Lesson 1

Read

Examine the front cover of *If you Lived at the Time of the American Revolution* by Kay Moore.
Read pages 2–5 of *Liberty! How the Revolutionary War Began* by Lucille Recht Penner.

Understand

Examine the front cover of *If you Lived at the Time of the American Revolution* by Kay Moore. There are two main groups of people in this image.

1. What do you notice about their expressions?

_____

_____

2. What do you notice about their dress?

_____

_____

3. What is happening behind them?

_____

_____

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

_____

_____

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

_____

_____

Vocabulary

- **Liberty:** freedom
- **Subjects:** people who are ruled by someone else (not like subjects in school)
- **Opportunity:** ability to do or have something

- **Ally:** two people or groups of people who get along or share common goals and help each other (allies)
- **Possession:** something you own

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

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

_____

_____

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

_____

_____

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

_____

_____

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?

_____

_____

_____

_____

_____

_____

_____

_____

Lesson 2

Read

Read the timeline of the American Revolution found at the end of this packet.
Read pages 2–9 of *Liberty! How the Revolutionary War Began* by Lucille Recht Penner.

Understand

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

Read pages 6–9 of *Liberty! How the Revolutionary War Began* by Lucille Recht Penner.

2. How did the colonists feel about the taxes?

_____

_____

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

_____

_____

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

_____

_____

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.

_____

_____

_____

_____

Lesson 3

Read

Read the first five sections of *If You Lived at the Time of the American Revolution* by Kay Moore.

- These include: Introduction, What was Life Like Before the Revolution?, What did Colonial People Look Like?, What were Colonial Houses Like?, and What Started the Revolution?

Understand

Vocabulary

- **Declaration:** an announcement
- **Invading:** taking over by force
- **Direct:** straight from one person to another without something in between
- **Controlled:** in charge
- **Stirred:** to get excited, upset, angered (similar to, but not the same as, stirring a drink)
- **Taxation:** a way government collects money from its people
- **Representation:** having someone or something stand or speak for you
- **Tyranny:** an act of harsh, cruel, unfair control over other people

1. Who were the Loyalists?

_____

_____

2. Who were the Patriots?

_____

_____

3. Why were the Patriots upset?

_____

_____

Express Understanding

Examine the front cover of *If you Lived at the Time of the American Revolution* by Kay Moore.

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

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

Lesson 4

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 5

Vocabulary Journal

4. Read your independent reading novel for 20 minutes.
5. Pick six words from the text that are important to the central idea or theme of the text.
6. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

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DEPARTMENT of EDUCATION
Louisiana Believes

American Revolution Timeline

1763	1764	1765	1767-1768	1770	1773	1774	1775	1776	1783	1787
The Treaty of Paris marks the end of the Seven Years War (French and Indian War); the French and their Native American allies lost to Great Britain, which gained control of French lands in North America (except for New Orleans). Proclamation of 1763 by King George prevents colonists from settling lands in the west.	The Sugar Act passed by Great Britain to raise funds to get out of debt from the Seven Years War and to continue paying for the defense of the colonies against Native Americans; colonists protest the extra taxation.	The Stamp Act is passed by Great Britain to continue to gain funds from colonists. The Quartering Act requires colonists to pay for food and shelter for British soldiers; colonists argue they don't have to comply with the law. The Stamp Act Congress declares the Stamp Act is unconsti-tutional.	The Townshend Revenue Act is passed, which levies duties to pay for managing the colonies. British troops are sent to the colonies due to growing unrest.	The Boston Massacre happens in protest to British troops being in the colonies; 5 colonists are killed. The Townshend Revenue Act is repealed.	The Tea Act is passed, which taxes all tea sent to colonists except for tea from a British company. The Boston Tea Party happens in protest to the Tea Act.	The Intolerable Acts are passed to punish the Boston colonists for the Boston Tea Party; colonists boycott British goods. The Continental Congress meets to show the colonists' opposition to the Intolerable Acts.	Paul Revere rides on April 18 to warn colonists of arrival of British soldiers. The Battles of Lexington and Concord start on April 19, which begin the Revolution-ary War The Continental Congress names George Washington as the commander-in-chief of the Continental Army.	France provides support to the colonists. The Continental Congress issues the Declaration of Indepen-dence.	The Treaty of Paris is signed, which ends the Revolution-ary War.	The Constitional Convention is held and the United States Constitution is written and adopted.

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Lesson 1

Read

Reread the first five sections of *If You Lived at the Time of the American Revolution* by Kay Moore.

- These include: Introduction, What was Life Like Before the Revolution?, What did Colonial People Look Like?, What were Colonial Houses Like?, and What Started the Revolution?

Review the events from 1763–1765 on the timeline of the American Revolution found at the end of this packet.

Understand

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

_____

_____

_____

_____

_____

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?

_____

_____

Express Understanding

There were two sides of the conflict in the Revolutionary War—the Patriots and the Loyalists.

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

_____

_____

_____

_____

_____

Lesson 2

Read

Review the first five sections of *If You Lived at the Time of the American Revolution* by Kay Moore.

Understand

1. Where did the colonists originate?

_____

_____

_____

_____

2. What types of jobs did colonists perform?

_____

_____

_____

_____

3. How did colonists live?

_____

_____

_____

_____

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

_____

_____

_____

_____

Express Understanding

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

Lesson 3

Read

Review your responses and visual representation from lesson two.
Review *If you Lived at the Time of the American Revolution* by Kay Moore.
Review *Liberty! How the Revolutionary War Began* by Lucille Recht Penner.

Understand

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

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.

Lesson 4

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 5

Vocabulary Journal

4. Read your independent reading novel for 20 minutes.
5. Pick six words from the text that are important to the central idea or theme of the text.
6. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

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DEPARTMENT of EDUCATION
Louisiana Believes

American Revolution Timeline

1763	1764	1765	1767-1768	1770	1773	1774	1775	1776	1783	1787
The Treaty of Paris marks the end of the Seven Years War (French and Indian War); the French and their Native American allies lost to Great Britain, which gained control of French lands in North America (except for New Orleans). Proclamation of 1763 by King George prevents colonists from settling lands in the west.	The Sugar Act passed by Great Britain to raise funds to get out of debt from the Seven Years War and to continue paying for the defense of the colonies against Native Americans; colonists protest the extra taxation.	The Stamp Act is passed by Great Britain to continue to gain funds from colonists. The Quartering Act requires colonists to pay for food and shelter for British soldiers; colonists argue they don't have to comply with the law. The Stamp Act Congress declares the Stamp Act is unconsti-tutional.	The Townshend Revenue Act is passed, which levies duties to pay for managing the colonies. British troops are sent to the colonies due to growing unrest.	The Boston Massacre happens in protest to British troops being in the colonies; 5 colonists are killed. The Townshend Revenue Act is repealed.	The Tea Act is passed, which taxes all tea sent to colonists except for tea from a British company. The Boston Tea Party happens in protest to the Tea Act.	The Intolerable Acts are passed to punish the Boston colonists for the Boston Tea Party; colonists boycott British goods. The Continental Congress meets to show the colonists' opposition to the Intolerable Acts.	Paul Revere rides on April 18 to warn colonists of arrival of British soldiers. The Battles of Lexington and Concord start on April 19, which begin the Revolution-ary War The Continental Congress names George Washington as the commander-in-chief of the Continental Army.	France provides support to the colonists. The Continental Congress issues the Declaration of Indepen-dence.	The Treaty of Paris is signed, which ends the Revolution-ary War.	The Constitional Convention is held and the United States Constitution is written and adopted.

