



Volume 3

Grade 4

Language Studio 6–7

Volume 3

Activity Book



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Language Studio 6

Contemporary Fiction
with excerpts from
The House on Mango Street





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ACTIVITY PAGE

LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET***Sandra Cisneros Biography**

Born in Chicago, Illinois, on December 20, 1954, Sandra Cisneros grew up with six brothers, and she began writing as a teenager. Her many books of poetry and fiction include the children's book *Hairs/Pelitos* and the well-known *The House on Mango Street*. Cisneros earned degrees from Loyola University in Chicago and from the University of Iowa, and she has won numerous awards, including a MacArthur Fellowship.

Cisneros began writing *The House on Mango Street* when she was 22 as an attempt to help people understand her own culture and background. Cisneros values giving back to her community, and she has founded several organizations to help writers and the arts. She has taught students of many ages and has also worked with students who have dropped out of school. Cisneros lives in Mexico.

**LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*****My House**

Directions: Think about the house you live in. You may close your eyes for a few moments to picture your house in your head. Then answer these questions.

1. What color is your house? _____

2. Who lives in your house? (List all the people.)

3. What is your favorite room of your house? _____

4. Why is this your favorite room? _____



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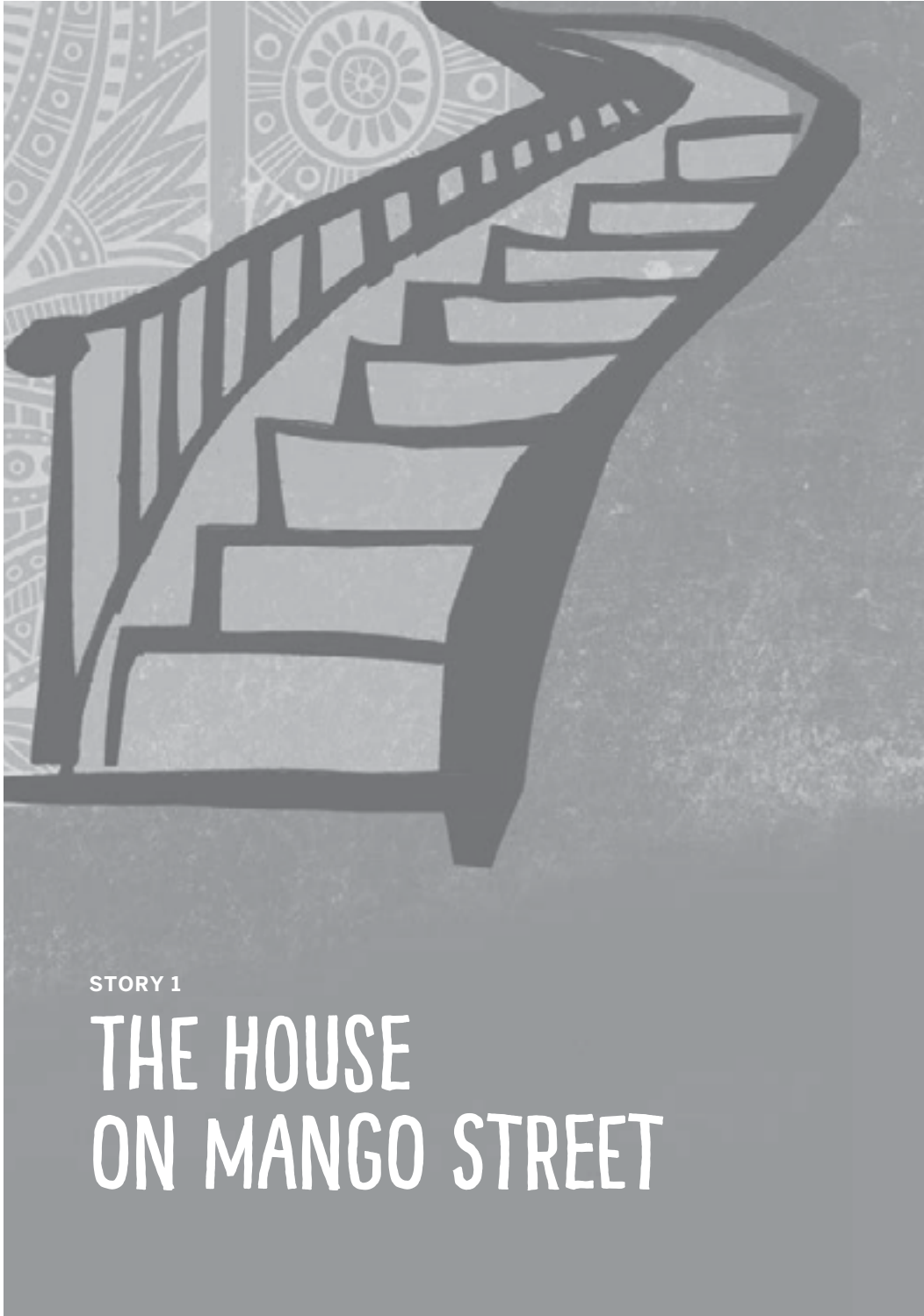
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LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

Reading: *The House on Mango Street*



Story 1 – Part 1

We didn't always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keeler. Before Keeler it was Paulina, and before that I can't remember. But what I remember most is moving a lot. Each time it seemed there'd be one more of us. By the time we got to Mango Street we were six—Mama, Papa, Carlos, Kiki, my sister Nenny and me.

The house on Mango Street is ours, and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn't a landlord banging on the ceiling with a broom. But even so, it's not the house we'd thought we'd get.

We had to leave the **flat** on Loomis quick. The water pipes broke and the landlord wouldn't fix them because the house was too old. We had to leave fast. We were using the **washroom** next door and carrying water over in empty milk gallons. That's why Mama and Papa looked for a house, and that's why we moved into the house on Mango Street, far away, on the other side of town.

GLOSSARY

flat—**n.** an apartment

washroom—**n.**, a room, often public, with washing and usually toilet facilities



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ACTIVITY PAGE

LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

Reading Notes:

Directions: Answer the following questions about the story you heard today.

1. How many different houses has Esperanza lived in?

2. How many people live in the house with Esperanza?

3. Which street did Esperanza and her family live on before they moved to the house on Mango Street?

4. Why did Esperanza's family have to leave their home on Loomis street?

Challenge question (If you complete other answers):

Do you think Esperanza likes living in the house on Mango Street? Why or why not?

**LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*****Using Connecting Words****Part 1**

Directions: As you work with your teacher, circle which events these words describe. (Some may refer to more than one part of time.)

BEFORE refers to the events in the

Past Present Future

AFTER may refer to the events in the

Past Present Future

NOW refers to events in the

Past Present Future

SOMEDAY refers to the events in the

Past Present Future

Part 2: Reader Notes

Directions: Answer each question about the story, using one of the four connecting words above. You may refer back to Story 1 to help you answer the questions.

1. _____ her family moved to Mango Street, Esperanza lived on Loomis Street.
2. _____ the water pipes broke, Esperanza's family had to leave the house on Loomis Street.
3. Esperanza's family lives on Mango Street _____, but _____, Esperanza hopes to live in a nicer house.



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LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

Challenge: Write your own sentence about Esperanza and her houses, using any two of the connecting words (before/after/now/someday).

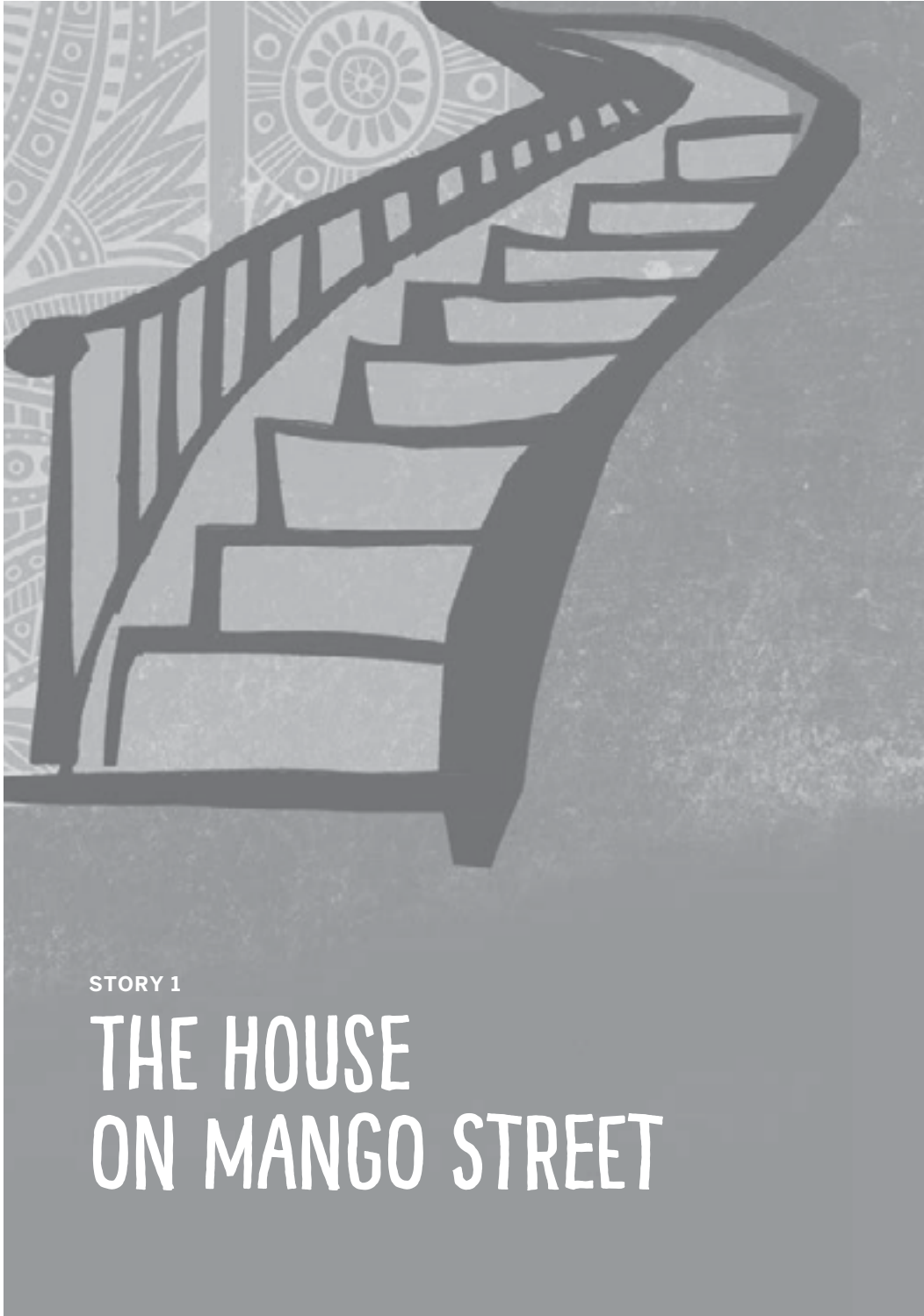
Part 3: Write Your Story!

