal<br>melancholy<br>skeptical<br>revere |
| Spanish Cognates for<br>Core Vocabulary |                                                                                                                                     | provocar<br>consolar<br>melancolía                              |
| Multiple-Meaning                        |                                                                                                                                     | console                                                         |
|                                         |                                                                                                                                     |                                                                 |
| Sayings and Phrases                     | left to himself<br>of a different fashion<br>well-versed<br>by chance<br>a heart full of trouble<br>life hangs heavy on their hands |                                                                 |

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
  - How does Washington Irving weave fact and fiction together in the telling of “Rip Van Winkle”?
- Tell students they will read to learn the historical context in which Washington Irving sets another one of his fictional characters.

## Chapter 8

# Rip Van Winkle

(Adapted from the story  
by Washington Irving)

### THE BIG QUESTION

How does Washington Irving weave fact and fiction together in the telling of “Rip Van Winkle”?

In a village in the Catskill Mountains, there lived a simple, good-natured fellow by the name of Rip Van Winkle. He was a kind neighbor, and the children would shout with joy whenever he approached. Rip Van Winkle was a lovable soul who was ready to attend to anybody’s business but his own. As to keeping his own farm in order, he found it impossible, and his children were as ragged as if they belonged to nobody.

Rip was one of those happy fools who lived without a care, ate white bread or brown, whichever required less thought or trouble, and preferred to starve on a penny than work for a pound. If left to himself, he would have whistled his life away in perfect contentment, but his wife was continually complaining about his laziness and the ruin he was bringing upon his family. Rip would shrug his shoulders, shake his head, cast up his eyes, but say nothing. This always **provoked** a fresh attack from his wife, and so he frequently left the house to go outside.

Rip used to **console** himself, when driven from home, with the company of a group of other men who met on a bench in front of an inn. Sitting beneath a portrait of His Majesty King George III, they talked over village gossip and told stories. If by chance an old newspaper fell into their hands, they would listen as Van Bummel, the schoolmaster, read aloud its contents. All kinds of discussions followed the reading of the newspaper. Nicholas Vedder, a respected elder member of the village, made his opinions known by the manner in

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## D Differentiation

### Support

“Rather starve on a penny than work for a pound” means he would rather have no money than have to work for it. (Explain that in Great Britain, a pound is roughly equivalent to the American dollar.)

## READ “RIP VAN WINKLE” (25 MIN.)

- Read the first two paragraphs on page 67 aloud.

**Literal.** What kind of person is Rip Van Winkle? Find words in the text to describe him.

- » He is a simple, good-natured fellow; a kind neighbor; a lovable soul who is ready to attend to anybody's business but his own; one of those happy fools who lives without a care.

**Literal.** How does Rip's wife respond to him? Support your answer with evidence from the text.

- » She complains about him. ("His wife was continually complaining about his laziness and the ruin he was bringing upon his family.") When he shrugs and doesn't reply to her complaints, it provokes "a fresh attack from his wife." In other words, his inactivity causes his wife to yell at him. By helping his neighbors but not his own family, Rip's wife feels Rip is "bringing ruin" on his family; in other words, he is not working to take care of his family. (Point out the last sentence of the first paragraph: As to keeping his own farm in order, he found it impossible, and his children were as ragged as if they belonged to nobody.)
- Read the final paragraph on page 67 aloud, continuing to the end of the paragraph at the top of page 69.



Rip used to console himself, when driven from home, with the company of a group of other men who met on a bench in front of an inn.

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which he smoked his pipe. Short puffs indicated anger; when he was pleased, he inhaled the smoke slowly and expelled it in light, delicate clouds.

One day, seeking to escape the hard work of the farm and the complaints of his wife, Rip grabbed his gun and walked into the Catskill Mountains to hunt for squirrels. All day the mountains echoed with the sound of shots fired from his gun. Finally, he sat down on a little green hill that looked down into the valley below. Rip admired the scene as evening gradually advanced and sighed as he thought about the journey home.

As he was about to descend, he heard a voice calling, “Rip Van Winkle! Rip Van Winkle!” He caught sight of a strange figure climbing up the rocks, carrying something on its back. Rip was surprised to see any human being in this lonely place, but he concluded that it must be one of his neighbors in need of assistance. Rip hurried down to help. The stranger was a short old fellow with a grizzled beard. His clothes were old-fashioned and he carried a stout keg that Rip supposed was full of something refreshing to drink. He made signs for Rip to assist him, and together they clambered up a narrow gully. Every now and then long rolling **peals** like thunder seemed to issue out of a deep ravine. Passing through this ravine, they came to a hollow.

In the center was a company of odd-looking persons playing at **ninepins**. The thunderous noise Rip had heard from afar was the sound of the ball rolling toward the pins. Like Rip’s guide, they were dressed in an outlandish fashion, with enormous **breeches**. What seemed particularly odd to Rip was that these folks looked very serious indeed. They played without speaking and were, in fact, the most **melancholy** party he had ever witnessed. They stared at Rip in such a way that his heart turned within him and his knees banged together.

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**Literal.** Look at the image on page 68. Turn and Talk: Have students use the following questions to discuss the image with a partner. Remind them to signal when both partners have contributed to the conversation. As they finish their discussion, have students share their partner’s thinking.

- What do you see?
- What do you think about it?
- What does it make you wonder?
  - » Students should be able to identify the two men at the inn who are identified by name in the text (Van Bummel, standing with the newspaper in his hands, and Nicholas Vedder, sitting on the bench with his pipe), as well as the portrait of King George III hanging above the door of the inn.

## **D** Differentiation

### Challenge

What clue does the portrait of King George III hanging above the door of the inn provide about the time period in which this part of the story takes place?

The text refers to His Majesty, suggesting that King George is the present king, so this part of the story likely takes place before or during the Revolutionary War.

### Support

*Melancholy* means sad or depressed, so the men look sad and depressed.

- Have students read the rest of page 69 silently.

**Literal.** Why does Rip Van Winkle leave home?

- » He leaves “to escape the hard work of the farm and the complaints of his wife.”

**Evaluative.** What kind of mood is created by the description of Rip Van Winkle’s encounter with the strangers? Provide examples from the text to support your answer.

- » Answers may vary, but may include a ghostly, suspenseful mood (“narrow gully,” “peals like thunder,” “deep ravine”) or a frightening mood (“melancholy party,” “his heart turned within him and his knees banged together”).

Rip and his guide joined the party. His guide emptied the keg into large tankards, and the men sipped in silence. When they were done, they returned to their game. As Rip's fear subsided, he ventured to taste



The thunderous noise Rip had heard from afar was the sound of the ball rolling toward the pins.

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- Read pages 70, 71, and to the end of the paragraph at the top of page 72 aloud.



the beverage, too. Before long, the events of the day and the mountain air overpowered Rip, and he fell into a deep sleep.

Upon waking, Rip found himself on the green hill where he had first seen the old man. It was a bright, sunny morning. "Surely," thought Rip, "I have not slept here all night." He recalled the strange men. "Oh! What excuse shall I make to Dame Van Winkle?" He looked around for his gun, but found only an old, rusty firearm. Suspecting he had been robbed, he decided to find the old-fashioned men and demand his gun. As he rose to walk, he found himself stiff in the joints. With some difficulty, he found the gully up which he and his companion had ascended, but could find no traces of the ravine that had led to the area with the odd little men playing ninepins. He shouldered the rusty firearm and, with a heart full of trouble, turned his steps homeward.

As he approached the village, he met a number of people, but none whom he knew. This surprised him, for he thought he was acquainted with every one of his neighbors. Their dress, too, was of a different fashion. They all stared at him with surprise and stroked their chins. When Rip did the same, he found to his astonishment that his beard had grown a foot long! A troop of children ran at his heels, hooting after him and pointing at his gray beard. There were houses in the



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A troop of children ran at his heels, hooting after him and pointing at his gray beard.

village that he had never seen before, with unfamiliar names over the doors. He began to wonder whether both he and the world around him were bewitched.

With some difficulty he found his own house. The roof had fallen in and the door was off its hinges. He entered and called for his wife and children, but all was silent. He spotted a dog that looked like his own and called out to him, but the dog snarled and showed his teeth. "My own dog has forgotten me," sighed poor Rip.

He hurried to the village inn. Before it now hung a flag with stars and stripes. He spotted the face of King George on the sign, but now his red coat was blue, his head wore a cocked hat, and underneath the figure was printed GENERAL WASHINGTON. There was a crowd of people around the door, but none that Rip knew. He inquired, "Where's Nicholas Vedder?"

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**Inferential.** Look at the image at the bottom of page 71. What is happening in the picture?

- » It appears that the odd little men are putting Rip Van Winkle under a spell.

**Inferential.** *Bewitched* means under a spell. Why does Rip Van Winkle wonder whether he and the world around him are under a spell? Cite specific examples from the text.

- » Answers may vary, but may include that everyone and everything seems strange to him upon waking; he is unable to find his gun; unable to find familiar paths; has stiff joints; does not recognize people or houses in his village; notices a change in fashion; and his beard has grown a foot long.

## D Differentiation

### Support

*Dame* is another word for woman or Mrs.; Dame Van Winkle is Rip's wife.

**Inferential.** What do all of these changes suggest has happened?

- » A great deal of time has passed.
- Have students read the rest of page 72 silently.
- Write three sentences using the following sentence stem and the conjunctions *because*, *but*, and *so*: At the inn, Rip Van Winkle encounters signs of the passage of time . . .
  - » At the inn, Rip Van Winkle encounters signs of the passage of time because he sees a flag with stars and stripes hanging.
  - » At the inn, Rip Van Winkle encounters signs of the passage of time, so he was sad and said he couldn't tell who he was.
  - » At the inn, Rip Van Winkle encounters signs of the passage of time, but he reunited with his daughter.

There was silence. Then an old man replied, "Nicholas Vedder? Why he is dead and gone these eighteen years!"

"Where's Van Bummel, the schoolmaster?" asked Rip.

"He went off to the wars and is now in Congress," the old man answered.

Rip's heart sank at hearing of these sad changes. "I'm not myself," he said sadly. "I was myself last night, but I fell asleep. Now everything has changed, and I can't tell who I am!"



"I was myself last night, but I fell asleep. Now everything has changed, and I can't tell who I am!"

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- Have students read page 73 and the top of page 74 silently.

The bystanders looked at each other in puzzlement. Then a young woman pressed through the throng. She had a child in her arms, which, frightened by the gray-bearded man's looks, began to cry. "Hush, Rip," she murmured. "The old man won't hurt you."

The name of the child and the air of the mother awakened long-ago memories in Rip's mind. He caught the mother in his arms and said, "I am your father—young Rip Van Winkle once—old Rip Van Winkle now! Does nobody know poor Rip Van Winkle?"

All stood amazed for a while. Then an old woman exclaimed, "Sure enough! It is Rip Van Winkle! Welcome home again, old neighbor! Why, where have you been these twenty years?"

Rip's story was soon told, for the whole twenty years had been to him but one night. Many were **skeptical**, but an old man who was well-versed in the local traditions confirmed his story in the most satisfactory manner. He assured the company that the Catskill Mountains had always been haunted by strange beings, and that his own father had once seen these odd little men playing ninepins in the hollow of the mountain.

Rip's daughter took him home to live with her. (Her mother had died some years before.) Having arrived at that happy age when a man can retire and rest, Rip took his place once more on the bench at the inn and was **revered** as one of the wise, old men of the village. He used to tell his story to every stranger that arrived. Some doubted the truth of it, but the old villagers gave Rip full credit.

Even to this day, whenever a thunderstorm blows in, they say that the odd little men are at their game of ninepins; and it is a common wish of all **henpecked** husbands in the neighborhood, when life hangs heavy on their hands, that they might take themselves up into the Catskill Mountains in search of an adventure.

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**Inferential.** When Rip Van Winkle inquires about his friends, Nicholas Vedder and Van Bummel, what do the villagers' responses tell Rip about the passage of time? Cite examples from the text.

- » Nicholas Vedder "is dead and gone these eighteen years!" Van Bummel "went off to the wars and is now in Congress." These responses indicate a lot of time has passed since Rip left.

- Read the rest of page 74 aloud.

**Literal.** How do the villagers first react to the news that Rip Van Winkle has been asleep for 20 years?

- » They are amazed. Many are skeptical, or doubtful.

**Literal.** What explanation seems to satisfy the villagers and turn their doubts into belief?

- » An old man who is well-versed in local traditions confirms Rip's story to everyone's satisfaction.

**Literal.** After 20 years away, how is Rip Van Winkle treated by people in his village?

- » He is welcomed back; he is admired, or "revered as one of the wise, old men of the village."

## Differentiation

### Support

*Revered* means respected or honored.

## DISCUSS THE CHAPTER AND WRAP-UP (5 MIN.)

- Use the following questions to discuss the chapter.

**Note:** Questions 1 and 2 relate to The Big Question of the chapter.


**Literal.** What is the historical context in which Washington Irving sets the story of “Rip Van Winkle”?

- » This story begins when King George III still ruled the colonies and ends after the Revolutionary War in which the colonies won their independence from Great Britain.