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Lesson 1

Read

Read sections five through ten of *If You Lived at the Time of the American Revolution* by Kay Moore.

- These include: What Started the Revolution?, Who were the Loyalists?, Who were the Patriots?, Did Everyone in the Colonies Take Sides?, How would Life have Changed After the Declaration of Independence?, and What Happened to Loyalist Families after the Declaration of Independence?

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

Express Understanding

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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:

_____

_____

_____

_____

Examples from the text:

_____

_____

_____

_____

_____

_____

Patriots, Rebels, or Whigs:

_____

_____

_____

_____

Examples from the text:

_____

_____

_____

_____

_____

_____

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

_____

_____

Lesson 2

Read

Read a summary of an excerpt from *George vs. George* by Rosalyn Schanzer.

In 1763 there were two enemies both named George. George Washington freed the American colonies from the British and King George III was the British king who lost them.

At the time, they were both alike in many ways. They were athletic, stood over 6 feet tall, honest, and popular with the public. King George III thought a king should run the country, and at one time George Washington agreed.

The people of Great Britain and the people from Britain's American colonies had a lot in common. English was the main language, they liked their young king, and considered England home. Great Britain had just won the Seven Years War, or the French and Indian War, as it was called in North America. King George III was the ruler of the greatest empire. Colonial soldiers, Loyal citizens of Great Britain, joined forces with soldiers from England to fight against France for control of North America. France gave up its territories and both England and America celebrated.

This was the beginning of the two Georges becoming enemies. Many thinkers, soldiers, and politicians helped shape the future of America, making King George the last king of America and George Washington the first president. Their different ideas would soon turn the world upside down.

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?

_____

_____

_____

_____

_____

_____

Vocabulary

- **Metaphor:** A **metaphor** is a figure of speech that compares two things which are not similar, but it does not use like or as. It says one thing is another thing.

Who could imagine that the fabric binding America to Great Britain was about to **unravel** or that the two Georges

were about to become bitter enemies?

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

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

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

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

Read

Read a summary of an excerpt from *George vs. George* by Rosalyn Schanzer.

London was the biggest city in Europe and the center of the British government. People in London enjoyed attending masked balls, the theater, gambling, and meeting at coffee houses.

The overcrowded city wasn't just a life of fun, the death rate was high. All the coal used by the people for fuel caused black rain and thick smog. Food and drinking water were often unhealthy, riots were common, and public hangings drew large crowds.

These people believed the rest of the British Empire was uncivilized. King George III ruled 31 colonies. Throughout England, people argued about world politics, especially about the uprising in America.

> "London's residents were proud of their long history and high level of **cultural achievement**. [. . .] The English were convinced that the rest of the British Empire was backward and **uncivilized**."

There are many ways to determine the meaning of words. One way is by using context clues. Another way is to break a word into its parts to determine the meaning of the word. **un civ ile ize ed** How can we use these word parts to understand the meaning of **uncivilized**? Use the chart below to better understand the meaning of the word **uncivilized**.

word part	meaning
un	not
civ	citizen
ile	to be
ize	to make
ed	to make an adjective

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

_____

_____

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?

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

Express Understanding

> "Throughout England, people argued constantly about world politics, but they would soon argue especially hard about the uprising over in America."

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

Lesson 3

Read

Read a summary of an excerpt from *George vs. George* by Rosalyn Schanzer.

George Washington was married to a widow, Martha Curtis. She had two young children from her previous marriage. Their Mount Vernon home was a self-contained community. Washington grew tobacco and wheat. He raised mules, sheep, hogs, and prize bulls. He bred horses and fox-hounds, netted tons of fish, and grew various fruits and vegetables. Gardeners, shoemakers, blacksmiths, weavers, and foreman all lived on his plantation.

Most of the colonists in America lived in the country. New arrivals from Europe were amazed by the amount of farmland. Great Britain was supplied with raw goods such as furs, flour, iron, tobacco, and lumber in return for manufactured goods, cloth, shoes, furniture, and tea from Great Britain.

The upper class were usually planters, merchants, doctors, ministers, or lawyers. The large middle class included small farmers, shopkeepers, teachers, craftsmen, and fishermen. The poorest were unskilled laborers, indentured servants and slaves.

Colonists wanted to settle this new territory they had won from the Seven Year War. Great Britain made it illegal. They believed the land should be saved for the Native Americans who had already lived there.

The amount of time Great Britain remained at war put them in debt. King George and Parliament decided Americans should pay their fair share of the debt. Great Britain felt their wars were mostly fought in America, fighting for the colonies and they had a right to collect taxes.

Parliament passed the Sugar Act and Stamp Act to have colonists pay taxes on molasses, blue dye, marriage licenses, playing cards, newspapers, and more. The colonists did not believe this was fair. The colonists knew that Great Britain believed that there should not be taxation without representation. They did not vote to pay these extra taxes. By the start of the Stamp Act, in November 1765, colonists were mourning the death of liberty. It took four months for Parliament to give up and get rid of the taxes. America began to celebrate but Parliament decided to demand more taxes. Leaders of Massachusetts and Virginia tried to make polite protests, but it did not help. The Virginians, along with George Washington, banned the sale of all items taxed by Great Britain. Colonists began making their own goods or buying them illegally from other countries.

Due to the violence happening in Boston, King George decided to get rid of all imported taxes, except for the tax on British tea. The colonists did not want to pay any tax. They refused to drink British tea and drank tea smuggled from Holland instead. The largest British tea company had so much unsold tea, they were going to go broke. They decided they would not let anyone else sell tea to America, and lowered the cost of their tea, keeping the tax. The American colonists still made the choice to not buy or drink the tea.

It was decided that none of the large amount of tea could be sent away unless the tax was paid. On the night of December 16, 1773, some Sons of Liberty disguised themselves, snuck onto the ships storing the tea, and dumped it all overboard. This became known as the Boston Tea Party.

This angered the British and they closed the Boston Harbor, allowing nothing to go out and nothing to come in. This put Boston in a tough position. They had to rely on other colonists to smuggle in food and clothing. Bostonians began to think about war. George Washington did not approve of the Boston Tea Party, but he did not agree with the punishment set by Great Britain to close the Boston Harbor.

This led to delegates from all 13 colonies to meet in one place for the first time. This Continental Congress sent an appeal for peace and harmony to King George, asking Parliament to get rid of all unconstitutional laws controlling America.

Understand

Quote One

> "London thought it was fairest and safest to reserve these lands for the Native Americans who had always lived and hunted there. George Washington [. . .] thought the law unfairly limited their rights."

Quote Two

> "Though many colonists would stay loyal to the crown and obey its laws no matter what, others argued that Parliament might make them pay even more taxes without their consent."

Quote Three

> "Lots of colonists resented paying any British taxes, no matter how tiny."

Use the three quotes to answer the questions.