Directions: Write an answer to each question using one of the connecting words. Be creative and have fun as you write about your own life.

4. **Before** I leave my house each day, I like to _____.
5. **After** school, I like to _____.
6. My favorite thing about my life **now** is _____.
7. **Someday**, I hope to _____.

Challenge Question:

Write a paragraph describing three events that happened today, using the same order as the first paragraph of “The House on Mango Street.” Go backward in time so that the most recent event comes first and the events go backward in the past.

**LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*****Reading: *The House on Mango Street***

STORY 1

**THE HOUSE
ON MANGO STREET**



NAME: _____

DATE: _____

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LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET***Story 1**

We didn't always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keeler. Before Keeler it was Paulina, and before that I can't remember. But what I remember most is moving a lot. Each time it seemed there'd be one more of us. By the time we got to Mango Street we were six—Mama, Papa, Carlos, Kiki, my sister Nenny and me.

The house on Mango Street is ours, and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn't a landlord banging on the ceiling with a broom. But even so, it's not the house we'd thought we'd get.

We had to leave the **flat** on Loomis quick. The water pipes broke and the landlord wouldn't fix them because the house was too old. We had to leave fast. We were using the **washroom** next door and carrying water over in empty milk gallons. That's why Mama and Papa looked for a house, and that's why we moved into the house on Mango Street, far away, on the other side of town.

They always told us that one day we would move into a house, a real house that would be ours for always so we wouldn't have to move each year. And our house would have running water and pipes that worked. And inside it would have real stairs, not hallway stairs, but stairs inside like the houses on T.V. And we'd have a basement and at least three washrooms so when we took a bath we wouldn't have to tell everybody. Our house would be white with trees around it, a great big yard and grass growing without a fence. This was the house Papa talked about when he held a lottery ticket and this was the house Mama dreamed up in the stories she told us before we went to bed.

But the house on Mango Street is not the way they told it at all. It's small and red with tight steps in front and windows so small you'd think they were holding their breath. Bricks are crumbling in places, and the front door is so swollen you have to push hard to get in. There is no front yard, only four little **elms** the city planted by the curb. Out back is a small garage for the car we don't own yet and a small yard that looks smaller between the two buildings on either side. There are stairs in our house, but they're ordinary hallway stairs, and the house has only one washroom. Everybody has to share a bedroom—Mama and Papa, Carlos and Kiki, me and Nenny.

Part 2:

In the 4th paragraph, use a colored pencil to underline each time the word *and* appears.

Part 3:

In the 5th (last) paragraph, use a colored pencil to underline each time the word *but* appears.

GLOSSARY

crumbling—**adj.**, slowly falling apart, usually by breaking into small pieces

elms—**n.**, a type of tree, usually large

flat—**n.**, an apartment

washroom—**n.**, a room, often public, with washing and usually toilet facilities



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LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET***Connecting Ideas with Conjunctions**

Some words are called *conjunctions*. These words are used to connect two sentences. Here are some common conjunctions:

| | | |
|-----|---------|-------|
| and | but | or |
| so | because | since |

Part 1

Directions: Work with a partner to put the two sentences together into one sentence. Take turns speaking your new sentences to each other.

| Two Sentences | Conjunction/Meaning |
|--|---|
| Mama dreamed of a house with a big yard. She dreamed of a house with trees around it. | and compare: things that are alike |
| The house has a garage. We don't have a car. | but contrast: things that are different |
| I'd like a house with new red bricks. I'd like a house with fresh white paint. | or choice |
| The pipes broke in our house. We had to move to a new house. | so cause and effect |
| We don't pay rent on the house. We own the house. | because cause and effect |

Part 2

Directions: Use a conjunction to connect ideas about Esperanza's house into a single sentence.

1. Esperanza has six people in her family. They live on Mango Street. Use the conjunction **and**.

2. The family dreamed of a beautiful house. The new house is not beautiful.
Use the conjunction **but**.

3. They could live in a house with broken pipes. They could move to a different house.
Use the conjunction **or**.

4. There are three bedrooms in the house. Everyone has to share a room.
Use the conjunction **so**.

5. Esperanza is disappointed with the house. Esperanza wished for a house she saw on TV.
Use the conjunction **because**.



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LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

Challenge!

Directions: Use conjunctions to write sentences about yourself.

For lunch I like to eat _____,

and I like to drink _____.

Sometimes I have to go to _____,

but I really want to go _____.

I enjoy _____,

because _____.

Someday, I want to work as a _____,

so that I can _____.

**LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*****Brainstorm Your Story**

Directions: Before writing your story, brainstorm the story you want to tell. You will write some sentences to help you think about the event and what happened. The connecting words will help you create your sentences.

There is also an example of Esperanza's story for each word.

Write a sentence about what you **wanted**:

Example: "Esperanza wanted to live in a nice house."

Write a sentence about what you wanted using **and**:

Example: "She wished for house where she could make noise, **and** where no landlord would bang a broom on the ceiling."

Write a sentence using **before**:

Example: "**Before** her family to Mango Street, the plumbing on Mango Street broke."

Write a sentence using **because**:

Example: "Their landlord would not fix the pipes, **because** the house was so old."



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LANGUAGE STUDIO 6: CONTEMPORARY FICTION THE HOUSE ON MANGO STREET

Write a sentence using **but**:

Example: "Esperanza wanted a big yard and grass, **but** the house on Mango Street has no yard."

Write a sentence using **or**:

Example: "Her family could stay on Loomis street, **or** they could look for a new house."

Write a sentence using **after**:

Example: "**After** moving to Mango Street, everyone had to share a bedroom."

Write a sentence using **someday**:

Example: "Esperanza still hopes to **someday** live in the house of her dreams."

**LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*****Write Your Story**

Directions: Use the sentences from your brainstorm, and write your story here. Remember, your story should:

- Describe what you wanted or wished for.
- Describe what happened **before** you got this thing.
- Describe what the event or thing you received was really like.
- Describe what happened or how you felt **after**.

Try to use as many of these connecting words as possible:

- and
- but
- because
- or
- so
- before
- after
- now
- someday

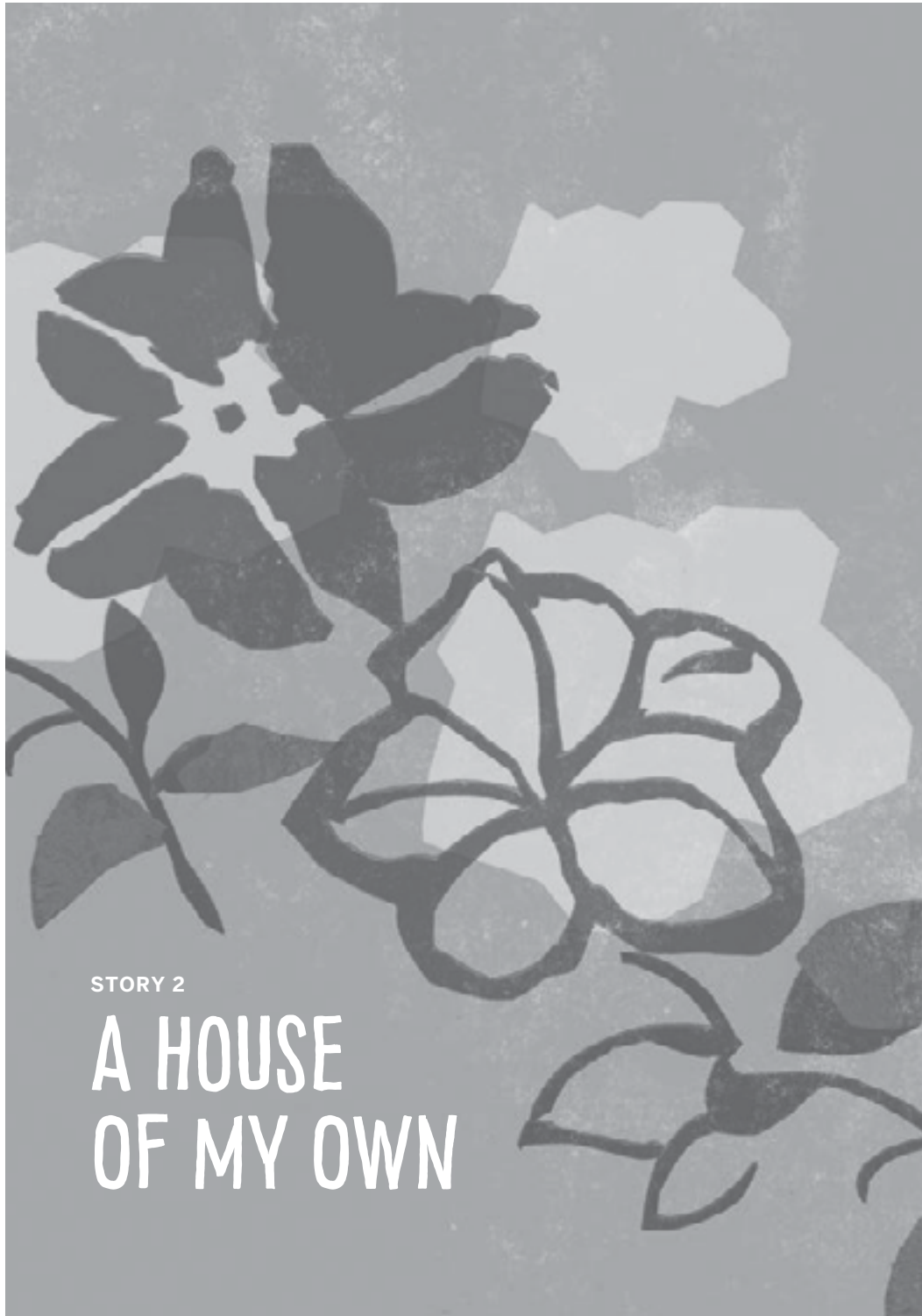
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**LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*****Reading: *The House on Mango Street***



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ACTIVITY PAGE

LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

Story 2: A House of My Own

~~~~~

Not a flat. Not an apartment in back. Not a man's house. Not a daddy's. A house all my own. With my porch and my pillow, my pretty purple petunias. My books and my stories. My two shoes waiting beside the bed. Nobody to shake a stick at. Nobody's garbage to pick up after.

Only a house quiet as snow, a space for myself to go, clean as paper before the poem.

