



# Unit 7

Activity Book

Grade 4

## American Revolution

Grade 4

Unit 7

---

# **American Revolution**

---

## **Activity Book**

ISBN 978-1-68161-884-5

© 2015 The Core Knowledge Foundation and its licensors

**[www.coreknowledge.org](http://www.coreknowledge.org)**

Cover © 2017 Amplify Education, Inc. and its licensors

**[www.amplify.com](http://www.amplify.com)**

All Rights Reserved.

Core Knowledge Language Arts and CKLA are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA  
02 LSCOW 2017

# Unit 7

# American Revolution

## Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 7 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.



## Core Connections Vignette

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

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

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

**Timeline Tracker:** [Point out “Age of Exploration” on the Core Connections Timeline on display.]

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

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

**Timeline Tracker:** [Point out “Christopher Columbus” on the Core Connections Timeline.]

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

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

**Timeline Tracker:** [Point out “Jamestown” on the Core Connections Timeline.]

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

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

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

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

[English Royal and English Explorer sit down.]

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

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

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**1.1**  
CONTINUED

ACTIVITY PAGE

## Scene II: Native American Alliances

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

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

**Timeline Tracker:** [Point out “Québec” on the Core Connections Timeline.]

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

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

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

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

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

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

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

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



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

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**1.1**  
CONTINUED

ACTIVITY PAGE

### Scene III: Competing for the Same Land

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

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

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

**Narrator 2:** By 1733, the British had established 13 colonies in America, the last one being Georgia in 1733. But it was not enough. They pushed westward, across the Appalachian Mountains to an area already occupied by the French—the Ohio River Valley.

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

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

**Narrator 1:** This was not a good combination! The British and the French had been enemies for years on the other side of the ocean. Now, they were competing for the same land in North America. Listen as French and British generals justify their claim to the same land.

**British General:** [clearing throat] Ahem. It is a well-known fact that the land belongs to Great Britain. The members of the British Parliament even wrote to tell the French to leave at once.

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

**French (ALL):** [pausing as if to consider this request before replying in unison] *Non!*

**Narrator 1:** The British prepared to defend the land. And so did the French. It seemed conflict was unavoidable.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Scene IV: A Long, Long War

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

**Narrator 1:** And so it was that fighting began between the British and the French, both wanting to control land west of the Appalachian Mountains, the Ohio River Valley.

**Narrator 2:** Both sides knew they could not defeat the other without the help of Native Americans who had lived on the land for thousands of years. The French and their Native American allies were already well-established trading partners.

**Narrator 3:** The British gave gifts and made promises to their Native American allies.

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

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

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

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

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

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

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

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

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

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

**Timeline Tracker:** [Point out “French and Indian War Begins” on the Core Connections Timeline.]

NAME: \_\_\_\_\_

1.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Vocabulary for “Bills to Pay”

1. **conflict, n.** a fight or struggle for power or authority (2)
2. **turning point, n.** a time when an important change occurs (2)
3. **burden, n.** something that is heavy or difficult to accept (**burdens**) (4)
4. **impose, v.** to force or require (**imposed**) (5)
5. **tax, n.** money a government charges for services it provides to the people (**taxes**) (5)
6. **assembly, n.** people who gather to write laws for a government or organization (**assemblies**) (5)
7. **petition, n.** a document people sign to show their agreement or disagreement with something (**petitions**) (6)
8. **opposition, n.** disagreement with or disapproval of something (8)
9. **mastermind, n.** a person who takes the lead in planning and organizing something important (8)
10. **militia, n.** ordinary people trained to be soldiers but who are not part of the full-time military (9)



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

✂

### Timeline I

NAME: \_\_\_\_\_

1758

1757

1756

1755

1754

1754

1759

1760

1761

1762

1763

1764

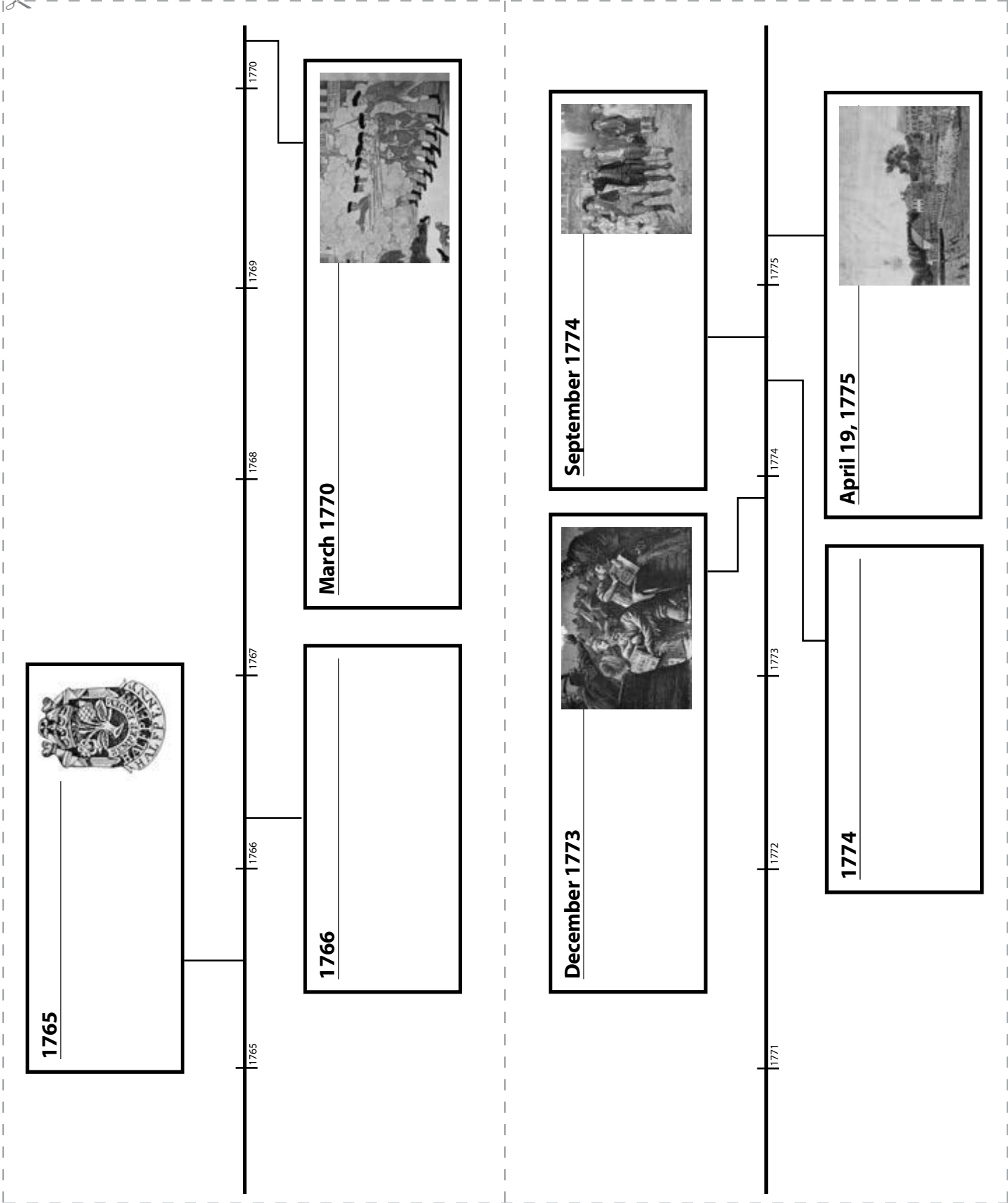
1763





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_





## Excerpt from “Bills to Pay”

Read the following excerpt aloud to a family member and complete the activity that follows.

### Taxes

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

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

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



Stamps were imprinted or embossed on paper.

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

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

Although the colonists continued to raise their own taxes even after 1765, they felt that, rather than imposing a new tax on the colonies, the king and his government should have asked these assemblies to find a



The Stamp Act was very unpopular.

way to raise the money that was needed. Instead, without even as much as a dialogue, the king and his government created the Stamp Act. They did not send it to the colonial assemblies, but directly to Parliament, part of the British government responsible for passing laws and raising taxes.

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

Other regions outside of England, such as Scotland, had representatives in Parliament. Their job was to represent—and stand up for—the people of Scotland. But there were no representatives from the 13 colonies in Parliament. Not even one!

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



The Stamp Act was seen as an unfair tax.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Complete the following sentences to summarize what you learned from the text in your own words.*

1. The British government raised taxes because . . .

---

---

---

---

2. The Stamp Act required the colonists to . . .

---

---

---

---

3. Many colonists were upset about the Stamp Act because . . .

---

---

---

---



## Glossary for *The Road to Independence*

### A

**abound, v.** to be present in large quantities  
(**abounds**)

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

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

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

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

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

### B

**bayonet, n.** a sharp piece of metal attached to the muzzle of a musket (**bayonets**)

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

**bewitching, adj.** charming, captivating, or enchanting

**bleak, adj.** depressing, grim, bad

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

**breeches, n.** pants that cover the hips down to just below the knee

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

**burly, adj.** strong and heavy

### C

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

**charge, n.** the amount of explosive material needed to cause a blast

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

**confront, v.** to challenge or fight against

**console, v.** to comfort or try to make someone feel better and less sad

**convoy, n.** a group of ships traveling together for safety

### D

**decisive, adj.** important; without any doubt

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

**defiant, adj.** refusing to obey

**dread, v.** to look ahead to the future with great fear

### E

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

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

**enlist, v.** to volunteer for military service (**enlisted**)

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



## F

**fleet, n.** a group of military ships that sail under the same commander

**foil, v.** to prevent someone from doing something or achieving a goal (**foiled**)

**foraging, adj.** for the purpose of searching for something, usually food or supplies

**formidable, adj.** extremely powerful; worthy of respect

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

**front, n.** the place where fighting happens in a war (**fronts**)

## G

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

## H

**heed, v.** to respect and follow advice or instructions (**heeded**)

**henpecked, adj.** used to describe a man who is constantly controlled and criticized by his wife

**hero, n.** a person who is respected for bravery or good qualities (**heroes, heroism**)

**heroine, n.** a woman who is respected for bravery or good qualities (**heroines**)

## I

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

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

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

**impress, v.** to amaze; to cause others to feel admiration or interest (**impressed**)

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

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

## J

**jeer, n.** an insult or put-down (**jeers**)

## L

**laden, adj.** heavily loaded; carrying large amounts

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

**liberty, n.** freedom

## M

**master, v.** to learn something completely; to gain the knowledge and skill that allows you to do something very well

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

**melancholy, adj.** sad or depressed

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

**misleading, adj.** untrue

**model company, n.** a group of soldiers deserving to be copied or imitated by others

**morale, n.** confidence, level of enthusiasm one feels

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**1.5**  
CONTINUED

TAKE-HOME

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

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

**muzzle, n.** the opening at the end of a gun or cannon where the ammunition comes out

## N

**neutral, adj.** not supporting either side of an argument, fight, or war

**ninepins, n.** a bowling game played with nine pins

## O

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

**oppressive, adj.** harsh and unfair; cruel

**otherwise, adv.** in a different way

## P

**patriot, n.** a person who supports and defends his or her country (**patriots**)

**peal, n.** a loud noise or repeated noises (**peals**)

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

**proclamation, n.** a public announcement made by a person or government

**provoke, v.** to cause something to happen; to bring out anger in a person or people (**provoked**)

## R

**range, n.** a specified distance

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

**recruit, v.** to search for people to join a group or organization (e.g., the army)

**regiment, n.** a military unit formed by multiple groups of soldiers

**reinforce, v.** to make a group more effective by adding more people or supplies (**reinforced**)

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

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

**revere, v.** to respect or honor (**revered**)

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

## S

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

**skeptical, adj.** doubtful

**skirmish, n.** a short, unplanned fight in a war (**skirmishes**)

**so-called, adj.** implying the name or description of something or someone may be inaccurate

**splendor, n.** extreme, awe-inspiring beauty

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

**strategic, adj.** carefully planned to achieve a specific goal, such as winning a battle or finishing a project

**suitor, n.** a man interested in marrying a certain woman

**surrender, v.** to give up, quit

**switch, n.** a thin stick that bends easily, often used as a whip

## T

---

**tactics, n.** ways used to achieve a goal

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

**traitor, n.** someone who betrays his or her country, government, or a group he or she belongs to

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

**tyrannical, adj.** ruling people in a threatening or cruel way

## V

---

**villain, n.** someone who does evil things (**villains**)

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

## W

---

**woo, v.** to try to get someone to love you (**wooing**)

NAME: \_\_\_\_\_

2.1

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Vocabulary for “Trouble Is Brewing”

1. **liberty**, *n.* freedom (10)
2. **repeal**, *v.* to undo or withdraw a law (**repealed**) (10)
3. **eliminate**, *v.* to get rid of something (**eliminated**) (10)
4. **indirectly**, *adv.* not having a clear and direct connection (11)
5. **boycott**, *v.* to protest something by refusing to buy, use, or participate (11)
6. **musket**, *n.* a long, heavy gun that is loaded at the muzzle (13)
7. **engraving**, *n.* a design or lettering made by cutting into the surface of wood, stone, or metal (13)
8. **accurate**, *adj.* without mistakes; having the right facts (13)
9. **patriot**, *n.* a person who supports and defends his or her country (**patriots**, **patriotism**) (14)



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Review Commas

*Insert commas in the appropriate locations.*

1. The British Parliament met in London England, to make laws for the colonists who lived in Boston Massachusetts.
2. The first House of Burgesses met in Jamestown Virginia, on July 30 1619, to make decisions about famine disease and Indian attacks.
3. George Washington was a representative in the Virginia House of Burgesses commander of the army and first president of the United States.
4. On March 5 1770, colonists threatened the British soldiers in Boston Massachusetts, with snowballs sticks and clubs.

*Write the address of someone you know.*

---

---

*Write the date of your birthday for this year. If your birthday has already passed, write the date of your birthday for next year.*

---

*Write a sentence that includes a series of three things you will do after school.*

---

---

---



### Practice Root *port*

Write the correct word to complete each sentence. You may need to add *-s* to make the word correctly complete the sentence.

transport	portfolio	transportation	import
export	portable	support	

1. The United States \_\_\_\_\_ many goods to be sold to other countries.
2. The United States also \_\_\_\_\_ products from other countries to sell here.
3. The bench was built to \_\_\_\_\_ the weight of four adults.
4. When I make a final draft of my paper I will add it to my writing \_\_\_\_\_.
5. We had a moving truck \_\_\_\_\_ our things to our new apartment.
6. Jordan has a \_\_\_\_\_ radio to listen to when the power goes out.
7. Ships were important forms of \_\_\_\_\_ during the time period around the American Revolution.



