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TEXAS

ELEMENTARY LITERACY PROGRAM

Grade 4

UNIT 4

American Revolution: Building a Nation

DIGITAL COMPONENTS

Grade 4

Unit 4

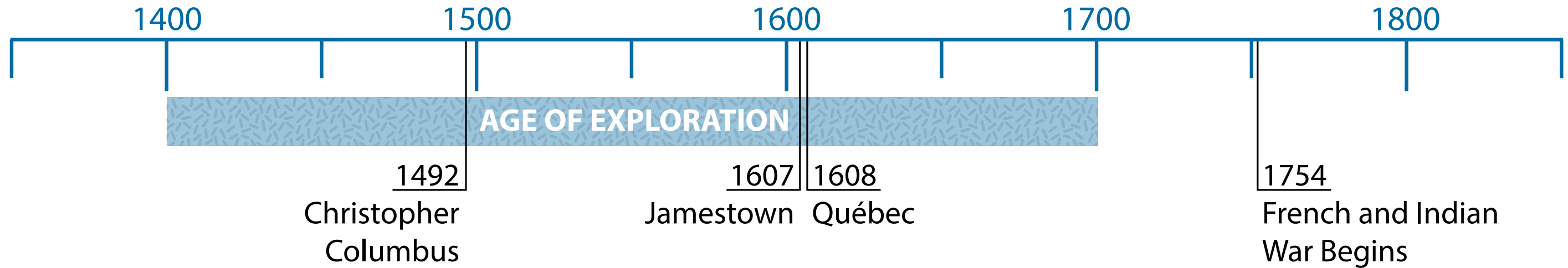
American Revolution: Building a Nation

Digital Components

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American Revolution:
Building a Nation
Digital Components

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CORE CONNECTIONS TIMELINE



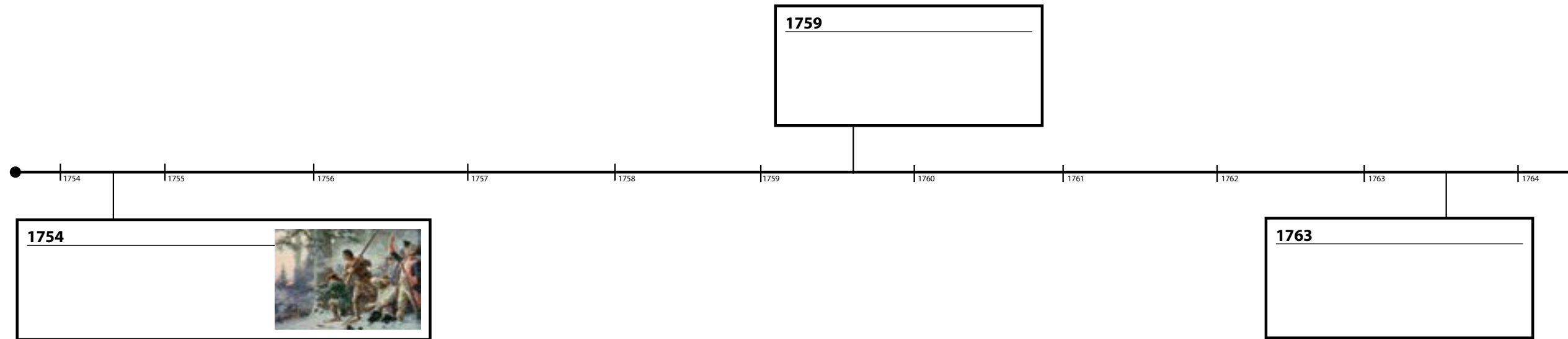
PURPOSE FOR READING

Read to learn why the British government taxed the colonists and why doing so angered the colonists.

