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Unit Assessment—*American Revolution*

Reading Comprehension

Today you will read two selections about the American Revolution. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on the texts.

Benjamin Franklin and the Revolutionary War

- 1 You could say Benjamin Franklin played an important role in the American Revolution. However, it would be more accurate to say Franklin played several important roles.
- 2 Before discussing Franklin's roles in the Revolutionary War, it is necessary to describe something important Franklin did long before the Revolution. Back in the 1750s, during the French and Indian War, it seems Franklin created and printed a popular cartoon, which showed a snake divided into several sections. The tail was labeled S.C., for South Carolina. One of the middle sections was labeled N.J., for New Jersey. The head was labeled N.E., for New England. Underneath the snake Franklin printed the words "JOIN, or DIE." What was he trying to say? It's likely he was trying to say that if the colonies joined together to fight against the French, they would be much stronger. And if they did not join together, the French would defeat them. Franklin was urging the colonies to join together against a common enemy.
- 3 The colonies did eventually join together during the French and Indian War. With help from the British, as well as their own Native American allies, the colonists were able to defeat the French. However, when the British government tried to pay for the war with new taxes, another crisis occurred. This brings us to one of Franklin's important roles in the American Revolution — helping to oppose the Stamp Act.
- 4 Franklin was in England in 1765, when Parliament was voting on the Stamp Act. He was serving as a diplomat representing the Pennsylvania Assembly. His job was to represent the colony and try to protect the colonists' interests. Franklin opposed the Stamp Act and tried to convince members of Parliament to vote against it. Even though Franklin argued against the Stamp Act, Parliament approved it.

- 5 The colonists at home protested against the Stamp Act. The Stamp Act was a tax on all paper items. Many people refused to buy these items, therefore refusing to pay the tax. These protesters thought it was important for all colonies to join together and oppose the tax.
- 6 Some protesters remembered the cartoon Franklin had created 10 years earlier—the one with snake parts. They felt this cartoon was perfect for the current situation. Once again, the colonies had to join together against a common enemy. This time, the common enemy was not the French. It was Parliament and the king’s ministers. Franklin’s cartoon was reprinted in many colonial newspapers.
- 7 The colonists’ reaction to the Stamp Act surprised the king and his government. Franklin was called to speak in the Houses of Parliament. He tried to persuade Parliament to remove the Stamp Act by explaining why the colonists were so upset about the new law, and his remarks helped convince Parliament to repeal the act. Helping convince Parliament to repeal the Stamp Act was another one of Franklin’s important roles in the American Revolution.
- 8 Many colonists were pleased with Franklin because he had opposed the Stamp Act. Several other colonies decided to make him their representative in London. He not only served as a representative for Pennsylvania, he also represented Massachusetts, New Jersey, and Georgia.
- 9 In 1774, Franklin met with several top British ministers. They believed Franklin was being disloyal to them and unsupportive of their views. By this time, Franklin was getting very frustrated with King George III and Parliament. It seemed to him the king and Parliament were not listening to the colonists’ concerns or caring about their needs. Franklin felt the colonists would have no choice but to break away and declare independence. Despite Franklin’s frustration, he still had some hope that the British and colonies would come to an agreement. However, a few months later, he decided it was time to return home to help the patriots—a cause he now firmly supported.

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Questions

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** What was Franklin's important role during the French and Indian War?

- A. He entertained people with his cartoons.
- B. He fought in the war.
- C. He urged the colonies to stay divided.
- D. He urged the colonies to be united.

Answer _____

Part B: What was the result of Franklin's role in the French and Indian War?

2. In paragraph 3, what does the word *crisis* mean in the following sentence?

However, when the British government tried to pay for the war with new taxes, another *crisis* occurred.

- A. serious problem
- B. agreement
- C. celebration
- D. promise

Answer _____

3. The chart below lists a number of events that led up to the American Revolution and the role that Benjamin Franklin played in the events. Number each event in the correct order to show the sequence of events, writing “1” next to the first event, “2” next to the second event, and so on.