### Check for Understanding

**Circle of Writers.** Give students one minute to list details that show how daily life changed or remained the same after the Revolutionary War. Refer groups back to text as needed.

**Evaluative.**  *Think-Pair-Share.* In spite of its historical context, what details from the story suggest “Rip Van Winkle” is a fictional tale?

- » Answers may vary, but should include the supernatural aspects like Rip’s sleeping for 20 years and odd little men causing thunderstorms.

- Have students complete Take-Home Page 14.1 for homework.

## Take-Home Page 14.1



## WORD WORK: CONSOLE (5 MIN.)

1. In the chapter you read, “Rip used to console himself, when driven from home, with the company of a group of other men who met on a bench in front of an inn.”
  2. Say the word *console* with me.
  3. *Console* means to comfort or try to make someone feel better and less sad.
  4. My mom gave me a big hug to console me when I bumped my head.
  5. What are some other examples of consoling someone? Be sure to use the word *console* in your response.
- Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences:  
“\_\_\_\_\_ consoles \_\_\_\_\_ when \_\_\_\_\_.”

6. What part of speech is the word *console*?
- » verb
  - Use a Discussion activity for follow-up.
  - Say, “Describe a time when you have been consoled or when you have consoled someone else.” Be sure to begin your responses with, “I was consoled by \_\_\_\_\_ when \_\_\_\_\_” or “I consoled \_\_\_\_\_ when \_\_\_\_\_.”

| <div> <div>ML/EL</div> <div> <b>MULTILINGUAL/ENGLISH LEARNERS</b><br/> <b>Language</b><br/>           Using Verbs and Verb Phrases         </div> </div> |                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Entering/Emerging                                                                                                                                        | Provide 1:1 support and sentence frames when students are attempting to create sentences using the word <i>console</i> . |
| Transitioning/Expanding                                                                                                                                  | Provide partners for additional support as needed.                                                                       |
| Bridging                                                                                                                                                 | Provide support for understanding correct usage of <i>console</i> as needed.                                             |

End Lesson

Lesson 14: Rip Van Winkle

# Take-Home Material

READING

- Have students complete Take-Home Page 14.1 for homework.

WRITING

- Have students take home Activity Pages 14.3 and SR.2 to reference as they complete their cause and effect essays for homework.

Take-Home Page 14.1



Activity Page 14.3



Activity Page SR.2





# An Allegory of Independence

## PRIMARY FOCUS OF LESSON

### Reading

Students will compare and contrast Rip Van Winkle's outlook prior to the Revolutionary War, before he fell asleep, and beyond the Revolutionary War, after he awoke from his twenty-year slumber. [RI.4.3, RI.4.5, RL.4.10]

Students will demonstrate an understanding of the Tier 2 word *revere*. [L.4.5c]

### Language

Students will use modal auxiliary verbs and forms of the verb *to be* to convey various conditions. [L.4.1c]

Students will recognize various roots and the suffixes *-able* and *-ible* as clues to the meaning of words, and use the words in writing. [L.4.4b]

### Writing

Students will develop and strengthen cause and effect essays as needed, by planning, revising, and editing. [W.4.4, W.4.5]

## FORMATIVE ASSESSMENT

**Take-Home Page 14.1** **Excerpt from “Rip Van Winkle”** Summarize events and apply key vocabulary. [RI.4.3, RL.4.10]

**Activity Page 15.1** ***to be* Verbs and Modal Auxiliary Verbs** Complete sentences using *to be* verbs and modal verbs correctly. [L.4.1c]


**Activity Page 15.2** **Practice Suffixes *-able* and *-ible*** Identify meaning and correct usage of words with the suffixes *-able* and *-ible*. [L.4.4b]

**Activity Page SR.3** **Informative Cause and Effect Essay Editing Checklist** Use rubric and editing checklist to self-assess and strengthen writing. [W.4.5]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                                                | Grouping Recommendations                                                                                                           | Time    | Materials                                                                                                                                                                                                               |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (45 min.)                                              |                                                                                                                                    |         |                                                                                                                                                                                                                         |
| Review Chapter 8                                               | Whole Group                                                                                                                        | 10 min. | <input type="checkbox"/> Answer Key for Take-Home Page 14.1<br><input type="checkbox"/> Take-Home Page 14.1<br><input type="checkbox"/> <i>The Road to Independence</i><br><input type="checkbox"/> Visual Support 15.1 |
| Close Reading “Rip Van Winkle”                                 | Whole Group/<br>Partner                                                                                                            | 25 min. |                                                                                                                                                                                                                         |
| Discuss the Chapter and Wrap-Up                                | Whole Group                                                                                                                        | 5 min.  |                                                                                                                                                                                                                         |
| Word Work: <i>Revere</i>                                       | Whole Group                                                                                                                        | 5 min.  |                                                                                                                                                                                                                         |
| Language (30 min.)                                             |                                                                                                                                    |         |                                                                                                                                                                                                                         |
| Grammar: Practice <i>to be</i> Verbs and Modal Auxiliary Verbs | Whole Group                                                                                                                        | 15 min. | <input type="checkbox"/> Activity Page 15.1                                                                                                                                                                             |
| Morphology: Practice Suffixes <i>–able</i> and <i>–ible</i>    | Whole Group                                                                                                                        | 15 min. | <input type="checkbox"/> Activity Page 15.2                                                                                                                                                                             |
| Writing (15 min.)                                              |                                                                                                                                    |         |                                                                                                                                                                                                                         |
| Edit Cause and Effect Essays                                   | Independent/<br> <b>Small Group</b><br>/Partner | 15 min. | <input type="checkbox"/> cause and effect essay<br><input type="checkbox"/> Activity Page SR.3                                                                                                                          |

## ADVANCE PREPARATION

### Reading

- Prepare to project Visual Support 15.1 and read the Purpose for Reading aloud to students.

### Grammar

- Write the following sentences on the board/chart paper:
  - The soldiers \_\_\_\_\_ joyful that the war \_\_\_\_\_ end soon. (to be, will)
  - I \_\_\_\_\_ curious about what \_\_\_\_\_ happen next. (to be, might)

### Morphology

- Write the following words on the board/chart paper: enjoy, enjoyable, predict, predictable, access, accessible, collect, collectible.

### Universal Access

- Create sentence frames to support students during reading discussions.
- To ensure all students have the opportunity to contribute during Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## Lesson 15: An Allegory of Independence

## Reading

**Primary Focus**

Students will compare and contrast Rip Van Winkle's outlook prior to the Revolutionary War, before he fell asleep, and beyond the Revolutionary War, after he awoke from his twenty-year slumber. [RI.4.3, RI.4.5, RL.4.10]

Students will demonstrate an understanding of the Tier 2 word *revere*. [L.4.5c]

**REVIEW CHAPTER 8 (10 MIN.)**

- Project Visual Support 15.1 and read the Purpose for Reading aloud to students.
- Using the Answer Key at the back of this Teacher Guide, review student responses to Take-Home Page 14.1, which was assigned for homework.
- Tell students they will reread two portions of chapter 8, "Rip Van Winkle."
- Remind students that the tale of Rip Van Winkle spans 20 years, including both time before and after the Revolutionary War in America. Tell them they will focus on Rip Van Winkle's village life before and after his long sleep.
- Have students turn to the first page of the chapter.
- Have one student read The Big Question at the beginning of the chapter. Ensure that students understand the meaning of The Big Question before reading the chapter.
  - How does Washington Irving weave fact and fiction together in the telling of "Rip Van Winkle"?
- Tell students they will read closely to compare Rip Van Winkle's life before and after his adventure in the Catskill Mountains.

**Take-Home Page 14.1**

## Chapter 8

# Rip Van Winkle

(Adapted from the story  
by Washington Irving)

**THE BIG QUESTION**  
How does Washington Irving weave fact and fiction together in the telling of “Rip Van Winkle”?

In a village in the Catskill Mountains, there lived a simple, good-natured fellow by the name of Rip Van Winkle. He was a kind neighbor, and the children would shout with joy whenever he approached. Rip Van Winkle was a lovable soul who was ready to attend to anybody’s business but his own. As to keeping his own farm in order, he found it impossible, and his children were as ragged as if they belonged to nobody.

Rip was one of those happy fools who lived without a care, ate white bread or brown, whichever required less thought or trouble, and preferred to starve on a penny than work for a pound. If left to himself, he would have whistled his life away in perfect contentment, but his wife was continually complaining about his laziness and the ruin he was bringing upon his family. Rip would shrug his shoulders, shake his head, cast up his eyes, but say nothing. This always **provoked** a fresh attack from his wife, and so he frequently left the house to go outside.

Rip used to **console** himself, when driven from home, with the company of a group of other men who met on a bench in front of an inn. Sitting beneath a portrait of His Majesty King George III, they talked over village gossip and told stories. If by chance an old newspaper fell into their hands, they would listen as Van Bummel, the schoolmaster, read aloud its contents. All kinds of discussions followed the reading of the newspaper. Nicholas Vedder, a respected elder member of the village, made his opinions known by the manner in

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### CLOSE READING “RIP VAN WINKLE” (25 MIN.)

- Have a student read the first paragraph on page 67 aloud.

**Inferential.** What does it mean that Rip Van Winkle is “ready to attend to anybody’s business but his own”?

» He neglects things in his own life for which he should be responsible.

**Support.** What two details from the paragraph help explain the meaning of the phrase “ready to attend to anybody’s business but his own”?

» “As to keeping his own farm in order, he found it impossible”; and “his children were as ragged as if they belonged to nobody.”


- Read the second paragraph aloud.

**Literal.** Cite descriptions of Rip Van Winkle from the text that may provoke his wife's complaints.

- » Answers may vary, but may include that he is "one of those happy fools who lived without a care"; he "ate white bread or brown, whichever required less thought or trouble"; and he "preferred to starve on a penny than work for a pound."

**Inferential.** From these opening paragraphs, what can you infer about the relationship between Rip Van Winkle and his wife?

- » Answers may vary, but should include that they do not appear to be happy together, as she is constantly complaining, and he frequently leaves the house to avoid her attacks.

| <div>  <b>MULTILINGUAL/ENGLISH LEARNERS</b><br/> <b>Speaking and Listening</b><br/> Presenting </div> |                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>                                                                                                                                                               | Provide 1:1 support when reviewing lesson texts for key information. Provide students with a sentence frame for sharing out with the whole group (e.g., Rip Van Winkle is ____; Rip Van Winkle likes to ____.). |
| <b>Transitioning/Expanding</b>                                                                                                                                                         | Redirect students to lesson texts for key information. Model clear, concise language for group sharing.                                                                                                         |
| <b>Bridging</b>                                                                                                                                                                        | Provide support for understanding key words and information in lesson texts as needed.                                                                                                                          |



Rip used to console himself, when driven from home, with the company of a group of other men who met on a bench in front of an inn.

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which he smoked his pipe. Short puffs indicated anger; when he was pleased, he inhaled the smoke slowly and expelled it in light, delicate clouds.

One day, seeking to escape the hard work of the farm and the complaints of his wife, Rip grabbed his gun and walked into the Catskill Mountains to hunt for squirrels. All day the mountains echoed with the sound of shots fired from his gun. Finally, he sat down on a little green hill that looked down into the valley below. Rip admired the scene as evening gradually advanced and sighed as he thought about the journey home.

As he was about to descend, he heard a voice calling, “Rip Van Winkle! Rip Van Winkle!” He caught sight of a strange figure climbing up the rocks, carrying something on its back. Rip was surprised to see any human being in this lonely place, but he concluded that it must be one of his neighbors in need of assistance. Rip hurried down to help. The stranger was a short old fellow with a grizzled beard. His clothes were old-fashioned and he carried a stout keg that Rip supposed was full of something refreshing to drink. He made signs for Rip to assist him, and together they clambered up a narrow gully. Every now and then long rolling **peals** like thunder seemed to issue out of a deep ravine. Passing through this ravine, they came to a hollow.

In the center was a company of odd-looking persons playing at **ninepins**. The thunderous noise Rip had heard from afar was the sound of the ball rolling toward the pins. Like Rip’s guide, they were dressed in an outlandish fashion, with enormous **breeches**. What seemed particularly odd to Rip was that these folks looked very serious indeed. They played without speaking and were, in fact, the most **melancholy** party he had ever witnessed. They stared at Rip in such a way that his heart turned within him and his knees banged together.

69

- Have a student read the third paragraph aloud, including the end of the paragraph on page 69.

**Inferential.** *Console* means to comfort or try to make someone feel better or less sad. How do you think Rip Van Winkle’s wife feels about the way he spends his time with the other men to comfort himself? Explain your answer.

- » Answers may vary, but may include that Rip’s wife would not approve of sitting around gossiping, telling stories, and reading newspapers; she would think this is a waste of time, as he is doing nothing to earn money to support his family.



Rip and his guide joined the party. His guide emptied the keg into large tankards, and the men sipped in silence. When they were done, they returned to their game. As Rip's fear subsided, he ventured to taste



The thunderous noise Rip had heard from afar was the sound of the ball rolling toward the pins.