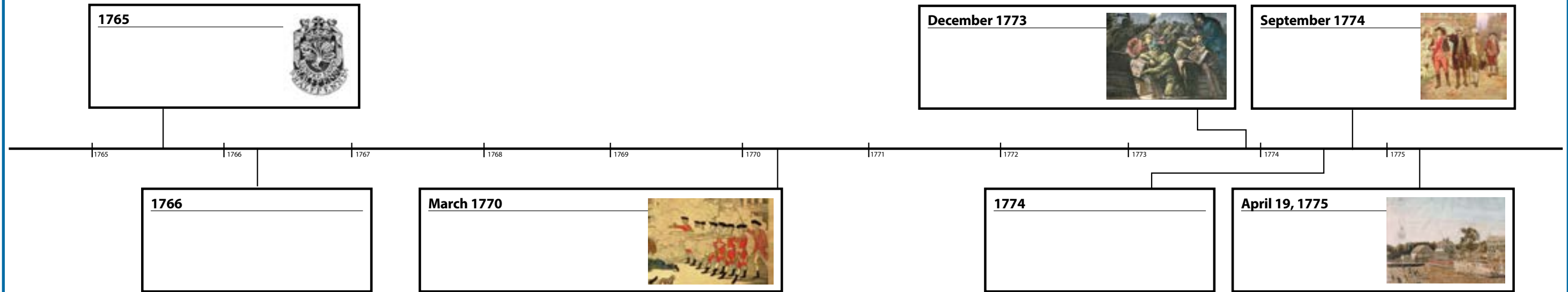
THE BIG QUESTION

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

TIMELINE I



TIMELINE I



PURPOSE FOR READING

Read to learn what the British Parliament did in response to the colonists' opposition to the Stamp Act, and how the colonists reacted.

THE BIG QUESTION

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

Commas**Example**

For dates: Place commas between the day of the month and the year.

The Boston Tea Party happened on December 16, 1773.

For addresses: Place a comma between the name of a city and a state or country.

The Treaty of Paris was signed in Paris, France.

For items in a series: 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.

CAUSE AND EFFECT POSTER

Cause

An event or circumstance that makes something happen
The reason something happens
Answers the question **why?**

Effect

Something that happens as a result of, or because of, a cause
Tells **what** happened

CAUSE AND EFFECT CHART

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

PURPOSE FOR READING

Read to better understand the roles various people played as the colonists' discontent with Great Britain grew.

THE BIG QUESTION

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

TRANSITION WORDS POSTER

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

PURPOSE FOR READING

Read to learn how the British Parliament angered the colonists further, and what the colonists did in response.

THE BIG QUESTION

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

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

PURPOSE FOR READING

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."

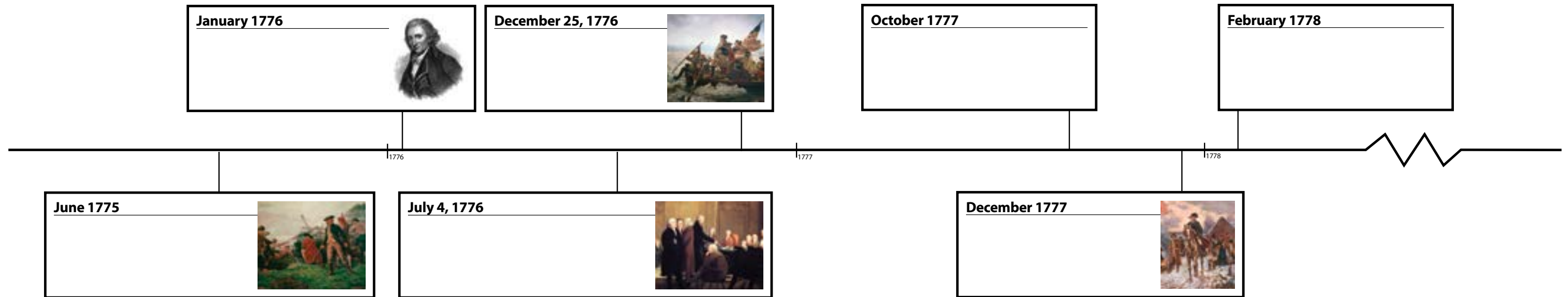
PURPOSE FOR READING

Read to learn what was happening in Philadelphia while battles continued outside Boston.