1. Why was George Washington upset?

_____

_____

_____

_____

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

_____

_____

_____

_____

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

_____

_____

_____

_____

Express Understanding

Vocabulary

- **Directly:** straight from one person to another without something in between
- **Controlled:** in charge
- **Uprising:** rebellion
- **Unfairly:** not fair or honest
- **Limited:** small, make less
- **Rights:** ability to have or do something
- **Consent:** agree
- **Resented:** disliked, hated
- **Declared:** to say/announce something
- **Independence:** freedom from the control of others

You've learned about events which led to the American Revolution and you've learned several vocabulary words which relate to the American Revolution.

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?

_____

_____

_____

_____

_____

_____

Lesson 4

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 5

Vocabulary Journal

4. Read your independent reading novel for 20 minutes.
5. Pick six words from the text that are important to the central idea or theme of the text.
6. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Read a summary of an excerpt from *George vs. George* by Rosalyn Schanzer.

London was the biggest city in Europe and the center of the British government. People in London enjoyed attending masked balls, the theater, gambling, and meeting at coffee houses.

The overcrowded city wasn't just a life of fun, the death rate was high. All the coal used by the people for fuel caused black rain and thick smog. Food and drinking water were often unhealthy, riots were common, and public hangings drew large crowds.

These people believed the rest of the British Empire was uncivilized. King George III ruled 31 colonies. Throughout England, people argued about world politics, especially about the uprising in America.

George Washington was married to a widow, Martha Curtis. She had two young children from her previous marriage. Their Mount Vernon home was a self-contained community. Washington grew tobacco and wheat. He raised mules, sheep, hogs, and prize bulls. He bred horses and fox-hounds, netted tons of fish, and grew various fruits and vegetables. Gardeners, shoemakers, blacksmiths, weavers, and foreman all lived on his plantation.

Most of the colonists in America lived in the country. New arrivals from Europe were amazed by the amount of farmland. Great Britain was supplied with raw goods such as furs, flour, iron, tobacco, and lumber in return for manufactured goods, cloth, shoes, furniture, and tea from Great Britain.

The upper class were usually planters, merchants, doctors, ministers, or lawyers. The large middle class included small farmers, shopkeepers, teachers, craftsmen, and fishermen. The poorest were unskilled laborers, indentured servants and slaves.

Colonists wanted to settle this new territory they had won from the Seven Year War. Great Britain made it illegal. They believed the land should be saved for the Native Americans who had already lived there.

The British government was a monarchy, meaning King George did not have all the power. Parliament, a governing body of people, worked together to rule Great Britain. Parliament made laws. The 12 colonies making up America were not yet a united country. Each colony had its own governor and governing body that made laws and imposed taxes. George Washington was the governor of Virginia.

The amount of time Great Britain remained at war put them in debt. King George and Parliament decided Americans should pay their fair share of the debt. Great Britain felt their wars were mostly fought in America, fighting for the colonies and they had a right to collect taxes.

Parliament passed the Sugar Act and Stamp Act to have colonists pay taxes on molasses, blue dye, marriage licenses, playing cards, newspapers, and more. The colonists did not believe this was fair. The colonists knew that Great Britain believed that there should not be taxation without representation. They did not vote to pay these extra taxes.

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

_____

_____

_____

_____

_____

_____

> "Who could imagine that the **fabric binding America to Great Britain** was about to unravel or that the two Georges were about to become bitter enemies?"

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

_____

_____

_____

_____

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

_____

_____

_____

_____

Express Understanding

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

_____

_____

_____

_____

2. How did the colonists view their situation?

_____

_____

_____

_____

3. How did the British view their situation?

_____

_____

_____

_____

Lesson 2

Read

As needed, review *If you Lived at the Time of the American Revolution* by Kay Moore.
As needed, review *Liberty! How the Revolutionary War Began* by Lucille Recht Penner.
As needed, review the summaries of *George vs. George* by Rosalyn Schanzer.

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?

Text Title	Evidence from the Text	How does this evidence support your opinion?

Express Understanding

Vocabulary

- **Main Idea:** The **main idea** of a text is the most important idea of the text. A **main idea** tells what the whole text is mostly about. The **main idea** is supported with details from the text that give more information about the **main idea**. The details are like building blocks that help us to build our thinking and identify the **main idea** of the text.

In your own writing. You must have a point you are trying to make and present that point in a sentence. It should tell your reader what your writing is about. It should also provide an organization for your writing. A **main idea** sentence is also called the thesis statement.

Examples:

1. The Loyalist and the Patriot side were both justified in the American Revolution.

2. Even though the British had reasons to think the way they did, the American colonists were right to rebel.

If the first **main idea** sentence were in an essay, what would the essay be about? How would the essay be organized?
If the second **main idea** sentence were in an essay, what would the essay be about? How would the essay be organized?

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.

_____

_____

_____

_____

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

Reason 1:

_____

_____

_____

Supporting Evidence:

_____

_____

_____

Reason 2:

Supporting Evidence:

Lesson 3

Read

As needed, review *If you Lived at the Time of the American Revolution* by Kay Moore.
As needed, review *Liberty! How the Revolutionary War Began* by Lucille Recht Penner.
As needed, review the summaries of *George vs. George* by Rosalyn Schanzer.

Understand

You are going to use your notes from the lesson two Express Understanding to write a paragraph to answer this prompt:
Which side, Loyalist or Patriot, had the best argument in the American Revolution?

1. Read the Painted Essay organizer.

Introduction • catches the reader's attention • gives some background knowledge
Main idea sentence or thesis statement • Reason one • Reason two
Support for reason one • examples • evidence
Support for reason two • examples • evidence
Conclusion • restate main idea sentence

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

_____

_____

_____

Vocabulary

- **Prepositional Phrase**: A **prepositional phrase** functions as an adjective or adverb. When the **phrase** is an adjective, it tells the reader about which one. For example, "The book on the top shelf is mine." The **prepositional phrase** explains which book. When the **phrase** is an adverb, it tells the reader about how, when, and where. For example, "I read the book in the morning." The **prepositional phrase** explains when I read the book.

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

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.
3. Highlight or indicate the evidence to support reason one and reason two.
4. Does the paragraph have at least one prepositional phrase?

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

Lesson 4

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 5

Vocabulary Journal

4. Read your independent reading novel for 20 minutes.
5. Pick six words from the text that are important to the central idea or theme of the text.
6. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Read sections 6–14 and 23–25 of *If You Lived at the Time of the American Revolution* by Kay Moore.

- These include: Who were the Loyalists?, Who were the Patriots?, Did Everyone in the Colonies Take Sides?, How would Life have Changed After the Declaration of Independence?, What Happened to Loyalist Families after the Declaration?, How could you tell who was a Patriot?, How could you tell who was a Loyalist?, If your family sided with the Patriots, how did you support the war?, If your family sided with the Loyalists, how did you support the war?, How did you get news about the war and what was happening in the other colonies?, Who were the famous Patriots?, Who were the famous Loyalists?

Read four sections of *Liberty! How the Revolutionary War Began* by Lucille Recht Penner.

- These Include: "Rally, Mohawks!," "Blows Must Decide!," "Country Bumpkins?," and "Unite or Die."