70

the beverage, too. Before long, the events of the day and the mountain air overpowered Rip, and he fell into a deep sleep.

Upon waking, Rip found himself on the green hill where he had first seen the old man. It was a bright, sunny morning. "Surely," thought Rip, "I have not slept here all night." He recalled the strange men. "Oh! What excuse shall I make to Dame Van Winkle?" He looked around for his gun, but found only an old, rusty firearm. Suspecting he had been robbed, he decided to find the old-fashioned men and demand his gun. As he rose to walk, he found himself stiff in the joints. With some difficulty, he found the gully up which he and his companion had ascended, but could find no traces of the ravine that had led to the area with the odd little men playing ninepins. He shouldered the rusty firearm and, with a heart full of trouble, turned his steps homeward.

As he approached the village, he met a number of people, but none whom he knew. This surprised him, for he thought he was acquainted with every one of his neighbors. Their dress, too, was of a different fashion. They all stared at him with surprise and stroked their chins. When Rip did the same, he found to his astonishment that his beard had grown a foot long! A troop of children ran at his heels, hooting after him and pointing at his gray beard. There were houses in the



71



A troop of children ran at his heels, hooting after him and pointing at his gray beard.

village that he had never seen before, with unfamiliar names over the doors. He began to wonder whether both he and the world around him were bewitched.

With some difficulty he found his own house. The roof had fallen in and the door was off its hinges. He entered and called for his wife and children, but all was silent. He spotted a dog that looked like his own and called out to him, but the dog snarled and showed his teeth. “My own dog has forgotten me,” sighed poor Rip.

He hurried to the village inn. Before it now hung a flag with stars and stripes. He spotted the face of King George on the sign, but now his red coat was blue, his head wore a cocked hat, and underneath the figure was printed GENERAL WASHINGTON. There was a crowd of people around the door, but none that Rip knew. He inquired, “Where’s Nicholas Vedder?”

72

- Have students read page 72 silently, beginning with the first full paragraph.

**Evaluative.** How does information you have learned from other chapters help you interpret the meaning of the changes to the portrait of King George at the inn: “now his red coat was blue, his head wore a cocked hat, and underneath the figure was printed GENERAL WASHINGTON”?

- » Answers may vary, but may include that the British soldiers were called redcoats because of their red uniforms, so now the red uniform has been exchanged for the blue color of General Washington’s Continental Army uniform; the typical headwear for the patriots was a tri-cornered, or cocked, hat; General Washington was the commander of the Continental Army, which defeated King George’s army, so he is now the one revered in public places rather than the king.

There was silence. Then an old man replied, "Nicholas Vedder? Why he is dead and gone these eighteen years!"

"Where's Van Bummel, the schoolmaster?" asked Rip.

"He went off to the wars and is now in Congress," the old man answered.

Rip's heart sank at hearing of these sad changes. "I'm not myself," he said sadly. "I was myself last night, but I fell asleep. Now everything has changed, and I can't tell who I am!"



"I was myself last night, but I fell asleep. Now everything has changed, and I can't tell who I am!"

73

- Have students read page 73 silently.
- The idiom "heart sank" is used in the first sentence of this paragraph. Add details that describe When, Where, and Why to this sentence: Rip's heart sank.
  - » After waking up and returning to his village, Rip's heart sank because he learned that everything had changed.

The bystanders looked at each other in puzzlement. Then a young woman pressed through the throng. She had a child in her arms, which, frightened by the gray-bearded man's looks, began to cry. "Hush, Rip," she murmured. "The old man won't hurt you."

The name of the child and the air of the mother awakened long-ago memories in Rip's mind. He caught the mother in his arms and said, "I am your father—young Rip Van Winkle once—old Rip Van Winkle now! Does nobody know poor Rip Van Winkle?"

All stood amazed for a while. Then an old woman exclaimed, "Sure enough! It is Rip Van Winkle! Welcome home again, old neighbor! Why, where have you been these twenty years?"

Rip's story was soon told, for the whole twenty years had been to him but one night. Many were **skeptical**, but an old man who was well-versed in the local traditions confirmed his story in the most satisfactory manner. He assured the company that the Catskill Mountains had always been haunted by strange beings, and that his own father had once seen these odd little men playing ninepins in the hollow of the mountain.

Rip's daughter took him home to live with her. (Her mother had died some years before.) Having arrived at that happy age when a man can retire and rest, Rip took his place once more on the bench at the inn and was **revered** as one of the wise, old men of the village. He used to tell his story to every stranger that arrived. Some doubted the truth of it, but the old villagers gave Rip full credit.

Even to this day, whenever a thunderstorm blows in, they say that the odd little men are at their game of ninepins; and it is a common wish of all **henpecked** husbands in the neighborhood, when life hangs heavy on their hands, that they might take themselves up into the Catskill Mountains in search of an adventure.

74

## D Differentiation

### Challenge

Ask students to explain which clues or details from the text helped them determine the meaning of the word *air* in this context.

- Have a student read the first two paragraphs on page 74 aloud.

**Inferential.** *Air* is a multiple-meaning word. *Air* can mean the invisible gases surrounding the earth. *Air* can also mean appearance, or certain quality. What is the meaning of the word *air* in this context?

» appearance or certain quality

- Have students read the next paragraph on page 74 silently.

**Inferential.** When Rip tells his story, many are skeptical. What does the word *skeptical* mean, and what clues to its meaning are contained in the text?


» having or expressing doubt about something; someone "well-versed in local traditions" confirmed the story "in the most satisfactory manner."

- Have students read the last two paragraphs on page 74 silently.

**Inferential.** Rip returns to the same inn he used to frequent many years ago. What two details from the text suggest that aging has changed the way others view him now?

- » “Having arrived at that happy age when a man can retire and rest”; and Rip is “revered as one of the wise, old men of the village.”

- Reread the final paragraph on page 74 aloud.

**Evaluative.**  *Think-Pair-Share.* The idiom “when life hangs heavy on their hands” means that time passes very slowly, suggesting that life may be burdensome or dull. Have students discuss the clue this idiom provides to the meaning of the phrase “henpecked husbands.”

- » Answers may vary, but could include that this idiom suggests that when the neighborhood men feel burdened and bored because of their wives’ constant criticism, they remember how Rip Van Winkle went into the mountains to escape his wife’s complaints, and dream about escaping to an adventure, too.

## Differentiation

### Support

*Henpecked* is used to describe someone who is regularly nagged or browbeaten.

### DISCUSS THE CHAPTER AND WRAP-UP (5 MIN.)

- Tell students that many people consider Washington Irving's "Rip Van Winkle" to be an allegory of the American Revolution. Tell them an allegory is a story in which the characters and events are symbols that stand for political or historical situations.



#### Check for Understanding

Ask students, "How well do you understand what I mean by *allegory*? Show me with a thumb up, down, or in the middle. Explain *allegory* in a different way if needed."

- Remind students that Rip Van Winkle thinks his wife is very controlling. Tell them to think of Rip Van Winkle as a symbol of Colonial America and Dame Van Winkle as a symbol of Great Britain. In other words, Dame Van Winkle tries to control Rip in the same way that Great Britain tried to control Colonial America.
- Tell students that Colonial America and Rip Van Winkle are both symbols of independence. Tell them Colonial America gained its independence from Great Britain during the American Revolution. Ask them how Rip Van Winkle gains his independence from his wife. (He escapes her control and criticism by sleeping for 20 years, during which time his wife dies.)

## WORD WORK: REVERE (5 MIN.)

1. In the chapter you read, “Having arrived at that happy age when a man can rest and retire, Rip took his place once more on the bench at the inn and was revered as one of the wise, old men of the village.”
2. Say the word *revere* with me.
3. *Revere* means to respect or honor.
4. The astronauts were revered for their important contributions to knowledge about the moon.
5. Who are some people who are revered in your community? Be sure to use the word *revere* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “\_\_\_\_\_ are revered for \_\_\_\_\_.”
6. What part of speech is the word *revered*?
  - » verb
  - Use a Synonyms and Antonyms activity for follow-up.
  - Ask students what *revere* means. Have students list some synonyms of, or words that have a similar meaning to, *revere*.
    - Prompt students to provide words like *glorify*, *admire*, *praise*, and *love*.
  - Ask students to list some antonyms, or words that have the opposite meaning, of *revere*.
    - Prompt students to provide words like *dishonor*, *disrespect*, *hate*, and *scorn*.
  - As students discuss synonyms and antonyms, guide them to use the word *revere* in a complete sentence: “An antonym of *revere* is *dishonor*.”



## Lesson 15: An Allegory of Independence

# Language



### Primary Focus

Students will use modal auxiliary verbs and forms of the verb *to be* to convey various conditions. [L.4.1c]

Students will recognize various roots and the suffixes *-able* and *-ible* as clues to the meaning of words, and use the words in writing. [L.4.4b]

### GRAMMAR: PRACTICE *TO BE* VERBS AND MODAL AUXILIARY VERBS (15 MIN.)

#### Practice *to be* Verbs and Modal Auxiliary Verbs

- Refer to the Subject-*to be* Verb Agreement Poster you displayed in Lesson 11. Remind students that *to be* verbs are verbs that link, or connect, the subject to the predicate without showing action.
- Refer to the Modal Auxiliary Verbs Poster you displayed in Lesson 13. Remind students that modal auxiliary verbs are helping verbs; they must be used with another verb. Modal auxiliary verbs and the verbs that follow them do not change in form.
- Direct students' attention to the sentences on the board/chart paper.
- Have students explain the proper form of the *to be* verb and modal auxiliary verb needed for each blank.
  - The soldiers are joyful that the war will end soon.
  - I am curious about what might happen next.
- Have students turn to Activity Page 15.1. Tell students that they will practice forming sentences with both *to be verbs* and modal auxiliary verbs, and will need to choose the correct verb to fill in. Review directions and have students complete the activity page in class.
- Collect Activity Page 15.1 to review and grade at a later time.

#### Activity Page 15.1





## MULTILINGUAL/ENGLISH LEARNERS

### Language

#### Using Verbs and Verb Phrases

|                                     |                                                                                                                                      |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Provide 1:1 support when students are attempting to create sentences with modal auxiliary verbs and forms of the verb <i>to be</i> . |
| <b>Transitioning/<br/>Expanding</b> | Provide partners for additional support as needed.                                                                                   |
| <b>Bridging</b>                     | Provide support for understanding key words needed to understand lesson content.                                                     |

## MORPHOLOGY: PRACTICE SUFFIXES -ABLE AND -IBLE (15 MIN.)

### Practice Suffixes *-able* and *-ible*

- Refer to the Suffixes Poster on display in the classroom. Review the suffixes *-able* and *-ible* that you added to the poster in Lesson 11, as well as their meaning, “able to.”
- Remind students that, when *-able* or *-ible* is added as a suffix to verbs or nouns, the new word is an adjective.
- Refer to the word list you prepared in advance. Have a student read the words aloud: enjoy, enjoyable, predict, predictable, access, accessible, collect, collectible.
- Tell students you will read some sentences aloud but will leave a word out. Students must listen carefully and decide which word from the list correctly completes the sentence.
- Read the following sentences aloud and have students identify the missing word for each:
  - The play was so \_\_\_\_\_ that the entire audience stood up and clapped when it was over. (enjoyable)
  - My brother told me that some rare coins are \_\_\_\_\_. (collectible)
  - The children watch the weather report to see if the meteorologist will \_\_\_\_\_ rain for the weekend. (predict)
  - We could not \_\_\_\_\_ the road to the park because a tree had fallen across it during the storm. (access)
  - I like almost every flavor of ice cream, but I especially \_\_\_\_\_ anything with chocolate. (enjoy)

## Activity Page 15.2



- Have students turn to Activity Page 15.2. Briefly review the directions, complete the first sentence as a group, and then have students complete the remainder independently.
- Collect Activity Page 15.2 to review and grade at a later time.

### Lesson 15: An Allegory of Independence

## Writing



**Primary Focus:** Students will develop and strengthen cause and effect essays as needed, by planning, revising, and editing. [W.4.4, W.4.5]

#### EDIT CAUSE AND EFFECT ESSAYS (15 MIN.)



##### Small Group

- Have students take out their completed essay and tell them they will work in the editing stage of the writing process today.
- Have students turn to Activity Page SR.3.
- Tell students to edit their own work, using the checklist provided.
- Tell students that when they finish editing their own work, they should exchange essays with a partner and check each other's work against the checklist.

## Activity Page SR.3



##### Check for Understanding

Circulate to make sure students understand how to use the editing checklist and that they are using it effectively. Provide instruction when needed.

- Collect student essays to evaluate using the Cause and Effect Essay Rubric and Cause and Effect Essay Editing Checklist provided in Teacher Resources.