**Challenge:** *Important* means carrying great significance. Write a sentence using the word *important*.

---

---

---

---

## Cause and Effect

**Cause:** An event or circumstance that makes something happen; the reason something happens (answers the question **why?**)

**Effect:** Something that happens as a result of, or because of, a cause (tells **what** happened)

*In the following chart, if the cause is given, write the effect. If the effect is given, write the cause.*

Cause	Effect
I stayed out in the sun too long without sunscreen	<i>I got burned by the sun.</i>
<i>someone poked the balloon with a pin</i>	the balloon popped
the alarm clock did not ring	
	I was locked out of my house
I skipped lunch	
	the cake burned

Cause	Effect
Dad had a flat tire	
	the banks of the river flooded
it was raining hard	
	there were long lines at the movie theater
the days are longer in summer	
	Dad had a flat tire

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Select two cause and effect relationships from the completed chart. Write each one in two different ways. For example:

- *I stayed out in the sun too long without sunscreen so I got sunburned.*
- *I got sunburned because I stayed out in the sun too long without sunscreen.*

1. A. \_\_\_\_\_  
\_\_\_\_\_

B. \_\_\_\_\_  
\_\_\_\_\_

2. A. \_\_\_\_\_  
\_\_\_\_\_

B. \_\_\_\_\_  
\_\_\_\_\_



### Trouble Is Brewing

Complete this activity page with your partner after reading “Trouble Is Brewing.”

The following box contains the definition for the term *idiom*. Read the definition and complete the activity that follows.

An idiom is a group of words or an expression that cannot be understood by the meaning of each word alone. Instead, the group of words in an idiom has its own particular meaning.

Each of the following sentences contains an *underlined idiom*. Follow these steps for each one:

- Find the sentence in your Reader and write the page number.
- Explain the idiom in your own words.

1. There, angry crowds took their frustration out on tax collectors.

---



---



---

Page(s) \_\_\_\_\_

2. And they thought the new tax on tea was every bit as unfair as the old tax on paper.

---



---

Page(s) \_\_\_\_\_

3. In 1768, in response to the protests about the new taxes, the British government sent soldiers to Boston to keep an eye on the Sons of Liberty.

---

---

Page(s) \_\_\_\_\_

4. The situation became more serious when even more people poured into the streets.

---

---

Page(s) \_\_\_\_\_

5. Soon a crowd of 300 angry Bostonians was pressing in on the outnumbered British soldiers.

---

---

Page(s) \_\_\_\_\_

## Excerpt from “Trouble Is Brewing”

Read the following excerpt aloud to a family member.

### Chapter 2

# Trouble Is Brewing

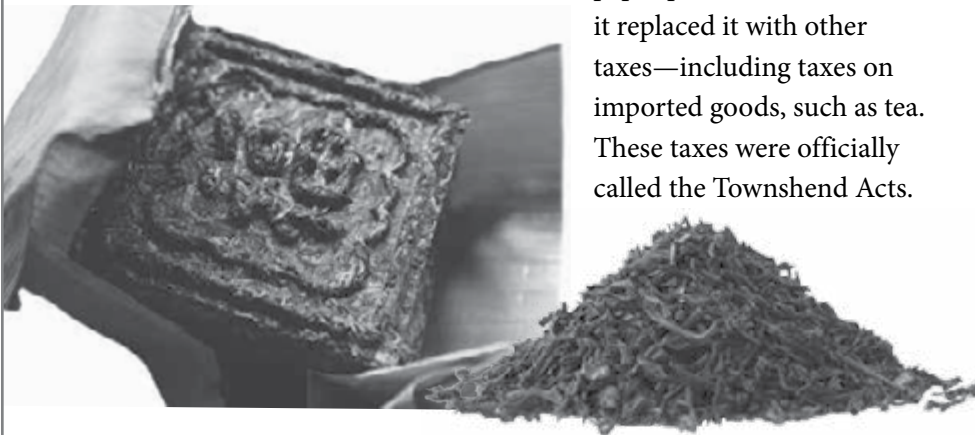
#### THE BIG QUESTION

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

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

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

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



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





Teapot celebrating the repeal of the Stamp Act

Tea was a popular drink in the colonies, just as it was in Great Britain. However, many people decided they would not buy British tea if they had to pay an unfair tax. And they thought the new tax on tea was every bit as unfair as the old tax on paper. After all, the new tax had been approved by the same British Parliament in London, and there were still no representatives from the 13 colonies there.

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

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Cause and Effect Paragraphs

### Sequencing Events

*Sequence the following events from first to last. The first event, the French and Indian War, is already labeled. Number the remaining events 2–5.*

\_\_\_\_\_ Parliament passed the Stamp Act, taxing colonists to raise money for Great Britain.

\_\_\_\_\_ Great Britain was left with enormous debts after the war and needed additional funds to maintain the new lands it acquired from France.

1 The British fought and defeated the French in the French and Indian War to gain control of land in North America.

\_\_\_\_\_ The colonists protested the Stamp Act with meetings, pamphlets, and petitions to London.

\_\_\_\_\_ The colonists felt the Stamp Act was unfair because they had no representation in the British Parliament where the laws were made.

## Identify Causes and Effects

*The chronology, or order, of events is very important when writing a cause and effect essay because it helps the reader understand both what happened and why. One event often causes another to happen.*

*Each sentence below tells about one of the events you have just sequenced. Each sentence includes both what happened (effect) and why it happened (cause).*

*Read the sentence fragments beneath each complete sentence and identify which one describes the cause and which one describes the effect of each event. Underline either cause or effect after each sentence fragment. The first one has been completed for you.*

1. Because the British and the French wanted to gain control of land in North America, they fought each other in the French and Indian War.
  - because the British and the French wanted to gain control of land in North America (cause / effect)
  - they fought each other in the French and Indian War (cause / effect)
2. Great Britain needed money due to its enormous war debts.
  - Great Britain needed money (cause / effect)
  - due to its enormous war debts (cause / effect)
3. Parliament passed the Stamp Act because the British government felt the colonists should help pay for the war.
  - Parliament passed the Stamp Act (cause / effect)
  - because the British government felt the colonists should help pay for the war (cause / effect)

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4. Since the colonists had no representation in the British government, they felt the Stamp Act was unfair.
- since the colonists had no representation in the British government (cause / effect)
  - they felt the Stamp Act was unfair (cause / effect)
5. The colonists felt the Stamp Act was unfair, so they protested the Stamp Act.
- the colonists felt the Stamp Act was unfair (cause / effect)
  - so they protested the Stamp Act (cause / effect)

*Identify and circle cause and effect transition words in the previous sentences, using the information in the following chart as a guide.*

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



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Draft a Paragraph

*Use the space below to write a cause and effect paragraph, explaining how the French and Indian War eventually led to the Stamp Act and colonial protests.*

- *Use Activity Page 3.3 to draft your paragraph.*
- *Use your own words.*
- *Use cause and effect transition words whenever possible.*

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



NAME: \_\_\_\_\_

4.1

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Vocabulary for “The Fight Begins”

1. **intolerable**, *adj.* too painful or hard to be accepted (21)
2. **grievance**, *n.* a complaint resulting from being treated unfairly; a reason for complaining about a situation (**grievances**) (22)
3. **import**, *v.* to bring in a product from another country to be sold (**importing**) (22)
4. **export**, *v.* to send out a product to another country to be sold (**exporting**) (22)
5. **stockpile**, *v.* to collect materials to use in the future (weapons, food, etc.) (**stockpiling**) (22)
6. **belfry**, *n.* a bell tower at the top of a church (24)
7. **rebel**, *n.* a person who fights against a government (**rebels**) (26)
8. **volley**, *n.* the firing of a large number of weapons at the same time (26)
9. **musket ball**, *n.* ammunition shot from muskets (**musket balls**) (28)
10. **revolutionary**, *adj.* leading to, or relating to, a complete change (28)





## Excerpt from “The Fight Begins”

Read the following excerpt aloud to a family member. Then complete the activity that follows.

### Complaints and Grievances

The 56 members of the First Continental Congress drafted a list of complaints and **grievances** against the king and his government. They agreed that all 13 colonies would stop **importing** goods from Great Britain—not just tea and other items that were taxed, but all British goods. They also agreed that, unless Parliament repealed the Intolerable Acts, the colonies would stop **exporting** colonial goods to Great Britain.

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

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

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

—Patrick Henry

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

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

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



Patrick Henry addressing Virginia representatives

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Choose the word or phrase that best completes each sentence. You may refer to the excerpt if needed.*

1. Another word for *grievance* is:
  - A. compliment
  - B. complaint
  - C. challenge
  
2. The members of the Continental Congress agreed that the colonies would stop \_\_\_\_\_ goods from Great Britain.
  - A. importing
  - B. boycotting
  - C. stockpiling
  
3. Some colonists believed war with Great Britain was \_\_\_\_\_.
  - A. unavoidable
  - B. avoidable
  - C. intolerable
  
4. Patrick Henry was in favor of:
  - A. colonial independence from Britain
  - B. continued British rule of colonies
  - C. additional debates on the subject of independence
  
5. Minutemen were special troops that could be \_\_\_\_\_ and ready to fight at a moment's notice!
  - A. stockpiled
  - B. boycotted
  - C. gathered



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Review Quotation Marks

*Use quotations to write about what is happening in the picture. Write at least three quotations.*



---

---

---

---

---

---

---

---



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Practice Root *port*

*Write the correct word to complete each sentence.*

1. The colonists agreed that they would not \_\_\_\_\_ tea from Great Britain.  
(import, export, portfolio, support)
2. My friends and I are going to the basketball game to \_\_\_\_\_ the team.  
(report, export, import, support)
3. I like my new computer because it is lightweight and \_\_\_\_\_.  
(portable, portfolio, transport, transportation)
4. The ships were used to \_\_\_\_\_ the cargo across the ocean.  
(transport, transportation, support, portable)
5. The colonists also agreed that they would not \_\_\_\_\_ any goods to Great Britain.  
(import, export, portfolio, support)
6. Paul Revere and other riders helped \_\_\_\_\_ the colonists by alerting them that the British were coming.  
(import, transport, support, export)



*For each of the following words, write a sentence using the word.*

1. *transport*

---

---

---

---

2. *transportation*

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

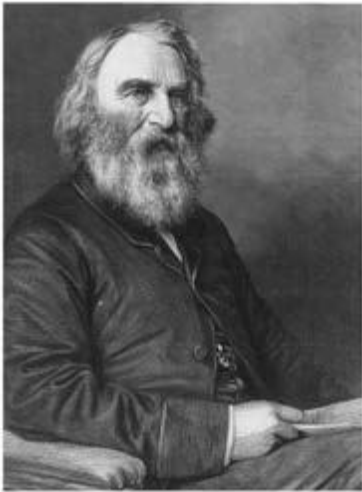
**From “Paul Revere’s Ride”**  
**Henry Wadsworth Longfellow**  
**Written in 1860**

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

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

Meanwhile, impatient to mount and ride, 1  
Booted and spurred, with a heavy stride, 2  
On the opposite shore walked Paul Revere. 3  
Now he patted his horse’s side, 4  
Now gazed on the landscape far and near, 5  
Then impetuous stamped the earth, 6

And turned and tightened his saddle-girth; 7  
But mostly he watched with eager search 8  
The belfry-tower of the old North Church, 9  
As it rose above the graves on the hill, 10  
Lonely and spectral and somber and still. 11  
And lo! as he looks, on the belfry's height, 12  
A glimmer, and then a gleam of light! 13  
He springs to the saddle, the bridle he turns, 14  
But lingers and gazes, till full on his sight 15  
A second lamp in the belfry burns! 16



### **About the Author**

Henry Wadsworth Longfellow is well-known for writing many poems about American history. “Paul Revere’s Ride” was first published in 1860 to inspire American patriotism in the months leading up to the Civil War.

## Vignette I

**Characters:** Narrator, Members of Parliament (5), Members of Sons of Liberty (8), Paul Revere

**Narrator:** The year is 1766 and the British colonies of North America are unhappy with what they consider to be unfair taxes levied on them by Great Britain. Listen as members of the British Parliament discuss what to do about these angry colonists.

### Great Britain 1766

**Member of Parliament 1:** The colonists are not calming down. They continue to protest the Stamp Act and boycott British goods. I am told they may rebel if we don't do something soon.

**Member of Parliament 2:** Can the Stamp Act be repealed to quiet them down?

**Member of Parliament 3:** It can. However, we still need to collect taxes to cover the debts from the French and Indian War and pay to maintain our newly acquired land.

**Member of Parliament 4:** Perhaps we could repeal the Stamp Act and impose a new tax, such as a tax on tea. The colonists might be so pleased to have the Stamp Act gone that they won't worry about new taxes.

**Member of Parliament 5:** A brilliant solution! We need to keep the peace with the British colonists, but we also have to pay off Great Britain's debts. Let us repeal the Stamp Act and pass another act as quickly as possible to tax the colonists on other goods. If they do not have to buy stamps, they may not even be aware of being taxed.

**Narrator:** The British Parliament voted to repeal the Stamp Act in March of 1766, only one year after the Stamp Act was passed. But, four years later, the colonists are still unhappy. Listen to find out why.

## Four Years Later: Colonies 1770

**Member of Sons of Liberty 1:** King George and his Parliament must think we are fools! Nothing has changed! They merely replace one tax with another! These taxes are imposed on us by a far-away government.

**Member of Sons of Liberty 2:** We have been able to raise our own taxes in the past. Have they lost faith in our ability to govern ourselves?”

**Member of Sons of Liberty 3:** Whatever their reason, it is not fair. We deserve a voice in how to raise the money.

**Member of Sons of Liberty 4:** The British Parliament thinks we are weak. We cannot tolerate unfair taxes that are set by a ruler who is across the ocean.

**Member of Sons of Liberty 5:** Yes, and look where it has led—a massacre in the streets of Boston! We must stand up for those who died.

## Three Years Later: Colonies 1773

**Narrator:** The year is 1773, three years after the Boston Massacre, and the colonists still feel unheard by Great Britain. Listen as Paul Revere discusses what action to take next with his fellow members of the Sons of Liberty.

**Paul Revere:** We are no better off than we were three years ago! It is true that Parliament repealed some taxes after the Boston Massacre, but the tax on tea remains.

**Member of Sons of Liberty 6:** It’s not too late. We need to send Parliament a message and show them we are strong.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**5.2**  
CONTINUED

ACTIVITY PAGE

**Member of Sons of Liberty 7:** Remember the ships in the harbor that we blocked from unloading tea? If the ships won't go back, let's dump the tea into the Boston Harbor!

**Paul Revere:** Yes! That will show Parliament what we think about paying a tax for the right to drink tea. Think how much money Great Britain will lose if the contents of more than 300 chests of tea sink to the bottom of the bay.

