## Guidance for Learning at Home

### How to Provide Feedback

- Feedback might be provided in two possible ways:
  - **Telephone Conferences:** Teachers can provide feedback via telephone conferences with students using Teacher Talk Moves and guiding questions to help students refine answers.
  - **Written Feedback:** When telephone conferences are not an option, teachers should collect Distance Learning Guidebook Companions and provide feedback in the form of additional guiding questions and/or organizational frames.
- Student look-fors for each lesson will be available in the Feedback Guide for teachers and/or parents to measure student progress.
- Feedback cycles should occur as often as possible for students (minimally once a week).

### About this Unit

By the end of this unit, students will have read texts about the American Revolution to understand the choices colonists were faced with and the decisions they had to make leading up to and during the Revolutionary War.

The main text students will read in this unit is *If You Lived at the Time of the American Revolution* by Kay Moore, which describes life in the time of the American Revolution from the point of view of a young child and retells the history of the Revolutionary War. Throughout the unit, students will consider both sides of the conflict—the Loyalists or the British and the patriots or the colonists—to understand the decisions and choices each had to make. At the end of the unit, students will engage in a debate between the British and the colonists; they will then write an opinion essay in response to the question of whether the colonists were justified in declaring their independence and fighting the Revolutionary War.

### Text Access

In order to complete this unit at home, students will need access to the following texts:

- Texts schools need to provide:
  - *If You Lived at the Time of the American Revolution* by Kay Moore
  - *Liberty! How the Revolutionary War Began* by Lucille Recht Penner
  - *Those Rebels, John and Tom* by Barbara Kerley
- Texts provided for educational purposes included in the Home Learning Guidebook Companion Resource:
  - "Paul Revere's Ride" by Henry Wadsworth Longfellow

### Possible Supports

**Support for Background Knowledge**
Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the colonists and the difference between democracy and monarchy can be found here: https://learnzillion.com/wikis/159503-american-revolution-let-s-set-the-context-videos/.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

**Support for Language**

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meanings of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
    - history, histories, historic, historical, historically, historicalness, anti-historical, anti-historically, anti-historicalness, unhistorical
    - revolution, revolt, revolutionist, revolutionary

**Support for Reading**

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

**Support for Organization**

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist[1] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[2] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[3] to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories[4] and choice boards to reinforce expectations and support communication.

**Support for Writing**

If students struggle to write, you should

- consider using tools such as transitions, grades 3-5, evidence sentence starters, grades 3-5, and ELA Guidebook Grammar Guide and the WriteAlongframes. If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

[1] https://goalbookapp.com/toolkit/v/strategy/self-monitoring
[2] https://web.uri.edu/teachonline/the-power-of-to-do-lists/
[3] https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/
[4] http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1

## Week 1 Lesson 1

### Understand

1. What do you notice about their expressions?

   The group on the left seems worried or frightened, whereas the group on the right seems joyous and excited.

2. What do you notice about their dress?

   The two groups are dressed differently. The group on the left is in fancier clothing than the group on the right.

3. What is happening behind them?

   The statue is being removed in the background.

4. How does each group seem to feel about the event?

   The children who are removing the statue are dressed similarly to the group on the right, so it would seem that the group on the right is excited about the removal of the statue while the group on the left is upset by this action.

5. What did you learn about the American Revolution from this image?

   The American Revolution had two sides. One side is excited about the events, and one side is upset about the events. Also, the American Revolution involved destruction. They are removing a statue in the middle of the city.

6. What **liberty** did colonists gain in America?

   The colonists came to America looking for religious freedom or freedom from the class system in England.

7. What **liberty** did colonists not gain in America?

   The colonists in America were still under the control of the British government and king. Even if they were not originally English, the colonists still are subject to British rule.

8. Why were the British willing to support the colonists?

   The British provided money and soldiers to help the colonists fight the French and Indian War, the name for the American battles during the Seven Years' War, from 1754–1763. The colonists and the British were successful and defeated the French and Native Americans who were fighting together. The British helped the colonists because they wanted more land and power in America. They did not

want the French to gain control of North America. The results of the war is that the French lost most of their land in America and the British gained more land in America.

### Express Understanding

Reread pages 2–5 of *Liberty! How the Revolutionary War Began* by Lucille Recht Penner.

Why was America a land of **opportunity** for colonists?

Colonists enjoyed many liberties in America that they did not enjoy in England. In England, if you were poor, you were always poor. In America, the colonists could get a new job and make money. They did not have the freedom to do that in England, so the opportunities were better in America for many colonists.

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## Week 1 Lesson 2

### Understand

1. As you read pages 4–5, look at the timeline and mark or indicate events described in the text.

   Answers may vary. The students demonstrate their ability to determine which events to pull from the text and how to place those events on the timeline.

2. How did the colonists feel about the taxes?

   The colonists were upset that the government was requiring them to pay taxes.

3. How has their attitude changed? What events led to this change in attitude?

   The colonists' attitudes began to change once Great Britain decided to place more requirements on the colonists without the colonists' input.

4. Are all colonists angry with Britain? How do you know?

   Not all colonists were angry with Great Britain—some remained loyal, as illustrated on the cover of *If You Lived at the Time of the American Revolution*.

### Express Understanding

Reread or review pages 2–9 of *Liberty!: How the Revolutionary War Began* by Lucille Recht Penner.

List events or ideas that led to the American Revolution.

Answers may vary. Students should identify 2 or more of the following events/ideas:

- Colonists come to America for religious freedom.
- The French and Indian War

- The Treaty of Paris
- Quartering Act
- Navigation Acts
- Sugar Act
- Stamp Act
- Sons of Liberty break into stamp collectors' homes

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## Week 1 Lesson 3

### Understand

1. Who were the Loyalists?

   The Loyalists were colonists who stayed loyal to the British government.

2. Who were the Patriots?

   The Patriots were colonists who rebelled against British control during the American Revolution.

3. Why were the Patriots upset?

   Answers may vary. Students must understand reasons why the Patriots were upset with the British government.

### Express Understanding

1. Why might the colonists on the left side of the image be upset?

   Answers may vary. Students should share reasons that the colonists on the left side of the image were upset because they supported continuing to live under British rule.

2. Why might the colonists on the right side of the image be upset?

   Answers may vary. Students should share reasons that the colonists on the left side of the image were upset because of their rebellion against living under British rule.

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## Week 1 Lesson 4

### Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

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## Week 1 Lesson 5

### Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

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## Week 2 Lesson 1

### Understand

1. List events or ideas that led to the American Revolution.

   Answers may vary. Important events for students to record include:
   - French and Indian War
   - Paying British taxes beginning 1760
   - Stamp Act in 1765

2. Review the illustrations from *If You Lived at the Time of the American Revolution* by Kay Moore. How do the illustrations help you as a reader in these first five sections of the text?

   The ideas and details in the images are emphasized in the text. For example, in *If You Lived….*, students should understand that the author uses maps to show the reader where the 13 colonies were located and how there were divisions between the colonies. Additionally, the illustrations of the types of clothing worn and houses lived in by the colonists supports the reader's understanding of life in the colonies and how it was different from today.

### Express Understanding

Why did the American Revolution begin? Include evidence from at least one of the texts you have read.