**End Lesson**





## 16

## Unit Assessment

## LESSON AT A GLANCE

|                                  | Grouping Recommendations | Time    | Materials                                                                                                                                                                                                                            |
|----------------------------------|--------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit Assessment (90 min.)</b> |                          |         |                                                                                                                                                                                                                                      |
| Unit Assessment                  | Whole Group              | 90 min. | <input type="checkbox"/> Student Assessment Page 6.1                                                                                                                                                                                 |
| Optional Fluency Assessment      | Independent              |         | <input type="checkbox"/> Student Copy of Fluency Assessment text<br><input type="checkbox"/> Recording Copy of Fluency Assessment text, one for each student<br><input type="checkbox"/> Fluency Scoring Sheet, one for each student |

**Digital Assessment**

To access the digital assessment, please log on to Amplify and assign the assessment to your students.

## ADVANCE PREPARATION

### Unit Assessment

- Determine how many students will be assessed for fluency, and make that number of copies of the Recording Copy of “Patrick Henry” and the Fluency Scoring Sheet.

## Lesson 16: Unit Assessment

# Unit Assessment



Student Assessment  
Page 6.1

**UNIT ASSESSMENT (90 MIN.)**

- Make sure each student has a copy of Student Assessment Page 6.1. You may have collected this activity page from students at the beginning of the unit.
- Tell students they will read two selections, answer questions about each, and respond to a writing prompt. In the next sections, they will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually. Assist students as needed, but do not provide them with answers.

**Reading Comprehension**

The reading comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is an informational piece about Benjamin Franklin and the Revolutionary War. The second selection is a fictional excerpt from a boy's diary during the start of the American Revolution.

These texts are considered worthy of students' time to read and meet the expectations for text complexity at Grade 4. The texts feature core content and domain vocabulary from the *Road to Independence: The American Revolution* unit that students can draw on in service of comprehending the text.

**OPTIONAL FLUENCY ASSESSMENT**

You may wish to assess students' fluency in reading, using the selection "Patrick Henry."

**Administration Instructions**

- Turn to the student copy of "Patrick Henry" that follows the Unit Assessment Analysis section. This is the text students will read aloud. Turn to this copy each time you administer this assessment.

- Using one Recording Copy of “Patrick Henry” for each student, create a running record as you listen to each student read orally.
- Call the student you will assess to come sit near you.
- Explain that you are going to ask them to read a selection aloud, and you are going to take some notes as they read. Also, explain that they should not rush but rather read at their regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy using the following guidelines:

|                               |                                                                                                                       |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Words read correctly</b>   | No mark is required.                                                                                                  |
| <b>Omissions</b>              | Draw a long dash above the word omitted.                                                                              |
| <b>Insertions</b>             | Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted. |
| <b>Words read incorrectly</b> | Write an “X” above the word.                                                                                          |
| <b>Substitutions</b>          | Write the substitution above the word.                                                                                |
| <b>Self-corrected errors</b>  | Replace the original error mark with an “SC.”                                                                         |
| <b>Teacher-supplied words</b> | Write a “T” above the word (counts as an error).                                                                      |

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark where the student was in the text at that point. Allow the student to finish reading the selection aloud.
- Assess the student’s comprehension of the selection by asking them to respond orally to the following questions:
  1. **Literal.** How did people describe Patrick Henry as a boy?
    - » idle, shiftless, will never amount to anything
  2. **Inferential.** What was the “same old story” referring to once Patrick Henry got married?
    - » He did the same thing he had done as a child—he didn’t take care of the farm his parents had given him and let things drift.
  3. **Literal.** What did Patrick Henry try again after his farm failed?
    - » storekeeping



4. **Literal.** What did Patrick Henry do well in?

» his law practice

- Repeat this process for additional students as needed. Scoring can be done later, provided you have kept running records and marked the last word students read after one minute elapsed.

## **Unit Assessment Analysis**

### **Quantitative and Qualitative Analysis of the Text**

The texts used in the reading comprehension assessment, “Benjamin Franklin and the Revolutionary War” (informational text) and “A Fictional Excerpt from a Boy’s Diary, Written in New York City, New York—July 11, 1776” (literary text), have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts, Supplement to Appendix A, “New Research on Text Complexity,” ([CoreStandards.org/resources](http://CoreStandards.org/resources)). Both selections fall within the Common Core 4th–5th Grade Band.

## Reading Comprehension Item Annotations and Correct Answers

**Note:** To receive a point for a two-part question, students must correctly answer both parts of the question.

| Item                  | Correct Answer(s)                                                                                                                                                 | Standards                       |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| 1 Part A Inferential  | D                                                                                                                                                                 | RI.4.1, RI.4.10                 |
| 1 Part B Inferential  | The colonies did eventually join together and they were able to defeat the French.                                                                                | RI.4.1, RI.4.10, W.4.4          |
| 2 Inferential         | A                                                                                                                                                                 | RI.4.1, RI.4.4, RI.4.10, L.4.4a |
| 3 Literal             | 3, 4, 5, 1, 2                                                                                                                                                     | RI.4.1, RI.4.3, RI.4.5, RI.4.10 |
| 4 Evaluative          | B                                                                                                                                                                 | RI.4.1, RI.4.2, RI.4.10         |
| 5 Evaluative          | He was returning home to help the patriots fight for the colonies' independence from Great Britain.                                                               | RI.4.1, RI.4.3, RI.4.10, W.4.4  |
| 6 Literal             | They thought the first part sounded so eloquent and poetic, but the last part was a long list of complaints.                                                      | RL.4.1, RL.4.10, W.4.4          |
| 7 Inferential         | C                                                                                                                                                                 | RL.4.1, RL.4.10, RL.4.3         |
| 8 Literal             | A                                                                                                                                                                 | RL.4.1, RL.4.10                 |
| 9 Inferential         | C, E                                                                                                                                                              | RL.4.1, RL.4.2, RL.4.10         |
| 10 Part A Inferential | No, Papa did not know the narrator saw the statue at Bowling Green Park being torn down.                                                                          | RL.4.1, RL.4.10, W.4.4          |
| 11 Part B Inferential | He told the narrator about what happened because he assumed the narrator was at home, not at the park, and the narrator responded to the news in a surprised way. | RL.4.1, RL.4.10, W.4.4          |

## Writing Prompt Scoring

- The writing prompt addresses [W.4.1a–d, W.4.4, L.4.1, L.4.2, L.4.3, L.4.3a, L.4.6]

| Score           | 4                                                                                                                                                                                                    | 3                                                                                                                                                                                                   | 2                                                                                                                                                                                                                                                                                                                                                                                                      | 1                                                                                                                           |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Criteria</b> | The answer identifies at least two examples from the text about how the story would change if written from the point of view of a British supporter. Examples are clearly supported by explanations. | The answer provides one example from the text about how the story would change if written from the point of view of a British supporter. There is some explanation as to why the text would change. | The answer either (1) misidentifies examples from the text to support how the story would change if it was written from the point of view of a British supporter and/or (2) includes examples from the text that support how the story would change if it was written from the point of view of a British supporter, but the answer does not provide support as to why the examples support the story. | The answer lacks any identification of how the story would change if written from the point of view of a British supporter. |

## Grammar Answer Key

- The Stamp Act was passed by Parliament on March 22, 1765.
- Newspapers, magazines, legal documents, and even playing cards were taxed.
- “How could any one man claim the right to rule over millions?” asked Thomas Paine.
- “On July 2, 1776,” states the text, “the members of the Second Continental Congress voted for independence.”
- the child watches
- my friends are
- I am

8. my sister cries
9. B
10. A
11. B

### **Morphology Answer Key**

1. D
2. C
3. active
4. inhale
5. convenient
6. impatient
7. impolite

### **Optional Fluency Assessment**

- The following is the Student Copy of the text for the Optional Fluency Assessment, titled “Patrick Henry.” Turn to this copy of the selection each time you administer this assessment.
- You will also find a Recording Copy of the text for doing a running record of oral reading for each student you assess. There is also a Fluency Scoring Sheet. Make as many copies of the Recording Copy and the Fluency Scoring Sheet as you need, having one for each student you assess.

## **Patrick Henry**

As a boy, Patrick Henry did not like to study, or work on his father's farm. His delight was to wander through the woods, gun in hand, hunting for game, or to sit on the bank of some stream fishing by the hour. When not outdoors, he might be heard playing his violin.

The neighbors said, "A boy so idle and shiftless will never amount to anything." His parents did not know what to do with him. When he was fifteen years old, they had him work as a clerk in a little country store. Here he remained for a year, and then opened a store of his own. But he was still too lazy to attend to business, and soon failed.

When he was only eighteen years old, he married. The parents of the young couple gave them a small farm and a few slaves. But it was the same old story. Patrick did not take care of the farm and let things drift. Before long, the farm had to be sold to pay debts. Once more Patrick turned to storekeeping, but after a few years he failed again.

At the age of twenty-three years, he decided to become a lawyer. He borrowed some law books, and after studying for six months, he applied for permission to practice law.

He did well in his law practice. In a few years, he had so much business that people in his part of Virginia began to take notice of him. In 1765, soon after the Stamp Act was passed by the British Parliament, he was elected a member of the Virginia House of Burgesses.

## Recording Copy

### Patrick Henry

As a boy, Patrick Henry did not like to study, or work on his 14  
 father's farm. His delight was to wander through the woods, gun in 26  
 hand, hunting for game, or to sit on the bank of some stream fishing by 41  
 the hour. When not outdoors, he might be heard playing his violin. 53

The neighbors said, "A boy so idle and shiftless will never amount 65  
 to anything." His parents did not know what to do with him. When he 79  
 was fifteen years old, they had him work as a clerk in a little country 94  
 store. Here he remained for a year, and then opened a store of his own. 109  
 But he was still too lazy to attend to business, and soon failed. 122

When he was only eighteen years old, he married. The parents of 134  
 the young couple gave them a small farm and a few slaves. But it was 149  
 the same old story. Patrick did not take care of the farm and let things 164  
 drift. Before long, the farm had to be sold to pay debts. Once more 178  
 Patrick turned to storekeeping, but after a few years he failed again. 190

At the age of twenty-three years, he decided to become a lawyer. 202  
 He borrowed some law books, and after studying for six months, he 214  
 applied for permission to practice law. 220

He did well in his law practice. In a few years, he had so much 235  
 business that people in his part of Virginia began to take notice of him. 249

In 1765, soon after the Stamp Act was passed by the British Parliament, 262  
he was elected a member of the Virginia House of Burgesses. 273

**Word Count: 273**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Fluency Scoring Sheet

|  |                                    |
|--|------------------------------------|
|  | Words Read in One Minute           |
|  | Uncorrected Mistake in One Minutes |
|  |                                    |
|  | W.C.P.M.                           |

| W.C.P.M.                    | National Percentiles for Winter,<br>Grade 4 |
|-----------------------------|---------------------------------------------|
| 168                         | 90th                                        |
| 143                         | 75th                                        |
| 120                         | 50th                                        |
| 95                          | 25th                                        |
| 71                          | 10th                                        |
|                             |                                             |
| Comprehension Total _____/4 |                                             |



## Guidelines for Fluency Assessment Scoring

- To calculate a student's W.C.P.M. (Words Correct Per Minute) score, use the information you wrote on the Recording Copy and follow these steps. You may wish to have a calculator available.

1. *Count Words Read in One Minute.* This is the total number of words the student read or attempted to read in one minute. It includes words the student read correctly as well as words the student read incorrectly. Write the total in the box labeled Words Read in One Minute.
2. *Count the Uncorrected Mistakes in One Minute.* You noted these on the Recording Copy. They include words read incorrectly, omissions, substitutions, and words you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the Fluency Scoring Sheet. (A mistake that the student self-corrects is not counted as a mistake.)
3. *Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to Get Words Correct.* Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from your Recording Copy for anecdotal purposes.

- As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grade 4 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms obtained by Hasbrouck and Tindal (2017). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the fall of Grade 4, and a student scored 94 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

Oral Reading Fluency Norms for Grade 4 from Hasbrouck and Tindal (2017)

| Percentile | Fall W.C.P.M. | Winter W.C.P.M. | Spring W.C.P.M. |
|------------|---------------|-----------------|-----------------|
| 90         | 153           | 168             | 184             |
| 75         | 125           | 143             | 160             |
| 50         | 94            | 120             | 133             |
| 25         | 75            | 95              | 105             |
| 10         | 60            | 71              | 83              |

# Pausing Point

## PAUSING POINT FOR DIFFERENTIATION OF INSTRUCTION

Please use the final two days of this unit to address results of the Unit Assessment (for reading comprehension; fluency, if applicable; grammar; and morphology) and Spelling Assessments.

### Remediation

#### Content

For a detailed description of remediation strategies, which address lagging skills in Reading Comprehension, Fluency, Language, and Writing, refer to the Program Guide.

#### Grammar and Morphology Review

You may wish to use Pausing Point Pages PP.1–PP.6 to review and practice grammar and morphology skills taught in this unit.

#### Writing

Use time during the Pausing Point to return students' cause and effect essay drafts, along with the completed Cause and Effect Essay Rubric and Editing Checklist. Meet briefly with individual students to discuss areas in which improvement is needed. You may wish to allow students additional time to revise and edit their cause and effect essays. You may also wish to allow students to publish their cause and effect essays by recopying their revised and edited draft onto a clean page.