Events that Occurred	Correct Sequence of Events
Franklin traveled to England and persuaded Parliament to repeal the Stamp Act.	
In addition to Pennsylvania, Franklin went on to represent Massachusetts, New Jersey, and Georgia.	
Franklin left England and went home to support the patriots.	
Parliament passed the Stamp Act. Franklin and the colonists were upset.	
Franklin’s cartoon was used to encourage the colonies to be united against the Stamp Act.	

4. What is the main idea of this passage?
- A. Franklin was a persuasive man.
 - B. Franklin had many significant roles in the American Revolution.
 - C. Franklin worked with the British to find resolutions.
 - D. Franklin represented many colonies.

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5. The last sentence of the passage says that Franklin returned home to help the patriots. What do you think he was returning home to help the patriots with?

Informational Text Comprehension Score: _____ / 5 points

To receive a point for a two-part question (i.e., 1), students must correctly answer both parts of the question.

A Fictional Excerpt from a Boy’s Diary, Written in New York City, New York—July 11, 1776

- 1 Yesterday was a day I will never forget. I got up early and ran to Dickie’s house. Then the two of us went out to see the soldiers from Connecticut march into town. Dickie thought there were about 400 soldiers.

- 2 After lunch, they called out each of the colonial regiments and they all lined up in formation. Then they read the Declaration of Independence aloud. There were so many people there that we couldn’t see General Washington. In fact, we couldn’t see much of anything, but we could hear some of the words. And what fine words they were! Dickie and I liked the part that began, “We hold these truths to be self-evident . . .” because it sounded so eloquent and poetic. The last part of it was a bit less exciting, though. It listed many complaints against King George: *he has raised our taxes, he has quartered troops in our cities, he has*—The list seemed to go on forever.

- 3 Dickie whispered, “This long list makes it clear that while King George may be a good king for the British, he is not a good king for the colonists.”

- 4 When they finished reading the list, the soldiers fired a salute and everybody cheered. It was so exciting that I was sad when I had to go home for supper. However, it turned out my day was not over yet.

- 5 Later that night, while I was lying in bed, I heard a noise that sounded like a bird call. The sound seemed to be coming from right outside our front door, and it kept repeating. Somehow, I didn’t think it was a bird.

- 6 I got out of bed and tiptoed over to the door. Then I made the same bird call. There was a short pause before I heard a voice whisper, “Come outside!”

- 7 It was Dickie!

- 8 I tiptoed over to look at Papa, and he was snoring loudly. Mama was sleeping, too, so I slipped on my breeches and tiptoed out.

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9 “You won’t believe it!” Dickie said. “They are tearing down the statue!”

10 “Which one?” I asked.

11 “The statue of the king in the Bowling Green Park!” Dickie said.

12 We ducked over to Broadway and then ran as fast as we could all the way down to Bowling Green. There stood the statue of King George III—the one that shows him dressed up like a Roman general riding on a horse.

13 A noisy crowd of people had gathered and most of them were men. Some of them were men I knew, men who were proud to call themselves Sons of Liberty. Others were men I had never seen before. They were shouting and yelling and singing patriotic songs. There were bonfires burning, and some men were pulling on ropes, trying to pull the statue down.

14 It took a lot of tugging, but eventually the statue tipped over and came crashing down. A great roar rose from the crowd.

15 Then a soldier with red hair jumped up on the statue and made a speech. “Good people!” he shouted. “Noble patriots and lovers of your country, I am a humble soldier from the great, independent state of New Jersey.”

16 The crowd applauded loudly for the speaker.

17 “I thank you in advance for the musket balls you have promised to make from this fallen statue. I assure you that my fellow soldiers and I will use those musket balls for a good cause.”

18 The crowd applauded loudly again after hearing this.

19 Dickie and I stayed at Bowling Green a while longer before returning home. I managed to sneak back into bed without Mama or Papa noticing I was gone.

20 When I woke up the next morning, Papa was reading the paper.

- 21 He said, “Well, my boy, it’s a good thing we were home in our beds last night! For it seems that the patriot crowd got a little out of hand. It says here that they tore down the statue of the king!”
- 22 “Really?” I said, trying to sound surprised while hiding my smile.