- Students should recognize that some colonists were against British rule and wanted to be able to govern themselves. Those were the Patriots. On the other side was the King of England and his supporters who wanted to keep control of the colonies. Those were the Loyalists.
- Students should understand that the colonies did not work well together and they did not have a common goal. Each colony and colonist wanted what was best for themselves even though they lived in the same country or area. This supports the idea that the Revolutionary War was a civil war because people who live in the same area or country were fighting against each other as enemies. Everybody wanted to protect their own interests, not the interests of others.
- Students should understand the American Revolution began because the Patriots no longer wanted to follow the British rules. Some colonists did not like that Great Britain controlled where the colonists could settle and with whom they could trade and that Great Britain forced them to shelter British soldiers. The colonists especially did not like paying British taxes without being voting members of British Parliament.
- Students should reference specific acts passed by British Parliament and how the colonists responded,

ultimately leading to the American Revolution.

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## Week 2 Lesson 2

### Understand

1. Where did the colonists originate?

   The colonists originated from different areas. Some were from England, but many others came from different countries.

2. What types of jobs did colonists perform?

   Across the thirteen colonies, jobs of the colonists often depended on where they lived. The New England area had a lot of shipping and fishing industries. Colonists there were also involved in buying and selling of goods. Colonists from the Middle Colonies grew fruits, vegetables, and especially wheat. In the Southern Colonies, colonists had tobacco plantations.

3. How did colonists live?

   The colonists lived in different kinds of houses and dressed differently based on where they lived and the jobs they performed.

4. What were the colonists' opinions of the British?

   The colonists had different opinions of the British. Some were loyal to the British and the king. Some felt disrespected and wanted freedom from Britain.

### Express Understanding

Use the next page to create a visual display to support your responses from the Understand section.

Answers may vary. Students demonstrate understanding of their responses in the Understand section by illustrating how the colonists lived their lives.

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## Week 2 Lesson 3

### Understand

1. Who were the American colonists? Use your responses and visual(s) from lesson two.

   The colonists were from many different backgrounds; some were from England, but many others came from different countries. All the colonists were subjects of King George. Across the thirteen colonies, jobs of the colonists often depended on where they lived. The New England area had a lot of shipping and fishing industry. Colonists there were also involved in buying and selling of goods.

Colonists from the Middle Colonies grew fruits, vegetables, and especially wheat. In the Southern Colonies, colonists had tobacco plantations. The colonists lived in different kinds of houses and dressed differently based on where they lived and the jobs they performed. The colonists had different opinions of the British. Some were loyal to the British and the king. Some felt disrespected and wanted freedom from Britain.

### Express Understanding

What factors did colonists weigh when making decisions up to and during the American Revolution?

Include details from *If you Lived at the Time of the American Revolution* by Kay Moore and *Liberty! How the Revolutionary War Began* by Lucille Recht Penner.

The colonists had to weigh the impact of not rebelling and continuing to be under British rule against the impact of rebelling and engaging in a war. The British protected the colonists, but the colonists grew tired of having to support the British soldiers and paying taxes. The various acts the British passed led colonists to grow increasingly angry with Great Britain. However, the colonists likely knew that rebelling against Great Britain would result in punishment (closing the port, Revolutionary War, etc.) So, colonists had to consider how much they wanted to rebel given the possible outcomes.

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## Week 2 Lesson 4

### Vocabulary Journal

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## Week 2 Lesson 5

### Vocabulary Journal

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## Week 3 Lesson 1

### Understand

1. Based on your reading, complete the chart below.

| Loyalist | Neutral | Patriot |
|---|---|---|
| List descriptions, details, examples, and the challenges Loyalists faced. Include synonyms for Loyalist and related words from your vocabulary | List descriptions, details, examples, and the challenges those that remained neutral faced. Include related words from your | List descriptions, details, examples, and challenges Patriots faced. Include synonyms for Patriot and related words from your vocabulary |

| chart. | vocabulary chart. | chart. |
|---|---|---|
| ⅓ of colonists were Loyalists, also called "Royalists," "friends of the government," "the King's friends," or "Tories".<br><br>They remained loyal to the king of England.<br><br>Reasons for loyalty:<br>1. Thought king had right to rule and his rules were fair<br>2. Afraid of soldiers<br>3. Their family lived in England<br>4. They were worried about a Patriot-led government<br><br>Native Americans (Iroquois and Seneca nations) and African-Americans were often Loyalists. The British gave slaves their freedom if they fought for the British.<br><br>German troops ("Hessians") were paid by the British to fight.<br><br>New York City was the Tory capital of America.<br><br>Loyalists were lawyers, merchants, ministers, government officials, farmers, and workers. | ⅓ of colonists were neutral (didn't take a side)<br><br>Some changed sides depending on who was winning<br><br>Religious groups like Quakers and Mennonites did not take sides (they were against fighting.)<br><br>Some people couldn't express their opinions, like slaves and indentured servants (they had to believe what their master believed.)<br><br>Some families split between colonies and England so they would be sure to be on a winning side! | ⅓ of colonists were Patriots, also called "Rebels," "Liberty Boys," "Sons (or Daughters) of Liberty," "Colonials," and "Whigs."<br><br>They wanted to be Americans and free from British rule.<br><br>About 5,000 African-American soldiers were Patriots.<br><br>France, Spain, and Holland sided with the Patriots. |

## Express Understanding

1. List some of the causes that led to the Revolutionary War.

    - The colonists grew tired of following British rules.
    - England controlled trade and told people what they could do.
    - Colonists had to provide housing and food for British soldiers.
    - Colonists had to pay taxes and couldn't complain about it.

- "Taxation without representation is tyranny!"
- The British got rid of all taxes except the tea tax.
- Colonists had a "tea party" to throw all unused tea in the Boston Harbor.
- King George punished the colonists and closed the port.

2. Loyalists and Patriots had very different opinions. How were they different? Provide multiple examples from the text to support your answer.

   Loyalists or Tories: wanted to remain English citizens

   Examples from the text:

   - They believed the king had the right to rule the colonies and that his laws were fair.
   - They were afraid of the British soldiers.
   - They had family in England and didn't want to put them in danger.
   - They felt that a government run by rich Patriots would be worse.
   - Many Indians and slaves supported the Loyalists.

   Patriots, Rebels, or Whigs: wanted freedom from Great Britain and wanted to rule themselves

   Examples from the text:

   - They wanted to just be "Americans."
   - They thought of themselves as "United Colonies."
   - Some slaves supported the Patriots.
   - France, Spain, and Holland supported the Patriots.
   - Why would France, Spain, and Holland support the Patriots?

3. Why would France, Spain, and Holland support the Patriots?

   If the Patriots won, Great Britain would lose their land and possessions. France, Spain, and Holland might gain more land or money in the colonies. France and Great Britain often fought. The French and Indian War was against Great Britain. France lost and had to give their land to Great Britain. By helping the Patriots, the French might get their possessions back.

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## Week 3 Lesson 2

### Understand

1. Why is this information important? From reading the previous text, what did you learn resulted from the American colonists fighting in the French and Indian War?