You may wish to suggest that students needing more practice write a new cause and effect essay on a different topic, such as the French and Indian War. Provide additional structure and guidance for students, making copies of both the Informative Cause and Effect Essay Rubric and Editing Checklist available (see Student Resources in the Activity Book). Circulate and check in with students as they write.

#### Writing Prompt

- Choose an event from the Reader, *The Road to Independence*, and write a paragraph that explains its importance to the American Revolution.
  - Remind students to include evidence from the text such as specific dates, historical people, and facts.

Pausing Point  
Pages PP.1–PP.6



- Allow students to orally share their writing with a partner once they are done.
- Choose a historical person from the Reader, *The Road to Independence*, and write a paragraph that explains their importance to the American Revolution.
  - Remind students to include evidence from the text such as specific dates, places, and facts.
  - Allow students to orally share their writing with a partner once they are done.

## Enrichment

If students have mastered the content and skills in the *Road to Independence: The American Revolution* unit, their experience with the unit concepts may be enriched by the following activities:

- Students may read the enrichment selections contained in the Reader. The first selection, “Points of View,” illustrates two sides to every issue, with examples from the Revolutionary War, including colonists, British, enslaved people, and Native Americans. The second selection, “Artillery Training,” is an engaging dialogue between an army sergeant and his men as the sergeant instructs his soldiers in the proper care and use of field cannons in the 1770s. The Activity Book contains activity pages that students can complete as they read these selections.
- Students may respond to any of the following writing prompts, conducting independent research necessary to support their response:
  - If I had lived in Boston in 1775, I would \_\_\_\_\_. (Describe who you are and state your point of view regarding American independence, citing three reasons that influence your point of view.)
  - List in sequential order the steps for operating a six-pound field cannon. Provide instructions for how to perform each step, including the correct use of terminology.
  - Pretend you are a young soldier responsible for lighting the field cannon in battle. Describe the scene as you wait for your commanding officer’s orders to “Give fire!” Include how you perform your duties and what happens once the cannonball is launched.
- Students may share, either with a small group or with the class, the writing they generated in this unit or in response to the writing prompts in this Enrichment section.

Activity Pages  
1.3 and 6.2

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## Timeline

- This would be an appropriate time to have students cut out their completed timelines from Activity Pages 1.3 and 6.2, taping them together to see the sequence of events leading up to the American Revolution and Revolutionary War and ending with the Treaty of Paris. You may suggest that students make either two separate timelines (Activity Pages 1.3 and 6.2) or one long timeline (attach both timelines).

# Teacher Resources

**In this section, you will find:**

- Glossary for The Road to Independence
- Informative Cause and Effect Essay Rubric
- Informative Cause and Effect Essay Editing Checklist
- Resources for the Enrichment Selections in the Reader
- Activity Book Answer Key
- Take-Home Answer Key
- Assessment answer key
- Pausing Point Answer Key

# Glossary

## A

**abstain, v.** to choose not to vote (abstained)

**accurate, adj.** without mistakes; having the right facts

**ambassador, n.** the person who represents the government of their country in another country (ambassadors)

**ammunition, n.** bullets, shells, and other objects used as weapons shot from guns

**assembly, n.** people who gather to write laws for a government or organization (assemblies)

## B

**bayonet, n.** a sharp piece of metal attached to the muzzle of a musket (bayonets)

**belfry, n.** a bell tower at the top of a church

**bleak, adj.** depressing, grim, bad

**boycott, v.** to protest something by refusing to buy, use, or participate

**breeches, n.** pants that cover the hips down to just below the knee

**burden, n.** something that is heavy or difficult to accept (burdens)

## C

**casualty, n.** a person killed or injured during battle (casualties)

**charge, n.** the amount of explosive material needed to cause a blast

**conflict, n.** a fight or struggle for power or authority

**confront, v.** to challenge or fight against

**console, v.** to comfort or try to make someone feel less sad

**convoy, n.** a group of ships traveling together for safety

## D

**decisive, adj.** important; without any doubt

**declaration, n.** an official statement of something

**defiant, adj.** refusing to obey

## E

**eliminate, v.** to get rid of something (eliminated)

**engraving, n.** a design or lettering made by cutting into the surface of wood, stone, or metal

**enlist, v.** to volunteer for military service (enlisted)

**export, v.** to send out a product to another country to be sold (exporting)

## F

**fleet, n.** a group of military ships that sail under the same commander

**foil, v.** to prevent someone from doing something or achieving a goal (foiled)

**foraging, adj.** for the purpose of searching for something, usually food or supplies

**fortify, v.** to make a place safe from attack by building defenses (walls, trenches, etc.) (fortified)

**front, n.** the place where fighting happens in a war (fronts)

## G

**grievance, n.** a complaint resulting from being treated unfairly; a reason for complaining about a situation (grievances)

## H

**heed, v.** to respect and follow advice or instructions (heeded)

**henpecked, adj.** used to describe a man who is constantly controlled and criticized by his wife

**hero, n.** a person who is respected for bravery or good qualities (heroes, heroism)

**heroine, n.** a woman who is respected for bravery or good qualities (heroines)

---

## I

**implication, n.** a possible effect or result that may take place in the future (implications)

**import, v.** to bring in a product from another country to be sold (importing)

**impose, v.** to force or require (imposed)

**impress, v.** to amaze; to cause others to feel admiration or interest (impressed)

**indirectly, adv.** not having a clear and direct connection

**intolerable, adj.** too painful or hard to be accepted

---

## J

**jeer, n.** an insult or put-down (jeers)

---

## L

**levy, v.** to use legal authority to demand and collect a fine or tax (levied)

**liberty, n.** freedom

---

## M

**master, v.** to learn something completely; to gain the knowledge and skill that allows you to do something very well

**mastermind, n.** a person who takes the lead in planning and organizing something important

**melancholy, adj.** sad or depressed

**militia, n.** ordinary people trained to be soldiers but who are not part of the full-time military

**misleading, adj.** untrue

**model company, n.** a group of soldiers deserving to be copied or imitated by others

**morale, n.** confidence, level of enthusiasm one feels

**musket, n.** a long, heavy gun that is loaded at the muzzle

**musket ball, n.** ammunition shot from muskets (musket balls)

**muzzle, n.** the opening at the end of a gun or cannon where the ammunition comes out

---

## N

**neutral, adj.** not supporting either side of an argument, fight, or war

**ninepins, n.** a bowling game played with nine pins

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## O

**opposition, n.** disagreement with or disapproval of something

**oppressive, adj.** harsh and unfair; cruel

**otherwise, adv.** in a different way

---

## P

**patriot, n.** a person who supports and defends their country (patriots, patriotism)

**peal, n.** a loud noise or repeated noises (peals)

**petition, n.** a document people sign to show their agreement or disagreement with something (petitions)

**proclamation, n.** a public announcement made by a person or government

**provoke, v.** to cause something to happen; to bring out anger in a person or people (provoked)

---

## R

**range, n.** a specified distance

**rebel, n.** a person who fights against a government (rebels)



**recruit, v.** to search for people to join a group or organization (e.g., the army)

**regiment, n.** a military unit formed by multiple groups of soldiers

**reinforce, v.** to make a group more effective by adding more people or supplies (reinforced)

**repeal, v.** to undo or withdraw a law (repealed)

**retreat, v.** to move back or away from danger or attack (retreated)

**revere, v.** to respect or honor (revered)

**revolutionary, adj.** leading to, or relating to, a complete change

---

## S

**score, n.** another term for 20; a group of 20 things (scores)

**skeptical, adj.** doubtful

**skirmish, n.** a short, unplanned fight in a war (skirmishes)

**so-called, adj.** implying the name or description of something or someone may be inaccurate

**stockpile, v.** to collect materials to use in the future (weapons, food, etc.) (stockpiling)

**strategic, adj.** carefully planned to achieve a specific goal, such as winning a battle or finishing a project

**surrender, v.** to give up, quit

---

## T

**tactics, n.** ways used to achieve a goal

**tax, n.** money a government charges for services it provides to the people (taxes)

**traitor, n.** someone who betrays their country, government, or a group they belong to

**turning point, n.** a time when an important change occurs

**tyrannical, adj.** ruling people in a threatening or cruel way

---

## V

**villain, n.** someone who does evil things (villains)

**volley, n.** the firing of a large number of weapons at the same time

## CAUSE AND EFFECT ESSAY RUBRIC

### Fourth Grade Writing Rubric: Informative Cause and Effect Essay

Write an informative essay describing the causes and effects leading to the American Revolution. [W.4.2]

- Introduce a topic clearly and group related information into paragraphs. [W.4.2a]
- Develop the topic with facts and examples related to the topic. [W.4.2b]
- Link ideas within categories of information using words or phrases. [W.4.2c]
- Use precise vocabulary to inform about or explain the topic. [W.4.2d]

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [RI.4.9]

|                               | Advanced                                                                                                                                                                                                                        | Proficient                                                                                                                                                                                                                            | Basic                                                                                                                                                                                                                 |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction</b>           | Opening paragraph clearly states the main idea of the essay—the causes and effects leading up to the American Revolution.                                                                                                       | Opening paragraph states the main idea of the essay somewhat clearly—the causes and effects leading up to the American Revolution.                                                                                                    | Opening paragraph does not state the main idea of the essay or states the main idea, but not clearly—the causes and effects leading up to the American Revolution.                                                    |
| <b>Body</b>                   | <u>Paragraph 1</u><br>All of the following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party.                                                          | <u>Paragraph 1</u><br>Two of the three following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party.                                                          | <u>Paragraph 1</u><br>One of the three or none of the following causes and effects are included: repeal of the Stamp Act, Boston Massacre, Boston Tea Party.                                                          |
|                               | <u>Paragraph 2</u><br>All of the following causes and effects are included and listed in sequential order: Intolerable Acts, First Continental Congress, Patrick Henry's speech.                                                | <u>Paragraph 2</u><br>Two of the three following causes and effects are included and listed in sequential order: Intolerable Acts, First Continental Congress, Patrick Henry's speech.                                                | <u>Paragraph 2</u><br>One of the three or none of the following causes and effects are included: Intolerable Acts, First Continental Congress, Patrick Henry's speech.                                                |
|                               | <u>Paragraph 3</u><br>All of the following causes and effects are included and listed in sequential order: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord. | <u>Paragraph 3</u><br>Two of the three following causes and effects are included and listed in sequential order: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord. | <u>Paragraph 3</u><br>One of the three or none of the following causes and effects are included: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord. |
| <b>Conclusion</b>             | Main idea of essay is restated in a different way from the introductory paragraph.                                                                                                                                              | Main idea of essay is restated in the same way as the introductory paragraph.                                                                                                                                                         | Main idea of essay is restated in an unclear way or not restated.                                                                                                                                                     |
| <b>Structure of the Piece</b> | All sentences in paragraphs are presented logically.                                                                                                                                                                            | Most sentences in paragraphs are presented logically.                                                                                                                                                                                 | Connections between sentences in paragraphs are confusing.                                                                                                                                                            |
|                               | All information has been paraphrased.                                                                                                                                                                                           | Most information has been paraphrased.                                                                                                                                                                                                | Little information has been paraphrased.                                                                                                                                                                              |
|                               | All transition words or phrases are used appropriately.                                                                                                                                                                         | Most transition words or phrases are used appropriately.                                                                                                                                                                              | Transition words or phrases are not used appropriately.                                                                                                                                                               |

## Guidance for Teacher Use of Rubrics

Rubrics are provided for evaluation of the content and structure of student writing composed within each unit. The criteria within the descriptions correspond to what is taught in the writing lessons. “Advanced” to “Basic” performance columns provide graduated descriptions for each criterion. The rubrics allow teachers and students to identify graduated steps for improvement when aspects of the writing do not meet all the taught criteria. To do this, teachers (and students) may highlight the language from each row that best describes the student writing.