Read a summary of an excerpt from *George vs. George* by Rosalyn Schanzer.

It was decided that none of the large amounts of tea could be sent away unless the tax was paid. On the night of December 16, 1773, some Sons of Liberty disguised themselves, snuck onto the ships storing the tea, and dumped it all overboard. This became known as the Boston Tea Party.

This angered the British and they closed the Boston Harbor, allowing nothing to go out and nothing to come in. This put Boston in a tough position. They had to rely on other colonists to smuggle in food and clothing. Bostonians began to think about war. George Washington did not approve of the Boston Tea Party, but he did not agree with the punishment set by Great Britain to close the Boston Harbor.

This led to delegates from all 13 colonies to meet in one place for the first time. This Continental Congress sent an appeal for peace and harmony to King George, asking Parliament to get rid of all unconstitutional laws controlling America.

British General Thomas Gage was ordered, by the king, to use more force with Massachusetts. In April 1775, a spy from Boston told Gage that some colonists were stashing ammunition in Concord. Gage knew this meant a war could break out. Gage decided to plan a secret raid. He was going to seize two rebel leaders, John Hancock and Sam Adams, and burn the weapons in Concord.

The British regiment crossed the Charles River and on the morning of April 19, 1775, they were met with about 70 patriot militia armed and ready because rebel spies William Dawes and Paul Revere alerted them that the British were on their way. The colonists, the Patriots, began to back away and seek cover when someone, still unknown, fired a shot. The British started shooting and eight Americans were killed, with ten more wounded. This was the start of the Revolutionary War. The British marched to Concord to destroy the ammunition, but most of it had vanished. Meanwhile, colonists from all over were gathering to fight back.

King George officially decided to show them who was boss. He enlisted more troops in Britain and hired German troops. He sent ships to blockade the American coast to make sure they could not get outside supplies. King Goerge assembled five types of men to fight the war. The British Regulars, Red Coats, were senior officers that wore brightly colored uniforms. The Hessians were the highly trained German troops paid to fight. The Loyalists, Tories, were mostly honorable men risking their lives for the crown. Indians mostly fought for Great Britain to help protect their land. The

British Navy consisted of 468 war vessels used to transfer military supplies and food from England to the British troops. These soldiers trained on flat land during the day, in good weather. They were not prepared to fight through thick forests, raging rivers, swamps, and mountain ranges.

George Washington controlled the Continental Army. He began building a professional army. Washington knew this would not be easy. His soldiers had no experience, often lacked food, and were short on military supplies. Sometimes the red coats would just shoot the rebel soldiers because they could not shoot back. There were three types of forces fighting against the British. The Continental Army were mostly volunteers and private citizens. They supplied their own weapons, food, and clothing. These men were often not paid as promised and would desert the army. The Continental Navy had only 57 ships. The navy focused on capturing or destroying the enemy's vessels. The Militias were separate forces raised by each colony. These soldiers learned to travel light, hide in the bushes, and use ambushes against the enemy.

During the war, the Continental Congress decided to battle for complete American independence instead of just their rights as Great Britain's citizens. The Continental Congress drafted the Declaration of Independence, and signing it gave birth to the United States of America. The document blamed King George for all their grievances. It also allowed the right of all people to choose their own government.

Understand

Read each question and find evidence from each text to support the answer. Use the charts under each question to record your research.

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*

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*

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*

Express Understanding

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

_____

_____

_____

_____

_____

Lesson 2

Read

Read your research evidence charts from lesson one.

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

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

Event	Patriots	British and Loyalists
Stamp Act		
The tax on tea		
Declaration of Independence		

Express Understanding

You will answer the questions below to describe the process you used to conduct your research.

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

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

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

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

Lesson 3

Read

Read the two paragraphs below for an introduction on Paul Revere's role in the American Revolution.
Read "Paul Revere's Ride" by Henry Wadsworth Longfellow.

The British were causing trouble for the colonists. They "couldn't do this and couldn't do that." The English started taxing things. The Sons of Liberty club was formed. The members of the club wanted freedom from Great Britain. **Paul Revere** became the leader of the club and became the number one express rider and a secret agent for the colonies. As an express rider, his job was to ride around Massachusetts on his horse to spread news about events.

Paul Revere played an important role in the events on the evening of April 18 leading to the beginning of the Revolutionary War. First, two lanterns were hung in North Church. As a result, Revere rowed across the Charles River. Then he rode his horse to Lexington to warn the citizens and John Hancock and Sam Adams. As he rode, Revere woke up the citizens of Lexington and warned the farmers on his way to Concord.

Paul Revere's Ride

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

2 He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea; 10
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

3 Then he said, "Good night!" and with muffled oar 15
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar 20

Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

4 Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

5 Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch
On the somber rafters, that round him made
Masses and moving shapes of shade,—
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town,
And the moonlight flowing over all.

6 Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,[1]
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,—
A line of black that bends and floats
On the rising tide, like a bridge of boats.

7 Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side, 60
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle girth;
But mostly he watched with eager search
The belfry-tower of the Old North Church, 65
As it rose above the graves on the hill,
Lonely and spectral[2] and somber and still.
And lo! as he looks, on the belfry's height
A glimmer,[3] and then a gleam[4] of light!
He springs to the saddle, the bridle he turns, 70
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

8 A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark 75
Struck out by a steed flying fearless and fleet:
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat. 80
He has left the village and mounted the steep,
And beneath him, tranquil[5] and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders,[6] that skirt its edge,
Now soft on the sand, now loud on the ledge, 85
Is heard the tramp of his steed as he rides.

9 It was twelve by the village clock,
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog, 90
And felt the damp of the river fog,
That rises after the sun goes down.

10 It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

11 It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.
You know the rest. In the books you have read,
How the British Regulars fired and fled,—
How the farmers gave them ball for ball,
From behind each fence and farmyard wall,
Chasing the redcoats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

12 So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,—
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear

The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere. 130

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[1] like a watchman or guard pacing and keeping watch
[2] spooky
[3] a faint, hard-to-see light
[4] a small, bright light
[5] peaceful
[6] a type of tree

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	
2-3	
4-6	
7-8	
9-11	

12	

Express Understanding

Use the map on the next page to indicate the cities from the questions below.

1. On the map, indicate where Paul Revere started the evening.
2. Indicate where he began his ride. How did he get to his horse?

_____

_____

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

_____

_____

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

_____

_____

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

_____

_____

Concord
Lexington
Medford
Menotomy
Charlestown Neck
Bunker Hill
Charles River
Cambridge
Breeds Hill
Charlestown
Boston
Dorchester Heights
Roxbury

Lesson 4

Read

Reread "Paul Revere's Ride" by Henry Wadsworth Longfellow.

- As you read, think about the differences in settings throughout the poem.

Understand

But mostly he watched with eager search
The belfry-tower of the Old North Church,
As it rose above the graves on the hill,
Lonely and spectral and **somber** and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!

1. What does **somber** mean?

_____

_____

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

_____

_____

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

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

_____

_____

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

_____

_____

6. What happens by the end of the poem?

_____

_____

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

_____

_____

Express Understanding

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet:
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And **the spark struck out by that steed, in his flight,**
Kindled the land into flame with its heat.