**Member of Sons of Liberty 8:** Agreed. It's time to do something! No more taxation without representation!

**Continued chanting by all members of Sons of Liberty:** No taxation without representation!



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Plan Body Paragraph 1

*Use the word bank to complete the graphic organizer below.*

British Parliament      Sons of Liberty      protesting colonists      British soldiers

Events	Dates	People
Stamp Act repealed	March 1766	_____
Boston Massacre	1770	_____ _____
Boston Tea Party	December 1773	_____





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “Shots and Speeches”

1. **retreat, v.** to move back or away from danger or attack (**retreated**) (30)
2. **casualty, n.** a person killed or injured during battle (**casualties**) (30)
3. **ammunition, n.** bullets, shells, and other objects used as weapons shot from guns (30)
4. **score, n.** another term for 20; a group of 20 things (**scores**) (32)
5. **fortify, v.** to make a place safe from attack by building defenses (walls, trenches, etc.) (**fortified**) (32)
6. **ambassador, n.** the person who represents the government of his or her country in another country (**ambassadors**) (33)
7. **declaration, n.** an official statement of something (35)
8. **abstain, v.** to choose not to vote (**abstained**) (35)
9. **levy, v.** to use legal authority to demand and collect a fine or tax (**levied**) (38)
10. **implication, n.** a possible effect or result that may take place in the future (**implications**) (39)

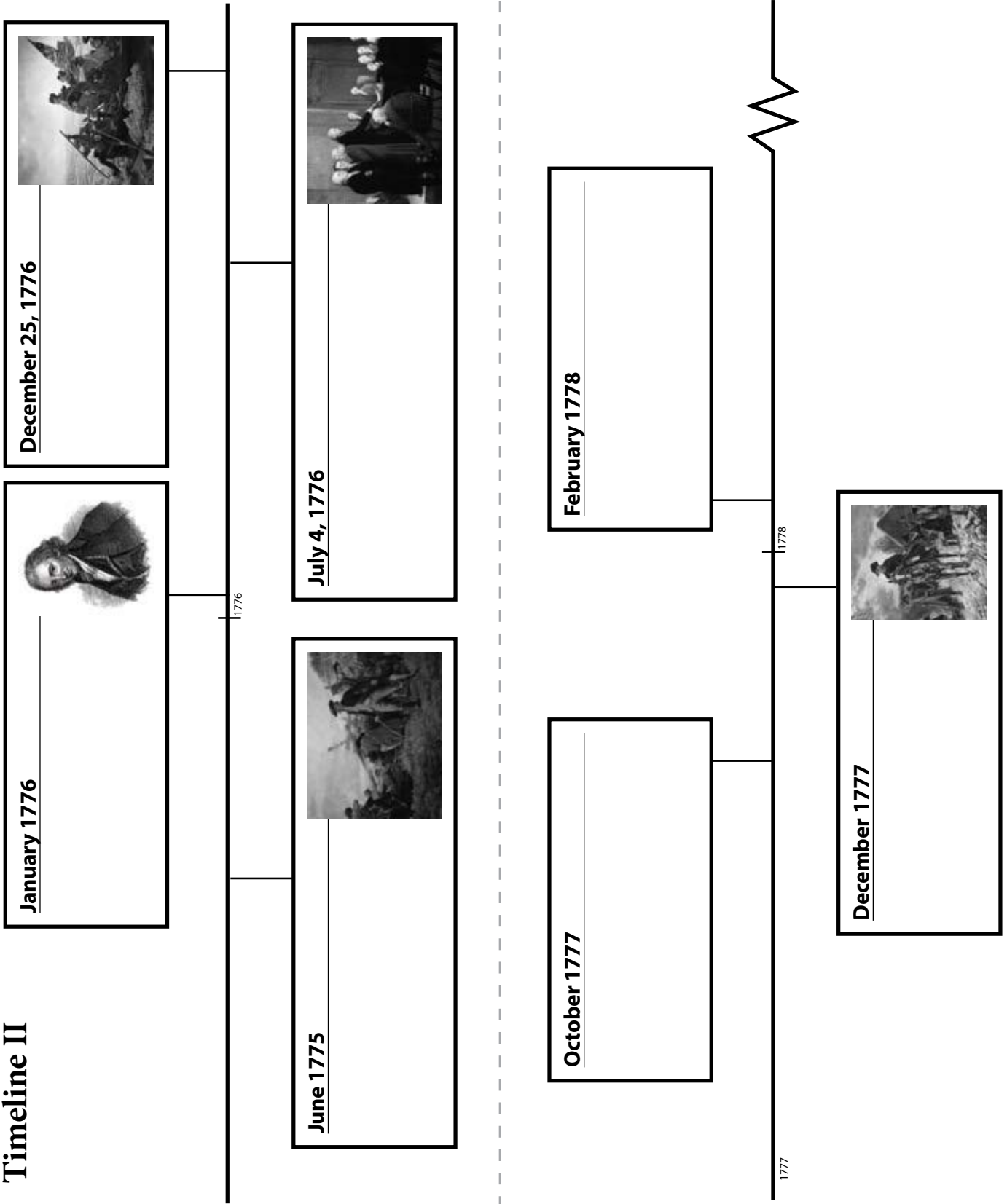


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



# Timeline II





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

✂

Timeline diagram showing events from 1781 to 1784. The timeline is a vertical line with tick marks for 1781, 1782, 1783, and 1784. On the left side, a box labeled "October 1781" contains an image of a battle scene. On the right side, a box labeled "September 1783" contains an image of a document.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Subject-Action Verb Agreement

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

Subject	Action Verb	Agreement
the merchant	travel	the merchant travels
merchants	travel	
the child	dress	
children	dress	
the student	study	
students	study	
the poet	write	
poets	write	
the baby	play	
babies	play	
the cook	fry	
cooks	fry	



*Write expanded sentences for five subject-action verb agreement statements from the chart.*

**Example:** The merchant travels across the Pacific in search of rare goods.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

***im-* and *in-*: Prefixes Meaning “not”**

*Write the correct word to complete each sentence.*

perfect	imperfect	convenient	inconvenient
active	inactive	polite	impolite

1. Even though the cake I baked was uneven and looked \_\_\_\_\_, it tasted really good!
2. My gym teacher says we should exercise or be \_\_\_\_\_ for at least thirty minutes every day.
3. The grocery store is right by our house, so it is very \_\_\_\_\_ to stop on the way home.
4. It is considered \_\_\_\_\_ and rude to whisper in front of someone.
5. My teacher’s computer shut off because it was \_\_\_\_\_ for so long.
6. I outgrew my old rain boots, but my new boots are the \_\_\_\_\_ size.
7. The movie was not showing at the theater in our town, but my dad said that it was too \_\_\_\_\_ to drive to another town to see it.

8. Write a sentence using the one word left in the box.

---

---

**Challenge:** Write a sentence using one of your own *im-* or *in-* words.

---

---

## Spelling Words

*The following is a list of spelling words. These words are content words related to The Road to Independence Reader.*

*During Lesson 10, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:*

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

*When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.*

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

*The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.*

<b>Spelling Word</b>	<b>Definition</b>
<b>surrender</b>	to give up, quit
<b>declaration</b>	an official statement of something
<b>valiant</b>	brave or courageous
<b>grievance</b>	a complaint resulting from being treated unfairly; a reason for complaining about a situation
<b>incident</b>	an event or disagreement that is likely to cause serious problems
<b>monarchy</b>	a form of government in which a country is ruled by a monarch, such as a king or a queen
<b>representative</b>	a member of a government
<b>independence</b>	freedom from outside control or support
<b>militia</b>	ordinary people trained to be soldiers but who are not part of the full-time military
<b>victory</b>	the act of defeating an opponent or enemy

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Practice Spelling Words

surrender	declaration	valiant	incident	monarchy
representative	independence	victory	grievance	militia

List the spelling words in alphabetical order.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Shots and Speeches

Reread Chapter 4, “Shots and Speeches,” and answer the following questions.

1. The Second Continental Congress began to function as a government in all of the following ways EXCEPT:
  - A. They created their own money.
  - B. They formed a navy.
  - C. They set up a postal service.
  - D. They agreed to form an army.

2. What type of government did Thomas Paine think should replace the monarchy?

---

---

3. On page 39, what does the heading “No Simple Solution” mean? Support your answer with evidence from the text.

---

---

---

---



Write the correct word to complete each sentence. Use the glossary as needed to check the meaning of words.

ambassadors	declaration	implications	fortified	scores
casualties	levy	retreat	ammunition	abstain

1. The colonial militia fired at the British soldiers as they traveled along the road to Lexington and Concord, wounding many men and forcing the British to \_\_\_\_\_ to Boston.
2. Members of the Second Continental Congress appointed \_\_\_\_\_ as representatives to foreign countries.
3. William Prescott \_\_\_\_\_ Breed's Hill, making sure the militia had all the supplies they needed to defend themselves against the British army.
4. There were \_\_\_\_\_ on both sides at the Battle of Bunker Hill.
5. Without \_\_\_\_\_, the militia was unable to fire its cannons.
6. Thomas Jefferson was chosen to write the official \_\_\_\_\_ of independence.
7. The Declaration of Independence was approved by every colony except New York, which decided to \_\_\_\_\_.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**7.1**  
CONTINUED

ACTIVITY PAGE

8. Many colonists felt it was unfair for Parliament to \_\_\_\_\_ taxes on the colonies.
9. Victory in battle is not always celebrated because \_\_\_\_\_ of soldiers often die.
10. It is doubtful whether the signers of the Declaration of Independence imagined the \_\_\_\_\_ of their act on the future of the United States of America.



## Vignette II

**Characters:** Narrator, King George III, Members of Parliament (4), Patrick Henry, Representatives from Virginia (2)

**Narrator:** In December of 1773, the Sons of Liberty dumped chests full of tea in Boston Harbor. Listen to discover how King George III reacted when he received word of the Boston Tea Party. In this scene, the king discusses the event with members of the British Parliament.

### British Parliament, Great Britain 1774

**King George III:** This is an outrage! Dumping 340 chests of tea into Boston Harbor is just foolishness! They thought the taxes were bad? Now they will have to repay Great Britain for the tea they dumped.

**Member of Parliament 1:** We can send British ships and keep the harbor closed until the colonists pay for the cost of the tea they threw away. No ships will be able to enter or leave the harbor.

**King George III:** Yes. And closing the harbor will not be all. Boston must be reminded that they are British subjects. They live with protection and privileges provided by Great Britain, and they will live with the laws of their king.

**Member of Parliament 2:** What other laws do you propose, Your Majesty?

**King George III:** The colonists are taking too many liberties. I want stricter control of their meetings and how they elect officials. I or my ministers will decide who holds important government positions in Massachusetts.

**Member of Parliament 3:** I quite agree. There should also be new rules for trials. Bostonians should be tried by the king's judges outside of Boston.

**Member of Parliament 4:** It would also relieve the burden and expense on Great Britain if the colonists provided food and shelter for British soldiers.

**King George III:** Agreed. Make it so, and send more soldiers to Boston. I have a feeling we may need them there.

**Narrator:** Parliament passes a series of acts, known as the Intolerable Acts, during 1774. Word spreads, raising debates throughout the colonies. Should the colonists obey the laws of a far-away government or break away from Great Britain altogether? Listen as Patrick Henry declares his views before a group of representatives in Virginia.

### **Richmond, Virginia 1775**

**Patrick Henry:** Gentlemen, I attended the First Continental Congress in Philadelphia last year, as did some of you. We agreed that Parliament's new laws are indeed intolerable. These laws show that King George is not going to allow any colonists the independence we desire and have had in the past.

**Virginia Representative 1:** But Mr. Henry, King George knows he must repeal the Intolerable Acts or we will stop exporting goods to Great Britain.

**Patrick Henry:** The king shows no sign of hearing our complaints and grievances. Mere words are not enough. We need to take action.

**Virginia Representative 2:** What are you suggesting, Mr. Henry? Do you believe that war is unavoidable?

**Patrick Henry:** Gentlemen may cry, "Peace! Peace!" But there is no peace. The war is actually begun! . . . I know not what course others may take; but as for me, give me liberty or give me death!

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Plan Body Paragraph 2

*Use the word bank to complete the graphic organizer below.*

representatives from 12 of 13 colonies	representatives from Virginia	British Parliament	Patrick Henry	King George
--	----------------------------------	-----------------------	------------------	----------------

Events	Dates	People
British Parliament passes the "Intolerable Acts"	Spring 1774	_____ _____
The First Continental Congress	Sept. 1774	_____ _____
Virginia representatives debate response to Britain	March 1775	_____ _____

Respond to the following writing prompt. Use the events and people from your graphic organizer in your response.

**Writing prompt:** Why are people from all of the colonies concerned about the laws imposed in Massachusetts (the Intolerable Acts)? Be sure to include what the Intolerable Acts were and how the colonists responded to them.

Choose words from the word bank to use in your response to the writing prompt.

intolerable	grievance	independence	debate	unavoidable
liberty	representatives	complaints	First Continental Congress	Parliament

---

---

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Vocabulary for “It’s War!”

1. **front, n.** the place where fighting happens in a war (**fronts**) (40)
2. **strategic, adj.** carefully planned to achieve a specific goal, such as winning a battle or finishing a project (42)
3. **confront, v.** to challenge or fight against (42)
4. **surrender, v.** to give up, quit (43)
5. **morale, n.** confidence, level of enthusiasm one feels (43)
6. **tactics, n.** ways used to achieve a goal (44)
7. **bleak, adj.** depressing, grim, bad (47)

Word(s) from the Chapter	Pronunciation	Page Number
Tadeusz Kościuszko	/to*dae*oes/ /kos*choos*koe/	44





### Vignette III

**Characters:** Narrator, Members of Parliament (2), King George III, Samuel Adams, John Hancock

**Narrator:** Patrick Henry's cry for liberty rang out through the colonies, and many people agreed with him that war was unavoidable and the time had come for the colonies to arm themselves. Listen to King George's reaction to news from his soldiers in Massachusetts that the colonists are preparing to fight.

#### Great Britain, Early April 1775

**Member of Parliament 1:** Your Majesty, word has come that the colonists are organizing militias, stockpiling guns, and preparing to fight.

**King George III:** Then the soldiers we have in Boston will not be enough. It is time to send an army. Are the Sons of Liberty still leading this revolt?

**Member of Parliament 2:** There is support trickling throughout the colonies; but, yes, the Sons of Liberty are still at the heart of things in Boston. Word has it Samuel Adams and John Hancock are two of the biggest troublemakers.

**King George III:** Tell my army to confiscate any weapons they can find and arrest Samuel Adams and John Hancock.

**Narrator:** Tensions had been high in and around Boston for many years now. Constant clashes between British soldiers and colonists finally came to a head in the nearby towns of Lexington and Concord. Listen as Samuel Adams and John Hancock discuss the events of April 19, 1775, and what it means for the future.

## Massachusetts, Late April 1775

**Samuel Adams:** John, it is a miracle we are alive!

**John Hancock:** Certainly it is, for King George's army was hunting us down.

**Samuel Adams:** They were also hunting down the weapons we hid, not too far from Boston in Concord.

**John Hancock:** Well, they found the weapons, but not how they had hoped!

**Samuel Adams:** Ha, that's right! Little did they know that Paul Revere and other riders had a plan to warn people when the British army marched out of Boston.

**John Hancock:** We all owe those men a great debt, for we were able to be ready to stand our ground in Lexington and prepare to fight as the army marched to Concord and back.