   The American colonists and the British were allies because they were protecting shared self-interests--living freely and in safety in America. As a result of the war, though, Britain wanted to

continue to control the colonies, which many colonists felt was not in their own best self-interest. Thus, many of the colonists rebelled to protect their own interests against the British. This is one of the reasons why the American Revolution began.

2. Looking at this sentence, what is the **metaphor**?

   The metaphor is the fabric binding America.

3. Let's explore this **metaphor** a bit further. Does fabric really connect America and Great Britain?

   Fabric does not connect America and Great Britain.

4. If the binding is unraveling, what is happening? How is unraveling different from tearing or breaking?

   If the binding is unraveling, then the fabric is separating and coming undone.. America and Great Britain are about to take different sides. Tearing or breaking is done with force and is more immediate than an unraveling.

5. How does this describe what happened between the colonies and Great Britain?

   The British soldiers and American colonists were once allies and fought together to gain control of land ruled by France. The British and colonists were victorious and were extremely happy with their victory. This detail is significant because it hints at one of the causes of the Revolutionary War--the British controlled the colonies and helped protect the colonies, so they felt it was their right to do with the colonies as they saw fit. Most colonists, however, felt they had fought alongside the British and had endured hardship to start over in America away from England and should continue to enjoy their freedoms.

6. What is the meaning of **uncivilized** based on its parts?

   Uncivilized means "not being a citizen" or "behaving in a way that is unlike those around you."

7. **Cultural achievement** is what a person or group of people have accomplished socially. Londoners considered themselves to be high class and refined. They would go to the theater or fancy parties. Why might the British believe the colonists were uncivilized?

   The British thought the colonists were uncivilized because many colonists left England to get away from poverty and classism; so while wealthy Londoners enjoyed their lives, those less fortunate were extremely unhappy and many left to go to America to experience greater freedom from the problems in England.

8. Are London's residents justified in thinking they are superior to the rest of the British Empire? Why or why not?

   Answers may vary. Students will give an opinion based on their answer from question seven.

## Express Understanding

Why were the British especially concerned about the uprising in America? How do you know? Support your thinking with evidence from the summaries.

The revolution in the colonies was a hot topic for debate, meaning that some people agreed and some people disagreed with what was happening. The British were likely concerned about what happened in the colonies because they may have had family in the colonies and wanted them to be safe. They also didn't want to lose the possessions they had in the colonies. The British gained money from the colonies, so losing the colonies would mean less money for the British empire.

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## Week 3 Lesson 3

### Understand

1. Why was George Washington upset?

   George Washington was upset because the taxation unfairly limited their rights.

2. Why did so many colonists remain loyal to Britain?

   Many colonists remained loyal to Britain because they were loyal to the crown despite being forced to pay more taxes.

3. What was the colonists' argument against Great Britain?

   The argument the colonists had against Great Britain was about the lack of freedom/limited rights or unfair treatment. The other issues of taxation, controlling the colonists' land, and forcing colonists to house the British soldiers were ways that the British took away the colonists' freedom/limited their rights and treated them unfairly.

### Express Understanding

Create a summary of the events using the vocabulary words you have learned throughout the unit. Think about what you can say about Great Britain and their role in the American Revolution. What did Great Britain do?

Answers may vary. Students should understand that Great Britain was trying to control the American Colonists. The people in the thirteen colonies were upset and eventually declared their independence.

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## Week 3 Lesson 4

### Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

## Week 3 Lesson 5

### Vocabulary Journal

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## Week 4 Lesson 1

### Understand

1. Choose one of the following sides by answering one of the questions.
    - Are the opinions of each side justified or well-supported and right or reasonable? Why?

      Answers may vary. Students must pick a side to support.

    - Do you believe only the British are justified? Why?

      Students should share some or all of the following reasons and details in their discussion:

      - There was a British law that there would be no taxation without representation, so the British were breaking the law by taxing the colonists.
      - The British supported the colonists during the French and Indian War with money and soldiers.
      - The British had an interest in protecting the colonies.
      - British controlled where the American colonists could settle.
      - Londoners felt superior to the American colonists.

    - Do you believe only the American colonists are justified? Why?

      Students should share some or all of the following reasons and details in their discussion:

      - Many American colonists left England to get away from the poverty and classism that existed and to enjoy the freedoms of America.
      - American colonists broke British law for many years and Great Britain looked the other way.
      - American colonists were paying two sets of taxes--one set to cover their war debts and run the colonies and the other set to get Great Britain out of debt because they needed more money and were already taxing their citizens.
      - American colonists had no say in the British government. They were at the mercy of a ruler who only seemed to care about himself, not the best interests of the colonists.

2. How does the author use a metaphor to support her point about the conflict between the Patriots and Loyalists?

   The author uses this metaphor to show how the British and Americans were once allies, but

disagreements over liberty, rights, and money led to a civil war that created a new nation. Both sides have things in common despite their disagreements and each side has a valid story and reasons for their beliefs.

3. How does the author compare King George and his family to George Washington?

   The author uses a comparison and contrast structure to show how each side of the conflict had many similarities despite being enemies. She begins by explaining King George and his family and the people of London and the problems they faced. She then describes George Washington and emphasizes places where they are similar. Even though both Georges were bitter enemies, they were both still people with difficult jobs, problems with their people, and families to take care of.

### Express Understanding

1. What is the message that the author is trying to teach us about people's views of events?

   There are two sides to every story.

2. How did the colonists view their situation?

   The colonists believed they had the right to rebel.

3. How did the British view their situation?

   The British believed they could think the way they did.

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## Week 4 Lesson 2

### Understand

Which side, Loyalist or Patriot, had the best argument in the American Revolution?

Complete the chart below to choose a side and answer the question.

| Text Title | Evidence from the Text | How does this evidence support your opinion? |
|---|---|---|
| *George vs. George* page 18 | "Great Britain had spent plenty of money fighting in America for the good of the colonies." | The British government was using tax money to support the colonies. |
| *George vs. George* page 18 | "It was Great Britain's right to collect payment!" | The British had rights, too. |

| | | |
|---|---|---|
| *...If You Lived at the Time of the American Revolution* page 14 | British soldiers were in the colonies to help the colonists fight the Native Americans and to keep other countries from invading. | The British government protected the colonies from attacks. |
| *...If You Lived at the Time of the American Revolution* page 19 | "The king had the right to rule the colonies and that his laws were fair." | The king was the ruler and his beliefs were more important than the ordinary citizens. |

## Express Understanding

Which side, Loyalist or Patriot, do you think had the best argument? Write a paragraph to support your opinion. Be sure to state your opinion and provide logically ordered reasons that are supported by evidence from one of the texts you have read.

Based on the prompt, what point do you want to make? Write a **main idea** sentence for your paragraph.

> Answers may vary. The Loyalists had the best argument because the British supported the colonists when they were in trouble and the colonists were still British subjects.

Now, using your evidence chart, write down two reasons for your opinion and the evidence which supports your reasons.

Reason 1:

The British supported the colonists when they were in trouble.

> Supporting Evidence:
>
> During the French and Indian War, the British and colonists were allies. Great Britain sent soldiers to defend the colonists. The British spent money to help the colonists defeat their enemies.

Reason 2:

The colonists were still British subjects.