~~~~~

Reader Notes

Directions: Make two lists. In the left column, list everything Esperanza wants for her house. In the right column, list everything she does not want.

| | |
|--|---|
| <p>What Esperanza wants for her house:</p> | <p>What Esperanza does <u>not</u> want for her house:</p> |
|--|---|



LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

Rewrite Esperanza's Sentences

Part 1

Directions: Imagine you are helping Esperanza write her story into complete sentences for her teacher. Look at Esperanza's sentences, match them to the best sentence frame, and fill in the words to make a complete sentence.

| ESPERANZA'S SENTENCE | CHOOSE THE BEST SENTENCE FRAME AND REWRITE THE SENTENCE. |
|--|---|
| "Not a flat. Not an apartment in back." | My house is not _____ but is all _____. |
| "Not a daddy's. A house all my own." | My house is not _____, and it does not have _____. |
| "With my porch and my pillow, my pretty purple petunias." | In my house, there is _____ _____, and there is _____. |
| "Nobody to shake a stick at. Nobody's garbage to pick up after." | My house has _____, and _____, and _____. |



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LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

Directions: Rewrite the following into a complete sentence, including a verb and a subject pronoun.

“Only a house quiet as snow, a space for myself to go, clean as paper before the poem.”

Part 2

Challenge: Write Your Story!

Directions: Imagine your own dream house that you would like to live in someday. Answer the following questions using complete sentences:

1. What will your house look like?

2. What will you do in your house?

3. Who will live in the house with you?

4. How will you feel about your house?



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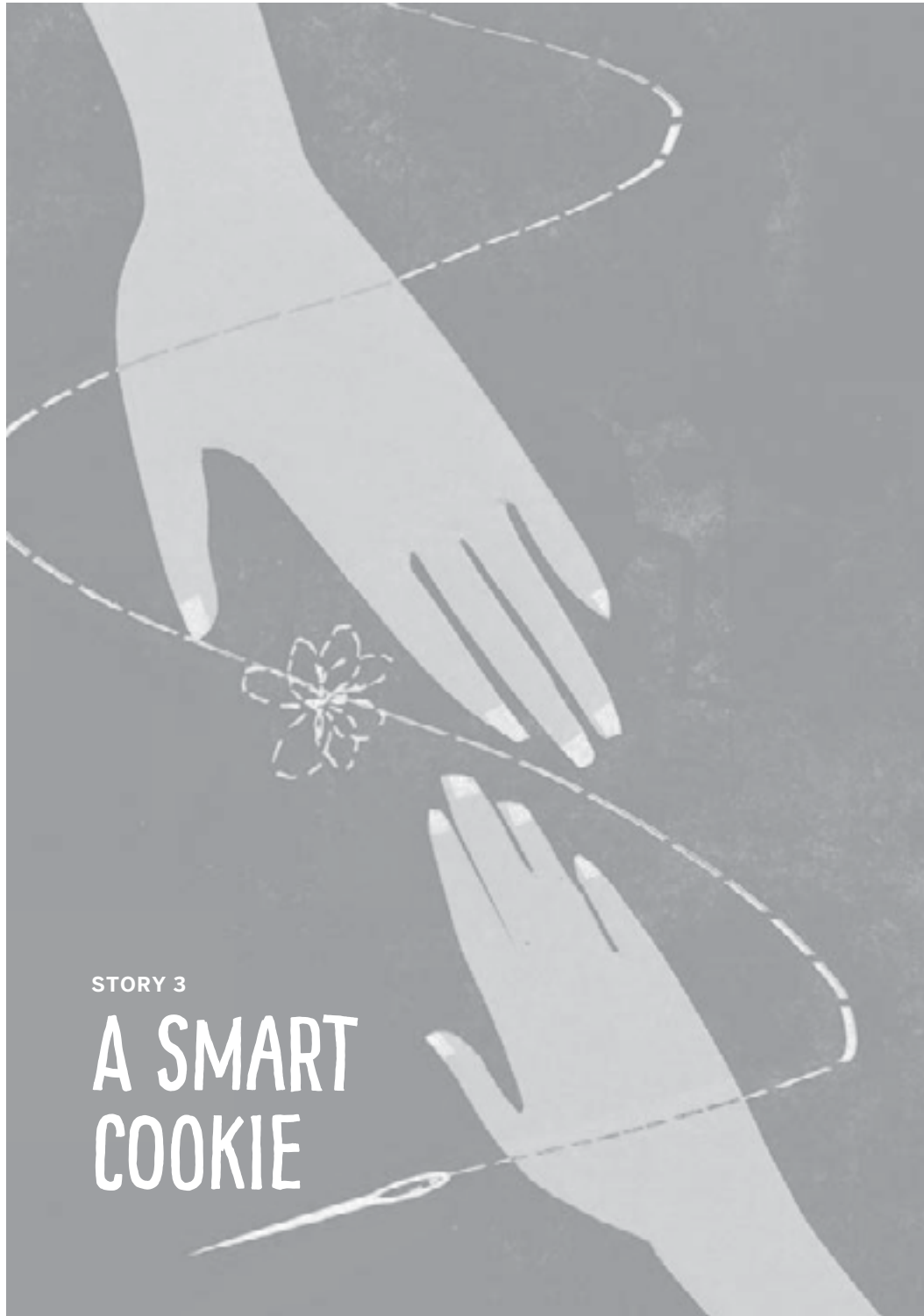
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LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

Reading: “A Smart Cookie”



STORY 3

A SMART COOKIE

I could've been somebody, you know? my mother says and sighs. She has lived in this city her whole life. She can speak two languages. She can sing an **opera**. She knows how to fix a T.V. But she doesn't know which subway train to take to get downtown. I hold her hand very tight while we wait for the right train to arrive.

She used to draw when she had time. Now she draws with a needle and thread, little knotted **rosebuds**, tulips made of silk thread. Someday she would like to go to the ballet. Someday she would like to see a play. She borrows opera records from the public library and sings with **velvety** lungs powerful as morning glories.

Today while cooking oatmeal she is **Madame Butterfly** until she sighs and points the wooden spoon at me. *I could've been somebody, you know? Esperanza, you go to school. Study hard. That Madame Butterfly was a fool.* She stirs the oatmeal. *Look at my comadres.* She means Izaura whose husband left and Yolanda whose husband is dead. *Got to take care all your own*, she says shaking her head.

Then out of nowhere:

Shame is a bad thing, you know. It keeps you down. You want to know why I quit school? Because I didn't have nice clothes. No clothes, but I had brains.

Yup, she says disgusted, stirring again. *I was a **smart cookie** then.*

GLOSSARY

Madame Butterfly—**n.**, a famous opera in which the title character falls in love with a man who betrays her

opera—**n.**, a musical performance in which all the words are sung

rosebuds—**n.**, small young roses before they become full flowers

smart cookie—**idiom**, clever person

velvety—**adj.**, like velvet, a soft, expensive fabric



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LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET***Reader Notes**

Write a sentence to answer each question about the story. Below each question, there is a connecting word for you to include in your answer.

| | |
|---|--|
| <i>Who are the characters in this story?</i> (use and) | |
| <i>What is something Esperanza's mother can do, and something she cannot do?</i> (use but) | |
| <i>Describe two things Esperanza's mother is doing today</i> (use while) | |
| <i>Explain why Esperanza's mother did not finish school</i> (use because) | |
| <i>What does her mother want Esperanza to do, and why?</i> (use so) | |

Challenge Question

Directions: Write a paragraph on the following question:

In your opinion, does Esperanza's mother want Esperanza to be like her? Why or why not?

[illegible]



NAME: _____

DATE: _____

7.1

ACTIVITY PAGE

LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

Reader Notes and Annotation

Directions: Working with a partner, underline the story in three colors:

- Use one color for everything that refers to the PRESENT.
- Use a different color for everything that refers to the PAST.
- Use a different color for everything that refers to the FUTURE.

Read the story in order, underlining one sentence at a time.

~~~~~

*I could've been somebody, you know?* my mother says and sighs. She has lived in this city her whole life. She can speak two languages. She can sing an opera. She knows how to fix a T.V. But she doesn't know which subway train to take to get downtown. I hold her hand very tight while we wait for the right train to arrive.

She used to draw when she had time. Now she draws with a needle and thread, little knotted rosebuds, tulips made of silk thread. Someday she would like to go to the ballet. Someday she would like to see a play. She borrows opera records from the public library and sings with velvety lungs powerful as morning glories.

Today while cooking oatmeal she is Madame Butterfly until she sighs and points the wooden spoon at me. *I could've been somebody, you know? Esperanza, you go to school. Study hard. That Madame Butterfly was a fool.* She stirs the oatmeal. *Look at my comadres.* She means Izaura whose husband left and Yolanda whose husband is dead. *Got to take care all your own,* she says shaking her head.

Then out of nowhere:

*Shame is a bad thing, you know. It keeps you down. You want to know why I quit school? Because I didn't have nice clothes. No clothes, but I had brains.*

*Yup, she says disgusted, stirring again. I was a smart cookie then.*

---



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

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ACTIVITY PAGE

## LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

The following excerpt is Esperanza's mother's dialogue from Story 3: "A Smart Cookie."

~~~~~  
I could've been somebody, you know?

Esperanza, you go to school. Study hard. That Madame Butterfly was a fool.

Look at my comadres.

Got to take care all your own.