The poet says, “And beneath, from the pebbles, in passing, a spark struck out by a steed (horse). . .That was all! And yet,. . .the spark struck out by that steed, in his flight, kindled the land into flame with its heat.”

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

_____

_____

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

_____

_____

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

_____

_____

_____

_____

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

This page was intentionally left blank.

Lesson 1

Read

Read *"One if by Land, Two if by Sea"* from *Liberty! How the Revolutionary War Began* by Lucille Recht Penner. Answer questions 1–5.

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

Read the following excerpt about the night of April 18, 1775, from *And Then What Happened, Paul Revere*? by Jean Fritz.

> "On Saturday, April 15, spring, it seemed, had arrived. Boats for moving troops had been seen on the Charles River. English scouts had been observed on the road to Lexington and Concord. A stableboy had overheard two officers making plans.
>
> "At 10:45 on Tuesday night, April 18, Dr. Joseph Warren, who was directing Patriot activities in Boston, sent for Paul Revere. Other messengers had been dispatched for Lexington and Concord by longer routes. Paul was to go, as planned, the same way the English were going--across the Charles River. He was to alarm the citizens so they could arm themselves, and he was to inform John Hancock and Samuel Adams, Boston's two Patriot leaders who were staying in Lexington. And Paul was to leave now.
>
> "He had already arranged a quick way of warning the people of Charlestown across the river. Two lanterns were to be hung in the steeple of the North Church if the English were coming by water; one lantern if they were coming by land.
>
> "So Paul rushed to the North Church and gave directions. Two lanterns, he said. Now. [. . .]
>
> "On the way to the river Paul picked up two friends, who had promised to row him to the other side. Then all three ran to a dock near the Charlestown ferry where Paul had kept a boat hidden during the winter. [. . .]
>
> "Paul and his two friends rowed softly across the Charles River, they slipped carefully past the English transport with its 64 guns, and they landed in the shadows on the other side. Safely. There a group of men from Charlestown who had seen the signal in the church steeple had a horse waiting for Paul."

Read the following excerpt about the night of April 18, 1775, from "Paul Revere's Ride" by Henry Wadsworth Longfellow. Then answer questions 6–8.

"He said to his friend, 'If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm.'

"Then he said, 'Good night!' and with muffled oar
Silently rowed to the Charlestown shore, [. . .]

"On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,

And turned and tightened his saddle girth;
But mostly he watched with eager search
The belfry-tower of the Old North Church, 65
As it rose above the graves on the hill,
Lonely and spectral and somber and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns, 70
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!"

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."

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

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."

   Statements:

   A. Colonists know British spies are scouting the countryside.

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

C. Paul Revere orders a friend to hang two lanterns in the North Church tower.

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

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

F. Paul Revere crosses the Charles River to wait for his signal.

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

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

I. Paul Revere works alone and rides his horse across the countryside.

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

Lesson 2

Read

Read “One if by Land, Two if by Sea” from *Liberty! How the Revolutionary War Began* by Lucille Recht Penner.
Read “Paul Revere’s Ride” by Henry Wadsworth Longfellow.

“Paul Revere’s Ride”

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

2 He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea; 10
And I on the opposite shore will be,
Ready to ride and spread the alarm
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Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar 20
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

4 Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears, 25
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,

Marching down to their boats on the shore. 30

5 Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch
On the somber rafters, that round him made 35
Masses and moving shapes of shade,—
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town, 40
And the moonlight flowing over all.

6 Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,[1] 45
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread 50
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,—
A line of black that bends and floats 55
On the rising tide, like a bridge of boats.

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Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side, 60
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle girth;
But mostly he watched with eager search
The belfry-tower of the Old North Church, 65

As it rose above the graves on the hill,
Lonely and spectral[2] and somber and still.
And lo! as he looks, on the belfry's height
A glimmer,[3] and then a gleam[4] of light!
He springs to the saddle, the bridle he turns, 70
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

8 A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark 75
Struck out by a steed flying fearless and fleet:
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat. 80
He has left the village and mounted the steep,
And beneath him, tranquil[5] and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders,[6] that skirt its edge,
Now soft on the sand, now loud on the ledge, 85
Is heard the tramp of his steed as he rides.

9 It was twelve by the village clock,
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog, 90
And felt the damp of the river fog,
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10 It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock 95
Swim in the moonlight as he passed,
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Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon. 100

11 It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze 105
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball. 110
You know the rest. In the books you have read,
How the British Regulars fired and fled,—
How the farmers gave them ball for ball,
From behind each fence and farmyard wall,
Chasing the redcoats down the lane, 115
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

12 So through the night rode Paul Revere;
And so through the night went his cry of alarm 120
To every Middlesex village and farm,—
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past, 125
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere. 130

This poem is in the public domain.

[1] like a watchman or guard pacing and keeping watch
[2] spooky
[3] a faint, hard-to-see light
[4] a small, bright light
[5] peaceful
[6] a type of tree

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?

_____

_____

_____

_____

_____

_____

_____

_____

Vocabulary

- **Accomplished:** highly skilled and successful
- **Ambitious:** showing a strong desire to achieve your goals
- **Energetic:** showing great excitement and energy

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

_____

_____

_____

_____

_____

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.

Lesson 3

Read

As needed, review "One if by Land, Two if by Sea" from *Liberty! How the Revolutionary War Began* by Lucille Recht Penner.
As needed, review "Paul Revere's Ride" by Henry Wadsworth Longfellow.

Understand

You are going to revise your response from lesson two using the sentence frame options below.

Sentence frames can help you improve your writing.

Compound Sentences
A **compound sentence** is formed when two independent clauses are joined together by a coordinating conjunction, such as *and, but, or, yet, so*. Here are examples of compound sentence frames you can use in your response.

1. The [text title] says Paul Revere _____, and [title of other text] also says Paul Revere _____.
2. The [text title] says Paul Revere _____, but [title of other text] says Paul Revere _____.
3. Paul Revere _____, and he _____.
4. Paul Revere _____, but he _____.
5. Paul Revere _____, so he _____.
6. At first, Paul Revere _____, and then he _____.
7. "One if by Land, Two if by Sea" doesn't say much about Paul Revere, but the other text _____.

Relative Pronouns
A **relative pronoun** connects a noun or pronoun to a clause or phrase which provides additional information about the noun or pronoun. So in the previous sentence, the phrase "which provides additional information about the noun or pronoun" gives additional information about "clause or phrase." Relative pronoun examples are *who, whose, which, where*. Here are examples of sentence frames with relative pronouns you can use in your response.

1. Paul Revere was _____ who _____.
2. Paul Revere rode on April 18, 1775, which _____.
3. Each text says Paul Revere began his ride when he saw two lanterns, which meant _____.

Sentence Challenge
Use the following mentor sentences from texts in this lesson to create similar sentences in your response.

Mentor Sentence	Sentence Frame
"But as they marched, they heard an unwelcome sound."	But as he rode, Paul Revere _____.
"But beginning in 1765, there was no time for doodling."	But on the night of April 18, 1775, Paul Revere _____.

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.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Lesson 4

Read

Read your response from lesson two.
Read your completed sentence frames from lesson three.