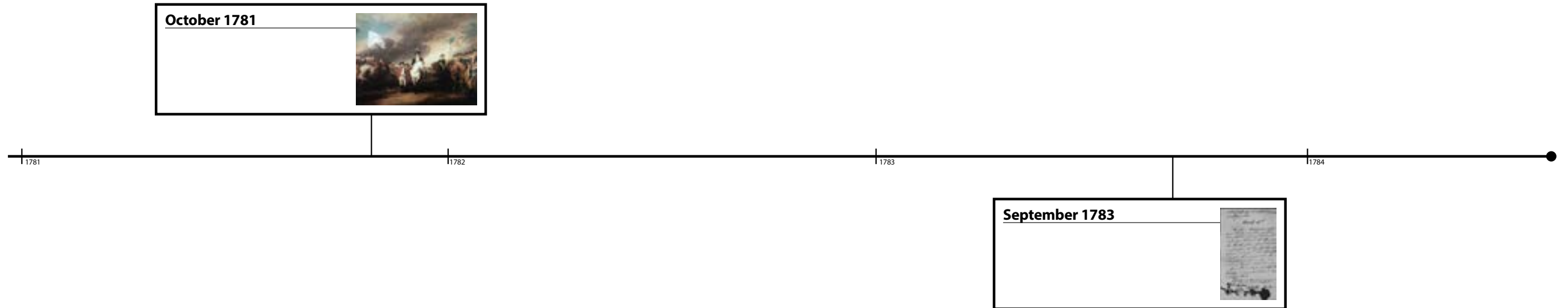
THE BIG QUESTION

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

TIMELINE II



TIMELINE II



SUBJECT-ACTION VERB AGREEMENT POSTER

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

SUBJECT-ACTION VERB AGREEMENT CHART

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	

PURPOSE FOR READING

Read to gain a better understanding of the events that led the colonists to declare independence from Great Britain.

THE BIG QUESTION

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

PURPOSE FOR READING

Read to learn the challenges the Continental Army faced in its battle against the British army and Mother Nature.

THE BIG QUESTION

At the beginning of the war between the British and the colonists, who seemed most likely to win the war and why?

PURPOSE FOR READING

Read closely to analyze the author's language for a better understanding of how Washington's troops confronted the British and Mother Nature.

THE BIG QUESTION

At the beginning of the war between the British and the colonists, who seemed most likely to win the war, and why?

PRONOUN-ACTION VERB AGREEMENT POSTER

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.

PRONOUN-ACTION VERB AGREEMENT CHART

Pronoun Subject		Action Verb	Agreement
Singular	I	learn	
	you	work	
	he	march	
	she	dry	
	it	sail	
Plural	we	wash	
	you	talk	
	they	fight	

PURPOSE FOR READING

Read to learn how the situation began to improve for the Continental Army after the harsh winter at Valley Forge.

THE BIG QUESTION

What European country joined the Continental Army to fight the British, and how did their help influence the outcome of the war?

SAMPLE WRITING PROMPT RESPONSE

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 imposed a tax on tea, the colonists boycotted, refusing to buy British tea. Led by the Sons of Liberty, a group of patriots protested and tossed tea into Boston Harbor.

PURPOSE FOR READING

Read to learn how long the Revolutionary War lasted, and over what great distances the war was fought.

THE BIG QUESTION

What European country joined the Continental Army to fight the British, and how did their help influence the outcome of the war?

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 am hungry.
	you	are	You are excited.
	he, she, it, George Washington, the girl, tea	is	She is tired. It is cute. The tea is bitter.
Plural	we	are	We are helpful.
	you	are	You are noisy.
	they, laws, colonists	are	The colonists are angry.

PURPOSE FOR READING

Read to learn about nonmilitary people who supported the colonies during their war for independence.

THE BIG QUESTION

In what different ways did individuals prove to be heroes of the American Revolution?

PURPOSE FOR READING

Read to learn why the local people believe a headless horseman haunts the village of Sleepy Hollow.

THE BIG QUESTION

Why do people believe a headless horseman haunts the village of Sleepy Hollow?

PURPOSE FOR READING

Read independently to gain a deeper understanding of the classic short story, “The Legend of Sleepy Hollow,” and identify literary devices, such as simile, metaphor, and hyperbole.

THE BIG QUESTION

Why do people believe a headless horseman haunts the village of Sleepy Hollow?

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
- is followed by a verb which also does not change in form


She **can speak** French.

It **will rain** tomorrow.

Modal Auxiliary Verbs Used to Express Ability

PRESENT		PAST	
can	I can read long chapter books.	could	I could read three years ago.
cannot/can't	I can't speak German.	could not/couldn't	Last summer, I couldn't swim.

Modal Auxiliary Verbs Used to Express Possibility

<p>HIGH POSSIBILITY</p>  <p>IMPOSSIBILITY</p>	will	It will rain tomorrow.
	may	It may rain tomorrow.
	might	It might rain tomorrow.
	will not/won't	It won't rain tomorrow.

PURPOSE FOR READING

Read to learn the historical context in which Washington Irving sets another one of his fictional characters.

THE BIG QUESTION

How does Washington Irving weave fact and fiction together in the telling of “Rip Van Winkle”?

PURPOSE FOR READING

Read closely to compare Rip Van Winkle's life before and after his adventure in the Catskill Mountains.

THE BIG QUESTION

How does Washington Irving weave fact and fiction together in the telling of "Rip Van Winkle"?

COLONIAL NORTH AMERICA MAP



REVOLUTIONARY WAR BATTLES MAP



CHESAPEAKE BAY, VIRGINIA, MAP



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Schools

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