Shame is a bad thing, you know. It keeps you down. You want to know why I quit school? Because I didn't have nice clothes. No clothes, but I had brains.

Yup. I was a smart cookie then.
~~~~~

**LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET***

*Directions: Imagine you have a younger sister, brother, cousin, or friend who has asked you for advice: “How to do well in school?”*

As an expert student, use what have learned from your own experience to write sentences and give some good advice.

**If/Then**

1. If you are friendly to other people, then \_\_\_\_\_.
2. If you don't do your homework, then \_\_\_\_\_.
3. If you want to feel healthy, then \_\_\_\_\_.

**Because**

4. It's a good idea to pay attention in class, because \_\_\_\_\_.
5. Reading stories is fun, because \_\_\_\_\_.

**Although**

6. Although school is sometimes hard, it helps us to \_\_\_\_\_.
7. We have to get up in the morning, although we may wish to \_\_\_\_\_.

**Challenge Questions**

8. If you want to \_\_\_\_\_, then \_\_\_\_\_.
9. It's a bad idea to \_\_\_\_\_, because \_\_\_\_\_.
10. Although you may want to \_\_\_\_\_, it is better if you \_\_\_\_\_.



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

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

**9.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*****Esperanza's Mother**

*Directions: Use this chart to organize your thoughts about Esperanza's mother. Use the connecting words to express your ideas. These questions all have different possible answers, so it is okay if you and your partner come up with different ideas.*

|                                                                                                     |  |
|-----------------------------------------------------------------------------------------------------|--|
| Why is Esperanza's mother not happy?<br>(use <b>because</b> )                                       |  |
| What is something her mother could have done before she dropped out school?<br>(use <b>before</b> ) |  |
| Do you think it was a mistake to quit school?<br>(use <b>although</b> )                             |  |

|                                                                   |  |
|-------------------------------------------------------------------|--|
| <p>What are some things she can do well?<br/>(use <b>and</b>)</p> |  |
| <p>What is a problem she has?<br/>(use <b>but</b>)</p>            |  |
| <p>What could she do to be happier?<br/>(use <b>if/then</b>)</p>  |  |

### Challenge:

What are some other observations you can make about Esperanza's mother? (Write complete sentences.)

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

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

**9.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*****Letter of Advice**

*Directions: Write a letter to Esperanza's mother. Since this is a letter to an adult, take care to write sentences correctly, and write in a tone that is polite, respectful, and honest. Some opinions and suggestions to include in your letter:*

- What are some important choices Esperanza's mother made when she was younger?
- What are some different choices she could have made in the past?
- Why do you think she is unhappy today?
- What would you like to see her try to do in the future?

**WORD BANK:** Remember to use these words to help you connect ideas and to describe the past, present, and future.

|          |         |        |         |
|----------|---------|--------|---------|
| and      | or      | so     | but     |
| although | if/then | before | after   |
| someday  | now     | today  | because |

Your letter will be evaluated based on this rubric.

|   | <b>Tone of letter</b>                                                                | <b>Your Opinions and Suggestions</b>                      | <b>Language</b>                                                                                                     |
|---|--------------------------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 3 | Letter is written to an adult in a tone that is very respectful, polite, and honest. | Provides more than three helpful opinions or suggestions. | Uses complete sentences. Correctly uses more than three <i>different</i> connecting words from the word bank.       |
| 2 | Letter is written in a tone that is somewhat respectful, polite, or honest.          | Provides two or three helpful opinions or suggestions.    | Uses some complete sentences. Correctly includes two or three <i>different</i> connecting words from the word bank. |
| 1 | Letter is not written in a tone that is respectful and polite, or is not honest.     | Provides one or fewer helpful opinions or suggestions.    | Does not use complete sentences. Correctly uses one or fewer connecting words from the word bank.                   |



---

---

---

(your name and address)

---

(today's date)

Dear Esperanza's Mother:

---

---

---

---

---

---

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---

---

---

---

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

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

**9.2**  
CONTINUED

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**LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET***[illegible]

Sincerely,

(your name here)

**LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*****Reading Story 4: “Our Good Day”**



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

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

**10.1**  
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ACTIVITY PAGE

## LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

*Directions: Before you read the story, look at the title and the illustration and discuss some predictions about the story with a partner.*

1. Based on the title, “Our Good Day,” what do you think the story might be about?

---

---

---

---

---

2. Based on the illustration, what do you think might happen in the story?

---

---

---

---

---

**LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*****Reading Story 4: “Our Good Day”****Story 4 – Part 1**

*If you give me five dollars I will be your friend forever.* That’s what the little one tells me.

Five dollars is cheap since I don’t have any friends except Cathy who is only my friend till Tuesday.

Five dollars, five dollars.

She is trying to get somebody to **chip in** so they can buy a bicycle from this kid named Tito. They already have ten dollars and all they need is five more.

*Only five dollars*, she says.

*Don’t talk to them*, says Cathy. *Can’t you see they smell like a broom.*

But I like them. Their clothes are **crooked** and old. They are wearing shiny Sunday shoes without socks. It makes their bald ankles all red, but I like them. Especially the big one who laughs with all her teeth. I like her even though she lets the little one do all the talking.

*Five dollars*, the little one says, *only five*.

Cathy is tugging my arm and I know whatever I do next will make her mad forever.

**Glossary**

**chip in**—**idiom**, contribute, help out

**crooked**—**adj.**, not straight



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

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

**10.3**

ACTIVITY PAGE

**LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*****Reader Notes**

*Directions: This story begins in the middle of the action, so there is a lot of information we have to figure out, or make an inference. You will have to think about the answers because they are not always obvious in the story.*

|                                                                                                                       |                                |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <p>1. <b>Who</b> are the characters in this story?<br/>(Hint: If you don't know their names, give a description.)</p> | <p>1.<br/>2.<br/>3.<br/>4.</p> |
| <p>2. <b>Where</b> do you think they are?</p>                                                                         |                                |
| <p>3. <b>Why</b> do you think Cathy is only Esperanza's friend until Tuesday?</p>                                     |                                |

|                                                                                                  |  |
|--------------------------------------------------------------------------------------------------|--|
| <p>4. <b>What happened</b> just before the story begins?</p>                                     |  |
| <p>5. <b>Why</b> do the big one and the little one want Esperanza to give them \$5?</p>          |  |
| <p>6. <b>What</b> decisions does Esperanza need to make? (Hint: There may be more than one.)</p> |  |
| <p>7. <b>What happens</b> next?</p>                                                              |  |



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

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

**11.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

### Reading Story 4: “Our Good Day”





## Story 4

---

### Part 2

*Wait a minute*, I say, and run inside to get the five dollars. I have three dollars saved and I take two of Nenny's. She's not home, but I'm sure she'll be glad when she finds out we own a bike. When I get back, Cathy is gone like I knew she would be, but I don't care. I have two new friends and a bike too.

*My name is Lucy*, the big one says. *This here is Rachel my sister.*

*I'm her sister*, says Rachel. *Who are you?*

And I wish my name was Cassandra or Alexis or Maritza—anything but Esperanza—but when I tell them my name they don't laugh.

*We come from Texas*, Lucy says and grins. *Her was born here, but me I'm Texas.*

*You mean she*, I say.

*No, I'm from Texas*, and doesn't get it.

*This bike is three ways ours*, says Rachel who is thinking ahead already. *Mine today, Lucy's tomorrow and yours day after.*

But everybody wants to ride it today because the bike is new, so we decide to take turns after tomorrow. Today it belongs to all of us.

I don't tell them about Nenny just yet. It's too complicated. Especially since Rachel almost put out Lucy's eye about who was going to get to ride it first. But finally we agree to ride it together. Why not?

---



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

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

11.2

ACTIVITY PAGE

## LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

### Dialogue, Thought, and Action in “Our Good Day”

*Directions: Work with a partner and underline this section of the story in three different colors:*

- Use one color for everything that is dialogue, or spoken by the characters.
- Use a different color for everything that is action—activity that the characters do.
- Use a different color for everything that is Esperanza’s thoughts. This is what Esperanza is thinking and tells the reader but does not say to the other characters.

Read the excerpt in order, underlining one sentence at a time.

~~~~~

Wait a minute, I say, and run inside to get the five dollars. I have three dollars saved and I take two of Nenny’s. She’s not home, but I’m sure she’ll be glad when she finds out we own a bike. When I get back, Cathy is gone like I knew she would be, but I don’t care. I have two new friends and a bike too.

My name is Lucy, the big one says. *This here is Rachel my sister*.