**Samuel Adams:** The British army was smaller when it got back to Boston than when it left. But we lost many men, too.

**John Hancock:** Indeed, and it is with a heavy heart that I say: this is only the beginning.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Plan Body Paragraph 3

Use the word bank to complete the graphic organizer below.

Paul Revere, William Dawes, Samuel Prescott	British Parliament	British soldiers
colonial militia	King George	

Events	Dates	People
British Parliament reacts to colonists' preparations by sending more soldiers to Boston	Early April 1775	_____ _____
Night riders travel west from Boston to warn colonists of British plans to confiscate weapons	April 18, 1775	_____ _____
Battles of Lexington and Concord and the beginning of the Revolutionary War	April 19, 1775	_____ _____



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Practice Subject-Action Verb Agreement

Fill in the correct pronoun for each noun. Complete the “Agreement” column, using the information provided. Remember to use the present tense (action is happening now) even though you may be writing about people who lived in the past. The first one has been done for you.

Subject	Action Verb	Agreement
the troops	prepare	the troops prepare
<b>they</b>	prepare	they prepare
the cannonball	fly	
	fly	
Thomas Jefferson	write	
	write	
the newspapers	say	
	say	
the ox	push	
	push	
the queen	cry	
	cry	
the representatives	debate	
	debate	
you (singular)	drink	
you (plural)	travel	
I	play	
we	listen	

*Using only pronouns for subjects, write expanded sentences for five pronoun-action verb agreement statements from the chart.*

**Example:** They prepare for the long battle ahead of them.

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Practice Prefixes *im-* and *in-*

*Write the correct word to complete each sentence.*

1. The colonists believed a peaceful settlement with Great Britain was \_\_\_\_\_ and not likely to happen.  
(possible, impossible, capable, incapable)
2. It is \_\_\_\_\_ the soldiers confused Breed's Hill and Bunker Hill because they did not know the area.  
(active, inactive, possible, impossible)
3. My mom received \_\_\_\_\_ directions to the party, so we ended up at the wrong house.  
(correct, incorrect, patient, impatient)
4. I am usually very \_\_\_\_\_ while I wait at the doctor's office because I bring a book to read.  
(capable, incapable, patient, impatient)
5. Ichabod Crane is a(n) \_\_\_\_\_ master of witchcraft because he has read so many books about witches.  
(patient, impatient, perfect, imperfect)



*For each word, write a sentence using the word.*

1. *practical*

---

---

---

2. *incomplete*

---

---

---

3. *correct*

---

---

---

4. *incapable*

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Practice Spelling Words

*For each spelling word, write a sentence using the word.*

declaration	grievance	incident	independence	militia
monarchy	representative	surrender	valiant	victory

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_
- 6. \_\_\_\_\_  
\_\_\_\_\_
- 7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Spelling Assessment

*Write the spelling words as your teacher calls them out.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

*Write the sentence as your teacher calls it out.*

---

---

---



## Vocabulary for “From Valley Forge to Yorktown”

1. **impress, v.** to amaze; to cause others to feel admiration or interest (**impressed**) (48)
2. **bayonet, n.** a sharp piece of metal attached to the muzzle of a musket (**bayonets**) (49)
3. **model company, n.** a group of soldiers deserving to be copied or imitated by others (49)
4. **foraging, adj.** for the purpose of searching for something, usually food or supplies (49)
5. **recruit, v.** to search for people to join a group or organization (e.g., the army) (49)
6. **decisive, adj.** important; without any doubt (49)
7. **reinforce, v.** to make a group more effective by adding more people or supplies (**reinforced**) (51)
8. **convoy, n.** a group of ships traveling together for safety (51)
9. **fleet, n.** a group of military ships that sail under the same commander (51)



## From Valley Forge to Yorktown

*Read the following excerpt and answer the questions that follow.*

Von Steuben taught the Continental soldiers how to march and stand in formation. He taught them how to advance on the battlefield. He also taught them how to use the bayonets attached to their muskets. Von Steuben trained a model company. Then, the members of this model company trained other companies.

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

- Part A:** In this paragraph, what is the meaning of *model company*?
  - a military company deserving to be copied by others
  - a fashion company that employs people to model clothes
  - a toy company that makes plastic parts to form model airplanes
  - an art company that employs models to pose for portrait painters

**Part B:** Which sentence from the text best helps the reader determine the meaning of the term *model company*?

- Von Steuben taught the Continental soldiers how to march and stand in formation.
  - He taught them how to advance on the battlefield.
  - He also taught them how to use the bayonets attached to their muskets.
  - Then, the members of this model company trained other companies.
- Explain in your own words how one man, Friedrich Wilhelm von Steuben, was able to train so many men for battle in such a short amount of time.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Read the following excerpt and answer the questions that follow.

In late September, Washington arrived at Yorktown with 4,000 French soldiers and 3,000 Continental soldiers. The Major General of the Continental Army was the Marquis de Lafayette. These new soldiers **reinforced** Lafayette's men who were already there. The French navy arrived as well, and one of the first things they did was drive away a **convoy** of British ships that were carrying supplies for Cornwallis and his men. That was when Cornwallis knew he was in trouble. He was cornered by the French and Continental armies, and the French navy had cut off his escape route as well as his supplies!

The French and Continental armies set up cannons and began firing on the British. For days the guns fired constantly. Washington gave orders to fire through the night so the British would not have any quiet time to rest or make repairs.

Cornwallis and his men could not protect themselves and, because of the position of the French **fleet**, they could not sail away. Eventually, on October 19, 1781, Cornwallis accepted that he had no choice but to surrender.



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

3. **Part A:** In the first paragraph, what is the meaning of the word *reinforced*?

- A. enforced new laws again
- B. strengthened with new supplies or more people
- C. angered
- D. overpowered

**Part B:** Which sentence from the text best helps the reader determine the meaning of the word *reinforced*?

- A. In late September, Washington arrived at Yorktown with 4,000 French soldiers and 3,000 Continental soldiers.
- B. The French navy arrived as well, and one of the first things they did was drive away a convoy of British ships that were carrying supplies for Cornwallis and his men.
- C. That was when Cornwallis knew he was in trouble.
- D. He was cornered by the French and Continental armies, and the French navy had cut off his escape route as well as his supplies!

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

4. **Part A:** In the third paragraph, what was the meaning of the word *fleet*?

- A. cannons
- B. generals
- C. army
- D. ships

**Part B:** Which phrase from the text best helps the reader determine the meaning of the word *fleet*?

- A. the French and Continental armies set up cannons
- B. the guns fired constantly
- C. they could not sail away
- D. no choice but to surrender

### From Valley Forge to Yorktown

*Answer the following questions as you read the chapter. Be sure to write in complete sentences and support your answer with evidence from the text.*

- 1. How much time passed between the time the Continental Army marched out of Valley Forge and the time they won their first decisive battle?

---

---

Page(s) \_\_\_\_\_

- 2. The colonial troops traveled nearly 700 miles by foot from New York to Virginia. How long did it take them to cover all these miles?

---

---

Page(s) \_\_\_\_\_

- 3. How much time passed between the British surrender at Yorktown and the signing of the Treaty of Paris?

---

---

Page(s) \_\_\_\_\_

*After reading the entire chapter, sequence the events from first to last by numbering them from 1–5.*

\_\_\_\_\_ The Continental Army left Valley Forge, reinforced with necessary supplies and military training.

\_\_\_\_\_ The Treaty of Paris was signed and Great Britain recognized American independence.

\_\_\_\_\_ The French joined the Continental Army at Yorktown, helping cut off supplies to the British and blocking British escape routes.

\_\_\_\_\_ The Continental Army endured a hard winter at Valley Forge.

\_\_\_\_\_ The British surrendered to the Continental Army at Yorktown.

## Subject-to be Verb Agreement in the Present Tense

Fill in this chart and then use it to help you complete the activity page.

		Subject-to be Verb Agreement	
		To be verbs are linking verbs that link, or connect, the subject to the predicate without showing action.	
		Subject	Agreement in the Present Tense
Singular	I		
	you		
	he, she, it <i>Write two singular nouns:</i> 1. 2.		
Plural	we		
	you		
	they <i>Write two plural nouns:</i> 1. 2.		

Complete the “Agreement” column of the following chart to combine the subject with the to be verb so the subject and verb agree. The first one is completed for you. Remember to use the present tense.

Subject	to be Verb	Agreement
George Washington	to be	George Washington is
French troops	to be	
Lord Cornwallis	to be	
thousands of villagers	to be	
I	to be	
we	to be	
you	to be	

Write expanded sentences for three subject-to be verb agreement statements from the chart above.

**Example:** George Washington is a clever general.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

### Suffixes *-able* and *-ible*

Write the correct word to complete each sentence.

predictable	collectible	enjoyable
predict	edible	collect

- Our daily routine is very \_\_\_\_\_ because we have the same schedule every day.
- When my family goes to the beach we like to \_\_\_\_\_ the prettiest shells we can find.
- The baker made a(n) \_\_\_\_\_ car to put on top of the boy's birthday cake.
- I \_\_\_\_\_ that our team will win the basketball game this weekend because we are better than the other team.
- Write a sentence for each of the other words not used from the box.

A. \_\_\_\_\_

\_\_\_\_\_

B. \_\_\_\_\_

\_\_\_\_\_



*Add the suffix –able or –ible to each of the following root words to create a new word. Then write the meaning of the new word and a sentence using the new word.*

1. Root Word: *comfort*

Meaning: a relaxed feeling; without pain

New Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Root Word: *access*

Meaning: to enter or get into

New Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Spelling Words

*The following is a list of spelling words. These words include prefixes and suffixes you have learned in morphology lessons. During Lesson 15, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:*

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*

*When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.*

1. easily
2. greasy
3. immobile
4. imperfect
5. impossible
6. inflexible
7. insufficient
8. intolerable
9. loudly
10. noisy
11. tasty
12. temporarily

*The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.*

<b>Spelling Word</b>	<b>Definition</b>
<b>easily</b>	without difficulty
<b>greasy</b>	dirty from grease or oil
<b>immobile</b>	unable to move
<b>imperfect</b>	not perfect
<b>impossible</b>	not possible
<b>inflexible</b>	not flexible; not able to be bent or not easy to bend
<b>insufficient</b>	not sufficient; not enough
<b>intolerable</b>	too painful or hard to be accepted
<b>loudly</b>	in a noisy way
<b>noisy</b>	full of loud or unpleasant noise
<b>tasty</b>	having a good flavor
<b>temporarily</b>	for a limited amount of time

## Practice Spelling Words

Sort the spelling words by their affix. Then answer the questions that follow.

tasty	greasy	immobile	inflexible
temporarily	noisy	impossible	easily
imperfect	intolerable	loudly	insufficient

<i>im-</i>	<i>in-</i>	<i>-y</i>	<i>-ly</i>

1. What part of speech are the words with the suffix *-ly*? \_\_\_\_\_
2. What part of speech are the words with the prefix *im-*? \_\_\_\_\_
3. What part of speech are the words with the suffix *-y*? \_\_\_\_\_
4. What part of speech are the words with the prefix *in-*? \_\_\_\_\_
5. Which affixed words are a different part of speech than the others? \_\_\_\_\_



## Vocabulary for “Heroes and Villains”

1. **hero, n.** a person who is respected for bravery or good qualities (**heroes, heroism**) (56)
2. **villain, n.** someone who does evil things (**villains**) (56)
3. **defiant, adj.** refusing to obey (58)
4. **enlist, v.** to volunteer for military service (**enlisted**) (60)
5. **regiment, n.** a military unit formed by multiple groups of soldiers (60)
6. **heroine, n.** a woman who is respected for bravery or good qualities (**heroines**) (61)
7. **skirmish, n.** a short, unplanned fight in a war (**skirmishes**) (61)
8. **foil, v.** to prevent someone from doing something or achieving a goal (**foiled**) (63)
9. **jeer, n.** an insult or put-down (**jeers**) (63)
10. **traitor, n.** someone who betrays his or her country, government, or a group he or she belongs to (63)

Word(s) from the Chapter	Pronunciation	Page Number
Tadeusz Kościuszko	/to*dae*oes/ /kos*choos*koe/	58



## Heroes and Villains

*Write the correct vocabulary word to complete each sentence. Use the glossary if you need help with the meanings of the words. You will not use all of the words.*

defiant	enlist	foil(ed)	hero(es)	heroine(s)
jeer(s)	skirmish(es)	traitor(s)	villain(s)	regiment

1. John Paul Jones's \_\_\_\_\_ reply to a British sailor was, "Surrender? I haven't yet begun to fight!"
2. People who are respected for their bravery are known as \_\_\_\_\_. Women who are respected for their bravery are called \_\_\_\_\_.
3. Deborah Sampson was only 21 years old when she decided to \_\_\_\_\_ in the army.
4. Many soldiers were wounded in \_\_\_\_\_ during the American Revolution.
5. The commander of each \_\_\_\_\_ in the Continental Army read the Declaration of Independence to his troops.



Read the following excerpt from “Heroes and Villains.” Write the correct vocabulary word from the word bank to complete each sentence. Different forms of the words may be used in the blanks.

In 1780, Benedict Arnold made a plan to surrender the colonial fort at West Point in New York to the British. When this plan was foiled, Arnold joined the British army. He went on to fight for the British. The cheers for Benedict Arnold the hero quickly turned to jeers for Benedict Arnold the traitor.

6. Because Arnold’s plan was \_\_\_\_\_, he joined the British army and received \_\_\_\_\_ from members of the Continental Army.
7. Benedict Arnold was initially regarded as a \_\_\_\_\_, but when he turned against his country to fight for the British, he became known as a \_\_\_\_\_.
8. Select a word from the word bank that you think best describes Benedict Arnold and write it on the line: \_\_\_\_\_. Write a sentence explaining your choice.

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Read the following excerpt from “Heroes and Villains.” Then answer the question that follows.*

One of the greatest heroes on the colonists’ side was George Washington. Washington was commander-in-chief of the Continental Army throughout the war. He took over not long after the Battles of Lexington and Concord in 1775, fighting the British in New York and New Jersey. He survived the dreadful winter of 1777 to 1778 at Valley Forge. He was still in command when the Continental Army won the decisive victory at Yorktown in 1781.

9. Do you agree with the statement, “One of the greatest heroes on the colonists’ side was George Washington”? Circle one.
- A. Yes
  - B. No

Explain your answer in two or more sentences below.