Understand

1. In your written response, write an “S” next to similarities and a “D” next to differences.
2. Circle any text evidence used.
3. Decide where you will use your two completed 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.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Read pages 68–75 of *If You Lived at the Time of the American Revolution* by Kay Moore.

- As you read, identify the effects of the war and explain what changed from before the war and why.

Read a summary of an excerpt from *George vs. George* by Rosalyn Schanzer.

George Washington heard that a British General, Charles Lord Cornwallis, and his men were marching toward the city of Yorktown on the Chesapeake Bay, terrorizing the people as they traveled. The French had decided to send 28 ships to help the American forces. George Washington wanted to trap Cornwallis. Great Britain's navy arrived just as the French ships arrived. The French ships defeated Great Britain's and now trapped Cornwallis from escaping by water. The American and French Navy surrounded him. Cornwallis sent for help but the Commander-in-Chief, Sir Henry Clinton, did not want to fight. On October 17, three weeks after the trap was set, Cornwallis's forces were starving and dying. The British finally chose to surrender, officially ending the Revolutionary War.

On September 3, 1783, after two years of planning, England signed a peace treaty with France and Spain that included total independence and more land for America.

Understand

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

_____

_____

_____

_____

_____

_____

Express Understanding

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

Include evidence in your response from both texts.

_____

_____

Lesson 2

Read

Read *Those Rebels, John and Tom* by Barbara Kerley.
Read the events from 1774–1787 on the American Revolution timeline.

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

Express Understanding

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

Lesson 3

Read

Review *Those Rebels, John and Tom* by Barbara Kerley.
Review your compare and contrast chart from lesson two.

Understand

Vocabulary

- **Alliance:** two people or groups of people who get along or share common goals and help each other
- **Launch:** to start something
- **'a nursery of American statesmen':** This 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. 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.
- **Unite:** to come together
- **Common:** shared by two or more people
- **Appalled:** disgusted, horrified, shocked, upset
- **Consensus:** having the same feeling or agreeing with each other; general agreement
- **Justify:** to prove something to be right or wrong
- **Compel:** force someone to do something

> *Those Rebels, John and Tom* is "the true story of how one gentleman—short and stout—and another—tall and lean—formed a surprising **alliance**, committed treason, and helped **launch** a nation."

1. Why were John Adams and Thomas Jefferson allies?

_____

_____

_____

_____

> "John thought the fledgling congress '**a nursery of American statesmen**.' Could he and the other delegates learn how to **unite** the separate colonies in one **common** purpose?"

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

_____

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

"But as TOM took his seat in Congress, he quickly grew **appalled**. The delegates agreed on so little, and argued so much! Would they ever reach a **consensus** on what to do?"

4. Why was Thomas Jefferson upset by the delegates?

5. What did he want the delegates to accomplish?

"The delegates now turned to TOM and his mighty pen to **justify** why Americans were taking up arms."

"The two very different men sensed that, working together, they might accomplish more than working alone. Perhaps they could **compel** their fellow delegates to action."

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.

Lesson 4

Read

Reread pages 28–30 from *Those Rebels, John and Tom* by Barbara Kerley.

Understand

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

_____

_____

_____

_____

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

_____

_____

_____

_____

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

_____

_____

_____

_____

4. What is the structure of the text?

_____

_____

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

A **first hand account** is when something is told by the person that actually experienced the event.

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?

page 15 from *Those Rebels, John and Tom*

> "And then there were all those taxes! [. . .] King George and his government taxed them all. They thought America was nothing but a big fat piggy bank to be turned upside down and shaken for coins. [. . .] SOMETHING HAD TO CHANGE!"

page 18 from *George vs. George*

> "Parliament decided that Americans should help out by paying their fare share[of the debt. . .]. After all, Great Britain had spent plenty of money fighting in America for the good of the colonies. [. . .] It was Great Britain's right to collect payment!"

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?

_____

_____

_____

_____

_____

_____

_____

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.

Who was involved?	What was done?	When was it done?	Where was it done?	Why was it done?

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

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DEPARTMENT of EDUCATION
Louisiana Believes

American Revolution Timeline

1763	1764	1765	1767-1768	1770	1773	1774	1775	1776	1783	1787
The Treaty of Paris marks the end of the Seven Years War (French and Indian War); the French and their Native American allies lost to Great Britain, which gained control of French lands in North America (except for New Orleans). Proclamation of 1763 by King George prevents colonists from settling lands in the west.	The Sugar Act passed by Great Britain to raise funds to get out of debt from the Seven Years War and to continue paying for the defense of the colonies against Native Americans; colonists protest the extra taxation.	The Stamp Act is passed by Great Britain to continue to gain funds from colonists. The Quartering Act requires colonists to pay for food and shelter for British soldiers; colonists argue they don't have to comply with the law. The Stamp Act Congress declares the Stamp Act is unconsti-tutional.	The Townshend Revenue Act is passed, which levies duties to pay for managing the colonies. British troops are sent to the colonies due to growing unrest.	The Boston Massacre happens in protest to British troops being in the colonies; 5 colonists are killed. The Townshend Revenue Act is repealed.	The Tea Act is passed, which taxes all tea sent to colonists except for tea from a British company. The Boston Tea Party happens in protest to the Tea Act.	The Intolerable Acts are passed to punish the Boston colonists for the Boston Tea Party; colonists boycott British goods. The Continental Congress meets to show the colonists' opposition to the Intolerable Acts.	Paul Revere rides on April 18 to warn colonists of arrival of British soldiers. The Battles of Lexington and Concord start on April 19, which begin the Revolution-ary War The Continental Congress names George Washington as the commander-in-chief of the Continental Army.	France provides support to the colonists. The Continental Congress issues the Declaration of Indepen-dence.	The Treaty of Paris is signed, which ends the Revolution-ary War.	The Constitional Convention is held and the United States Constitution is written and adopted.

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Lesson 1

Culminating Writing Task: Brainstorming

Review the Culminating Writing Task Directions.
Review the unit texts, *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, the summary of *George vs. George* by Rosalyn Schanzer, and your Loyalists and Patriots chart.

Summary of *George vs. George* by Roalyn Schanzer.

In 1763 there were two enemies both named George. George Washington freed the American colonies from the British and King George III was the British king who lost them.

At the time, they were both alike in many ways. They were athletic, stood over 6 feet tall, honest, and popular with the public. King George III thought a king should run the country, and at one time George Washington agreed.

The people of Great Britain and the people from Britain's American colonies had a lot in common. English was the main language, they liked their young king, and considered England home. Great Britain had just won the Seven Years War, or the French and Indian War, as it was called in North America. King George III was the ruler of the greatest empire. Colonial soldiers, Loyal citizens of Great Britain, joined forces with soldiers from England to fight against France for control of North America. France gave up its territories and both England and America celebrated.

This was the beginning of the two Georges becoming enemies. Many thinkers, soldiers, and politicians helped shape the future of America, making King George the last king of America and George Washington the first president. Their different ideas would soon turn the world upside down.

London was the biggest city in Europe and the center of the British government. People in London enjoyed attending masked balls, the theater, gambling, and meeting at coffee houses.