### CAUSE AND EFFECT ESSAY EDITING CHECKLIST

| Cause and Effect Essay Editing Checklist                                                                                                                                                                                                                                                                                                              | Notes |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>Meaning</b>                                                                                                                                                                                                                                                                                                                                        |       |
| Is correct grammar used? <ul style="list-style-type: none"> <li>• Sentences are complete with subject and predicate.</li> <li>• Sentences are appropriate length (no run-ons).</li> <li>• The student has been supported with corrections for parts of speech, verb tense, and more complex sentence structure.</li> </ul>                            |       |
| <b>Format</b>                                                                                                                                                                                                                                                                                                                                         |       |
| Does the student use appropriate formatting for the piece of writing? <ul style="list-style-type: none"> <li>• Paragraphs are indented.</li> <li>• There is a title on the front.</li> </ul>                                                                                                                                                          |       |
| <b>Capitals</b>                                                                                                                                                                                                                                                                                                                                       |       |
| Is capitalization appropriately applied? <ul style="list-style-type: none"> <li>• All sentences begin with a capital letter.</li> <li>• All proper nouns are capitalized.</li> </ul>                                                                                                                                                                  |       |
| <b>Spelling</b>                                                                                                                                                                                                                                                                                                                                       |       |
| Are all words spelled correctly? <ul style="list-style-type: none"> <li>• Words using Core Knowledge Code are spelled appropriately.</li> <li>• Words from spelling and morphology lessons are spelled accurately.</li> <li>• The student has been supported with identifying misspellings to be looked up in reference sources as needed.</li> </ul> |       |
| <b>Punctuation</b>                                                                                                                                                                                                                                                                                                                                    |       |
| Is punctuation appropriately applied? <ul style="list-style-type: none"> <li>• All sentences have appropriate ending punctuation.</li> <li>• Commas and quotation marks are used correctly for the ways they have been taught.</li> </ul>                                                                                                             |       |

## Guidance for Teacher Use of Editing Checklists

Editing checklists allow students and teachers to evaluate students' command of language conventions and writing mechanics within unit writing projects. They serve a different purpose than rubrics; rubrics measure the extent to which students apply specific instructional criteria they have been building toward across the unit, whereas editing checklists measure the extent to which students apply English language conventions and general writing mechanics. With regard to expectations for accountability, we recommend using the editing checklist to measure students' command of language conventions and writing mechanics only when students have received the appropriate instructional support and specific opportunity to review their writing for that purpose.

## Evaluating Student Writing

Make enough copies of the rubric and editing checklist found in this section for evaluating each student's writing piece.

## RESOURCES FOR THE ENRICHMENT SELECTIONS IN THE ROAD TO INDEPENDENCE

The enrichment selections in The Road to Independence are intended to be used at your discretion. They are intended to be read by more advanced readers, as they are more difficult to read and include more challenging vocabulary than chapters 1–8. You may want to assign these selections to students who need more challenging reading material. An introduction to the selections is provided here. Core vocabulary is also listed for each selection; these words are bolded in the Reader and appear in the glossary.

## Core Vocabulary for “Points of View”

“Points of View” describes the events of the American Revolution from the varying historical figures' or groups' viewpoints. This selection helps students better understand that conflicts in history can be understood by thinking about events from different historical perspectives. Activity Page E1.1 corresponds to this enrichment selection.

The following core vocabulary words are bolded in the selections and appear in the glossary. Remind students they can look up a word in the glossary if needed.

**so-called, adj.** implying the name or description of something or someone may be inaccurate

**tyrannical, adj.** ruling people in a threatening or cruel way

**oppressive, adj.** harsh and unfair; cruel

**proclamation, n.** a public announcement made by a person or government

**misleading, adj.** untrue

**heed, v.** to respect and follow advice or instructions (heeded)

**neutral, adj.** not supporting either side of an argument, fight, or war

| Vocabulary Chart for “Points of View” |                                                                    |                                                          |
|---------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------|
| Vocabulary Type                       | Tier 3<br>Domain-Specific Words                                    | Tier 2<br>General Academic Words                         |
| Core Vocabulary                       | tyrannical<br>proclamation                                         | so-called<br>oppressive<br>misleading<br>heed<br>neutral |
| Spanish Cognates for Core Vocabulary  | tirano/a<br>proclamación                                           | opresivo/a<br>neutral                                    |
| Multiple-Meaning                      |                                                                    |                                                          |
|                                       |                                                                    |                                                          |
| Sayings and Phrases                   | what all the fuss is about<br>on the contrary<br>against your will |                                                          |

## Core Vocabulary for “Artillery Training”

“Artillery Training” puts students in the shoes of a revolutionary soldier and, in a dynamic monologue, describes the technical details of how to use a Revolutionary War-era cannon. Activity Page E2.1 corresponds with this enrichment selection.

The following core vocabulary words are bolded in the selections and appear in the glossary. Remind students they can look up a word in the glossary if needed.

**range, n.** a specified distance

**master, v.** to learn something completely; to gain the knowledge and skill that allows you to do something very well

**muzzle, n.** the opening at the end of a gun or cannon where the ammunition comes out

**charge, n.** the amount of explosive material needed to cause a blast

**otherwise, adv.** in a different way

| Vocabulary Chart for “Artillery Training” |                                 |                                  |
|-------------------------------------------|---------------------------------|----------------------------------|
| Vocabulary Type                           | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
| Core Vocabulary                           | muzzle<br>charge                | range<br>master<br>otherwise     |
| Spanish Cognates for Core Vocabulary      |                                 | rango                            |
| Multiple-Meaning                          |                                 |                                  |
|                                           |                                 |                                  |
| Sayings and Phrases                       | haste makes waste               |                                  |

## ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.3** Activity Page

**Timeline I**

NAME: \_\_\_\_\_

1754 French and Indian War begins

1759 Battle of Québec

1763 French and Indian War ends

Unit 6 Road to Independence: The American Revolution 13

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.3** Activity Page

CONTINUED

1765 British Parliament levies Stamp Act

1766 British Parliament repeals Stamp Act

1770 Boston Massacre

1773 December 1773 Boston Tea Party

1774 September 1774 First Continental Congress

1774 Inalienable Acts

1775 April 19, 1775 Battles of Concord and Lexington

Unit 6 Road to Independence: The American Revolution 15

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **2.2** Activity Page

**Review Commas**

Insert commas in the appropriate locations.

- The British Parliament met in London, England, to make laws for the colonists who lived in Boston, Massachusetts.
- The first House of Burgesses met in Jamestown, Virginia, on July 30, 1619, to make decisions about famine, disease, and Indian attacks.
- George Washington was a representative in the Virginia House of Burgesses, commander of the army, and first president of the United States.
- On March 5, 1770, colonists threatened the British soldiers in Boston, Massachusetts, with snowballs, sticks, and clubs.

Write the address of someone you know.

Answers may vary, but should include appropriate use of commas for addresses.

Write the date of your birthday for this year. If your birthday has already passed, write the date of your birthday for next year.

Answers may vary, but should include appropriate use of commas for dates.

Write a sentence that includes a series of three things you will do after school.

Answers may vary, but should include appropriate use of commas for words in a list.

Unit 6 Road to Independence: The American Revolution 19

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **2.3** Activity Page

**Practice Root port**

Write the correct word to complete each sentence. You may need to add -s to make the word correctly complete the sentence.

|           |           |                |        |
|-----------|-----------|----------------|--------|
| transport | portfolio | transportation | import |
| export    | portable  | support        |        |

- The United States exports many goods to be sold to other countries.
- The United States also imports products from other countries to sell here.
- The bench was built to support the weight of four adults.
- When I make a final draft of my paper I will add it to my writing portfolio.
- We had a moving truck transport our things to our new apartment.
- Jordan has a portable radio to listen to when the power goes out.
- Ships were important forms of transportation during the time period around the American Revolution.

Unit 6 Road to Independence: The American Revolution 21

**Challenge:** *Important* means carrying great significance. Write a sentence using the word *important*.

Answers may vary, but should correctly use the word important.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.1 Activity Page

### “Trouble Is Brewing”

Complete this activity page with your partner after reading “Trouble Is Brewing.”

The following box contains the definition for the term *idiom*. Read the definition and complete the activity that follows.

An idiom is a group of words or an expression that cannot be understood by the meaning of each word alone. Instead, the group of words in an idiom has its own particular meaning.

Each of the following sentences contains an underlined idiom. Follow these steps for each one:

- Find the sentence in your Reader and write the page number.
- Explain the idiom in your own words.

1. There, angry crowds took their frustration out on tax collectors.

Answers may vary, but should include that people got mad at the tax collectors because they thought the taxes were unfair, and the tax collectors were the ones who had to enforce payment of them.

Page(s) 10

2. And they thought the new tax on tea was every bit as unfair as the old tax on paper.

Answers may vary, but should include that they believed the tax on tea was just as unfair as the taxes on paper

Page(s) 11

3. In 1768, in response to the protests about the new taxes, the British government sent soldiers to Boston to keep an eye on the Sons of Liberty.

Answers may vary, but should include that the British government sent soldiers to Boston to spy on the Sons of Liberty.

Page(s) 12

4. The situation became more serious when even more people poured into the streets.

Answers may vary, but should include that the situation got worse because more angry people came out into the streets.

Page(s) 12

5. Soon a crowd of 300 angry Bostonians was pressing in on the outnumbered British soldiers.

Answers may vary, but should include that soon a group of angry Bostonians surrounded the British soldiers.

Page(s) 12

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.2 Activity Page

### Cause and Effect Paragraphs

#### Sequencing Events

Sequence the following events from first to last. The first event, the French and Indian War, is already labeled. Number the remaining events 2–5.

- 3 Parliament passed the Stamp Act, taxing colonists to raise money for Great Britain.

- 2 Great Britain was left with enormous debts after the war and needed additional funds to maintain the new lands it acquired from France.

- 1 Great Britain fought and defeated France in the French and Indian War to gain control of land in North America.

- 5 American colonists protested the Stamp Act with meetings, pamphlets, and petitions to London.

- 4 Many colonists thought the Stamp Act was unfair because they had no representation in the British Parliament where the laws were made.



### Identify Causes and Effects

The chronology, or order, of events is very important when writing a cause and effect essay because it helps the reader understand both what happened and why. One event often causes another to happen.

Each sentence below tells about one of the events you have just sequenced. Each sentence includes both what happened (effect) and why it happened (cause).

Read the sentence fragments beneath each complete sentence and identify which one describes the cause and which one describes the effect of each event. Underline either cause or effect after each sentence fragment. The first one has been completed for you.

1. (Because) Britain and France wanted to gain control of land in North America, they fought each other in the French and Indian War.
  - because Britain and France wanted to gain control of land in North America (cause / effect)
  - they fought each other in the French and Indian War (cause / effect)
2. Great Britain needed money (due to) its enormous war debts.
  - Great Britain needed money (cause / effect)
  - due to its enormous war debts (cause / effect)
3. Parliament passed the Stamp Act (because) the British government thought the colonists should help pay for the war.
  - Parliament passed the Stamp Act (cause / effect)
  - because the British government thought the colonists should help pay for the war (cause / effect)

30

Unit 6 Road to Independence: The American Revolution

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.2  
CONTINUED

Activity Page

4. (Since) the colonists had no representation in the British government, many of them thought the Stamp Act was unfair.
  - since the colonists had no representation in the British government (cause / effect)
  - many of them thought the Stamp Act was unfair (cause / effect)
5. The colonists thought the Stamp Act was unfair, (so) they protested the Stamp Act.
  - the colonists thought the Stamp Act was unfair (cause / effect)
  - so they protested the Stamp Act (cause / effect)

Identify and circle cause and effect transition words in the previous sentences, using the information in the following chart as a guide.

| Cause Transition Words   | Effect Transition Words   |
|--------------------------|---------------------------|
| because                  | consequently              |
| due to                   | as a result               |
| one cause is, another is | thus                      |
| since                    | resulted in               |
| for                      | one reason is, another is |
| first, second            | so                        |

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4.3

Activity Page

### Practice Root port

Write the correct word to complete each sentence.

1. The Continental Congress decided that the colonies would not import tea from Great Britain.  
(import, export, portfolio, support)
2. My friends and I are going to the basketball game to support the team.  
(report, export, import, support)
3. I like my new computer because it is lightweight and portable.  
(portable, portfolio, transport, transportation)
4. The ships were used to transport the cargo across the ocean.  
(transport, transportation, support, portable)
5. The Continental Congress decided that the colonies would not export any goods to Great Britain.  
(import, export, portfolio, support)
6. Paul Revere and other riders helped support the colonists by alerting them that the British were coming.  
(import, transport, support, export)

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For each of the following words, write a sentence using the word.

1. transport

Answers may vary, but should correctly use the word transport.

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2. transportation

Answers may vary, but should correctly use the word transportation.

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## 5.3 Activity Page

### Plan Body Paragraph 1

Use the word bank to complete the graphic organizer below.

|                    |                 |                      |                  |
|--------------------|-----------------|----------------------|------------------|
| British Parliament | Sons of Liberty | protesting colonists | British soldiers |
|--------------------|-----------------|----------------------|------------------|

| Events             | Dates         | People                                                 |
|--------------------|---------------|--------------------------------------------------------|
| Stamp Act repealed | March 1766    | <u>British Parliament</u>                              |
| Boston Massacre    | 1770          | <u>British soldiers</u><br><u>protesting colonists</u> |
| Boston Tea Party   | December 1773 | <u>Sons of Liberty</u>                                 |

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Respond to the following writing prompt. Use the events and people from your graphic organizer in your response.

**Writing prompt:** The Boston Tea Party occurred in 1773, eight years after the Stamp Act of 1765, so the colonists had been living with unfair taxation for many years. Why did the Sons of Liberty decide to take such strong action by dumping the tea? Be sure to include both sides of the argument.

Choose words from the word bank to use in your response to the writing prompt.

|                |         |          |            |           |
|----------------|---------|----------|------------|-----------|
| crowd          | repeal  | boycott  | replace    | eliminate |
| tax collectors | protest | massacre | Parliament |           |

Answers may vary, but should include the events and people from the graphic organizer, as well as some words from the word bank.