I’m her sister, says Rachel. *Who are you?*

And I wish my name was Cassandra or Alexis or Maritza—anything but Esperanza—but when I tell them my name they don’t laugh.

~~~~~



LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

Esperanza’s Explanation

*Directions: Organize an explanation Esperanza could give to her sister, Nenny, about what happened today. You do not have to include everything that happens in the story, but just what Esperanza would want Nenny to know about.*

*You need to explain why you took \$2 from Nenny, and tell her about your good day. What happened? What did you do? Why did you do it?*

*The explanation is written in Esperanza’s voice. For example, “I’m going to tell you about something that happened to me today.”*

|                                                                                                                                                       |                                                                                                                          |                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <p><b>Actions:</b><br/><b>What happened to you?</b><br/><b>What did you do?</b></p> <p>(Example: I went to the park and someone walked up to me.)</p> | <p><b>Thoughts:</b><br/><b>What did you think?</b></p> <p>(Example: I thought it would be a good idea to say hello.)</p> | <p><b>Dialogue:</b><br/><b>What did you say?</b></p> <p>(Example: I said, “It’s nice to meet you.”)</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|



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

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

**12.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

### Reading Story 4: “Our Good Day”



## Story 4

### Part 1

---

*If you give me five dollars I will be your friend forever.* That's what the little one tells me.

Five dollars is cheap since I don't have any friends except Cathy who is only my friend till Tuesday.

Five dollars, five dollars.

She is trying to get somebody to chip in so they can buy a bicycle from this kid named Tito. They already have ten dollars and all they need is five more.

*Only five dollars,* she says.

*Don't talk to them,* says Cathy. *Can't you see they smell like a broom.*

But I like them. Their clothes are crooked and old. They are wearing shiny Sunday shoes without socks. It makes their bald ankles all red, but I like them. Especially the big one who laughs with all her teeth. I like her even though she lets the little one do all the talking.

*Five dollars,* the little one says, *only five.*

Cathy is tugging my arm and I know whatever I do next will make her mad forever.

---

### Part 2

---

*Wait a minute,* I say, and run inside to get the five dollars. I have three dollars saved and I take two of Nenny's. She's not home, but I'm sure she'll be glad when she finds out



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

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

**12.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

we own a bike. When I get back, Cathy is gone like I knew she would be, but I don't care. I have two new friends and a bike too.

*My name is Lucy, the big one says. This here is Rachel my sister.*

*I'm her sister, says Rachel. Who are you?*

And I wish my name was Cassandra or Alexis or Maritza—anything but Esperanza—but when I tell them my name they don't laugh.

*We come from Texas, Lucy says and grins. Her was born here, but me I'm Texas.*

*You mean she, I say.*

*No, I'm from Texas, and doesn't get it.*

*This bike is three ways ours, says Rachel who is thinking ahead already. Mine today, Lucy's tomorrow and yours day after.*

But everybody wants to ride it today because the bike is new, so we decide to take turns after tomorrow. Today it belongs to all of us.

I don't tell them about Nenny just yet. It's too complicated. Especially since Rachel almost put out Lucy's eye about who was going to get to ride it first. But finally we agree to ride it together. Why not?



### Part 3

---

Because Lucy has long legs she pedals. I sit on the back seat and Rachel is skinny enough to get up on the handlebars which makes the bike all wobbly as if the wheels are spaghetti, but after a bit you get used to it.

We ride fast and faster. Past my house, sad and red and crumbly in places, past Mr. Benny's grocery on the corner, and down the avenue which is dangerous. Laundromat, junk store, drugstore, windows and cars and more cars, and around the block back to Mango.

People on the bus wave. A very fat lady crossing the street says, *You sure got quite a load there.*

Rachel shouts, *You got quite a load there too.* She is very sassy.

Down, down Mango Street we go. Rachel, Lucy, me. Our new bicycle. Laughing the crooked ride back.

---



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

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

**12.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*****Beginning, Middle, and End of “Our Good Day”**

*Directions: Refer back to all of Story 4: “Our Good Day” on Activity Page 12.1. Select three important events in the story: one event in the beginning, one event in the middle, and one event in the end.*

In the chart, first choose a quote from the story that relates to your event. Then, determine which characters are involved in this scene, and where it is happening.

**Characters:**

Esperanza  
Cathy  
Rachel  
Lucy

**Places in the Story:**

Outside on Mango Street  
Inside Esperanza’s house  
On the avenue

| Quotes                                         | Important Events | Characters | Where is it happening? |
|------------------------------------------------|------------------|------------|------------------------|
| Beginning<br>(one sentence quote from Part 1): |                  |            |                        |
| Middle<br>(one sentence quote from Part 2):    |                  |            |                        |
| End<br>(one sentence quote from Part 3):       |                  |            |                        |



**LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*****Creating Stage Pictures—Action Steps**

*Directions: Your group is responsible for creating a stage picture illustrating ONE MOMENT from “Our Good Day.” Use your Chart on Activity Page 12.2 to help you make the decisions about your stage picture.*

- Assign who will play each character. (If you want to make the characters into boys, you can change the names. Cathy = Charlie. Rachel = Raymond. Lucy = Lucas.)
- Decide where the scene takes place (e.g., the street, the avenue, inside her house, etc.).
- Decide how the characters are positioned in this scene, and how each character stands or sits, and holds their arms and hands.
- Decide what your character’s facial expression is, based on how they may be feeling in this moment.
- Choose one person to say the quote from the story you chose to summarize this event.
- After saying the quote, everyone should freeze in the picture for 10 seconds, for the audience to see it.
- Practice this two or three times before sharing with the group.
- After you practice, make suggestions for how you can improve the picture.



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

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

12.4

ACTIVITY PAGE

## LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

### Drawing Stage Pictures

*Directions: Imagine the scene you are showing from the story, and how it might look on stage (or in a movie). Use your chart on Activity Page 12.2 to remind you of the event of the scene, who the characters are, and where it takes place.*

Quote from the **beginning**:

---

---

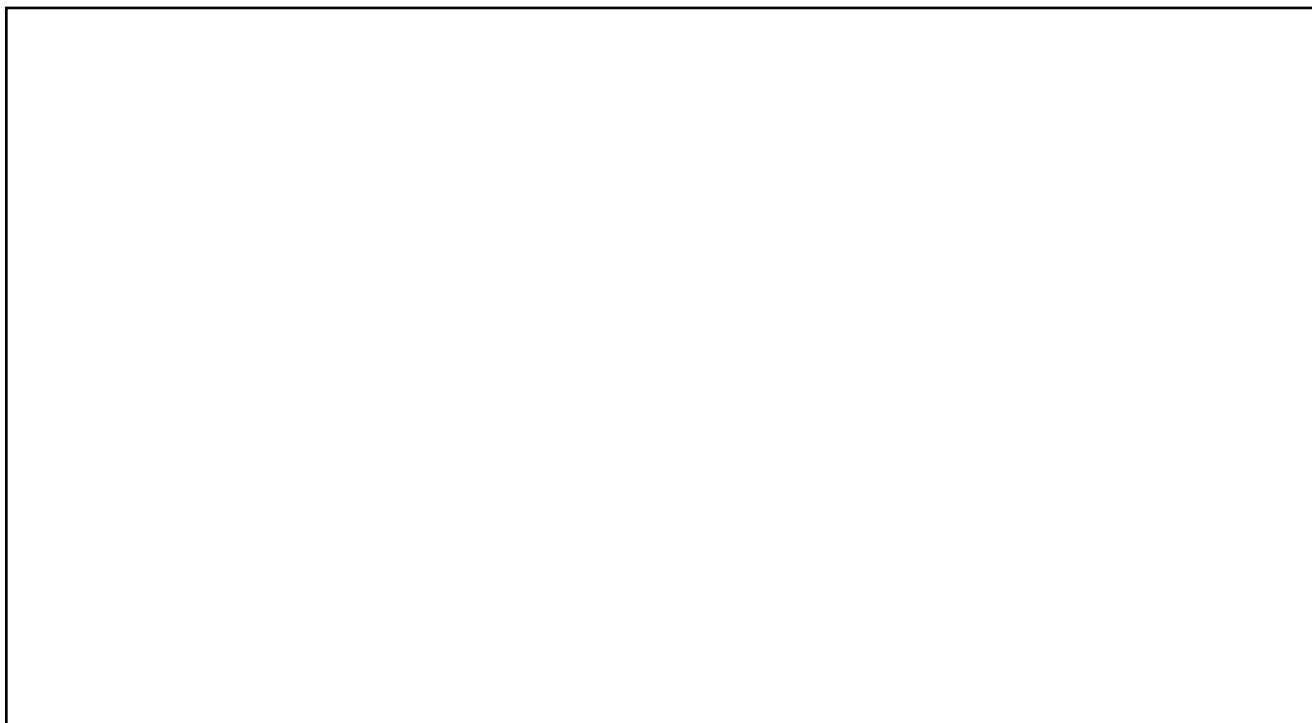
*Below draw what the scene looks like:*

Quote from the **middle**:

---

---

*Below draw what the scene looks like:*



Quote from the **ending**:

---

*Below draw what the scene looks like:*





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

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

**13.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*****Writer's Notes for Your Story**

*Directions: Think of a time when you met a new friend for the first time. What events took place? Where were you? What did you say? What did you do? What were your thoughts?*

*BEFORE writing, complete this chart to help you organize your ideas. Think about the beginning, middle, and end. The goal is to think about the people, events, and your own thoughts, with as much detail as possible.*

|                                                           | Beginning | Middle | End |
|-----------------------------------------------------------|-----------|--------|-----|
| 1. Who was or were the new friend(s)? Who else was there? |           |        |     |