> Supporting Evidence:
>
> The colonists were still under the rule of the king. They were his subjects and should obey his laws. By going against his rules, the colonists were breaking the law.

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**Week 4 Lesson 3**

### Understand

2. Write a paragraph to answer the prompt. Include an introduction, main idea sentence, two reasons supported with evidence, and a conclusion sentence.

   Answers may vary. Students use the information from lesson two to complete the paragraph.

3. Read your paragraph in response to the prompt. Underline any **prepositional phrases** used in your writing.

   Answers may vary. Students understand the prepositional phrases in their writing.

### Express Understanding

You are going to review your response and look for four things.

1. Is there a sentence that states your opinion on which side, the Loyalists or Patriots, had the best argument? Highlight or indicate the main idea sentence.

   Answers may vary. Students highlight their main idea sentence in the paragraph above.

2. Look for two reasons that support the main idea sentence. Write a 1 above the first identified reason. Write a 2 above the second identified reason.

   Answers may vary. Students identify the first and second reason with a number one and a number two.

3. Highlight or indicate the evidence to support reason one and reason two.

   Answers may vary. Students highlight the evidence for each reason.

4. Does the paragraph have at least one prepositional phrase?

   Answers may vary. Students should have at least one prepositional phrase.

Make any necessary changes to your draft and rewrite your paragraph below.

Answers may vary.

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## Week 4 Lesson 4

### Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

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## Week 4 Lesson 5

## Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

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## Week 5 Lesson 1

### Understand

1. What factors did colonists weigh when making decisions up to and during the American Revolution?

| *If You Lived at the Time of the American Revolution* | *Liberty! How the Revolutionary War Began* | *George vs. George* |
|---|---|---|
| Answers may vary. | Answers may vary. | Answers may vary. |

2. What caused Loyalists and Patriots to take opposing stances in the American Revolution?

| *If You Lived at the Time of the American Revolution* | *Liberty! How the Revolutionary War Began* | *George vs. George* |
|---|---|---|
| Answers may vary. | Answers may vary. | Answers may vary. |

3. Who/what were the significant people, dress, symbols, and language of the time period?

| *If You Lived at the Time of the American Revolution* | *Liberty! How the Revolutionary War Began* | *George vs. George* |
|---|---|---|
| Answers may vary. | Answers may vary. | Answers may vary. |

### Express Understanding

Write one fact you learned about the American Revolution through your research.

Answers may vary. Students pull one fact to share in this section.

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## Week 5 Lesson 2

### Understand

1. Based on your research from lesson one, complete the chart below to list three reasons to support each side.

| Patriots | British and Loyalists |
|---|---|
| They were being taxed unfairly (no taxation without representation). | They protected the colonists from the Indians (Native Americans). |
| Their rights were limited (they were told where they could and could not settle.) | They spent money to fight the French and Indian War and deserved to be paid back. |
| They had to feed and house British soldiers, which cost them more money. | The colonists were British citizens and should obey the laws. |

2. How did each side respond to the following events? Complete the chart below.

| Event | Patriots | British and Loyalists |
|---|---|---|
| Stamp Act | Taxation without representation<br>Tyranny<br>Riots broke out in Boston<br>The Sons of Liberty was formed | Parliament repealed the Stamp Act |
| The tax on tea | The Patriots boycotted British tea, which led to the tea companies losing money. When the king demanded the British tea be purchased, Patriots led the Boston Tea Party. They dumped 342 chests of tea into the harbor. They smuggled in goods after the king closed the port. | British said colonists could only buy British tea. After the Boston Tea Party, the king closed the port to punish the colonists until they would apologize. The British also sent troops to the colonies. |
| Declaration of Independence | The Patriots said how they were hurt by the king. Some Patriots didn't like taxes, but didn't want to break from Britain. The colonies started joining as a nation and building an army of minutemen. | Some people moved back to England or to Canada. Life was difficult for Loyalists. They had to pay more taxes and Patriots sometimes burned their homes. Loyalists wrote a Declaration of *Dependence*. |

## Express Understanding

1. What was the first step you took to answer the research questions?

Answers may vary. Students should put into words their first action in answering the research questions.

2. What was different about the information in both sources?

   Answers may vary. Students should state at least one difference between the sources.

3. What was the same about the information in both sources?

   Answers may vary. Students should state at least one similarity between the sources.

4. Why is it important to use more than one source to answer a research question?

   Students should understand that more than one source is needed to answer the questions.

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## Week 5 Lesson 3

### Understand

1. What events happened during Paul Revere's ride? Use the poem and complete the chart below to note the events from the poem about Paul Revere's ride.

| Stanza | Event |
|---|---|
| 1 | The narrator tells the reader that he will tell the tale of Paul Revere. |
| 2-3 | Paul Revere tells a friend to find out if the British will be coming by land or by sea. The friend is to use lanterns in the belfry of North Church to signal how the British are coming--one lantern if they come by land, two lanterns if they come by sea. Paul then rows across the Charles River to Charlestown to await the signal so he can warn the American troops. |
| 4-6 | Paul's friend finds out the British are coming by sea, so he puts two lanterns into the church belfry. |
| 7-8 | In Charlestown, Paul impatiently waits with his horse. He sees the lanterns and immediately takes off to warn the American troops. |
| 9-11 | Paul travels to Medford, Lexington, and Concord (in that order) to warn the American troops. |
| 12 | Gives details about Paul's ride. |

### Express Understanding

1. On the map, indicate where Paul Revere started the evening.

Paul begins his evening in Boston, where the British soldiers are located. He is speaking to a friend about his plans.

2. Indicate where he began his ride. How did he get to his horse?

   Paul begins his ride in Charlestown. He is waiting next to his horse for his friend's signal.

3. What time did he reach the city? Indicate the city on the map.

   Paul Revere reached the first city, Medford, at midnight.

4. What time did he reach the second city? Indicate the city on the map.

   Paul Revere reached the second city, Lexington, at 1 in the morning.

5. What time did he reach the last city? Indicate the city on the map.

   Paul Revere reached the last city, Concord, at 2 in the morning.

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## Week 5 Lesson 4

### Understand

1. What does **somber** mean?

   Somber means solemn, quiet places.

2. How would you describe the initial atmosphere of the poem? Support your answer with evidence from the poem.

   Answers may vary. Students should understand the initial atmosphere has a negative connotation. Somber has a negative connotation, but later in the poem, the word tranquil is used with a more positive connotation.

3. As you read through the poem, look for words or phrases that relate to sound. List the words or phrases in the chart below.

| Stanzas 1-8 | Stanzas 9-12 |
|---|---|
| muffled, silently, silence, stealthy, somber, silence, whisper, tranquil | crowing, barking, bleating, twitter, blowing, fire, knock, echo, hoof-beats |

4. What do you notice about the words from Stanzas 1-8?

The words in stanzas 1-8 include more quiet sounds.

5. What do you notice about the words from Stanzas 9-12?

   The words in stanzas 9-12 include more loud sounds.

6. What happens by the end of the poem?

   Paul Revere begins his ride.

7. What does Paul Revere's ride cause or signal?

   Paul Revere's ride signals that American colonists are excited and making noise/preparing to fight/want to fight.