The overcrowded city wasn't just a life of fun; the death rate was high. All the coal used by the people for fuel caused black rain and thick smog. Food and drinking water were often unhealthy, riots were common, and public hangings drew large crowds.

These people believed the rest of the British Empire was uncivilized. King George III ruled 31 colonies. Throughout England, people argued about world politics, especially about the uprising in America.

George Washington was married to a widow, Martha Curtis. She had two young children from her previous marriage. Their Mount Vernon home was a self-contained community. Washington grew tobacco and wheat. He raised mules, sheep, hogs, and prize bulls. He bred horses and fox-hounds, netted tons of fish, and grew various fruits and vegetables. Gardeners, shoemakers, blacksmiths, weavers, and foreman all lived on his plantation.

Most of the colonists in America lived in the country. New arrivals from Europe were amazed by the amount of farmland. Great Britain was supplied with raw goods such as furs, flour, iron, tobacco, and lumber in return for manufactured goods, cloth, shoes, furniture, and tea from Great Britain.

The upper class were usually planters, merchants, doctors, ministers, or lawyers. The large middle class included small farmers, shopkeepers, teachers, craftsmen, and fishermen. The poorest were unskilled laborers, indentured servants and slaves.

Colonists wanted to settle this new territory they had won from the Seven Year War. Great Britain made it illegal. They believed the land should be saved for the Native Americans who had already lived there.

The British government was a monarchy, meaning King George did not have all the power. Parliament, a governing body of people, worked together to rule Great Britain. Parliament made laws. The 12 colonies making up America were not yet a united country. Each colony had its own governor and governing body that made laws and imposed taxes. George Washington was the governor of Virginia.

The amount of time Great Britain remained at war put them in debt. King George and Parliament decided Americans should pay their fair share of the debt. Great Britain felt their wars were mostly fought in America, fighting for the colonies and they had a right to collect taxes.

Parliament passed the Sugar Act and Stamp Act to have colonists pay taxes on molasses, blue dye, marriage licenses, playing cards, newspapers, and more. The colonists did not believe this was fair. The colonists knew that Great Britain believed that there should not be taxation without representation. They did not vote to pay these extra taxes. By the start of the Stamp Act, in November 1765, colonists were mourning the death of liberty. It took four months for Parliament to give up and get rid of the taxes. America began to celebrate but Parliament decided to demand more taxes. Leaders of Massachusetts and Virginia tried to make polite protests, but it did not help. The Virginians, along with George Washington, banned the sale of all items taxed by Great Britain. Colonists began making their own goods or buying them illegally from other countries.

Due to the violence happening in Boston, King George decided to get rid of all imported taxes, except for the tax on British tea. The colonists did not want to pay any tax. They refused to drink British tea and drank tea smuggled from Holland instead. The largest British tea company had so much unsold tea, they were going to go broke. They decided they would not let anyone else sell tea to America, and lowered the cost of their tea, keeping the tax. The American colonists still made the choice to not buy or drink the tea.

It was decided that none of the large amount of tea could be sent away unless the tax was paid. On the night of December 16, 1773, some Sons of Liberty disguised themselves, snuck onto the ships storing the tea, and dumped it all overboard. This became known as the Boston Tea Party.

This angered the British and they closed the Boston Harbor, allowing nothing to go out and nothing to come in. This put Boston in a tough position. They had to rely on other colonists to smuggle in food and clothing. Bostonians began to think about war. George Washington did not approve of the Boston Tea Party, but he did not agree with the punishment set by Great Britain to close the Boston Harbor.

This led to delegates from all 13 colonies to meet in one place for the first time. This Continental Congress sent an appeal for peace and harmony to King George, asking Parliament to get rid of all unconstitutional laws controlling America.

British General Thomas Gage was ordered, by the King, to use more force with Massachusetts. In April 1775, a

spy from Boston told Gage that some colonists were stashing ammunition in Concord. Gage knew this meant a war could break out. Gage decided to plan a secret raid. He was going to seize two rebel leaders, John Hancock and Sam Adams, and burn the weapons in Concord.

The British regiment crossed the Charles River and on the morning of April 19, 1775, they were met with about 70 patriot militia armed and ready because rebel spies, William Dawes and Paul Revere, alerted them that the British were on their way. The colonists, the Patriots, began to back away and seek cover when someone, still unknown, fired a shot. The British started shooting and eight Americans were killed with ten more wounded. This was the start of the Revolutionary War. The British marched to Concord to destroy the ammunition, but most of it had vanished. Meanwhile, colonists from all over were gathering to fight back.

King George officially decided to show them who was boss. He enlisted more troops in Britain and hired German troops. He sent ships to blockade the American coast to make sure they could not get outside supplies. King Goerge assembled five types of men to fight the war. The British Regulars, Red Coats, were senior officers that wore brightly colored uniforms. The Hessians were the highly trained German troops paid to fight. The Loyalists, Tories, were mostly honorable men, risking their lives for the crown. Indians mostly fought for Great Britain to help protect their land. The British Navy consisted of 468 war vessels used to transfer military supplies and food from England to the British troops. These soldiers trained on flat land during the day, in good weather. They were not prepared to fight through thick forests, raging rivers, swamps, and mountain ranges.

George Washington controlled the Continental Army. He began building a professional army. Washington knew this would not be easy. His soldiers had no experience, often lacked food, and were short on military supplies. Sometimes the red coats would just shoot the rebel soldiers because they could not shoot back. There were three types of forces fighting against the British. The Continental Army were mostly volunteers and private citizens. They supplied their own weapons, food, and clothing. These men were often not paid as promised and would desert the army. The Continental Navy had only 57 ships. The navy focused on capturing or destroying the enemy's vessels. The Militias were separate forces raised by each colony. These soldiers learned to travel light, hide in the bushes, and use ambushes against the enemy.

During the war, the Continental Congress decided to battle for complete American independence instead of just their rights as Great Britain’s citizens. The Continental Congress drafted the Declaration of Independence, and signing it gave birth to the United States of America. The document blamed King George for all their grievances. It also allowed the right of all people to choose their own government.

George Washington heard that a British General, Charles Lord Cornwallis, and his men were marching toward the city of Yorktown on the Chesapeake Bay, terrorizing the people as they traveled. The French had decided to send 28 ships to help the American forces. George Washington wanted to trap Cornwallis. Great Britain’s navy arrived just as the French ships arrived. The French ships defeated Great Britain’s and now trapped Cornwallis from escaping by water. The American and French Navy surrounded him. Cornwallis sent for help but the Commander-in-Chief, Sir Henry Clinton, did not want to fight. On October 17, three weeks after the trap was set, Cornwallis’s forces were starving and dying. The British finally chose to surrender, officially ending the Revolutionary War.

On September 3, 1783, after two years of planning, England signed a peace treaty with France and Spain that included total independence and more land for America.

Culminating Writing Task Directions
Were the colonists justified in declaring their independence and fighting the Revolutionary War? To answer this question: ● Review the unit texts. ● Create a list of reasons and evidence why the colonists declared their independence. ● Create a list of reasons and evidence why the British felt they had the right to govern the colonies. ● Determine whether the colonists were right or wrong to declare their independence. 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.