---

---

---

---

---

---

---

---

---

---



NAME: \_\_\_\_\_

13.1

ACTIVITY PAGE

DATE: \_\_\_\_\_

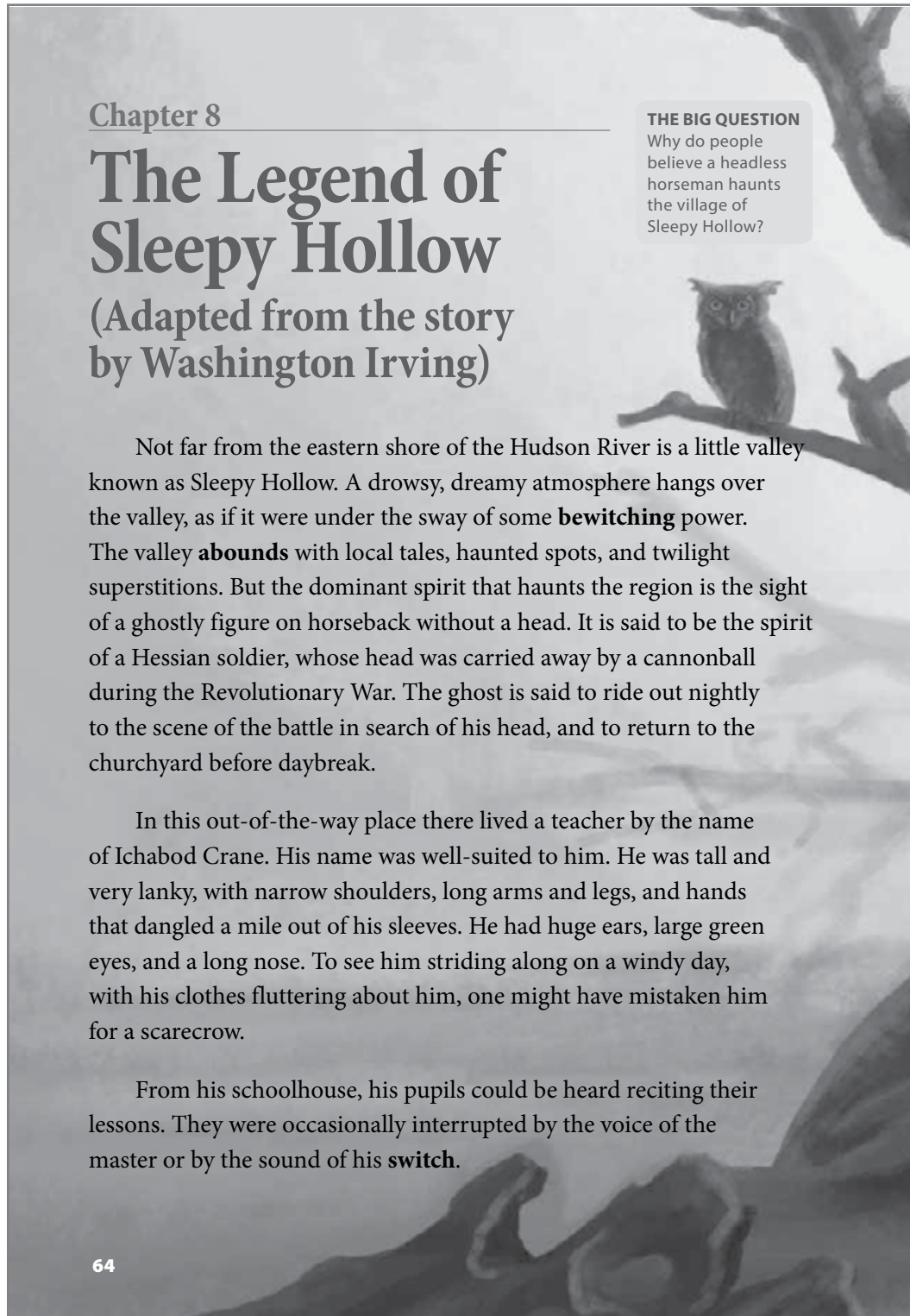
## Vocabulary for “The Legend of Sleepy Hollow”

1. **bewitching**, *adj.* charming, captivating, or enchanting (64)
2. **abound**, *v.* to be present in large quantities (**abounds**) (64)
3. **switch**, *n.* a thin stick that bends easily, often used as a whip (64)
4. **dread**, *v.* to look ahead to the future with great fear (66)
5. **laden**, *adj.* heavily loaded; carrying large amounts (66)
6. **suitor**, *n.* a man interested in marrying a certain woman (66)
7. **formidable**, *adj.* extremely powerful; worthy of respect (66)
8. **burly**, *adj.* strong and heavy (66)
9. **woo**, *v.* to try to get someone to love you (**wooing**) (67)
10. **splendor**, *n.* extreme, awe-inspiring beauty (67)



## Excerpt from “The Legend of Sleepy Hollow”

Read the excerpt and complete the activity that follows.



**Chapter 8**

# The Legend of Sleepy Hollow

(Adapted from the story by Washington Irving)

**THE BIG QUESTION**  
Why do people believe a headless horseman haunts the village of Sleepy Hollow?

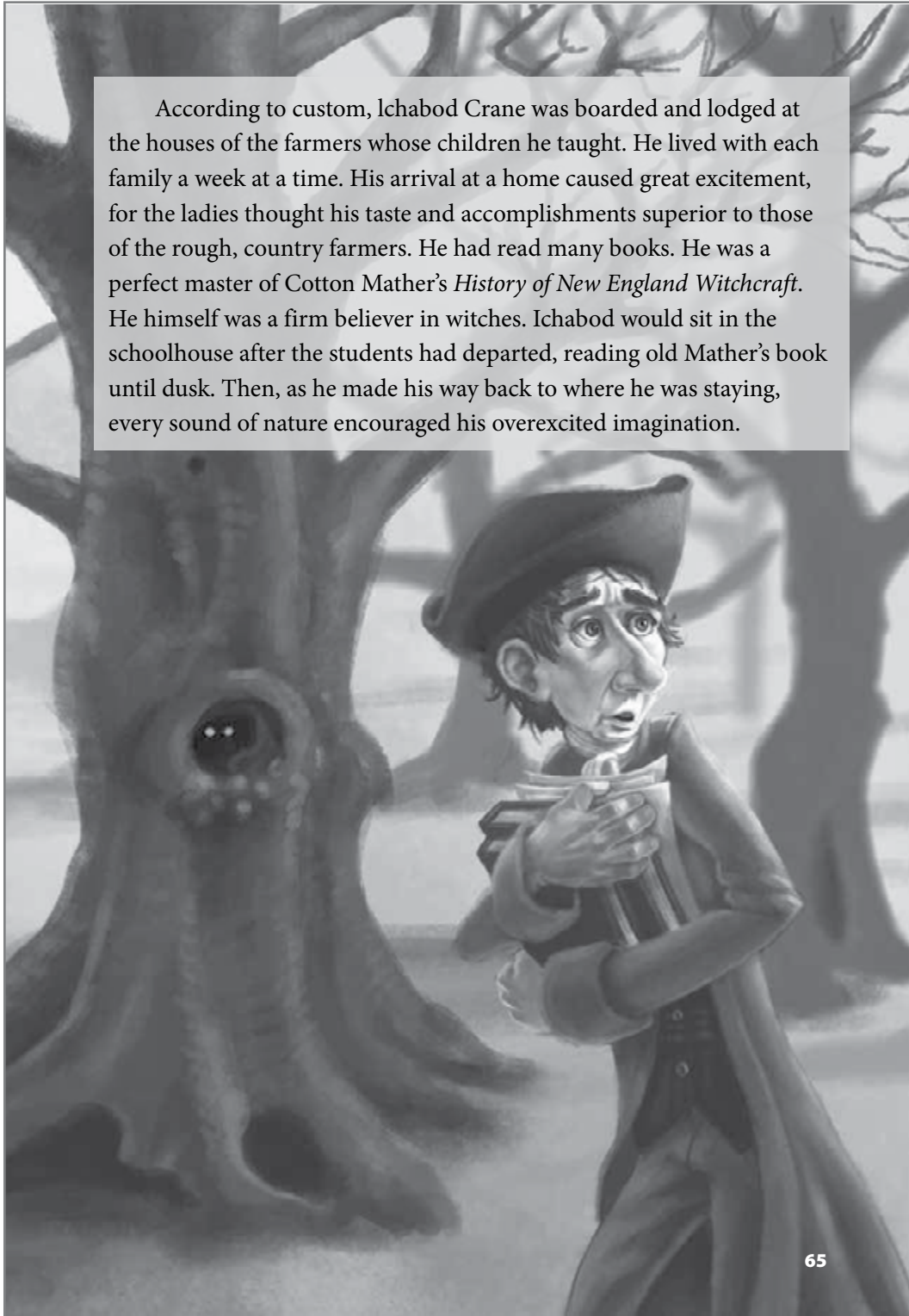
Not far from the eastern shore of the Hudson River is a little valley known as Sleepy Hollow. A drowsy, dreamy atmosphere hangs over the valley, as if it were under the sway of some **bewitching** power. The valley **abounds** with local tales, haunted spots, and twilight superstitions. But the dominant spirit that haunts the region is the sight of a ghostly figure on horseback without a head. It is said to be the spirit of a Hessian soldier, whose head was carried away by a cannonball during the Revolutionary War. The ghost is said to ride out nightly to the scene of the battle in search of his head, and to return to the churchyard before daybreak.

In this out-of-the-way place there lived a teacher by the name of Ichabod Crane. His name was well-suited to him. He was tall and very lanky, with narrow shoulders, long arms and legs, and hands that dangled a mile out of his sleeves. He had huge ears, large green eyes, and a long nose. To see him striding along on a windy day, with his clothes fluttering about him, one might have mistaken him for a scarecrow.

From his schoolhouse, his pupils could be heard reciting their lessons. They were occasionally interrupted by the voice of the master or by the sound of his **switch**.

64

According to custom, Ichabod Crane was boarded and lodged at the houses of the farmers whose children he taught. He lived with each family a week at a time. His arrival at a home caused great excitement, for the ladies thought his taste and accomplishments superior to those of the rough, country farmers. He had read many books. He was a perfect master of Cotton Mather's *History of New England Witchcraft*. He himself was a firm believer in witches. Ichabod would sit in the schoolhouse after the students had departed, reading old Mather's book until dusk. Then, as he made his way back to where he was staying, every sound of nature encouraged his overexcited imagination.



He loved to pass long winter evenings with the farmers' wives as they sat spinning by the fire. He listened with interest to their tales of ghosts and goblins—and of the headless horseman. But the cost of the pleasure in all this was the terror of his walk home. What fearful shapes and shadows jumped across his path! How often did he

**dread** to look over his shoulder, for fear of catching a glimpse of some ghostly being close behind him!



Katrina Van Tassel, the only child of a rich farmer, found favor in Ichabod's eyes—not merely for her beauty

but for her vast inheritance. Her father was a thriving farmer, and his barn was filled with the fruits of his labor. Sleek porkers grunted in their pens. Regiments of turkeys went gobbling through the farmyard. The teacher's mouth watered as he pictured every pig roasted with an apple in its mouth and every turkey wearing a necklace of savory sausages. As he cast his eyes upon the trees **laden** with fruit, and considered the obvious wealth that surrounded him, he became determined to win the affections of the farmer's daughter.

However, he was not the only **suitor**. The most **formidable** of all was a local hero known as Brom Bones. He was a **burly** young fellow, famous for his horsemanship and always ready for a fight or some fun. Whenever a crazy prank occurred in the neighborhood, people whispered that Brom Bones must be at the bottom of it.



The following words were used in “The Legend of Sleepy Hollow.” For each word, pick an activity and complete the chart below.

bewitching	<p><b>Vocabulary Activities</b></p> <ol style="list-style-type: none"> <li>1. Write a definition in your own words.</li> <li>2. Provide a synonym (similar meaning).</li> <li>3. Provide an antonym (opposite meaning).</li> <li>4. Use the word in a sentence.</li> <li>5. Provide another word that the word makes you think of and explain why. (<i>Apple</i> makes me think of bananas because they are both fruits.)</li> <li>6. Think of an example of the word and write about it. (An example of <i>fruit</i> is cantaloupe. It is a melon that is white on the outside and orange on the inside. They are really tasty in the summer.)</li> </ol>
abound	
laden	
suitor	
formidable	
burly	

Word	Activity	Activity Response

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## The Legend of Sleepy Hollow

*Answer questions 1–5 as you and your partner read the chapter.*

1. A simile is a literary device that uses the word *like* or *as* to compare two things. This simile helps describe the setting:

A drowsy, dreamy atmosphere hangs over the valley, as if it were under the sway of some bewitching power.

What two things are compared in this simile?

---

---

What mood does this simile convey about the setting?

---

---

Write the page number where this simile is used.

Page(s) \_\_\_\_\_

2. A hyperbole is a literary device that uses exaggeration. Underline the hyperbole used to describe the main character, Ichabod Crane, in the following text:

In this out-of-the-way place there lived a teacher by the name of Ichabod Crane. His name was well-suited to him. He was tall and very lanky, with narrow shoulders, long arms and legs, and hands that dangled a mile out of his sleeves.

Explain the hyperbole in your own words.

---

---

---

Write the page number where this hyperbole is used.

Page(s) \_\_\_\_\_

3. Underline the two similes used to describe Ichabod Crane in this sentence:

His elbows stuck out like a grasshopper's, and as he rode his arms flapped like a pair of wings.

What two things are compared in each simile?

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

How do these similes help describe Ichabod Crane?

---

---

---

Write the page number where these similes are used.

Page(s) \_\_\_\_\_

4. Personification is a literary device in which human characteristics are assigned to nonhuman objects. Personification is used in this statement:

What fearful shapes and shadows jumped across his path! How often did he dread to look over his shoulder, for fear of catching a glimpse of some ghostly being close behind him!

What nonhuman object(s) are assigned human characteristics?

---

---

Explain the personification in your own words.

---

---

Write the page number where this personification is used.

Page(s) \_\_\_\_\_

*Answer questions 5 and 6 after you and your partner finish reading “The Legend of Sleepy Hollow.”*

5. Authors often use fear or suspense to build excitement. Do you think this story was scary or suspenseful? Why or why not? Support your answer with examples from the story.

---

---

---

---

---

---

---

---

6. A theme is a recurring idea or subject in a story. One theme in “The Legend of Sleepy Hollow” is greed. A second theme is the real vs. the imaginary. Select one theme and provide examples from the text, showing how the author weaves this theme into the story.

---

---

---

---

### Modal Auxiliary Verbs

**Part I:** Answer the following questions or find a classmate that can answer each question. Be sure to use the modal verb from the question in your answers.

**Example:** Can you ride a bicycle?

Yes, I **can** ride a bicycle.

No, I **can't** ride a bicycle.

1. Can you use chopsticks?

\_\_\_\_\_

2. Can you climb a fire pole?

\_\_\_\_\_

3. Who can speak another language?

\_\_\_\_\_

4. Who can play an instrument?

\_\_\_\_\_

5. Name one thing you could not do when you were four years old.

\_\_\_\_\_

6. Name one thing you could do when you were four years old.

\_\_\_\_\_

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

1. The dark storm clouds in the distance are coming closer and closer. It \_\_\_\_\_ rain soon.

\_\_\_\_\_ won't

\_\_\_\_\_ will

\_\_\_\_\_ might

2. Janet did not get enough sleep last night. She \_\_\_\_\_ be a little grouchy today.

\_\_\_\_\_ may

\_\_\_\_\_ will

\_\_\_\_\_ can

3. If the baby is hungry, he \_\_\_\_\_ cry.

\_\_\_\_\_ won't

\_\_\_\_\_ will

\_\_\_\_\_ can

4. Drinking more water \_\_\_\_\_ help you get over a cold faster.

\_\_\_\_\_ can't

\_\_\_\_\_ may

\_\_\_\_\_ will

5. The Sons of Liberty decided they \_\_\_\_\_ boycott British tea because of unfair taxes.

\_\_\_\_\_ might

\_\_\_\_\_ may

\_\_\_\_\_ will

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6. Without the help of French troops, the Continental Army \_\_\_\_\_ have won the war.