### Express Understanding

1. Considering these lines from the poem, what does the word "that" reference?

   The word that references a spark.

2. Why does the poet follow the statement "That was all!" with "And, yet!"?

   Something small like a spark did something huge, like start a fire across the land.

3. Did Paul Revere really start a fire? What do these phrases mean?

   Paul Revere didn't start a fire, but his ride did help stir up the American colonists, which led to the start of the American Revolution.

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## Week 5 Lesson 5

### Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

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## Week 6 Lesson 1

### Understand

1. According to the text, what happens on the night of April 18, 1775? Select the choice that shows the events in the order they occurred.

   A. The British troops plan a surprise attack; Paul Revere warns the colonists by hanging two lanterns in the Old North Church; he then rows across the Charles River with friends to warn Samuel Adams and John Hancock of the British attack.

B. **General Gage gives the order to attack; as the British approach, two lanterns are hung in the Old North Church; Paul Revere sees the signal and a friend rows him across the Charles River; Paul Revere borrows a horse and warns the colonists of the British attack.**

C. Paul Revere instructs a friend to warn him of the British attack by hanging a signal in the North Church; Paul Revere rows across the Charles River by the British Somerset; on the opposite shore, Paul Revere mounts his horse and waits for the signal; when he sees the two lanterns, he warns the colonists of the British attack.

D. General Gage orders spies to scout the land; he decides the most important goal is to take Samuel Adams and John Hancock as prisoners; to be ready for war, the townspeople of Concord bury their weapons in haystacks; when Paul Revere warns them, they dig up their guns ready to fight off the British attack.

2. Part A

The text says the British General Gage "thought the colonists had guns and ammunition hidden in the area." Why would the colonists need guns and ammunition?

A. The Sons of Liberty were British prisoners.

B. **The colonists sensed a British attack was coming.**

C. The British disliked guns, so the colonists collected firearms as an act of rebellion.

D. Native Americans fought the British in the French and Indian War, so as British citizens, the colonists feared Native American attacks.

Part B

What evidence from the passage best supports the answer to Part A?

A. **"But almost everyone they met recognized them for what they were: British spies."**

B. "And he also suspected that two important leaders of the Sons of Liberty--Samuel Adams and John Hancock--were hiding nearby."

C. "Paul Revere saw the signal, hurried to the Charles River, and was rowed across by a friend."

D. "But as they marched, they heard an unwelcome sound. Church bells were rolling. Drums were beating the alarm."

3. Part A

Which word has most nearly the same meaning as **suspected** as it is used in paragraph 2 of "One if by Land, Two if by Sea."

A. knew

B. realized

C. learned

**D. believed**

Part B

Which words from paragraph 2 support the answer to Part A?

**A. "thought" and "also"**

B. "hidden" and "hiding"

C. "ordered" and "important"

D. "cause" and "capture"

4. Part A

Read the following sentence.

**It would be a great blow to the colonists' cause if he could capture them.**

Based on paragraph 2 of the text, what does this sentence mean?

A. If General Gage could attack the colonists, it would cause them to rethink their goals.

B. If the colonists could cause the British to capture them, they would get more people on their side.

C. If the colonists could defend Adams and Hancock, they would be successful in capturing the British general.

**D. If General Gage could capture Adams and Hancock, the colonists would be less successful in meeting their goals.**

Part B

How does the author support this point from paragraph 2?

A. The author explains the colonists' cause.

B. The author explains the events of Paul Revere's ride.

**C. The author provides a firsthand quotation from General Gage's writing.**

D. The author provides information about the problems the British troops encountered.

5. Part A

What is the main reason the British attack on the night of April 18, 1775, wasn't a surprise to the colonists?

A. General Gage told the colonists he wanted to imprison Adams and Hancock.

B. British spies were scouting the countryside for hidden firearms.

**C. Paul Revere rode on horseback toward Concord to warn the colonists.**

D. The river didn't have a dock, so the British troops took too long to come on shore.

Part B

What evidence from the passage best supports the answer to Part A?

A. "General Gage had ordered spies to scout the countryside toward Lexington and Concord."

B. "It would be a great blow to the colonists' cause if he could capture them. 'Until they are sent home prisoners,' General Gage wrote, 'I fear we shall have no peace.'"

**C. "'The regulars are out!' he yelled, and raced on. The regulars were the British troops. When men heard his shout, they dressed quickly and loaded their muskets."**

D. "The first men to wade ashore just stood there, freezing and miserable, until all the rest had arrived."

## Express Understanding

For questions 6–8, use the following diagram and select which of the following statements best fit in each space.

6. Select three statements which describe the events on the night of April 18 in *And Then What Happened, Paul Revere?* and also in "One if by Land, Two if by Sea."

   A. Colonists know British spies are scouting the countryside.

   E. Once Paul Revere knows the British are arriving by sea, he crosses the Charles River.

   G. Paul Revere works with friends to warn the colonists.

7. Select three statements which describe the events on the night of April 18 in all three texts.

   D. Paul Revere has to pass a British ship, so he muffles his boat oars.

   H. Paul Revere rides a horse to warn the colonists of the British attack.

   J. Colonists arm themselves after they get their warning from Paul Revere.

8. Select one statement which describes the events on the night of April 18 in "Paul Revere's Ride" and also in "One if by Land, Two if by Sea."

   B. Paul Revere sees two lanterns hanging in the North Church tower.

---

**Week 6 Lesson 2**

## Understand

1. What did you learn about Paul Revere's ride from "One if by Land, Two if by Sea" from *Liberty! How the Revolutionary War Began* by Lucille Recht Penner?

   Answers may vary. Students should understand Paul Revere's role in starting the Revolutionary War.

2. In your opinion, which one of the following words best describes Paul Revere? Support your answer with evidence from the text.

   smart, ambitious, busy, energetic, accomplished, lucky

   Answers may vary. Students choose a word and explain using evidence from the text.

   The word "energetic" best describes Paul Revere. He was always busy making and doing things, like ringing the church bells or delivering news on horseback. He also used energy to support the Sons of Liberty and the American Revolution when he dressed up for the Boston Tea Party or rode all night on horseback to warn colonists about the British arrival by sea.

## Express Understanding

How are the events of Paul Revere's ride portrayed similarly and differently in the two texts? Use the Venn Diagram below to organize your thoughts. Write a four paragraph essay to compare and contrast how each text portrays Paul Revere's ride.

- Include a main idea sentence in your introduction.
- Cite evidence from the text for each body paragraph, one about the similarities and one about the differences.
- Include a conclusion paragraph.

Answers may vary.
Possible response:

Paul Revere rode on April 18, 1775, which is an important date. The Revolutionary War began on April 19, 1775. We read three texts about Paul Revere's ride. Each text tells about Paul Revere's ride, but some of the details in each story are different.

The same story in all the texts is that Paul Revere had to alert the colonists when the British were coming. Each text says two lanterns were hung in the church tower, which meant the British were coming by water. Paul Revere began his ride after the lanterns were hung.