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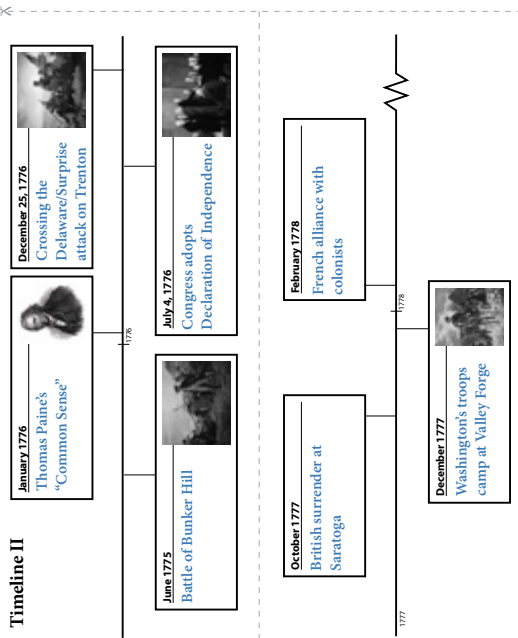
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## 6.2 Activity Page

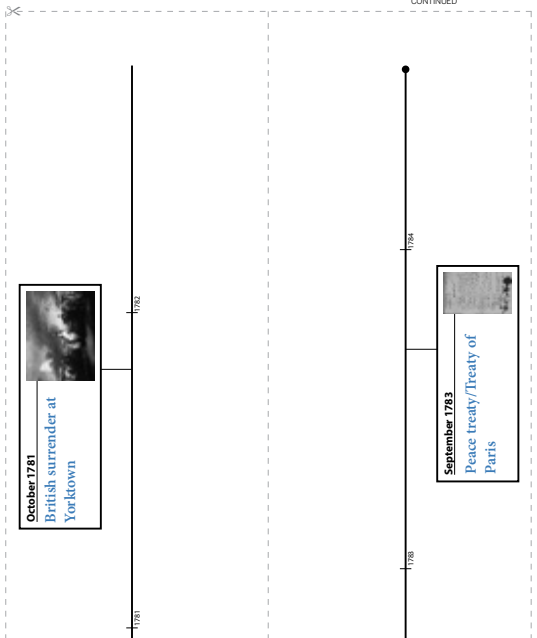


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## 6.2 Activity Page



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6.3

Activity Page

### Subject-Action Verb Agreement

Complete the "Agreement" column of the chart by combining the subject with the action verb so that the subject and verb agree. Remember to use the present tense (action is happening now).

| Subject      | Action Verb | Agreement            |
|--------------|-------------|----------------------|
| the merchant | travel      | the merchant travels |
| merchants    | travel      | the merchants travel |
| the child    | dress       | the child dresses    |
| children     | dress       | the children dress   |
| the student  | study       | the student studies  |
| students     | study       | the students study   |
| the poet     | write       | the poet writes      |
| poets        | write       | the poets write      |
| the baby     | play        | the baby plays       |
| babies       | play        | the babies play      |
| the cook     | fry         | the cook fries       |
| cooks        | fry         | the cooks fry        |

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Write expanded sentences for five subject-action verb agreement statements from the chart.

Example: The merchant travels across the Pacific in search of rare goods.

1. Answers may vary, but should include appropriate use of subject-action verb agreement statements from the chart.
2. Answers may vary, but should include appropriate use of subject-action verb agreement statements from the chart.
3. Answers may vary, but should include appropriate use of subject-action verb agreement statements from the chart.
4. Answers may vary, but should include appropriate use of subject-action verb agreement statements from the chart.
5. Answers may vary, but should include appropriate use of subject-action verb agreement statements from the chart.

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6.4

Activity Page

### im- and in-: Prefixes Meaning Not

Write the correct word to complete each sentence.

|         |           |            |              |
|---------|-----------|------------|--------------|
| perfect | imperfect | convenient | inconvenient |
| active  | inactive  | polite     | impolite     |

1. Even though the cake I baked was uneven and looked imperfect, it tasted really good!
2. My gym teacher says we should exercise or be active for at least thirty minutes every day.
3. The grocery store is right by our house, so it is very convenient to stop on the way home.
4. It is considered impolite and rude to whisper in front of someone.
5. My teacher's computer shut off because it was inactive for so long.
6. I outgrew my old rain boots, but my new boots are the perfect size.
7. The movie was not showing at the theater in our town, but my dad said that it was too inconvenient to drive to another town to see it.

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8. Write a sentence using the one word left in the box.

Answers may vary, but should correctly use the word *polite*.

**Challenge:** Write a sentence using one of your own *im-* or *in-* words.

Answers may vary, but should correctly use a word with the prefix

*im-* or *in-*.

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7.1

Activity Page

### "Shots and Speeches"

Reread chapter 4, "Shots and Speeches," and answer the following questions.

1. The Second Continental Congress began to function as a government in all of the following ways EXCEPT:  
A. They created their own money.  
B. They formed a navy.  
C. They set up a postal service.  
D. They agreed to form an army.

2. What type of government did Thomas Paine think should replace the monarchy?

Thomas Paine thought the colonies should separate from Great Britain and form a republic, or a government made up of elected representatives.

3. On page 39, what does the heading "No Simple Solution" mean? Support your answer with evidence from the text.

Answers may vary, but should include an understanding that it took a long time for the colonies to gain independence, and that it wasn't easy. Many people were torn between their desire for independence and their loyalty to Great Britain.

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Write the correct word to complete each sentence. Use the glossary as needed to check the meaning of words.

|             |             |              |            |         |
|-------------|-------------|--------------|------------|---------|
| ambassadors | declaration | implications | fortified  | scores  |
| casualties  | levy        | retreat      | ammunition | abstain |

1. The colonial militia fired at the British soldiers as they traveled along the road to Lexington and Concord, wounding many men and forcing the British to retreat to Boston.
2. Members of the Second Continental Congress appointed ambassadors as representatives to foreign countries.
3. William Prescott fortified Breed's Hill, making sure the militia had all the supplies they needed to defend themselves against the British Army.
4. There were casualties on both sides at the Battle of Bunker Hill.
5. Without ammunition, the militia was unable to fire its cannons.
6. Thomas Jefferson was chosen to write the official declaration of independence.
7. On July 4, 1776, the Declaration of Independence was approved by every colony except New York, which at that time decided to abstain.

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7.1

Activity Page

CONTINUED

8. Many colonists thought it was unfair for Parliament to levy taxes on the colonies.
9. Victory in battle is not always celebrated because scores of soldiers often die.
10. It is doubtful whether the signers of the Declaration of Independence imagined the implications of their act on the future of the United States of America.

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7.3

Activity Page

### Plan Body Paragraph 2

Use the word bank to complete the graphic organizer below.

|                                                      |                               |                    |               |             |
|------------------------------------------------------|-------------------------------|--------------------|---------------|-------------|
| representatives from twelve of the thirteen colonies | representatives from Virginia | British Parliament | Patrick Henry | King George |
|------------------------------------------------------|-------------------------------|--------------------|---------------|-------------|

| Events                                               | Dates       | People                                                       |
|------------------------------------------------------|-------------|--------------------------------------------------------------|
| British Parliament passes the "Intolerable Acts."    | Spring 1774 | <u>King George</u><br><u>British Parliament</u>              |
| The First Continental Congress                       | Sept. 1774  | <u>representatives from 12 of 13 colonies</u>                |
| Virginia representatives debate response to Britain. | March 1775  | <u>representatives from Virginia</u><br><u>Patrick Henry</u> |

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Respond to the following writing prompt. Use the events and people from your graphic organizer in your response.

**Writing prompt:** Why are people from all of the colonies concerned about the laws imposed in Massachusetts (the Intolerable Acts)? Be sure to include what the Intolerable Acts were and how the colonists responded to them.

Choose words from the word bank to use in your response to the writing prompt.

|             |                 |              |                            |             |
|-------------|-----------------|--------------|----------------------------|-------------|
| intolerable | grievance       | independence | debate                     | unavoidable |
| liberty     | representatives | complaints   | First Continental Congress | Parliament  |

Answers may vary, but should include the events and people from the graphic organizer, as well as some words from the word bank.

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8.3

Activity Page

### Plan Body Paragraph 3

Use the word bank to complete the graphic organizer below.

|                                             |                    |                  |
|---------------------------------------------|--------------------|------------------|
| Paul Revere, William Dawes, Samuel Prescott | British Parliament | British soldiers |
| colonial militia                            | King George        |                  |

| Events                                                                                         | Dates            | People                                             |
|------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------|
| British Parliament reacts to colonists' preparations by sending more soldiers to Boston.       | Early April 1775 | <u>King George</u><br><u>British Parliament</u>    |
| Night riders travel west from Boston to warn colonists of British plans to confiscate weapons. | April 18, 1775   | <u>Paul Revere, William Dawes, Samuel Prescott</u> |
| Battles of Lexington and Concord and the beginning of the Revolutionary War                    | April 19, 1775   | <u>British soldiers</u><br><u>colonial militia</u> |

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Respond to the following writing prompt. Use the events and people from your graphic organizer in your response.

**Writing prompt:** No one knows who fired the first shot at the battle in Lexington. Explain what led to the first shots of the Revolutionary War.

Choose words from the word bank to use in your response to the writing prompt.

|           |            |            |         |             |
|-----------|------------|------------|---------|-------------|
| quietly   | belfry     | stockpile  | volley  | Paul Revere |
| Lexington | militiamen | confiscate | Concord |             |

Answers may vary, but should include the events and people from the graphic organizer, as well as some words from the word bank.

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9.1

Activity Page

### Practice Subject-Action Verb Agreement

Fill in the correct pronoun for each noun. Complete the "Agreement" column, using the information provided. Remember to use the present tense (action is happening now) even though you may be writing about people who lived in the past. The first one has been done for you.

| Subject             | Action Verb | Agreement                         |
|---------------------|-------------|-----------------------------------|
| the troops          | prepare     | the troops prepare                |
| <b>they</b>         | prepare     | they prepare                      |
| the cannonball      | fly         | <u>the cannonball flies</u>       |
| <b>it</b>           | fly         | <u>it flies</u>                   |
| Thomas Jefferson    | write       | <u>Thomas Jefferson writes</u>    |
| <b>he</b>           | write       | <u>he writes</u>                  |
| the newspapers      | say         | <u>the newspapers say</u>         |
| <b>they</b>         | say         | <u>they say</u>                   |
| the ox              | push        | <u>the ox pushes</u>              |
| <b>he, she, it</b>  | push        | <u>he, she, it pushes</u>         |
| the queen           | cry         | <u>the queen cries</u>            |
| <b>she</b>          | cry         | <u>she cries</u>                  |
| the representatives | debate      | <u>the representatives debate</u> |
| <b>they</b>         | debate      | <u>they debate</u>                |
| you (singular)      | drink       | <u>you drink</u>                  |
| you (plural)        | travel      | <u>you travel</u>                 |
| <b>I</b>            | play        | <u>I play</u>                     |
| <b>we</b>           | listen      | <u>we listen</u>                  |

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Using only pronouns for subjects, write expanded sentences for five pronoun-action verb agreement statements from the chart.

Example: They prepare for the long battle ahead of them.

1. Answers may vary, but should correctly use pronoun-action verb agreement statements from the chart.
2. Answers may vary, but should correctly use pronoun-action verb agreement statements from the chart.
3. Answers may vary, but should correctly use pronoun-action verb agreement statements from the chart.
4. Answers may vary, but should correctly use pronoun-action verb agreement statements from the chart.
5. Answers may vary, but should correctly use pronoun-action verb agreement statements from the chart.

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9.2

Activity Page

### Practice Prefixes *im-* and *in-*

Write the correct word to complete each sentence.

1. Many colonists believed a peaceful settlement with Great Britain was impossible and not likely to happen.  
(possible, impossible, capable, incapable)
2. It is possible the soldiers confused Breed's Hill and Bunker Hill because they did not know the area.  
(active, inactive, possible, impossible)
3. My mom received incorrect directions to the party, so we ended up at the wrong house.  
(correct, incorrect, patient, impatient)
4. I am usually very patient while I wait at the doctor's office because I bring a book to read.  
(capable, incapable, patient, impatient)
5. Ichabod Crane is a(n) perfect master of witchcraft because he has read so many books about witches.  
(patient, impatient, perfect, imperfect)

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For each word, write a sentence using the word.

1. *practical*  
Answers may vary, but should correctly use the word practical.
2. *incomplete*  
Answers may vary, but should correctly use the word incomplete.
3. *correct*  
Answers may vary, but should correctly use the word correct.
4. *incapable*  
Answers may vary, but should correctly use the word incapable.

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11.1

Activity Page

### "From Valley Forge to Yorktown"

Answer the following questions as you read the chapter. Be sure to write in complete sentences and support your answer with evidence from the text.