| 2. Where did you meet? Where did you go?                  |           |        |     |
| 3. What did you first notice about this person?           |           |        |     |

|                                                                                                 | <b>Beginning</b> | <b>Middle</b> | <b>End</b> |
|-------------------------------------------------------------------------------------------------|------------------|---------------|------------|
| 4. What events happened?<br>(actions)                                                           |                  |               |            |
| 5. What did the person or people say to you?<br>(dialogue)                                      |                  |               |            |
| 6. What did you say to the person or people?<br>(dialogue)                                      |                  |               |            |
| 7. What did you think to yourself?<br>(your thoughts)                                           |                  |               |            |
| 8. How did you feel about meeting this new friend and your first time doing something together? |                  |               |            |



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

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

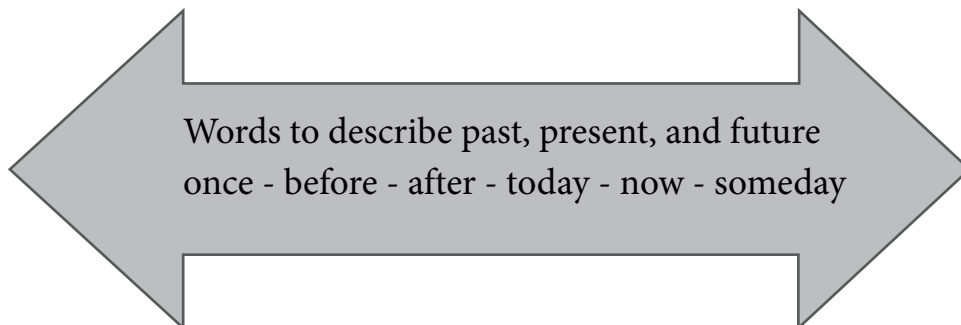
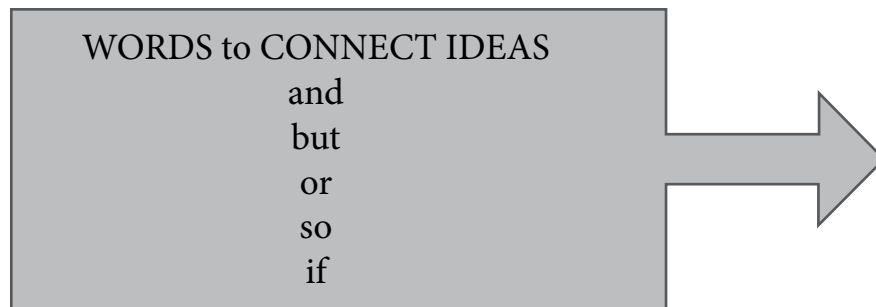
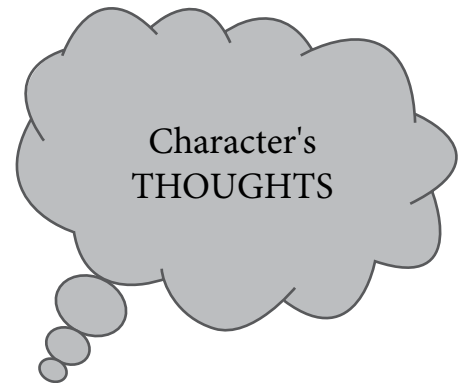
**14.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

### Writer's Tools and Rubric

*Directions: As you discuss these tools, think about how you have used them while reading and writing about The House on Mango Street.*



|                                                                                                                     | 3                                                                       | 2                                                                 | 1                                                    |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------|
| Story structure                                                                                                     | Story has a clear beginning, middle, and end.                           | Story has two out of three (beginning, middle, end).              | Story does not have clear beginning, middle, or end. |
| Action                                                                                                              | Actions in the story are clear and specific.                            | Action is unclear or confusing.                                   | Story does not have action.                          |
| Dialogue                                                                                                            | Dialogue is clear and sounds like character speaking.                   | Dialogue is sometimes clear, but sometimes not clear.             | Story does not have dialogue.                        |
| Thoughts                                                                                                            | Character often shares thoughts with the reader.                        | Character rarely shares thoughts with the reader.                 | Character never shares thoughts with reader.         |
| Uses connecting words:<br><i>and, but, or, so, if, then, because, although, since, while</i>                        | Over three different connecting words used correctly.                   | One to three connecting words used correctly.                     | No connecting words used correctly.                  |
| Connects events of the past, present, or future with words like:<br><i>once, before, after, now, today, someday</i> | Three or more different words used to connect past, present, or future. | One or two different words used to connect past, present, future. | No words used to connect past, present, future.      |

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

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

## 14.2

ACTIVITY PAGE

**LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET***

## Your Story

*Directions: Use the space below to write your story about meeting a new friend. Refer to your planning notes on Activity Page 13.1 to help you. Remember to use complete sentences and use the Writer's Tools!*

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



[illegible]

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

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

## 14.2

CONTINUED

ACTIVITY PAGE

**LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET***[illegible]



LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

Imagining Your Central Event on Stage

*Directions: Look at the moment of your story that you have identified as the most important central event. Imagine what this event would look like in a frozen stage picture. Plan your stage picture below.*

| Quote from your story | Action (what is happening) | Characters | Where is it happening? |
|-----------------------|----------------------------|------------|------------------------|
|                       |                            |            |                        |

Optional Drawing

*Directions: You may draw what your scene looks like in the space below.*



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

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

**15.2**

ACTIVITY PAGE

## **LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET***

### **Creating Stage Pictures—Action Steps**

*Directions: Your group is responsible for creating a stage picture illustrating the central event in one of your story. Work together by following these steps.*

- Assign who will play each character.
- Decide where the scene takes place.
- Decide how the characters are positioned in this scene, and how each character stands or sits, and holds their arms and hands.
- Decide what each character's facial expression is, based on how they may be feeling in this moment.
- Choose one person to say the quote from the story you chose to summarize this central event.
- After saying the quote, everyone should freeze in the picture for 10 seconds, for the audience to see it.
- Practice this two or three times before sharing with the group.
- After you practice, make suggestions for how you can improve the picture.



Language Studio 7

---

# American Revolution

---







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

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

**1.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### What was the American Revolution?

| What do I know about the American Revolution? | What do I want to learn? | What did I learn? |
|-----------------------------------------------|--------------------------|-------------------|
|                                               |                          |                   |





## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### Images of the American Revolution





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

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

**2.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### 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 way to raise the money that was needed. Instead,



The Stamp Act was very unpopular.

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: \_\_\_\_\_

**2.2**

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### Vocabulary Organizer

|                           |             |
|---------------------------|-------------|
| Word:<br><br><b>taxes</b> | Definition: |
| Sentence:                 | Picture:    |

|                             |             |
|-----------------------------|-------------|
| Word:<br><br><b>imposed</b> | Definition: |
| Sentence:                   | Picture:    |

|                              |             |
|------------------------------|-------------|
| Word:<br><br><b>assembly</b> | Definition: |
| Sentence:                    | Picture:    |

|                               |             |
|-------------------------------|-------------|
| Word:<br><br><b>petitions</b> | Definition: |
| Sentence:                     | Picture:    |



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

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

**2.3**

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### The Stamp Act

*Directions: Answer the following questions in complete sentences. Use evidence from the text to support your answers.*

1. What was The Stamp Act?

---

---

---

2. Why were the colonists upset about The Stamp Act?

---

---

---

3. How did the colonists express their anger?

---

---

---



## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### The Boston Tea Party