The texts also have differences. In And Then What Happened, Paul Revere? Paul is rushed, and he forgets to bring something to muffle his oar. He gets a petticoat from a friend who lives nearby. He and his friends row the boat across the Charles River. In "Paul Revere's Ride," Paul is eager and impatient to ride. Paul Revere rows across the Charles river by himself with a muffled oar before he gets the signal. In Liberty! a friend rows Paul across the Charles River after he gets the signal. It also says Paul and his friend had to row past a British ship, so they decide at the last minute to muffle their oars. Paul asks a lady for her petticoat to wrap around the oars.

We read three texts about Paul Revere's ride, and they all said similar and different things about his ride. They all talk about muffled oars, but they say different things. The poem says Paul Revere was alone and he rowed across the river before he got the signal, but the other texts say he crossed the river with friends after he got the signal. So the texts have similarities and differences.

## Week 6 Lesson 3

### Understand

Compound Sentences

- *And Then What Happened, Paul Revere?* says Paul Revere was in a hurry and moving quickly, and the poem also says Paul Revere was eager and impatient to ride.
- The poem says Paul Revere was alone and he rowed across the river before he got the signal, but the other texts say Paul Revere crossed the river with friends after he got the signal.
- Paul Revere was in a hurry on the night of April 18, and he forgot to bring something to muffle his oars.
- Paul Revere was able to slip past the British war ships, but he almost got caught by some English officers.
- Paul Revere forgot to bring something to muffle his oars, so he asked a woman to use her petticoat.
- At first, Paul Revere rode to Lexington to warn the colonists, and then he rode to Concord.
- "One if by Land, Two if by Sea" doesn't say much about Paul Revere, but the other texts describe Paul Revere's actions in detail.

Relative Pronouns

- Paul Revere was an express rider who warned the colonists of the British attack.
- Paul Revere rode on April 18, 1775, which the texts say was before the American Revolution began.
- Each text says two lanterns were hung in the church tower, which meant the British were coming by water.

Mentor Sentences

- "But as they marched, they heard an unwelcome sound."
- "But beginning in 1765, there was no time for doodling."

Sentence Frames

- But as he rode, Paul Revere warned the colonists.
- But on the night of April 18, 1775, Paul Revere was able to save lives by warning the colonists.

### Express Understanding

Choose two of the sentence frames—a compound sentence, a relative pronoun sentence, or a sentence challenge—to include in your response. Complete the sentence frames.

Students should choose two of the sentence frames from the Understand section in this lesson.

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## Week 6 Lesson 4

### Understand

1. In your written response, write an "S" next to similarities and a "D" next to differences.

   Answers may vary. The students will read their responses and determine if it's similar or different in both texts.

2. Circle any text evidence used.

   Answers may vary. Students are circling text evidence in their response.

3. Decide where you will use your two completed sentence frames from lesson three.

   Answers may vary. Students evaluate their work to find a place to use their sentence frames from lesson three.

### Express Understanding

How are the events of Paul Revere's ride portrayed similarly and differently in the two texts?

Rewrite your response from lesson two. Be sure it includes a body paragraph about similarities and a body paragraph about differences. Include the two sentence frames from lesson three.

Answers may vary.
Possible response:

Paul Revere rode on April 18, 1775, which is an important date. The Revolutionary War began on April 19, 1775. We read three texts about Paul Revere's ride. Each text tells about Paul Revere's ride, but some of the details in each story are different.

The same story in all the texts is that Paul Revere had to alert the colonists when the British were coming. Each text says two lanterns were hung in the church tower, which meant the British were coming by water. Paul Revere began his ride after the lanterns were hung.

The texts also have differences. In And Then What Happened, Paul Revere? Paul is rushed, and he forgets to bring something to muffle his oar. He gets a petticoat from a friend who lives nearby. He and his friends row the boat across the Charles River. In "Paul Revere's Ride," Paul is eager and impatient to ride. Paul Revere rows across the Charles river by himself with a muffled oar before he gets the signal. In Liberty! a friend rows Paul across the Charles River after he gets the signal. It also says Paul and his friend had to row past a British ship, so they decide at the last minute to muffle their oars. Paul asks a lady for her petticoat to wrap around the oars.

We read three texts about Paul Revere's ride, and they all said similar and different things about his ride. They all talk about muffled oars, but they say different things. The poem says Paul Revere was alone and he rowed across the river before he got the signal, but the other texts say he crossed the river with friends after he got the signal. So the texts have similarities and differences.

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### Week 6 Lesson 5

#### Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

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### Week 7 Lesson 1

#### Understand

1. Explain what changed from before the war and why.

   There were changes from before the war for the Loyalists and Patriots. Many Loyalists quickly moved to other countries, including England, Canada, the West Indies, and East Florida. Also, many lost their property and asked the British government to pay them, but for those who were paid, they were given less than half of the value of what was lost.

   The Patriots were adjusting to being their own country. Many landmarks were named after honored Patriot leaders. The first college in America was named after Geroge Washington, other colleges opened, and college textbooks that came from Europe were now printed in America. Patriotic themed writings and paintings were created, and children were named "Independence," 'Peace," "Joy," and "Thanks."

#### Express Understanding

How do the differences in the two texts affect your understanding of the war?

Include evidence in your response from both texts.

Students should understand the impact of having quotations/firsthand accounts of events in George vs. George and the inclusion of those quotations creates a more personal account of the war.

Students should also make note of the details on pages 71 and 72 of ...If You Lived at the Time of the American Revolution about recommending that the Loyalists who did not fight in the war have their property restored and most states not following through with that recommendation as well as the British not paying the Loyalists for what they lost. Students should continue to refine their thinking of each side of the war to develop an opinion about whether the colonists were justified in fighting for their freedom.

## Week 7 Lesson 2

### Understand

1. Complete the chart below to list facts about John Adams and Thomas Jefferson. In the columns on the left and right, list facts and evidence about John Adams and Thomas Jefferson from *Those Rebels, John and Tom* by Barbara Kerley that illustrate their differences. In the middle, list facts and evidence about John Adams and Thomas Jefferson that illustrate their similarities.

| John Adams Differences | Similarities | Thomas Jefferson Differences |
|---|---|---|
| John Adams was very good at speaking and persuading others to follow his opinion. He was very loud and some considered him obnoxious. He was really good at convincing the Continental Congress to vote for independence. | Together John and Tom were able to accomplish freedom for the colonists. | Thomas Jefferson was quiet and soft spoken. He preferred writing over speaking, and he was very good at writing. He wrote the Declaration of Independence for the Continental Congress to sign. The Declaration of Independence listed the colonists' grievances with King George and declared their freedom from his rule. |

### Express Understanding

How did John Adams' and Thomas Jefferson's skills help each man contribute to America's independence?

John Adams and Thomas Jefferson were two founding fathers of the United States. They were very different, but they had a common goal. They wanted to launch a new nation, the United States. John Adams liked to talk and argue a lot. He was good at compelling people to agree with his opinion. He used his skill of talking to compel people to vote for the United States. Thomas Jefferson was really good at writing. John Adams said, "You can write ten times better than I can." Thomas Jefferson wasn't like John Adams who liked to talk a lot. Thomas Jefferson was really quiet, but he could say really important things in his writing. So he wrote the Declaration of Independence with his pen to justify why there should be a United States. Thomas Jefferson used his skill of writing to make people vote for the United States. John Adams and Thomas Jefferson united in an alliance to launch the United States.