\_\_\_\_\_ can

\_\_\_\_\_ might

\_\_\_\_\_ couldn't

7. Having a well-trained army \_\_\_\_\_ help them win the battle.

\_\_\_\_\_ can't

\_\_\_\_\_ won't

\_\_\_\_\_ could





### Practice Suffixes *-able* and *-ible*

Write the correct word to complete each sentence.

portable	comfortable	predictable
accessible	visible	edible

1. The pizza was cold, but I thought it was still \_\_\_\_\_ because I like it that way.
2. The front entrance to the grocery store was not \_\_\_\_\_ because the road was closed, so we had to go in another way.
3. When I sit in the back of the classroom, I have to strain my eyes because the board is not very \_\_\_\_\_ from there.

Choose the statement that best answers the question.

4. Which of the following could be described as *portable*?
  - A. a large, heavy suitcase
  - B. a harbor where ships anchor to deliver or pick up cargo
  - C. a small radio you can easily move to use in different places
5. Which of the following could be described as *predictable*?
  - A. My mother takes a different route to work every day.
  - B. Scientists say it is difficult to know when an earthquake will hit.
  - C. My sister likes to eat the same thing for lunch every day.

6. Which of the following could be described as *comfortable*?
- A. Georgia spilled her lemonade on the table and made it sticky.
  - B. The seats in the new movie theater were soft with high backs and armrests.
  - C. After such a long ride, Filipe couldn't wait to get off the bus and stretch his legs.
7. Which of the following could be described as *visible*?
- A. The groundhog stayed underground all day.
  - B. It was easy to find my brother at the park because he was wearing a bright orange shirt.
  - C. His shirt sleeve covered the bandage on his arm where he had injured himself rock climbing.
8. Answer the following question. Be sure to use the word *portable* and/or *comfortable* in your answer.

Would you rather have a bed that is portable or comfortable? Why?

---

---

---

---

## Practice Spelling Words

Write the correct word to complete each sentence. Words will not be used more than once; some words will not be used.

easily	greasy	immobile
imperfect	impossible	inflexible
insufficient	intolerable	loudly
noisy	tasty	temporarily

1. The militia was armed with \_\_\_\_\_ ammunition at the Battle of Bunker Hill.
2. It was \_\_\_\_\_ to get to school on time because of heavy traffic.
3. Suzanne shared her mother's \_\_\_\_\_ brownies with her friends.
4. Infants are relatively \_\_\_\_\_ until they learn to crawl or walk.
5. We stopped our mail delivery \_\_\_\_\_ while we were away.
6. The gym was \_\_\_\_\_ due to the loud cheering of the crowd at the game.
7. Despite the \_\_\_\_\_ appearance of the cracked bowl, it was still useful for holding fruit.
8. If you study your spelling words, you will complete the assessment \_\_\_\_\_.

*Write two sentences using spelling words that were not used in the first eight sentences. Be sure to use correct capitalization and punctuation.*

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Spelling Assessment

*Write the spelling words as your teacher calls them out.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

*Write the sentence as your teacher calls it out.*

---

---

---



NAME: \_\_\_\_\_

15.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Vocabulary for “Rip Van Winkle”

1. **provoke**, *v.* to cause something to happen; to bring out anger in a person or people (**provoked**) (72)
2. **console**, *v.* to comfort or try to make someone feel better and less sad (72)
3. **peal**, *n.* a loud noise or repeated noises (**peals**) (74)
4. **ninepins**, *n.* a bowling game played with nine pins (74)
5. **breeches**, *n.* pants that cover the hips down to just below the knee (74)
6. **melancholy**, *adj.* sad or depressed (74)
7. **skeptical**, *adj.* doubtful (79)
8. **revere**, *v.* to respect or honor (**revered**) (79)
9. **henpecked**, *adj.* used to describe a man who is constantly controlled and criticized by his wife (79)





## Excerpt from “Rip Van Winkle”

*Read the following excerpt from the Reader and complete the activity that follows.*

One day, seeking to escape the hard work of the farm and the complaints of his wife, Rip grabbed his gun and walked into the Catskill Mountains to hunt for squirrels. All day the mountains echoed with the sound of shots fired from his gun. Finally, he sat down on a little green hill that looked down into the valley below. Rip admired the scene as evening gradually advanced and sighed as he thought about the journey home.

As he was about to descend, he heard a voice calling, “Rip Van Winkle! Rip Van Winkle!” He caught sight of a strange figure climbing up the rocks, carrying something on its back. Rip was surprised to see any human being in this lonely place, but he concluded that it must be one of his neighbors in need of assistance. Rip hurried down to help. The stranger was a short old fellow with a grizzled beard. His clothes were old-fashioned and he carried a stout keg that Rip supposed was full of something refreshing to drink. He made signs for Rip to assist him, and together they clambered up a narrow gully. Every now and then long rolling **peals** like thunder seemed to issue out of a deep ravine. Passing through this ravine, they came to a hollow.

In the center was a company of odd-looking persons playing at **ninepins**. The thunderous noise Rip had heard from afar was the sound of the ball rolling toward the pins. Like Rip’s guide, they were dressed in an outlandish fashion, with enormous **breeches**. What seemed particularly odd to Rip was that these folks looked very serious indeed. They played without speaking and were, in fact, the most **melancholy** party he had ever witnessed. They stared at Rip in such a way that his heart turned within him and his knees banged together.

Rip and his guide joined the party. His guide emptied the keg into large tankards, and the men sipped in silence. When they were done, they returned to their game. As Rip's fear subsided, he ventured to taste the beverage, too. Before long, the events of the day and the mountain air overpowered Rip, and he fell into a deep sleep.

*Use the space below to write a brief summary of the events included in the excerpt. Use your own words and include all the details that are important for understanding the passage.*

---

---

---

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Write the correct core vocabulary words from the word bank to complete each sentence.*

peal

ninepins

breeches

melancholy

1. The villagers listened to the \_\_\_\_\_ of the church bells as the wedding ceremony ended.
2. The long, gray winters with little sunshine made my whole family feel \_\_\_\_\_.
3. Although both games are played with pins and balls, the scoring for bowling is quite different from that of \_\_\_\_\_.
4. Some young schoolboys still wear woolen \_\_\_\_\_ to school.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Share Cause and Effect Essays

*First, write any compliments or questions your writing group gave you about your cause and effect essay that you want to remember.*

---

---

---

---

---

*Considering the feedback you received and the additional thinking you have done, set two revision goals for your cause and effect essay.*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

*After making your revisions, check each part of your essay against the rubric.*



## ***to be* Verbs and Modal Auxiliary Verbs**

*Write the correct verb to complete each sentence.*

*to be* Verbs: am, are, is

Modal Auxiliaries: can, might, will

1. Not far from the Hudson River \_\_\_\_\_ a little valley known as Sleepy Hollow.
2. In “The Legend of Sleepy Hollow” there \_\_\_\_\_ a teacher by the name of Ichabod Crane.
3. He has huge ears, large green eyes, and fluttering clothes. You \_\_\_\_\_ mistake him for a scarecrow.
4. Ichabod lives in the houses of the farmers whose children he teaches. The children \_\_\_\_\_ excited when they find out he is living with them.
5. Ichabod \_\_\_\_\_ read. He especially likes to read scary stories.
6. At night, as he rides home through the dark forest, he hears strange things and thinks he \_\_\_\_\_ run into a headless horseman or a wandering spirit.
7. One day Ichabod does not show up at school. The pupils \_\_\_\_\_ worried. What \_\_\_\_\_ have happened to him?
8. Some people think that Ichabod \_\_\_\_\_ have been spirited away.
9. I \_\_\_\_\_ read, too. I \_\_\_\_\_ afraid to read scary stories because they \_\_\_\_\_ give me nightmares.
10. \_\_\_\_\_ you read? \_\_\_\_\_ you afraid to read scary stories?



Write two sentences using modal auxiliaries (can, can't, could, couldn't, may, might, will, won't).

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

### Practice Suffixes *-able* and *-ible*

*Write the correct word to complete each sentence.*

collectible	edible	predict	eat
comfortable	comfort	predictable	collect

- When I am sick, I like the \_\_\_\_\_ of my own bed instead of the couch downstairs.
- I know a book is written well when I am unable to \_\_\_\_\_ the ending ahead of time.
- Our nature guide explained which plants along the trail were \_\_\_\_\_ and which plants were harmful if ingested.
- The car my grandfather restored is very rare and is now considered a \_\_\_\_\_.
- My afternoons after school follow a \_\_\_\_\_ pattern as I usually have a snack first, then get started on my homework.
- I like to \_\_\_\_\_ old stamps from mail sent long ago.

*Write a sentence for each of the remaining words in the box.*

- \_\_\_\_\_
- \_\_\_\_\_



## 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.

## 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.

**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

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.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

- 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.

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.
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.

*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	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*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

- Which of the following best demonstrates the meaning of the word *visible*?
  - I can't see the mountains because they are covered in fog.
  - Ben felt around for the broom hidden in the back of the closet.
  - She dropped her key on the ground last night and couldn't find it in the dark.
  - I can see stars in the sky on a clear night.
- I found the plot of the movie to be very predictable. What does this mean about the movie?
  - I was surprised by what happened during the movie.
  - The movie was filmed in a pretty location.
  - I could easily guess what was going to happen during the movie.
  - The movie plot was very different from the book it was based on.

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

polite	impolite	inhale	exhale	patient
impatient	active	inactive	convenient	inconvenient

- My little sister has so much energy and stays very \_\_\_\_\_.
- The doctor told me to first exhale and then \_\_\_\_\_ deeply so she could listen to my lungs.
- The library in town is close by and very \_\_\_\_\_ for our family to visit.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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*



## *The Road to Independence*

### Mid-Unit Content Assessment

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

1. **Part A:** The French and Indian War was fought between the:

- A. Spanish, French, and Germans
- B. Native Americans and French
- C. British and French
- D. Canadian French, Native Americans

**Part B:** By defeating the \_\_\_\_\_ in the French and Indian War, the \_\_\_\_\_ became the most important power in North America.

- A. Spanish; French
  - B. Native Americans; French
  - C. British; Native Americans
  - D. French; British
2. As a result of the French and Indian War, the British:
- A. invited members of the colonies to serve as representatives in Parliament
  - B. imposed new taxes, including several that would have to be paid by the colonists
  - C. asked members of the House of Burgesses to raise money for Britain's debts
  - D. sailed back to England and left the colonists alone to govern themselves
3. The British government created the Stamp Act to:
- A. force colonists to help pay Britain's war debts
  - B. protect the colonists from French taxes
  - C. ensure that all British goods were stamped with the king's seal
  - D. issue stamps for packages between the colonies and Great Britain

4. The Sons of Liberty and many others felt that British taxes were unfair because the colonists:
  - A. had no ties to Great Britain and felt they owed them nothing
  - B. had their own bills to pay following the war
  - C. had no say in how to raise money to pay Britain's debts
  - D. wanted complete independence from Britain
  
5. Discontent and a desire for independence grew in the colonies as a result of which of the following? Circle all that apply.
  - A. Great Britain's increased taxation on the colonies
  - B. British show of military force in Boston
  - C. Native Americans' continued aggression
  - D. Great Britain's removal of colonial rights
  
6. When news of the Boston Tea Party reached Great Britain:
  - A. noblemen made plans to sail to America for another splendid party
  - B. the British Parliament repealed the tax on tea
  - C. the British Parliament approved a new set of laws to punish the people of Boston
  - D. King George III was forced to resign as king of England

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

7. **Part A:** The colonists referred collectively to the Boston Port Act, the Massachusetts Government Act, the Administration of Justice Act, and the Quartering Act as the \_\_\_\_\_ Acts because they \_\_\_\_\_.
  - A. Freedom; gave more freedom to the colonists
  - B. Peace; established peace between the colonists and Great Britain
  - C. Intolerable; were too painful and hard to accept
  - D. Massachusetts; applied only to the state of Massachusetts

**Part B:** In response to these acts, representatives from 12 of the 13 colonies formed the First Continental Congress to:

- A. celebrate improved relationships between Great Britain and the colonies
- B. draft a list of complaints and grievances against the British government
- C. draft a letter to the king, asking him to enforce the same laws in all the colonies
- D. wage war against Great Britain

8. Number the following events in the order in which they happened, from 1–4.

- A. \_\_\_\_\_ The first shots of the Revolutionary War were fired at Lexington, Massachusetts.
- B. \_\_\_\_\_ Thomas Jefferson drafted a declaration of independence, stating reasons for breaking away from Great Britain.
- C. \_\_\_\_\_ Paul Revere rode west from Boston, warning colonists that the British were planning to seize colonial weapons from Concord, Massachusetts.
- D. \_\_\_\_\_ The British defeated the colonists at the Battle of Bunker Hill.

9. Which of the following statements about the Declaration of Independence are true? Circle all that apply.

- A. Thomas Jefferson was its main author.
- B. It was reviewed by Benjamin Franklin and John Adams.
- C. It listed reasons for the colonists' desire to break away from France.
- D. It remains a key document in American history.

*Mid-Unit Content Assessment total: \_\_\_\_\_ /9 points.*

*To receive a point for a two-part question (i.e., 1, 7), students must correctly answer both parts of the question.*



***The Road to Independence***  
**End-of-Unit Content Assessment**

1. As a result of the French and Indian War, \_\_\_\_\_ became the dominant power in North America.
  - A. France
  - B. Native American tribes
  - C. Great Britain
  - D. Spain
  
2. Following the French and Indian War, the British decided to tax the colonists because:
  - A. they wanted to pay the Native Americans who helped them during the war
  - B. they wanted to continue exploring new lands beyond the Americas
  - C. they owed lots of money and felt the colonists should help pay their bills
  - D. they disliked the colonists for living in North America

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

3. **Part A:** In the following paragraph, what is the meaning of the word *opposition*?

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

- A. approval
- B. disagreement
- C. understanding
- D. obedience



**Part B:** The colonists demonstrated their opposition to the Stamp Act in which of the following ways? Circle all that apply.

- A. sending petitions to London
- B. crying, “No taxation without representation!”
- C. sending money to London
- D. writing pamphlets

4. In the following sentence, what is the meaning of the word *boycott*?

Many establishments agreed to *boycott* British tea.