~~~~~

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.

~~~~~



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

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

**3.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION



Advertisement for a  
Sons of Liberty meeting

Debates and protests about the British government's role in colonial affairs continued, especially in Boston.

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. Because the British soldiers wore red uniforms, the colonists sometimes referred to them as “redcoats” or “lobster backs.”

In March 1770, several Bostonians got into a tussle with a redcoat. The Bostonians surrounded the soldier and called him names. They threw snowballs at him, and some members of the crowd even threatened him with sticks and clubs.

More British soldiers arrived on the scene. They ordered the Bostonians to go home, but the angry protestors refused. The situation became more serious when even more people poured into the streets. Soon a crowd of 300 angry Bostonians was pressing in on the outnumbered British soldiers.



## The World's Largest Tea Party

---

In December 1773, there was another incident in Boston. Three ships loaded with tea were docked in Boston Harbor. The captains had orders to unload the tea so it could be sold in Boston.

The Sons of Liberty refused to let this happen. They had spent a lot of time convincing the people of Boston not to buy or sell British tea. There was no way they were going to let the captains unload all that tea. The Sons of Liberty demanded the captains raise anchor and sail away.

The captains weren't sure what to do, so they did not do anything. The ships sat in the harbor until the Sons of Liberty finally decided to get rid of the tea once and for all. Dressed as Native Americans, they and other members of the **patriot** movement boarded the ships and threw the tea into Boston Harbor. They dumped approximately 340 chests of tea—worth hundreds of thousands of dollars in today's money—into the Atlantic Ocean. Later, this act of protest came to be known as the Boston Tea Party.

---



## 3.2

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

*Directions: Using details from the text, respond to the following questions.*

[illegible]

**LANGUAGE STUDIO 7: AMERICAN REVOLUTION****Vocabulary Organizer**

|                             |             |
|-----------------------------|-------------|
| Word:<br><br><b>militia</b> | Definition: |
| Sentence:                   | Picture:    |

|                            |             |
|----------------------------|-------------|
| Word:<br><br><b>rebels</b> | Definition: |
| Sentence:                  | Picture:    |



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

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

**4.1**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

|                            |             |
|----------------------------|-------------|
| Word:<br><br><b>volley</b> | Definition: |
| Sentence:                  | Picture:    |

|                            |             |
|----------------------------|-------------|
| Word:<br><br><b>belfry</b> | Definition: |
| Sentence:                  | Picture:    |



## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### The Night Rider



Lantern

One of the men keeping an eye on the British was Paul Revere. He had heard that the British soldiers were getting ready to march out to Concord. He knew there were only two ways to get to Concord from Boston. One was to march there on foot. The other was to cross the Charles River in boats and then march the rest of the way. It was not possible to tell which way the British would go until they set out. Revere came up with a clever plan. He told a friend to hang lanterns in the belfry of the North Church in Boston. If the soldiers left Boston on foot, Revere's comrade was to hang one lantern; if they set off in boats, he was to hang two lanterns.

On the night of April 18, 1775, Revere's friend ran up to the belfry and hung two lanterns. Then, Revere and several other patriots jumped into action. Revere got into a rowboat and rowed across the Charles River—right past a British warship! Once he made it across, he jumped onto a horse and set off along the same road the soldiers would be taking. Paul Revere and other riders, including William Dawes and Samuel Prescott, rode through the night to awaken the sleeping colonists.

Paul Revere, well-known for the popular cry, “The British are coming!” never actually spoke those words, let alone yelled them into the darkness. Today, historians believe it is more likely he quietly warned colonists, “The regulars are coming out!” Paul Revere never made it to Concord that night. But he did ride to Lexington to warn Samuel Adams and John Hancock, who were wanted by the British and in hiding there.

Because of Revere and the other riders, people who lived along the road knew the British soldiers were headed toward Concord. Hundreds of minutemen grabbed their guns and prepared to defend their homeland.



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

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

**4.2**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### The Shot Heard 'Round the World

---

It was April 19, 1775. In Lexington, a town on the road to Concord, 80 militiamen lined up in formation. They had their guns with them, but they were not planning to fire on the redcoats. After all, a war had not been declared. Still, they knew there was a chance fighting might break out, and they wanted to be ready if it did.

As the British approached, John Parker, the leader of the Lexington militia, told his men, “Stand your ground; don’t fire unless fired upon, but if they mean to have a war, let it begin here.”

A British officer told the armed men to go home. According to one report, he shouted, “Lay down your arms, you **rebels!**” However, as the militiamen were turning to go, a shot rang out.

Who fired that shot? Even today nobody knows for sure. The British soldiers thought the militiamen fired it. However, Parker and his men said later that they did not. The shot may have been fired by someone who was not part of Parker’s militia. He may have been firing into the air to sound an alarm. In any case, the soldiers thought they were under attack. They fired a **volley** and—in a matter of seconds— guns were flashing and smoking on both sides.

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## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### The Stamp Act

### The Shot Heard 'Round the World

*Directions: Answer the following questions in complete sentences. Use evidence from the text to support your answers.*

1. How did Paul Revere know when the British were coming? How was the information communicated?

How did Paul Revere communicate the information?

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2. How did the Revolutionary War begin?

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

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

**5.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 7: AMERICAN REVOLUTION**

*Directions: Select words from the box to connect the statements below. Write the statements as a paragraph on the lines below. You will not use all of the words.*

|              |                    |         |                  |
|--------------|--------------------|---------|------------------|
| first        | as a result        | next    | in the beginning |
| consequently | resulting          | then    | therefore        |
| however      | in the first place | finally |                  |

- ✓ The colonists dumped tea into the harbor.
- ✓ Great Britain taxed printed materials.
- ✓ Great Britain began taxing tea.
- ✓ Great Britain needed money to pay their debts.
- ✓ The colonists held protests.
- ✓ The colonists sent petitions.
- ✓ Great Britain imposed taxes on the colonists.
- ✓ The colonists were angry about the Stamp Act.
- ✓ The British government repealed the Stamp Act.
- ✓ The colonists agreed to boycott drinking tea.

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[illegible]



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

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

**6.1**

ACTIVITY PAGE

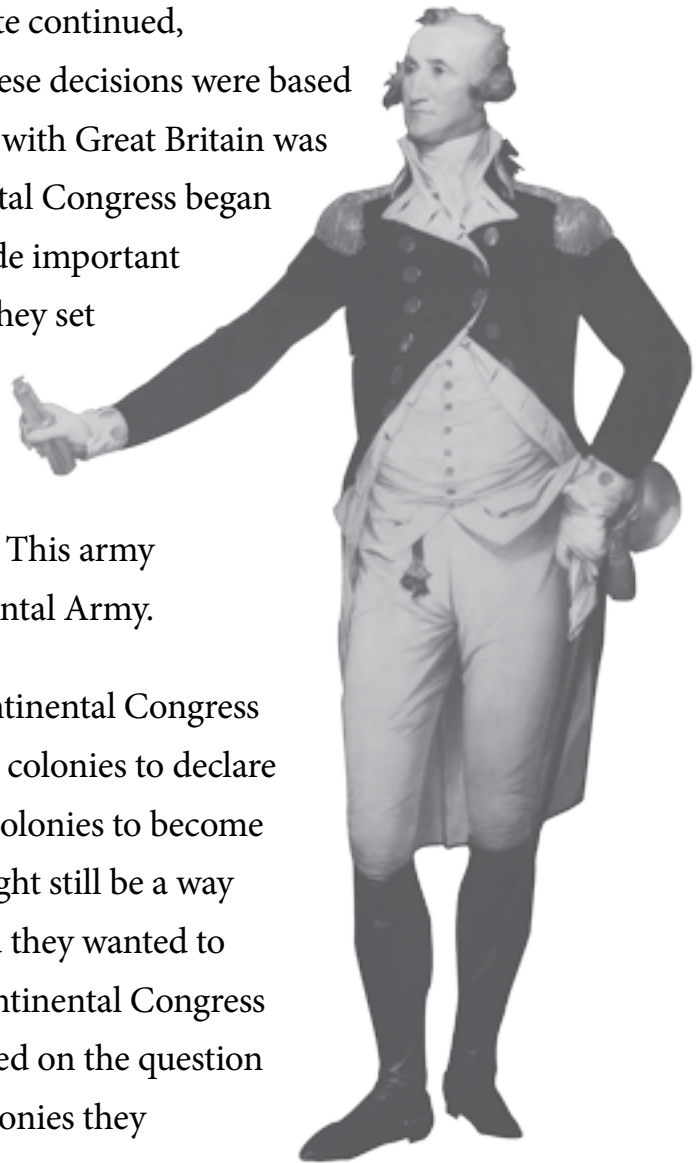
## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### The Making of a Government

---

As months of discussion and debate continued, some decisions were made. Many of these decisions were based on the belief that a peaceful settlement with Great Britain was now impossible. The Second Continental Congress began to function as a government. They made important decisions. They issued paper money. They set up a postal service. They appointed generals and **ambassadors**. They agreed to the creation of an army and put George Washington in charge of it. This army would eventually be called the Continental Army.

Many members of the Second Continental Congress thought that the time had come for the colonies to declare their independence. They wanted the colonies to become a new nation. Others thought there might still be a way to patch things up with the British, and they wanted to try to do so. These members of the Continental Congress were not the only ones who were divided on the question of independence. The people of the colonies they represented were divided as well.



George Washington became commander of the Continental Army.

## A Final Separation

---

By June 1776, most members of the Second Continental Congress were ready to vote for what Paine referred to as “a final separation.” Thomas Jefferson, a delegate from Virginia, was asked to write an official **declaration** of independence. His job was to explain why the colonies were breaking away from Great Britain, and why it was necessary for them to do so.

Benjamin Franklin and John Adams reviewed Jefferson’s draft. They made a few changes, but overall they accepted Jefferson’s work without reservation. On July 2, 1776, the members of the Second Continental Congress voted for independence. On July 4, 1776, the members voted again—this time on whether to accept Jefferson’s Declaration of Independence as the document that outlined the reasons for their desire to be independent. No one voted against it. One colony, New York, **abstained**. The Declaration of Independence was approved!

Jefferson argued that this was what the British government had done. In the second half of the Declaration of Independence, Jefferson presented a long list of unacceptable actions the British government had taken. It had **levied** unfair taxes, taken away the right to trial by jury, and quartered British troops in colonial cities. For all of these reasons (and more), Jefferson wrote the colonists had no other option but to declare independence from Great Britain.

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

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

**6.2**

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### The First Government

*Directions: Answer the following questions using complete sentences. Use evidence from the text to support your answer.*

1. How did the Second Continental Congress begin to function as a government? Name at least three examples.

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2. Why did Jefferson write the colonists had no other option but to declare independence from Great Britain? Give at least one reason.

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**LANGUAGE STUDIO 7: AMERICAN REVOLUTION**

*Directions: Complete the sentence in present tense using the correct form of “to be.”*

“To be” Verbs– am, are, is

1. The Continental Congress \_\_\_\_\_ beginning to form a government.
2. The colonists \_\_\_\_\_ feeling differently about creating their own government. Some would like to patch things up with Britain. Some would like to form their own nation.
3. Jefferson \_\_\_\_\_ writing the Declaration of Independence.
4. Franklin and Adams \_\_\_\_\_ reviewing Jefferson’s work.
5. The colonies \_\_\_\_\_ voting on the document.
6. One colony, New York, \_\_\_\_\_ abstaining from the vote.
7. I \_\_\_\_\_ celebrating the nation’s independence.
8. I \_\_\_\_\_ looking forward to learning more about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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**7.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### Happy Birthday to Us!

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Ever since 1776, the Fourth of July has been a national holiday in the United States. On this day every year, Americans celebrate their independence by watching fireworks, singing patriotic songs, and attending picnics and parades. Although it took another month to get all the signatures on the Declaration of Independence, Americans still celebrate Independence Day on July 4.



Independence Day in Washington, DC

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LANGUAGE STUDIO 7: AMERICAN REVOLUTION

How Do You Celebrate the Fourth of July?

Helpful Hints: Connecting Words and Phrases

| Sequencing                    | Cause and Effect                                            |
|-------------------------------|-------------------------------------------------------------|
| First<br>Next<br>Then<br>Last | As a result of<br>Consequently<br>Consequently<br>Therefore |

Directions: Write a paragraph describing how you celebrate the Fourth of July. Use connecting words to link your ideas.

\_\_\_\_\_

\_\_\_\_\_

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

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

**8.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### Vocabulary Organizer

|                              |             |
|------------------------------|-------------|
| Word:<br><br><b>confront</b> | Definition: |
| Sentence:                    | Picture:    |

|                               |             |
|-------------------------------|-------------|
| Word:<br><br><b>surrender</b> | Definition: |
| Sentence:                     | Picture:    |



|                                      |                    |
|--------------------------------------|--------------------|
| <p>Word:</p> <p><b>strategic</b></p> | <p>Definition:</p> |
| <p>Sentence:</p>                     | <p>Picture:</p>    |

|                                   |                    |
|-----------------------------------|--------------------|
| <p>Word:</p> <p><b>morale</b></p> | <p>Definition:</p> |
| <p>Sentence:</p>                  | <p>Picture:</p>    |



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**8.2**

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### Life during the War

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#### Crossing the Delaware

Having retreated from Boston, the British turned their attention to New York City. They recognized the **strategic** importance of this port city. If their plan to gain control was to succeed, they needed to capture it. However, George Washington was equally aware of the importance of having control of New York City. He marched his troops there to **confront** the British Army.

Washington crossed the Delaware River from Pennsylvania and took the Hessians completely by surprise. More than 1,000 of them were forced to **surrender** in the sneak attack. The victory at Trenton was extremely good for the **morale** of Washington's troops, but it was followed by a string of defeats. Washington and his men were defeated at the Battle of Brandywine in September 1777 and again at the Battle of Germantown in October. At Germantown, some of the soldiers in the Continental Army became confused and fired on their own troops. Because of these defeats, the British were able to capture Philadelphia. The Continental Congress was forced to break up and relocate to another city.