## Week 7 Lesson 3

### Understand

1. Why were John Adams and Thomas Jefferson allies?

While John and Tom had many differences, they shared a common goal—launching or starting a new nation, the United States. They both wanted freedom from Britain, which made them allies or partners

in making sure their goal was achieved.

2. Why did John Adams compare an organization of men to a nursery?

   The metaphor is used to describe how the process to launch a new nation was difficult. People acted like babies and probably couldn't agree and were whiny.

3. How does this help you understand the challenges the colonies faced?

   It would be difficult to make them come together to agree to a common goal. This is more descriptive and memorable than just saying it was difficult.

4. Why was Thomas Jefferson upset by the delegates?

   Thomas Jefferson felt the delegates were moving too slow and constantly arguing, leading to it being difficult to reach an agreement.

5. What did he want the delegates to accomplish?

   He wanted the delegates to vote for independence from Great Britain.

### Express Understanding

How did John Adams' and Thomas Jefferson's skills help each man contribute to America's independence?

Review your response to the prompt from lesson two. Use two of the vocabulary words from this lesson in a revised response.

Students are using their response from lesson two, Express Understanding, and making revisions by adding two vocabulary words.

---

## Week 7 Lesson 4

### Understand

1. How did John Adams and Thomas Jefferson benefit from getting to know each other?

   John Adams and Thomas Jefferson took time to identify each other's strengths that were different than the strengths the other man had to offer. John Adams was really good at debate and speaking and Thomas Jefferson was really good at writing.

2. What common goal did John Adams and Thomas Jefferson share?

   Adams and Jefferson knew they shared a common goal of wanting to create a United States and seek freedom from Great Britain. So, they used their understanding and knowledge to figure out a solution or compromise where they both used their strengths to accomplish their shared goal--Adams could convince others to agree with his opinion through public speaking and Jefferson could put together a

written document which expressed their desires for freedom. They were able to look past their differences to work together for a common purpose.

3. What is a possible central idea of the text?

   - John Adams and Thomas Jefferson looked past their differences to work together toward a common goal.
   - John Adams and Thomas Jefferson used their strengths to launch the United States.
   - Creating the United States was a difficult process that took time and compromise on the part of our founding fathers.
   - When John Adams and Thomas Jefferson were faced with a difficult situation, they thought of good solutions and worked together to overcome the challenges.
   - When working with others, be sure to take time to understand their strengths to help the team reach a common goal.

4. What is the structure of the text?

   The structure of the text is compare and contrast.

5. How does the structure of *Those Rebels, John and Tom* help you understand the central ideas of the text?

   The comparison and contrast structure emphasizes the differences between John Adams and Thomas Jefferson, which supports the idea that they overcame those differences to achieve a shared goal.

6. How do these **firsthand accounts** from *Those Rebels, John and Tom* help us understand the people who created the Declaration of Independence and the time period in which they lived?

   Students should understand that the firsthand accounts provide information that is more believable. It also helps us to understand the differences between John Adams and Thomas Jefferson as well as what it took for them to look past those differences. Without the firsthand accounts, the text probably wouldn't be as interesting or focused on the lives of the people who created the United States.

7. Why is it necessary to read different texts about the same topic, such as the American Revolution? What do we learn by reading more than one text?

   Reading two texts on the same topic allows them to gain a deeper understanding of the topic. Thus, we should always be sure to look at both sides of every issue before forming an opinion.

## Express Understanding

Write a summary of *Those Rebels, John and Tom.* Use the summary template below to organize your thoughts.
Be sure to include details from the text and vocabulary words from previous lessons.

| |
|---|
| Write a central idea of the text.<br>John Adams and Thomas Jefferson looked past their differences to work together toward a common goal. |

| Who was involved? | What was done? | When was it done? | Where was it done? | Why was it done? |
|---|---|---|---|---|
| John Adams and Thomas Jefferson<br><br>Both men were very different. John Adams was short and loud. Thomas Jefferson was quiet and a good writer. | John Adams was good at convincing people to agree with him, so he compelled the delegates to vote for independence.<br>Thomas Jefferson was good at writing, so he wrote the Declaration of Independence. | During the launch of our country | The American colonies | John Adams and Thomas Jefferson wanted freedom from Great Britain. They had that in common. So they worked together to achieve their common goal. |

In *Those Rebels, John and Tom*, John Adams and Thomas Jefferson looked past their differences during the launch of our country to work together toward a common goal. Both men were very different. John Adams was short and loud. Thomas Jefferson was quiet and a good writer. John Adams was good at convincing people to agree with him, so he compelled the delegates to vote for independence. Thomas Jefferson was good at writing, so he wrote the Declaration of Independence. Together they were able to get freedom from Great Britain for the American colonies.

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### Week 7 Lesson 5

#### Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

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### Week 8 Lesson 1

#### Culminating Writing Task: Brainstorming

| Culminating Writing Task Directions |
|---|
| Were the colonists justified in declaring their independence and fighting the Revolutionary War?<br><br>To answer this question:<br>● Review the unit texts.<br>● Create a list of reasons and evidence why the colonists declared their independence.<br>● Create a list of reasons and evidence why the British felt they had the right to govern the colonies.<br>● Determine whether the colonists were right or wrong to declare their independence.<br><br>Write an essay stating whether you believe the colonists were justified in declaring their independence and fighting the Revolutionary War. Support your opinion with reasons and information from unit texts and use linking words (e.g., |

| |
|---|
| *for instance*, *in addition*) to connect your opinion and reasons. Also, be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. |

### Express Understanding

1. As you review the texts and notes, complete the chart below. Think about what made the colonists justified or did not make the colonists justified. Complete the graphic organizer below to answer supporting questions for the prompt.

| Were the colonists justified in declaring their independence and fighting the Revolutionary War? |
|---|
| How did the colonists declare their independence? |
| Answers may vary. Information should be used from the texts and chart listed in week eight. |
| What made the colonists **justified**? |
| Answers may vary. |
| What happened after the colonists declared their independence? |
| Answers may vary. |
| Why did the colonists fight the Revolutionary War? |
| Answers may vary. |
| What does independence mean to the colonists? |
| Answers may vary. |
| What made the colonists **not justified**? |
| Answers may vary. |

## Week 8 Lesson 2

### Express Understanding: Draft Your Response

| Paragraph | Rough Draft |
|---|---|

| | |
|---|---|
| **Introduction:**<br>● catches the reader's attention<br>● gives some background knowledge<br><br>Main idea sentence or thesis statement<br><br>● reason one<br>● reason two | Answers may vary. |
| **Body Paragraph 1:**<br><br>This paragraph will state one reason why you believe the colonists were justified or not justified.<br><br>Include examples and evidence to support the reason.<br><br>Remember to use the answers to the questions from lesson one.<br><br>Add a signal word in the gray box to begin your paragraph. | Answers may vary. |
| **Body Paragraph 2:**<br><br>This paragraph will state a second reason why you | Answers may vary. |

| | |
|---|---|
| believe the colonists were justified or not justified.<br><br>Include examples and evidence to support the reason. Remember to use the answers to the questions from lesson one.<br><br>Add a signal word in the gray box to begin your paragraph. | |
| **Conclusion:**<br><br>Restate your main idea sentence and provide a reason for your opinion. | Answers may vary. |

## Week 8 Lesson 3

### Understand

Read your rough draft out loud. As you read, listen for any places where information may be unclear or incorrect. Check off the parts that you know are in your essay.