1. How much time passed between the time the Continental Army marched out of Valley Forge and the time they won their first decisive battle?  
more than two years (June 1778 to fall of 1781)  
Page(s) 49
2. The colonial troops traveled nearly 700 miles by foot from New York to Virginia. How long did it take them to cover all these miles?  
between one and two months (August 1781 to September 1781)  
Page(s) 50, 51
3. How much time passed between the surrender of the British Army at Yorktown and the signing of the Treaty of Paris?  
nearly two years (October 1781 to September 1783)  
Page(s) 51, 54

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After reading the entire chapter, sequence the events from first to last by numbering them from 1–5.

- 2 The Continental Army left Valley Forge, reinforced with necessary supplies and military training.
- 5 The Treaty of Paris was signed and Great Britain recognized American independence.
- 3 The French Army and Navy joined the Continental Army at Yorktown, helping cut off supplies to the British and blocking British escape routes.
- 1 The Continental Army endured a hard winter at Valley Forge.
- 4 The British Army surrendered to the Continental Army at Yorktown.

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NAME: \_\_\_\_\_ 11.2 Activity Page  
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### Subject-to be Verb Agreement in the Present Tense

Fill in this chart and then use it to help you complete the activity page.

| Subject-to be Verb Agreement                                                                              |                                                                         |                                |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------|
| To be verbs are linking verbs that link, or connect, the subject to the predicate without showing action. |                                                                         |                                |
|                                                                                                           | Subject                                                                 | Agreement in the Present Tense |
| Singular                                                                                                  | I                                                                       | am                             |
|                                                                                                           | you                                                                     | are                            |
|                                                                                                           | he, she, it                                                             | is                             |
|                                                                                                           | Write two singular nouns:<br>1. Answers may vary<br>2. Answers may vary |                                |
| Plural                                                                                                    | we                                                                      | are                            |
|                                                                                                           | you                                                                     | are                            |
|                                                                                                           | they                                                                    | are                            |
|                                                                                                           | Write two plural nouns:<br>1. Answers may vary<br>2. Answers may vary   |                                |

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Complete the "Agreement" column of the following chart to combine the subject with the to be verb so the subject and verb agree. The first one is completed for you. Remember to use the present tense.

| Subject                | to be Verb | Agreement                  |
|------------------------|------------|----------------------------|
| George Washington      | to be      | George Washington is       |
| French troops          | to be      | French troops are          |
| Lord Cornwallis        | to be      | Lord Cornwallis is         |
| thousands of villagers | to be      | thousands of villagers are |
| I                      | to be      | I am                       |
| we                     | to be      | we are                     |
| you                    | to be      | you are                    |

Write expanded sentences for three subject-to be verb agreement statements from the chart above.

Example: George Washington is a clever general.

1. Answers may vary, but should correctly use subject-to be verb agreement statements from the chart.
2. Answers may vary, but should correctly use subject-to be verb agreement statements from the chart.
3. Answers may vary, but should correctly use subject-to be verb agreement statements from the chart.

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NAME: \_\_\_\_\_ 11.3 Activity Page  
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### Suffixes -able and -ible

Write the correct word to complete each sentence.

|             |             |           |
|-------------|-------------|-----------|
| predictable | collectible | enjoyable |
| predict     | edible      | collect   |

1. Our daily routine is very predictable because we have the same schedule every day.
2. When my family goes to the beach we like to collect the prettiest shells we can find.
3. The baker made a(n) edible car to put on top of the boy's birthday cake.
4. I predict that our team will win the basketball game this weekend because we are better than the other team.
5. Write a sentence for each of the other words not used from the box.
  - A. Answers may vary, but should correctly use the word collectible.
  - B. Answers may vary, but should correctly use the word enjoyable.

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Add the suffix *-able* or *-ible* to each of the following root words to create a new word. Then write the meaning of the new word and a sentence using the new word.

- Root Word: *comfort*  
Meaning: a relaxed feeling; without pain  
New Word: comfortable  
Meaning: able to feel relaxed or without pain

Sentence: Answers may vary, but should correctly use the word comfortable.

- Root Word: *access*  
Meaning: to enter or get into  
New Word: accessible  
Meaning: able to enter or get into

Sentence: Answers may vary, but should correctly use the word accessible.

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13.1 Activity Page

### Modal Auxiliary Verbs

**Part I:** Answer the following questions or find a classmate that can answer each question. Be sure to use the modal verb from the question in your answers.

Example: Can you ride a bicycle?

Yes, I can ride a bicycle.  
No, I can't ride a bicycle.

- Can you use chopsticks?  
Answers may vary, but should include appropriate use of the modal verb and correct punctuation.
- Can you climb a fire pole?  
Answers may vary, but should include appropriate use of the modal verb and correct punctuation.
- Who can speak another language?  
Answers may vary, but should include appropriate use of the modal verb and correct punctuation.
- Who can play an instrument?  
Answers may vary, but should include appropriate use of the modal verb and correct punctuation.
- Name one thing you could not do when you were four years old.  
Answers may vary, but should include appropriate use of the modal verb and correct punctuation.
- Name one thing you could do when you were four years old.  
Answers may vary, but should include appropriate use of the modal verb and correct punctuation.

**Part II:** Select the modal verb that correctly completes each sentence below. In some cases, there may be more than one possibility, but choose the one you think is best.

- The dark storm clouds in the distance are coming closer and closer. It \_\_\_\_\_ rain soon.  
☐ won't  
☐ will  
☒ might
- Janet did not get enough sleep last night. She \_\_\_\_\_ be a little grouchy today.  
☒ may  
☐ will  
☐ can
- If the baby is hungry, he \_\_\_\_\_ cry.  
☐ won't  
☒ will  
☐ can
- Drinking more water \_\_\_\_\_ help you get over a cold faster.  
☐ can't  
☒ may  
☐ will

NAME: \_\_\_\_\_  
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13.1 Activity Page  
CONTINUED

- The Sons of Liberty decided they \_\_\_\_\_ boycott British tea because of unfair taxes.  
☐ might  
☐ may  
☒ will
- Without the help of French troops, the Continental Army \_\_\_\_\_ have won the war.  
☐ can  
☐ might  
☒ couldn't
- Having a well-trained army \_\_\_\_\_ help them win the battle.  
☐ can't  
☐ won't  
☒ could



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13.2

Activity Page

### Practice Suffixes -able and -ible

Write the correct word to complete each sentence.

|            |             |             |
|------------|-------------|-------------|
| portable   | comfortable | predictable |
| accessible | visible     | edible      |

- The pizza was cold, but I thought it was still edible because I like it that way.
- The front entrance to the grocery store was not accessible because the road was closed, so we had to go in another way.
- When I sit in the back of the classroom, I have to strain my eyes because the board is not very visible from there.

Choose the statement that best answers the question.

- Which of the following could be described as *portable*?
  - a large, heavy suitcase
  - a harbor where ships anchor to deliver or pick up cargo
  - C a small radio you can easily move to use in different places
- Which of the following could be described as *predictable*?
  - My mother takes a different route to work every day.
  - Scientists say it is difficult to know when an earthquake will hit.
  - C My sister likes to eat the same thing for lunch every day.

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- Which of the following could be described as *comfortable*?
  - Georgia spilled her lemonade on the table and made it sticky.
  - B The seats in the new movie theater were soft with high backs and armrests.
  - After such a long ride, Filipe couldn't wait to get off the bus and stretch his legs.
- Which of the following could be described as *visible*?
  - The groundhog stayed underground all day.
  - B It was easy to find my brother at the park because he was wearing a bright orange shirt.
  - His shirt sleeve covered the bandage on his arm where he had injured himself rock climbing.
- Answer the following question. Be sure to use the word *portable* and/or *comfortable* in your answer.

Would you rather have a bed that is portable or comfortable? Why?

Answers may vary, but should include the word(s) portable and/or comfortable.

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13.3

Activity Page

### Practice Spelling Words

Write the correct word to complete each sentence. Words will not be used more than once; some words will not be used.

|              |             |             |
|--------------|-------------|-------------|
| easily       | greasy      | immobile    |
| imperfect    | impossible  | inflexible  |
| insufficient | intolerable | loudly      |
| noisy        | tasty       | temporarily |

- The militia was armed with insufficient ammunition at the Battle of Bunker Hill.
- It was impossible to get to school on time because of heavy traffic.
- Suzanne shared her mother's tasty brownies with her friends.
- Infants are relatively immobile until they learn to crawl or walk.
- We stopped our mail delivery temporarily while we were away.
- The gym was noisy due to the loud cheering of the crowd at the game.
- Despite the imperfect appearance of the cracked bowl, it was still useful for holding fruit.

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- If you study your spelling words, you will complete the assessment easily.

Write two sentences using spelling words that were not used in the first eight sentences. Be sure to use correct capitalization and punctuation.

- Answers may vary, but should correctly use the word greasy, inflexible, intolerable, or loudly.
- Answers may vary, but should correctly use the word greasy, inflexible, intolerable, or loudly.

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15.1

Activity Page

### to be Verbs and Modal Auxiliary Verbs

Write the correct verb to complete each sentence.

to be Verbs: am, are, is      Modal Auxiliaries: can, might, will

1. A village in the Catskill Mountains is home to Rip Van Winkle.
2. In "Rip Van Winkle" there is an inn that Rip would visit when he left his house.
3. Rip's wife might have been less harsh on him if he had shown more interest in their farm and family.
4. Rip meets a group of odd-looking persons that are playing ninepins.
5. Rip found it odd that the group can play ninepins without speaking.
6. When Rip wakes up, he might/will find that his life has changed.
7. Rip's joints are stiff when he wakes up. What might have happened to him?

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8. Some people from Rip's village might have wondered why he left his family.
9. Rip can hardly believe how much his village has changed. He thinks, "I am confused by all of the changes. It might be a dream."
10. Can anyone tell who Rip is? Are Rip's friends and family still alive when he returns?

Write two sentences using modal auxiliaries (can, can't, could, couldn't, may, might, will, won't).

1. Answers may vary, but should correctly use one of the following  
modal auxiliaries: can, can't, could, couldn't, may, might, will, won't.
2. Answers may vary, but should correctly use one of the following  
modal auxiliaries: can, can't, could, couldn't, may, might, will, won't.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

15.2

Activity Page

### Practice Suffixes -able and -ible

Write the correct word to complete each sentence.

collectible      edible      predict      eat  
comfortable      comfort      predictable      collect

1. When I am sick, I like the comfort of my own bed instead of the couch downstairs.
2. I know a book is written well when I am unable to predict the ending ahead of time.
3. Our nature guide explained which plants along the trail were edible and which plants were harmful if ingested.
4. The car my grandfather restored is very rare and is now considered a collectible.
5. My afternoons after school follow a predictable pattern as I usually have a snack first, then get started on my homework.
6. I like to collect old stamps from mail sent long ago.

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Write a sentence for each of the remaining words in the box.

1. Answers may vary, but should correctly use the word eat.
2. Answers may vary, but should correctly use the word comfortable.

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ E1.1 Activity Page

### “Points of View”

Read “Points of View” to learn about different perspectives held during the American Revolution. Then, use your knowledge from the selection to identify the person likely being described in the passages below.

|                  |                                    |                                                    |
|------------------|------------------------------------|----------------------------------------------------|
| Mohican warrior  | Bostonian opposed to British taxes | member of Church of England living in the colonies |
| Phillis Wheatley | Cunne-Shote                        | enslaved person from Africa                        |

| Description                                                                                                                                           | Who Am I?                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| I fought for the British because I was promised I would be freed if I fought for them.                                                                | enslaved person from Africa                        |
| My pastor says it is important to be loyal to the Church of England and to the British government, even though I don't live in England.               | member of Church of England living in the colonies |
| I fought alongside colonists in the French and Indian War, so naturally I chose to fight with General Washington's army during the Revolutionary War. | Mohican warrior                                    |
| I protest the Stamp Act and hope we will defeat the British!                                                                                          | Bostonian opposed to British taxes                 |
| I fought for the British because I believed they would help keep the colonists from moving west.                                                      | Cunne-Shote                                        |

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### “Artillery Training”

Use the words and phrases in the box to complete the instructions on how to use a six-pound field cannon. Some words or phrases will be used more than once. Some will not be used.

|            |        |            |            |
|------------|--------|------------|------------|
| primed     | ramrod | cannonball | quill fuse |
| touch hole | sheep  | mop        | sponge     |
| poker      | match  | charge     | breech     |

- Dip a sponge made from the wool of a sheep into water and clean out the barrel of the cannon.
- Dry the cannon with the mop, because if it's too wet inside the gunpowder will not detonate.
- Use the ramrod to drive the charge of gunpowder into the back of the cannon.
- Use the ramrod again to drive in the cannonball.
- Aim the cannon and walk back to the breech end.
- Use a poker to make a hole in the charge of powder.
- Carefully pour more gunpowder into the touch hole.

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8. Insert a quill fuse filled with gunpowder into the hole and call out “PRIMED!”

9. When the commanding officer calls out “GIVE FIRE,” light the quill with a match and stand back!

Choose three steps and illustrate them. Be sure to include labels in your illustrations. Use the picture on page 90 as a reference.

Step \_\_\_\_\_

Step \_\_\_\_\_

Step \_\_\_\_\_

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