- A. get rid of
- B. buy and use
- C. serve and sell
- D. refuse to buy or use

5. Which of the following words describes a person who supports and defends his or her country?

- A. traitor
- B. patriot
- C. ambassador
- D. rebel

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

6. **Part A:** The Stamp Act, the Boston Massacre, and the Intolerable Acts were all examples of:

- A. colonial and British cooperation
- B. British respect for the colonists
- C. increasing British control over the affairs of the colonists
- D. colonial acts of aggression against the British

**Part B:** These incidents led to a meeting in Philadelphia, where representatives from 12 of the 13 colonies gathered. This meeting is known as:

- A. The First Continental Congress
- B. The Virginia House of Burgesses
- C. The Declaration of Independence
- D. The Sons of Liberty

7. Paul Revere and other night riders rode out of Boston on the eve of the:

- A. Battles of Lexington and Concord
- B. Battle of Bunker Hill
- C. Battle of Breeds Hill
- D. Battle of Saratoga

8. The American Revolution spans many years, but the actual war began in \_\_\_\_\_ with the “shot heard ’round the world” in \_\_\_\_\_.

- A. April 1775; Lexington, Massachusetts
- B. June 1775; Bunker Hill, Massachusetts
- C. October 1781; Yorktown, Virginia
- D. December 1776; Trenton, New Jersey

9. While the Battle of Bunker Hill was being fought in Massachusetts, representatives from all 13 colonies attended the Second Continental Congress. Which of the following did they decide to do? Circle all that apply.
- A. declare war on Great Britain
  - B. create an army
  - C. write a formal declaration of independence
  - D. set up a postal service
10. This patriot's pamphlet, *Common Sense*, influenced the Second Continental Congress' decision to fight for independence.
- A. Samuel Adams
  - B. Isaac Barre
  - C. Thomas Paine
  - D. John Hancock

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

11. **Part A:** In the following sentence, what is the meaning of the word *declaration*?

Thomas Jefferson, a representative from Virginia, was asked to write an official *declaration* of independence.

- A. a document that contains an official statement
- B. a pamphlet to be distributed to the colonies
- C. a letter to the king of England
- D. a book declaring desires for liberty

- Part B:** The declaration of independence that Thomas Jefferson was asked to write:
- A. was never finished
  - B. was read only by members of the Second Continental Congress
  - C. became a key document in American history
  - D. was burned by the king of England
12. The Second Continental Congress put this patriot in charge of the Continental Army.
- A. Patrick Henry
  - B. George Washington
  - C. Thomas Jefferson
  - D. John Hancock
13. Which of these statements best describes the Continental Army during the first years following the Declaration of Independence?
- A. The Continental Army outnumbered the British troops two to one.
  - B. The Continental Army had hundreds of cannons and a large fleet of fighting ships.
  - C. The Continental Army had little military training and faced many challenges and defeats.
  - D. The Continental Army's knowledge of the land in North America resulted in many early victories.
14. Number the following events in the order in which they happened, from 1–3.
- \_\_\_\_\_ Tadeusz Kościuszko, a Polish engineer, helped the Continental Army build defensive walls and forts near Saratoga, New York, forcing the British to surrender their arms.
- \_\_\_\_\_ Friedrich von Steuben joined Washington's troops at Valley Forge and trained a model company in the use of bayonets and muskets.
- \_\_\_\_\_ George Washington boosted the morale of his troops by staging a surprise attack, crossing the Delaware River and forcing the surrender of Hessian soldiers in Trenton, New Jersey.

15. Who wrote the following words, and in what context were they written?

“I am now convinced, beyond a doubt that unless some great and capital change suddenly takes place . . . this Army must inevitably be reduced to one or other of these three things. Starve, dissolve, or disperse.”

- A. The British general wrote these words to King George III, describing the state of his army after their defeat at the Battle of Saratoga.
  - B. Lord Cornwallis wrote these words to General O’Hara as a sign of defeat at Yorktown.
  - C. George Washington wrote these words in a letter to the Continental Congress, seeking help for the Continental Army while camping at Valley Forge.
  - D. The Marquis de Lafayette wrote these words in his journal upon seeing the poor condition of Washington’s men at Valley Forge.
16. The text states that, after the Continental Army’s bleak winter at Valley Forge, “the tide was beginning to turn in their favor.” Which of the following helped turn the tide? Circle all that apply.
- A. Foraging parties, sent by Washington, returned with enough food to feed the soldiers at Valley Forge.
  - B. Washington convinced the Continental Congress to send more money and recruit more soldiers.
  - C. The German military entered the war to fight alongside the Continental Army at Yorktown.
  - D. Von Steuben, a German, trained the Continental Army at Valley Forge so they were better prepared to fight as an army.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

17. **Part A:** Which one of the following statements describes French involvement in the American Revolution?

- A. The French joined the British in fighting against the colonists.
- B. The French sent military troops to help the colonists fight the British.
- C. The French sent spies to spy on the British and report to the colonists.
- D. The French sent money to help the colonists.

**Part B:** The French were very important in helping:

- A. the British gain victories throughout the southern states
- B. the colonists defeat the British at Yorktown and win the war
- C. the colonists spy on the British in New York
- D. the French establish settlements west of the Appalachian Mountains

18. Which words accurately complete the following sentence?

\_\_\_\_\_ was a longtime \_\_\_\_\_ of Great Britain, so they welcomed the opportunity to assist the colonists in their fight against the British.

- A. Germany; trading partner
- B. France; enemy
- C. Russia; enemy
- D. Spain; competitor

19. Number the following events in the order in which they happened, from 1–4.

\_\_\_\_\_ The British signed the Treaty of Paris, ending the Revolutionary War.

\_\_\_\_\_ Continental and French soldiers, together with the French navy, cornered the British at Yorktown.

\_\_\_\_\_ A well-prepared Continental Army marched out of Valley Forge, Pennsylvania.

\_\_\_\_\_ British troops surrendered to French and Continental troops at Yorktown.

20. The text states, “After the war, Deborah Sampson was recognized by John Hancock for having shown ‘an extraordinary instance of female heroism.’” You may infer from this statement that Deborah Sampson was a:

A. villain

B. spy

C. heroine

D. traitor

*End-of-Unit Content Assessment total: \_\_\_\_\_ /20 points.*

*To receive a point for a two-part question (i.e., 3, 6, 11, 17), students must correctly answer both parts of the question.*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Review Commas and Quotation Marks

*Rewrite each sentence, inserting commas and quotation marks in the appropriate locations. Be sure to use correct capitalization and end punctuation.*

**Example:** My own dog complained Rip Van Winkle has forgotten me.

“My own dog,” complained Rip Van Winkle, “has forgotten me.”

1. Muskets cannons and bayonets were all weapons used in the Revolutionary War.

---

---

2. The book *The Road to Independence* states one of the greatest heroes on the colonists’ side was George Washington.

---

---

3. During the winter, the soldiers survived on soup firecake and peppercorns.

---

---



4. We have wrote Washington no less than 2,898 men now in camp unfit for duty.

---

---

5. Washington's army spent the winter in Valley Forge Pennsylvania.

---

---

*Write a sentence about the American Revolution that includes at least two of the following: a date, a city and state, or items in a series. Be sure to use correct capitalization and punctuation.*

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Subject-Verb Agreement

Complete the “Agreement” column, using the information provided. Remember to use the present tense (action is happening now), even though you may be writing about people who lived in the past.

Subject	Action Verb	Agreement
British taxes	to be	British taxes are
George Washington	lead	
I	to be	
the Continental Congress	pass	
you	to be	
Phillis Wheatley	write	
the colonists	boycott	
they	to be	
the representative	try	
it	crush	

*Write complete sentences for five of the subject-verb agreement statements you created in the previous chart. For each sentence, circle the type of noun you used as the subject of your sentence. Then, underline the verb in your sentence. The first sentence is completed for you.*

1. noun or pronoun

British taxes are unfair to colonists.

2. noun or pronoun

---

---

3. noun or pronoun

---

---

4. noun or pronoun

---

---

5. noun or pronoun

---

---

## ***to be* Verbs and Modal Auxiliary Verbs**

*Write the correct verb to complete each sentence.*

*to be* Verbs: am, are, is

Modal Auxiliaries: can, might, will

1. The Sons of Liberty \_\_\_\_\_ angry because Parliament \_\_\_\_\_ not listening to what they have to say.
2. After the Boston Tea Party, colonists wonder if the British \_\_\_\_\_ repeal the tax on tea.
3. The colonists decide they \_\_\_\_\_ fight for independence. They want to tell the king that they \_\_\_\_\_ not tolerate British laws any longer.
4. Thomas Jefferson \_\_\_\_\_ the writer of the Declaration of Independence. He writes that the colonies \_\_\_\_\_ not thrive under British rule.
5. The soldiers fight long and hard battles. Washington \_\_\_\_\_ worried that his soldiers \_\_\_\_\_ not make it through the harsh winter.
6. The French promise that they \_\_\_\_\_ send troops to help the colonists fight.
7. Cornwallis surrenders and the Treaty of Paris is signed. The war \_\_\_\_\_ over!
8. “\_\_\_\_\_ stores open in the United States on the Fourth of July?” Sonja asks.

9. "I'm not sure," her friend replies. "They \_\_\_\_\_ be."

10. The fireworks \_\_\_\_\_ be cancelled tonight due to bad weather, but we are not sure yet.

*Complete the following sentence.*

11. I \_\_\_\_\_ interested in finding out more about \_\_\_\_\_

---

---

*Write two sentences below, using modal auxiliaries (can, can't, could, couldn't, may, might, will, won't).*

1. \_\_\_\_\_

---

2. \_\_\_\_\_

---

**Practice Root *port***

*Write the correct word to complete each sentence.*

transport	report	portfolio	transportation
export	portable	support	import

1. It was difficult to \_\_\_\_\_ my science project to school because it was so big.
2. The United States continues to \_\_\_\_\_ cars from other countries, such as Japan and Germany.
3. My father brought a \_\_\_\_\_ radio to the baseball game.
4. The United States continues to \_\_\_\_\_ grain and coal to other countries around the world.
5. My brother added more blocks under his bridge so it would \_\_\_\_\_ his toy cars.

*For each word, write a sentence using the word.*

1. *transportation*

---



---

2. *portable*

---



---

3. *portfolio*

---

---

4. *important*

---

---

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

Complete each sentence by creating a new word using the correct prefix and the root word in parentheses.

*im-*

*in-*

1. My brother's handwriting is \_\_\_\_\_ but you can still read most of what he writes. (*perfect*)
2. I forgot my lunch at home, so my mother brought it to me even though it was \_\_\_\_\_ for her to leave work. (*convenient*)
3. When I was sick, my legs felt weak because I was \_\_\_\_\_ for so long. (*active*)
4. My grandmother told me that it is \_\_\_\_\_ to talk with your mouth full. (*polite*)
5. The puzzle is missing several pieces, so it is \_\_\_\_\_ to complete it. (*possible*)
6. I did not finish my homework, so I told my teacher that it is \_\_\_\_\_ . (*complete*)



Create a new word using the correct prefix, im- or in-, and the root word provided, then write a sentence using each new word.

1. *capable*

---

---

2. *correct*

---

---

3. *patient*

---

---

**Suffixes *-able* and *-ible***

*Write the correct word to complete each sentence.*

predictable	collectible	accessible
edible	comfortable	predict
comfort	portable	visible

- I \_\_\_\_\_ that we will have pizza for lunch on Friday because that is what we have every Friday.
- The cart has wheels so it is \_\_\_\_\_ and can be moved from room to room.
- The library has an elevator so the second floor is \_\_\_\_\_ for people in wheelchairs.
- The rare coins are \_\_\_\_\_ because they are very valuable.
- The chairs in the theater are \_\_\_\_\_ because they are soft and they recline.

*For each word from the box that was not used, write a sentence using the word.*

- \_\_\_\_\_
- \_\_\_\_\_

3.

---

---

4.

---

---

## Points of View

Read “Points of View” to learn about different perspectives held during the American Revolution. Then, use your knowledge from the selection to identify the person likely being described in the passages below.

Mohican warrior	Bostonian opposed to new taxes	member of Church of England living in the colonies
Phillis Wheatley	Cunne-Shote	enslaved African

Description	Who Am I?
I fought for the British because I was promised I would be freed if I fought for them.	
My pastor says it is important to be loyal to the Church of England and to the British government, even though I don't live in England.	
I fought alongside colonists in the French and Indian War, so naturally I chose to fight with General Washington's army during the Revolutionary War.	
I protest the Stamp Act and hope we will defeat the British!	
I fought for the British because I believed they would help keep the colonists from moving west.	




## Artillery Training

*Use the words and phrases in the box to complete the instructions on how to use a six-pound field cannon. Some words or phrases will be used more than once. Some will not be used.*


primed	ramrod	cannonball	quill fuse
touch hole	sheep	mop	sponge
poker	match	charge	breech

1. Dip a \_\_\_\_\_ made from the wool of a sheep into water and clean out the barrel of the cannon.
2. Dry the cannon with the \_\_\_\_\_, because if it's too wet inside the gunpowder will not detonate.
3. Use the \_\_\_\_\_ to drive the \_\_\_\_\_ of gunpowder into the back of the cannon.
4. Use the \_\_\_\_\_ again to drive in the \_\_\_\_\_.
5. Aim the cannon and walk back to the \_\_\_\_\_ end.
6. Use a \_\_\_\_\_ to make a hole in the charge of powder.
7. Carefully pour more gunpowder into the \_\_\_\_\_.
8. Insert a \_\_\_\_\_ filled with gunpowder into the hole and call out "\_\_\_\_\_!"
9. When the commanding officer calls out "GIVE FIRE," light the quill with a \_\_\_\_\_ and stand back!