- ❏ **Introduction Paragraph:**
  - ❏ Identify the main idea by underlining it with a green marker.
    - ❏ Determine if your main idea paragraph includes a strong introduction sentence and a statement of your opinion about whether the colonists were or were not justified in declaring their independence.
- ❏ **Body Paragraph 1:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Did you provide one reason why the colonists were or were not justified in declaring their independence?

- ❏ Did you give textual evidence to provide examples and evidence for your response?

- ❏ **Body Paragraph 2:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Did you provide a second reason why the colonists were or were not justified in declaring their independence?
    - ❏ Did you give textual evidence to provide examples and evidence for your response?

- ❏ **Conclusion Paragraph:**
  - ❏ Identify the conclusion sentence and circle it with a green marker.
    - ❏ Determine if your conclusion sentence makes a strong ending and restates your main idea.

### Express Understanding

Make at least two revisions to your writing draft to improve your writing.

Answers will vary, but students should focus on making revisions on their draft in lesson two.

---

## Week 8 Lesson 4

### Culminating Writing Task: Edit

### Express Understanding

Use the Editing Marks chart below to indicate edits that you make to your draft. Use your pen to make the edits.

| Editing Marks | |
|---|---|
| Capital Letter | ≡ |
| New Paragraph | ¶ |
| Remove | ℯ |
| Add | ^ |

| | |
|---|---|
| Check Spelling | sp |

**Week 8 Lesson 5**

**Culminating Writing Task: Final Draft**

Use the next two pages to publish your writing. Be sure to include all improvements made during the revision and editing process. Review the writing rubric at the end of this packet to ensure that you are communicating your thoughts and ideas clearly and effectively.

Answers will vary. The essay should demonstrate that the student formed an opinion that tells whether the colonists were or were not justified in declaring their independence and fighting the Revolutionary War.

The essay should demonstrate proper grammar, conventions, and spelling, and develop a topic with facts and details from the text.

Reference the rubric included in the lesson packet to identify any other areas that could be strengthened.

Culminating Writing Task Exemplar Student Responses

How would you feel if the American Revolution started today? I am on the patriots side. Thats not fair they had to pay extra money on his tea.

first, they had to pay taxes because King Gorge the III made them do that. I do not think they should Pay for soliders to eat already. Also they helped fight with the army so why should they pay?

Next, they also had to pay for land deeds so they would have a land for there space. They also had to pay for cards games because they couldn't play unlessed they paid.

Finally, British soldiers and patriots fought at Lexington Concord Massachusetts, On April 19, 1775.

Next, He taxes us without our consent. He want let us have fair trails by Jury. He also have stolen our land, burned our houses, and ruined our businesses. These are all my reasonabout the America Revolution.

1 Have you ever wondered what happened in the American Revalution? The angrey patriots dumed 342 crates of tea. King Gorge [redacted] punished Boston for the 342 crates dumped by the angrey patriots who dressed up as Mohawk Indains. King Gorge [redacted] made sure they pade taxes. King Gorge the [redacted] closed the port and nothing could get in or out. After years of taxes the british took away all the taxes except for one on the tea, this did not satisfie the patriots. King Gorge [redacted] fored them to feed and make the british live with them.

How would you like it if a king was bossing you around? I would HATE it. The patriots felt the same way. Here are some reasons why:

For exampel, the king made them pay extra taxes on tea, while they already had to pay extra money for the food they had to feed the soldiers.

In addition, they had no rights. The king told them where to live, what church to go to, what to eat, were to shop, and many other things.

You know the king raisid the tax on tea? Well, he did. Tea! Thier favorite drink! Because of this, The Boston Tea Party occured. The Boston Tea Party was a time where patriots dressed as mohawk indians, dumped 342 crates of tea into the Boston harbor.

Also, even when the colonist moved to america, the king STILL ruled them. How would you like it

if some one ruled over you, but they
were on the other side of the world! I know
I wouldnt! Can you See how this would
agravaite the patriots?
Still, even on the other side of
the world they still had to pay
the same a mount of taxes!
This really, really, really made
the patriots mad! So, they stoped
Selling British goods.
In conclusion, the patriots
have many reosons to rebell.
So, if you were a patriot, would
you rebell?

Why didn't the patorits did
not like King George III? Because he
made them pay taxes and extra morely.
King George III did not let them
complain about his horrible rules.
The patriots wanted to make there own
rules and there own gorverment. But they
couldn't because the British rules.
King George III would not let themdesicons.
He would not let them desicons
Because it was one of his rules. When
the patriots tried to get to freedom
they got caught. Made Colonists let
Soldier in their homes and colonists
had to feed them. What the patriots
told King George I thought they were
correct. Because King George was being
a bad King. He was treating
them bad and they wanted to get to
freedom. But they could not because
of his rules.
In conclusion, King George III
was being a bad King. Why? Because
he wanted to do everything when
he can do it by him slef.

DEPARTMENT of EDUCATION
Louisiana Believes

LEAP 2025

## Grades 4–5 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

| Construct Measured | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|---|---|---|---|---|---|
| Reading Comprehension and Written Expression | The student response<br>• demonstrates **full comprehension** of ideas stated explicitly and/or inferentially by providing an **accurate** analysis;<br>• addresses the prompt and provides **effective** development of the topic that is **consistently appropriate** to the task, purpose, and audience;<br>• uses **clear** reasoning supported by **relevant** text-based evidence in the development of the topic;<br>• is **effectively** organized with **clear and coherent** writing;<br>• uses language **effectively** to clarify ideas. | The student response<br>• demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis;<br>• addresses the prompt and provides **mostly effective** development of the topic that is **appropriate** to the task, purpose, and audience;<br>• uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the topic;<br>• is organized with **mostly clear and coherent** writing;<br>• uses language that is **mostly effective** to clarify ideas. | The student response<br>• demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis;<br>• addresses the prompt and provides **some** development of the topic that is **somewhat appropriate** to the task, purpose, and audience;<br>• uses **some** reasoning and text-based evidence in the development of the topic;<br>• demonstrates **some** organization with **somewhat coherent** writing;<br>• uses language to express ideas with **some** clarity. | The student response<br>• demonstrates **limited comprehension** of ideas by providing a **minimally accurate** analysis;<br>• addresses the prompt and provides **minimal** development of the topic that is **limited in its appropriateness** to the task, purpose, and audience;<br>• uses **limited** reasoning and text-based evidence;<br>• demonstrates **limited** organization and coherence;<br>• uses language to express ideas with **limited** clarity. | The student response<br>• demonstrates **no comprehension** of ideas by providing an **inaccurate or no** analysis;<br>• is **undeveloped and/or inappropriate** to the task, purpose, and audience;<br>• includes **little to no** text-based evidence;<br>• **lacks** organization and coherence;<br>• **does not** use language to express ideas with clarity. |
| Knowledge of Language and Conventions | | The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may** be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**. | The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**. | The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding**. | The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**. |