Mother Nature was not kind to the Continental Army during the winter of 1777 to 1778. It was a bitterly cold winter, and the soldiers were not prepared for it. Most of them did not have winter coats. Many did not even have shoes. Their injured feet left bloody footprints in the snow. During December and January, the soldiers cut down trees and used them to build log cabins. These cabins provided some shelter from the cold, but

they were crowded and damp. There were other problems, too. The soldiers did not have enough to eat. They had to survive for many weeks on firecake, a tasteless mixture of flour and water baked over a fire. Occasionally, they might have a bowl of pepper pot soup, a thin broth made from beef and a handful of peppercorns. Clean drinking water was also in short supply. Many soldiers drank dirty water and got sick. A few died of frostbite or starvation; many more died as a result of diseases.

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

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## 8.3

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

## Obstacles

*Directions: Answer the following question in complete sentences. Use evidence from the text to support your answers.*

## What was it like for the Continental Army during the American Revolution?

Include at least three details from the text.

[illegible]



## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### Condensing Ideas

| Connecting Word Bank |      |     |       |
|----------------------|------|-----|-------|
| So                   | That | Who | Which |

| Simple Clauses                                                                                                              | Detailed Sentence |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------|
| The British government needed money.<br>The British imposed taxes on the colonists.                                         |                   |
| The colonists' tax money was sent to Britain.<br>The colonists were angry.                                                  |                   |
| A shot was fired.<br>The shot caused the war to begin.                                                                      |                   |
| The man is a soldier.<br>He fought in the war.                                                                              |                   |
| The soldiers cut down trees.<br>They built shelter.                                                                         |                   |
| The French military joined the war.<br>Their involvement helped the Continental Army.                                       |                   |
| Thomas Jefferson is a hero.<br>The document helped colonists gain freedom.                                                  |                   |
| The Declaration of Independence was signed on July 4th.<br>The document gave independence.<br>We celebrate the 4th of July. |                   |



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

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9.2

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### From Valley Forge to Yorktown

There is a saying, “what doesn’t kill you makes you stronger.” The winter of 1777 to 1778 was a difficult time for Washington and his men. Those who survived that winter in Valley Forge came to think they were strong enough to survive just about anything!

In February 1778, the French military entered the war to fight alongside the Continental Army. France was a longtime enemy of Great Britain, so they welcomed the opportunity to assist the colonists in their fight against the British. This was good news for the colonists. France had a strong, organized military. French involvement meant help was on the way!

Then, in late February, a man with a heavy German accent arrived in Valley Forge. His name was Friedrich Wilhelm Ludolf Gerhard Augustin von Steuben. The purpose for his arrival began during the previous summer when von Steuben traveled to Paris to volunteer his services to the Count de St. Germain, the French Minister of War. St. Germain had been so **impressed** with von Steuben’s military experience that he sent him across the Atlantic Ocean to meet George Washington. George Washington was equally impressed and asked von Steuben to train his soldiers. There was just one problem: von Steuben knew only a few words of English. So, he shouted his commands in German, then someone would translate the words into English.

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.



Friedrich Wilhelm von Steuben

Things began to improve in the spring of 1778. Washington sent out **foraging** parties to gather cattle, horses, corn, hay, and grains from the local people. They returned with enough food to feed the soldiers at Valley Forge. Washington also appointed a new quartermaster whose job was to make sure the army did not run out of food or supplies. And, last but not least, Washington convinced the Continental Congress to send more money and to **recruit** more soldiers.



Lord Cornwallis

By the time the Continental Army marched out of Valley Forge in June 1778, they were much better prepared to fight as an army. The newly trained Continental Army began to win more battles. Their first **decisive** victory came in the fall of 1781. At this point, much of the fighting had shifted south to Virginia and the Carolinas. British troops in the south were led by Lord Cornwallis.

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## The Beginning of the End

In August 1781, Cornwallis and his men camped at Yorktown, at the mouth of the Chesapeake Bay, in Virginia. They were waiting for reinforcements and supplies.

While Cornwallis was setting up camp at Yorktown, Washington was meeting with several French generals outside New York City. The French had sent thousands of troops to assist Washington. Now Washington and the French generals had to decide how to best utilize these new troops. Should they attack the British in New York City, or should they head south and attack Cornwallis in Virginia?

Eventually they decided to march the main Continental Army and most of the French troops south to Virginia and try to trap Cornwallis. But Washington was crafty. He sent out fake messages to make the British think he was actually going to attack New York. The British were fooled by the messages.



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

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**9.2**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

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.



Louis-Nicolas van Blarenberghe, The Taking of Yorktown



**LANGUAGE STUDIO 7: AMERICAN REVOLUTION****The End of the War**

*Directions: Answer the following questions in complete sentences. Use evidence from the text to support your answers.*

1. Why did the French agree to fight alongside the Continental Army?

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2. Why was the French military involvement important to the Continental Army?

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3. How did the French Navy help the Continental Army win the war?

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

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

**10.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### Heroines

There were also many heroines during this time in American history. George Washington's wife, Martha, played an important role in helping the Continental Army survive at Valley Forge. She helped make clothing for the soldiers and helped take care of the sick.

Abigail Adams, the wife of John Adams, raised their children and managed their farm, but she also housed and fed Continental soldiers. Mrs. Adams was known to write letters to her husband, one of the most important delegates in the Continental Congress. In these letters, Mrs. Adams advocated for women's rights, especially with regard to educational opportunities. She also let him know that she was opposed to slavery.



Abigail Adams

At the time, most people believed that fighting in the army was strictly a job for men. Some women were allowed to serve in the army, performing duties such as nursing, cooking, searching for food, and even burying the dead. But women who tried to enlist were turned away. Some women, however, disguised themselves as men so they, too, could fight for their country.

Deborah Sampson, from Massachusetts, signed up for the army using the name Robert Shurtlief. Sampson served for a year and a half and fought in several **skirmishes**. In one of them, she was wounded. Two musket balls lodged in her thigh. Sampson removed one of the balls herself, but the other was buried too deep to be removed. Fortunately, her

wound healed and she survived. After the war, Deborah Sampson was recognized by John Hancock for having shown “an extraordinary instance of female heroism.”

---

Another woman, Mary Draper, also fed and clothed Continental soldiers as they marched through her hometown. But she even went so far as to melt down the pewter dishes she owned so that the metal could be used to make bullets.

Still other women became heroes by simply standing up for what they believed. Historians have recorded the story of Mum Bett, an enslaved woman from Massachusetts. It seems Mum Bett may have heard her patriot master reading the Massachusetts State Constitution aloud. Bett thought about the words in that document, “All men are born free and equal.” She figured the words meant that she herself had a right to be equal, and even free. She found a lawyer who was opposed to slavery and convinced him to take her case. To the surprise of many, she won the lawsuit. In 1781, the Supreme Court of Massachusetts ruled that Mum Bett could no longer be held as a slave. She celebrated her victory by taking a new name, Elizabeth Freeman. Her case was one of many factors that helped lead to the end of slavery in Massachusetts.



Elizabeth Freeman

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

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

**10.2**

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### Unsung Heroines

*Directions: Answer the following questions using complete sentences. Use evidence from the text to support your answer.*

1. What duties were women allowed to perform during the American Revolution?

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2. How did Abigail Adams play an important role during the American Revolution?

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3. How did Mum Bett become a heroine?

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## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### Language Choices

*Directions: Read the word and word phrases. Write “F” if you would use the word or word phrase in formal situations and “I” if you would use the word or phrase in informal situations.*

|                          |  |
|--------------------------|--|
| 1. Good morning, ma'am.  |  |
| 2. Hey!                  |  |
| 3. Give me a ring.       |  |
| 4. See ya!               |  |
| 5. Yo!                   |  |
| 6. May I please have...? |  |
| 7. Wassup?               |  |
| 8. Yes, please.          |  |
| 9. Good-bye.             |  |
| 10. How are you?         |  |



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

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

12.1

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### Linking Text

*Directions: Cut the sentence strips and linking words. Arrange them in order to create a paragraph about the Continental Congress.*

as a result

the colonists were upset with the British government

first

the Continental Congress began to function as a government

they set up a postal service

next

they agreed to put George Washington in charge

they issued paper money

they appointed generals and ambassadors

consequently

then

the Continental Army needed a leader







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

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

**13.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 7: AMERICAN REVOLUTION****Letter Home Planning Guide**

*You are a colonist during the time of the American Revolution. Write a letter to a family member describing what life was like during the time of the American Revolution.*

*Directions: Review the reading on Activity Pages 2.1, 3.1, 4.2, 6.1, 7.1, 8.2, 9.2, and 10.1. Choose at least five key facts or ideas you would like to discuss in your letter. Write the ideas in the chart below. Next, think about if you were a colonist, how you would have felt. Answers do not need to be written in complete sentences.*

|                     |  |
|---------------------|--|
| 1. Key Fact or Idea |  |
| 2. Key Fact or Idea |  |
| 3. Key Fact or Idea |  |
| 4. Key Fact or Idea |  |
| 5. Key Fact or Idea |  |



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



LANGUAGE STUDIO 7: AMERICAN REVOLUTION

Letter Home Draft

Dear \_\_\_\_\_,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sincerely,

\_\_\_\_\_



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

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

**16.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### Writing Checklist

|                                              |  |
|----------------------------------------------|--|
| I used formal language.                      |  |
| I used linking words to connect my thoughts. |  |
| I used present verb tense.                   |  |
| I wrote detailed sentences.                  |  |
| I used capital letters and punctuation.      |  |
| I wrote neatly.                              |  |



LANGUAGE STUDIO 7: AMERICAN REVOLUTION

Letter Home Final

Dear \_\_\_\_\_,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sincerely,

\_\_\_\_\_



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

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

**17.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 7: AMERICAN REVOLUTION

### Presentation Checklist

|                             |  |
|-----------------------------|--|
| I was prepared.             |  |
| I spoke slowly and clearly. |  |
| I spoke loudly enough.      |  |
| I used inflection.          |  |
| I made eye contact.         |  |

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## Credits

### Language Studio 7

Lesson 1 (fireworks): Paul Sutherland / National Geographic / SuperStock; (tea kettle): Teapot 'Stamp Act Repeal'd', Cockhill Pit Factory, 1766 (lead-glazed earthenware), English School, (18th century) / © Peabody Essex Museum, Salem, Massachusetts, USA / Bridgeman Images; (George on horse): Portrait of George Washington Taking The Salute At Trenton (oil on canvas), Faed, John (1820-1902) / Private Collection / Photo © Christie's Images / Bridgeman John (1820-1902) / Private Collection / Photo © Christie's Images / Bridgeman Images; Lesson 2 (Embossed stamp): 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; (Lion unicorn stamp): 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; (1/2 penny stamp): Pantheon / Pantheon / SuperStock; Lesson 3 (Advertisement): Everett Collection / Everett Collection / SuperStock; Lesson 4 (Lantern): age fotostock / age fotostock / SuperStock; Lesson 6 (George holding): Christie's Images Ltd. / Christie's Images Ltd. / SuperStock; Lesson 7 (fireworks): Paul Sutherland / National Geographic / SuperStock; Lesson 9 (Friedrich Wilhelm von Steuben): SuperStock / SuperStock; (Lord Cornwallis): SuperStock / SuperStock; (Taking of Yorktown): Iberfoto / Iberfoto / SuperStock; Lesson 10 (Abigail Adams): Abigail Adams (1744-1818), American First Lady, Wife of President John Adams, Mother of President John Quincy Adams, Portrait, Mather Brown, 1785 / J. T. Vintage / Bridgeman Images; (Elizabeth Freeman): Avi Katz