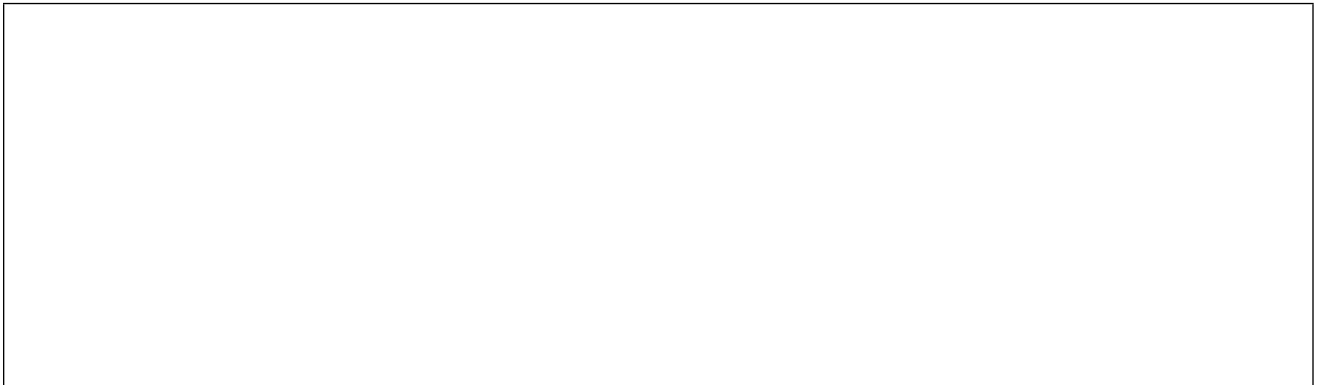
*Choose three steps and illustrate them. Be sure to include labels in your illustrations. Use the picture on page 90 as a reference.*



Step \_\_\_\_\_



Step \_\_\_\_\_



Step \_\_\_\_\_

## Student Resources

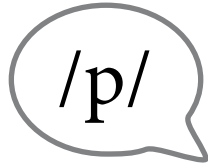
In this section, you will find:

- SR.1—Individual Code Chart
- SR.2—Cause and Effect Essay Rubric
- SR.3—Cause and Effect Essay Editing Checklist

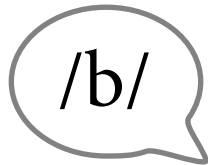




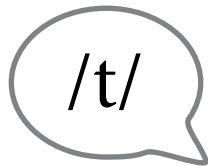
### Individual Code Chart



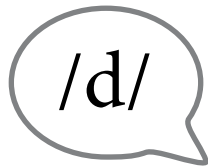
<b>p</b>	<b>pp</b>
_____	_____
pot	napping



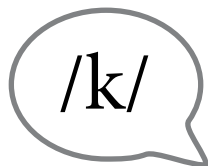
<b>b</b>	<b>bb</b>
_____	_____
bat	rubbing



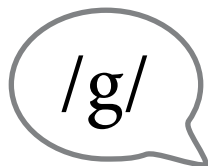
<b>t</b>	<b>tt</b>	<b>ed</b>
_____	_____	_____
top	sitting	asked



<b>d</b>	<b>ed</b>	<b>dd</b>
_____	_____	_____
dot	filled	add



<b>c</b>	<b>k</b>	<b>ck</b>	<b>ch</b>	<b>cc</b>
_____	_____	_____	_____	_____
cat	kid	black	school	hiccup



<b>g</b>	<b>gg</b>	<b>gu</b>	<b>gh</b>
_____	_____	_____	_____
gift	egg	guess	ghost



<b>ch</b>	<b>tch</b>
_____	_____
chin	itch

/j/

**g**  
gem

**j**  
jump

**ge**  
fringe

**dge**  
judge

**dg**  
judging

/f/

**f**  
fit

**ff**  
stuff

**ph**  
phone

**gh**  
tough

/v/

**v**  
vet

**ve**  
twelve

/s/

**s**  
sun

**c**  
cent

**ss**  
dress

**ce**  
prince

**se**  
rinse

**st**  
whistle

**sc**  
scent

/z/

**s**  
dogs

**z**  
zip

**se**  
pause

**zz**  
buzz

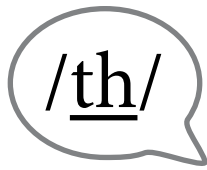
**ze**  
bronze

/th/

**th**  
thin

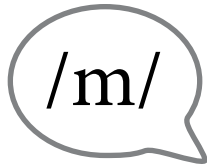
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



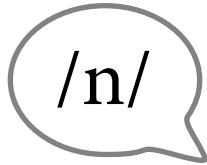
th  
\_\_\_\_\_

them



m          mm          mb  
\_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

mad      swimming      thumb



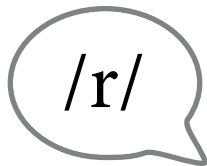
n          nn          kn          gn  
\_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

nut      running      knock      sign



ng          n  
\_\_\_\_\_    \_\_\_\_\_

sing      pink



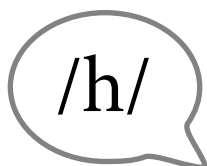
r          rr          wr  
\_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

red      ferret      wrist



l          ll  
\_\_\_\_\_    \_\_\_\_\_

lip      bell



h  
\_\_\_\_\_

hot

/w/

w



wet

wh



when

/y/

y



yes

/x/

x



tax

/sh/

sh



shop

ch



chef

/qu/

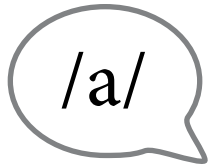
qu



quit

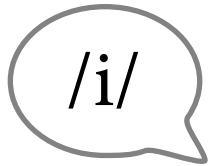
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



a  
\_\_\_\_\_

hat

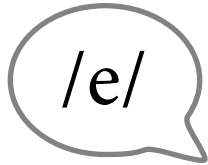


i  
\_\_\_\_\_

it

y  
\_\_\_\_\_

myth

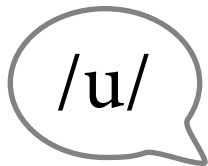


e  
\_\_\_\_\_

pet

ea  
\_\_\_\_\_

head



u  
\_\_\_\_\_

but

o  
\_\_\_\_\_

son

o\_e  
\_\_\_\_\_

come

ou  
\_\_\_\_\_

touch

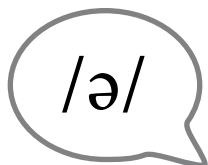


o  
\_\_\_\_\_

hop

a  
\_\_\_\_\_

lava

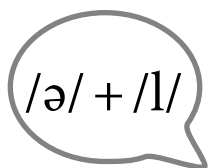


a  
\_\_\_\_\_

about

e  
\_\_\_\_\_

debate



al  
\_\_\_\_\_

animal

le  
\_\_\_\_\_

apple

el  
\_\_\_\_\_

travel

ul  
\_\_\_\_\_

awful

il  
\_\_\_\_\_

pencil

/ae/

a	a_e	ai	ay	ey
paper	cake	wait	day	hey
eigh	ea			
weight	great			

/ee/

y	e	i	ea	ee
funny	me	ski	beach	bee
ie	ey	e_e		
cookie	key	Pete		

/ie/

i	i_e	y	ie	igh
biting	bite	try	tie	night

/oe/

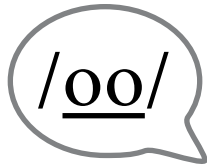
o	o_e	ow	oa	oe
open	home	snow	boat	toe

/ue/

u	u_e	ue
unit	cute	cue

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



oo



soon

u



student

u\_e



tune

ew



new

ue



blue

ou



soup

ui



fruit

o

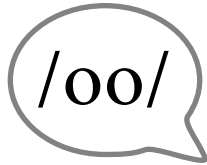


do

o\_e



move



oo

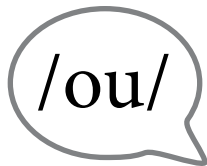


look

u



push



ou



shout

ow



now



oi

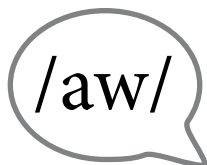


oil

oy



toy



au



Paul

aw



paw

al



wall

ough



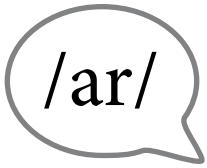
bought

augh



caught

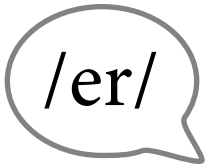




ar



car



er



her

or



work

ur



hurt

ar



dollar

ir

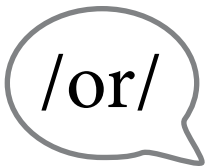


bird

ear



earth



or



for

ore



more

ar



war

our



four

oar



roar

oor



door

## Cause and Effect Essay Rubric

	Exemplary	Strong	Developing	Beginning
<b>Introduction</b>	Opening paragraph clearly states the main idea of the essay—the causes and effects leading up to the American Revolution	Opening paragraph states the main idea of the essay somewhat clearly—the causes and effects leading up to the American Revolution	Opening paragraph states the main idea of the essay, but not clearly—the causes and effects leading up to the American Revolution	Opening paragraph does not state the main idea of the essay
<b>Body</b>	<u>Paragraph 1</u> All of the following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party	<u>Paragraph 1</u> Two of the three following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party	<u>Paragraph 1</u> One of the three following causes and effects are included: repeal of the Stamp Act, Boston Massacre, Boston Tea Party	<u>Paragraph 1</u> No appropriate causes or effects are included
	<u>Paragraph 2</u> All of the following causes and effects are included and listed in sequential order: Intolerable Acts, First Continental Congress, Patrick Henry's speech	<u>Paragraph 2</u> Two of the three following causes and effects are included and listed in sequential order: Intolerable Acts, First Continental Congress, Patrick Henry's speech	<u>Paragraph 2</u> One of the three following causes and effects are included: Intolerable Acts, First Continental Congress, Patrick Henry's speech	<u>Paragraph 2</u> No appropriate causes or effects are included
	<u>Paragraph 3</u> All of the following causes and effects are included and listed in sequential order: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord	<u>Paragraph 3</u> Two of the three following causes and effects are included and listed in sequential order: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord	<u>Paragraph 3</u> One of the three following causes and effects are included: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord	<u>Paragraph 3</u> No appropriate causes or effects are included

	<b>Exemplary</b>	<b>Strong</b>	<b>Developing</b>	<b>Beginning</b>
<b>Conclusion</b>	Main idea of essay is restated in a different way from the introductory paragraph	Main idea of essay is restated in the same way as in the introductory paragraph	Main idea of essay is restated in an unclear way	Main idea of essay is not restated
<b>Structure of the Piece</b>	All sentences in paragraphs are presented logically	Most sentences in paragraphs are presented logically	Some sentences in paragraphs are presented logically	Connections between sentences in paragraphs are confusing
	All information has been paraphrased	Most information has been paraphrased	Some information has been paraphrased	Little information has been paraphrased
	All transition words or phrases are used appropriately	Most transition words or phrases are used appropriately	Some transition words or phrases are used appropriately	Transition words or phrases are not used

*You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Cause and Effect Essay Editing Checklist

Cause and Effect Essay Editing Checklist	After checking for each type of edit, place a check here.
<b>Meaning (It sounds right when I read it aloud.)</b>	
• All my sentences have a subject and predicate.	
• I included all the words I wanted to write.	
• I took out repeated words or information.	
<b>Format</b>	
• All my paragraphs are indented.	
• I have a title on the front.	
<b>Capitals</b>	
• I began each sentence with a capital letter.	
• I used capital letters for all proper nouns.	
<b>Spelling</b>	
• I have checked the spelling for any words I was unsure of or my teacher marked.	
<b>Punctuation</b>	
• I read my writing piece aloud to check for periods, question marks, and exclamation points at the end of my sentences.	
• I used commas and quotation marks in places where they belong.	

# Core Knowledge Language Arts

## Amplify.

### **Editorial Staff**

Susan Lambert, Vice President, CKLA  
Julie Weintraub, Senior Account Manager  
Elizabeth Wade, PhD, Managing Curriculum Developer  
Patricia Erno, Managing Curriculum Developer  
Jamie Raade, Senior Curriculum Developer  
Amber McWilliams, ELL Specialist  
Christina Cox, Copy Editor  
Julia Cantuaria, Associate Marketing Manager

### **Project Management**

Matthew Ely, Director of Operations  
Jennifer Skelley, Senior Producer  
Leslie Johnson, Associate Project Manager

### **Design and Graphics Staff**

Todd Rawson, Design Director  
Julia Sverchuk, Creative Director  
Erin O'Donnell, Senior Designer

### **Contributors**

Ann Andrew, Desirée Beach, Leslie Beach, Brian Black, Stephanie Cooper, Tim Chi Ly, Nicole Crook, Stephen Currie, Kira Dykema, Carol Emerson, Jennifer Flewelling, Mairin Genova, Marc Goldsmith, Christina Gonzalez Vega, Stephanie Hamilton, Brooke Hudson, Carrie Hughes, Sara Hunt, Rowena Hymer, Jason Jacobs, Leslie Johnson, Annah Kessler, Debra Levitt, Bridget Looney, Christina Martinez, Sarah McClurg, Julie McGeorge, Evelyn Norman, Chris O'Flaherty, Cesar Parra, Leighann Pennington, Heather Perry, Tim Quiroz, Maureen Richel, Jessica Richardson, Carol Ronka, Laura Seal, Cynthia Shields, John Starr, Carmela Stricklett, Alison Tepper, Karen Venditti, Carri Waloven, Michelle Warner, Rachel Wolf

# Core Knowledge Language Arts

## Core Knowledge Foundation

### Series Editor-in-Chief

E. D. Hirsch Jr.

### President

Linda Bevilacqua

### Editorial Staff

Mick Anderson  
Robin Blackshire  
Laura Drummond  
Emma Earnst  
Lucinda Ewing  
Sara Hunt  
Rosie McCormick  
Cynthia Peng  
Liz Pettit  
Tonya Ronayne  
Deborah Samley  
Kate Stephenson  
Elizabeth Wafler  
James Walsh  
Sarah Zelinke

### Design and Graphics Staff

Kelsie Harman  
Liz Loewenstein  
Bridget Moriarty  
Lauren Pack

### Consulting Project Management Services

ScribeConcepts.com

### Additional Consulting Services

Erin Kist  
Carolyn Pinkerton  
Scott Ritchie  
Kelina Summers

### Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

### Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

### Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

## Reader Author

Matt Davis

## Expert Reviewer

Jonathan M. Beagle

## Illustration and Photo Credits

Arthur D'Arazien / NorthernTrust / Arthur D'Arazien / NorthernTrust / SuperStock: 13

British stamps for America, 1765, pub. in Harper's Magazine in 1876, 1765 (litho), English School, (19th century) / Private Collection / Peter Newark Pictures / Bridgeman Images: 15/16a

ClassicStock.com / ClassicStock.com / SuperStock: 63

Destruction of the tea cargoes, known as the Boston Tea Party, 16 December 1773 (colour litho), American School, (19th century) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 13

Dustin Mackay: 121–122, 123

Everett Collection / Everett Collection / SuperStock: 63

Heinz-Dieter Falkenstein / age fotostock / SuperStock: 63

Helder Joaquim Soares Almeida / Helder Joaquim Soares Almeida / SuperStock: 45

Iberfoto / Iberfoto / SuperStock: 100

Pantheon / Pantheon / SuperStock: 13/16b, 54

Patrick Henry making his famous speech in the House of Burgesses (litho), Rothermel, Peter Fred (1817–1895) (after) / Private Collection / The Stapleton Collection / Bridgeman Images: 46

SuperStock / SuperStock: Cover/i/63, 11, 49, 63, 65, 65

Teapot 'Stamp Act Repeal'd', Cockhill Pit Factory, 1766 (lead-glazed earthenware), English School, (18th century) / © Peabody Essex Museum, Salem, Massachusetts, USA / Bridgeman Images: 36

The Bloody Massacre on 5th March 1770, 1770 (coloured engraving), Revere, Paul (1735–1818) / © Massachusetts Historical Society, Boston, MA, USA / Bridgeman Images: 13

The First Continental Congress, Carpenter's Hall, Philadelphia in 1774, 1911 (oil on canvas), Deland, Clyde Osmer (1872–1947) / © Philadelphia History Museum at the Atwater Kent, / Courtesy of Historical Society of Pennsylvania Collection, / Bridgeman Images: 13

Zen Shui / Zen Shui / SuperStock: 35a, 35b



[ckla.amplify.com](http://ckla.amplify.com)

ISBN 9781681618845