[Note: this is an imaginary story based on real events that occurred in New York City on July 9, 1776. The story was inspired by a newspaper account in Frank Moore, Diary of the American Revolution (New York, 1860), pp. 270–271.]

Questions

6. Why did Dickie and the narrator think the last part of the Declaration of Independence they heard read aloud was a bit less exciting than the first part?
-
-
-
-
7. Why did Dickie think the soldiers read the long list of complaints about King George?
- A. He felt the soldiers were trying to show their support for King George.
 - B. He felt the soldiers wanted to show how King George wanted to help the colonies.
 - C. He felt the soldiers were trying to say King George is a bad king.
 - D. He felt the soldiers were trying to form a plan of attack against the colonies.

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8. In paragraph 4, the narrator says “However, it turned out my day was not yet over.” What did he mean by this?
- A. He snuck out later with Dickie to Bowling Green Park.
 - B. He had to eat supper with his family.
 - C. He had chores to do around the house.
 - D. He was too excited to fall asleep.

Answer _____

9. Which two reasons best explain why people tore down the statue of King George III?
- A. They were part of a crowd.
 - B. The men wanted to put up a new statue.
 - C. They no longer supported the king.
 - D. They were restless.
 - E. They would make musket balls out of the statue.
 - F. They thought the statue looked like a Roman general.

Answer _____

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A:** Did Papa know his son saw the statue at Bowling Green Park being torn down?

Part B: How do you know?

Literary Text Comprehension Score: _____ / 5 points

To receive a point for a two-part question (i.e., 10), students must correctly answer both parts of the question.

Reading Comprehension Total: _____ / 10 points

Grammar

Insert commas in the appropriate locations.

1. The Stamp Act was passed by Parliament on March 22 1765.
2. Newspapers magazines legal documents and even playing cards were taxed.

Insert punctuation, including quotation marks, in the appropriate locations.

3. How could any one man claim the right to rule over millions asked Thomas Paine
4. On July 2 1776 states the text the members of the Second Continental Congress voted for independence

Complete the “Agreement” column of the following chart to combine the subject with the verb so the subject and verb agree. Remember to use the present tense (action is happening now).

Subject	Verb	Agreement
5. the child	watch	
6. my friends	to be	
7. I	to be	
8. my sister	cry	

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Select the verb that correctly completes each sentence below. In some cases, there may be more than one possibility, but choose the ONE you think is best.

9. I have a lot of work to do, so I _____ be able to go to the movie tonight.
- A. might
 - B. won't
 - C. can
10. Last year I couldn't make a basket with a basketball, but now I _____ play much better.
- A. can
 - B. will
 - C. could
11. If she wants to make it to the final competition, she _____ need to practice and work hard this season.
- A. might
 - B. will
 - C. can

Grammar Score: _____ / 11 total

Morphology

1. Which of the following best demonstrates the meaning of the word *visible*?

- A. I can't see the mountains because they are covered in fog.
- B. Ben felt around for the broom hidden in the back of the closet.
- C. She dropped her key on the ground last night and couldn't find it in the dark.
- D. I can see stars in the sky on a clear night.

Answer _____

2. I found the plot of the movie to be very predictable. What does this mean about the movie?

- A. I was surprised by what happened during the movie.
- B. The movie was filmed in a pretty location.
- C. I could easily guess what was going to happen during the movie.
- D. The movie plot was very different from the book it was based on.

Answer _____

Type the correct word to complete each sentence. Not all words will be used.

polite	impolite	inhale	exhale	patient
impatient	active	inactive	convenient	inconvenient

3. My little sister has so much energy and stays very _____.

4. The doctor told me to first exhale and then _____ deeply so she could listen to my lungs.

5. The library in town is close by and very _____ for our family to visit.

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6. I was _____ for my friend to finish her homework so she could play with me.
7. It is considered _____ to stare at people.

Morphology Score: _____ / 7 total