Loyalist	Neutral	Patriot
List descriptions, details, examples, and the challenges Loyalists faced. Include synonyms for Loyalist and related words from your vocabulary chart.	List descriptions, details, examples, and the challenges those that remained neutral faced. Include related words from your vocabulary chart.	List descriptions, details, examples, and challenges Patriots faced. Include synonyms for Patriot and related words from your vocabulary chart.
⅓ of colonists were Loyalists, also called "Royalists," "friends of the government," "the King's friends," or "Tories". They remained loyal to the king of England. Reasons for loyalty: 1. Thought king had right to rule and his rules were fair 2. Afraid of soldiers 3. Their family lived in England 4. They were worried about a Patriot-led government	⅓ of colonists were neutral (didn't take a side). Some changed sides depending on who was winning. Religious groups like Quakers and Mennonites did not take sides (they were against fighting). Some people couldn't express their opinions, like slaves and indentured servants (they had to believe what their master believed). Some families split between colonies and England so they	⅓ of colonists were Patriots, also called "Rebels," "Liberty Boys," "Sons (or Daughters) of Liberty," "Colonials," and "Whigs." They wanted to be Americans and free from British rule. About 5,000 African-American soldiers were Patriots. France, Spain, and Holland sided with the Patriots.

Native Americans (Iroquois and Seneca nations) and African-Americans were often Loyalists. The British gave slaves their freedom if they fought for the British. German troops ("Hessians") were paid by the British to fight. New York City was the Tory capital of America. Loyalists were lawyers, merchants, ministers, government officials, farmers, and workers.	would be sure to be on a winning side!	

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

Understand

It is important to carefully read your writing prompt and prepare to write before you actually begin writing. As you prepare to answer the writing prompt, first review the texts that you read in this unit.

Graphic organizers often help us to organize our thoughts and ideas. Use the graphic organizer in the next section to organize your thoughts before writing your rough draft.

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.

Vocabulary

- **Justified:** to be a good reason for something, to prove or show something to be right or reasonable, to provide a good reason for actions

Were the colonists justified in declaring their independence and fighting the Revolutionary War?
How did the colonists declare their independence?
What made the colonists **justified**?
What happened after the colonists declared their independence?
Why did the colonists fight the Revolutionary War?

What does independence mean to the colonists?
What made the colonists **not justified**?

Lesson 2

Culminating Writing Task: Draft

Review the Culminating Writing Task Directions.

Culminating Writing Task Directions
Were the colonists justified in declaring their independence and fighting the Revolutionary War? To answer this question: ● Review the unit texts. ● Create a list of reasons and evidence why the colonists declared their independence. ● Create a list of reasons and evidence why the British felt they had the right to govern the colonies. ● Determine whether the colonists were right or wrong to declare their independence. 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.

Understand

The graphic organizer from lesson one will become the body paragraphs for your essay.

Remember, a main idea sentence is a statement that summarizes the key points of a text. All good writers have a main idea sentence. Some people call it the thesis statement. When you write, you must have a point and present that point in a sentence. It will tell your reader what your writing is about. It will also provide organization to your writing.

Main Idea Sentence Examples

- The colonists were right to declare their independence because they were treated unfairly by the British.
- The colonists were not justified in declaring their independence because the British had the right to govern the colonists.

Read the answers you wrote to the brainstorming questions and identify which answers best support your main idea sentence. Select the order in which to place your brainstorming answers based on your thesis statement or main idea sentence.

Introduction ● catches the reader's attention ● gives some background knowledge
Main idea sentence or thesis statement ● Reason one ● Reason two
Support for reason one ● examples ● evidence
Support for reason two ● examples ● evidence
Conclusion ● restate main idea sentence

Express Understanding: Draft Your Response

Paragraph	Rough Draft
Introduction: ● catches the reader's attention ● gives some background knowledge Main idea sentence or thesis statement ● reason one ● reason two	_____ _____ _____ _____ _____ _____ _____ _____ _____

	_____ _____ _____ _____ _____ _____ _____
Body Paragraph 1: This paragraph will state one reason why you believe the colonists were justified or not justified. Include examples and evidence to support the reason. Remember to use the answers to the questions from lesson one. Add a signal word in the gray box to begin your paragraph.	_____, _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

	_____ _____ _____ _____ _____ _____
Body Paragraph 2: This paragraph will state a second reason why you believe the colonists were justified or not justified. Include examples and evidence to support the reason. Remember to use the answers to the questions from lesson one. Add a signal word in the gray box to begin your paragraph.	_____,_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Conclusion: Restate your main idea sentence and provide a reason for your opinion.	

Lesson 3

Culminating Writing Task: Revise

Understand

Read your rough draft out loud. As you read, listen for any places where information may be unclear or incorrect.

- ❏ **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.

Lesson 4

Culminating Writing Task: Edit

Understand

1. Reread your first draft.
2. As you read, look for areas where you may have made errors in writing such as grammar, punctuation or spelling.

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	℘
Add	∧
Check Spelling	sp ○

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.

Culminating Writing Task Directions
Were the colonists justified in declaring their independence and fighting the Revolutionary War? To answer this question: ● Review the unit texts. ● Create a list of reasons and evidence why the colonists declared their independence. ● Create a list of reasons and evidence why the British felt they had the right to govern the colonies. ● Determine whether the colonists were right or wrong to declare their independence. 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.

Title: _____

By: _____

DEPARTMENT of EDUCATION
Louisiana Believes

American Revolution Timeline

1763	1764	1765	1767-1768	1770	1773	1774	1775	1776	1783	1787
The Treaty of Paris marks the end of the Seven Years War (French and Indian War); the French and their Native American allies lost to Great Britain, which gained control of French lands in North America (except for New Orleans). Proclamation of 1763 by King George prevents colonists from settling lands in the west.	The Sugar Act passed by Great Britain to raise funds to get out of debt from the Seven Years War and to continue paying for the defense of the colonies against Native Americans; colonists protest the extra taxation.	The Stamp Act is passed by Great Britain to continue to gain funds from colonists. The Quartering Act requires colonists to pay for food and shelter for British soldiers; colonists argue they don't have to comply with the law. The Stamp Act Congress declares the Stamp Act is unconsti-tutional.	The Townshend Revenue Act is passed, which levies duties to pay for managing the colonies. British troops are sent to the colonies due to growing unrest.	The Boston Massacre happens in protest to British troops being in the colonies; 5 colonists are killed. The Townshend Revenue Act is repealed.	The Tea Act is passed, which taxes all tea sent to colonists except for tea from a British company. The Boston Tea Party happens in protest to the Tea Act.	The Intolerable Acts are passed to punish the Boston colonists for the Boston Tea Party; colonists boycott British goods. The Continental Congress meets to show the colonists' opposition to the Intolerable Acts.	Paul Revere rides on April 18 to warn colonists of arrival of British soldiers. The Battles of Lexington and Concord start on April 19, which begin the Revolution-ary War The Continental Congress names George Washington as the commander-in-chief of the Continental Army.	France provides support to the colonists. The Continental Congress issues the Declaration of Indepen-dence.	The Treaty of Paris is signed, which ends the Revolution-ary War.	The Constitional Convention is held and the United States Constitution is written and adopted.

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