

Grade 4

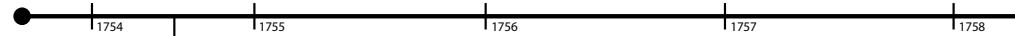
Unit 7

American Revolution

Answer Key

Timeline I

NAME: _____



1754

French and Indian War
begins



1759

Battle of Québec



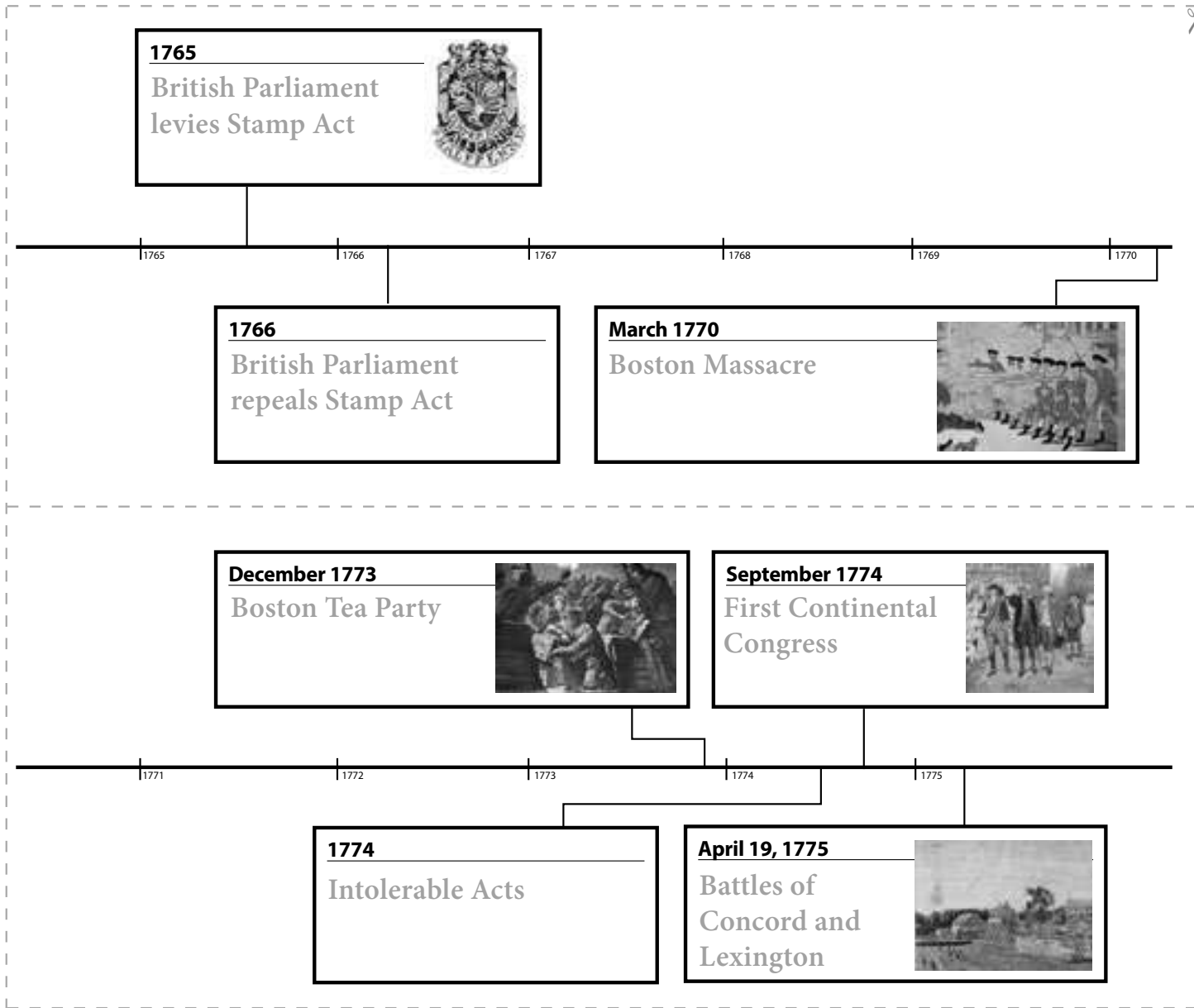
1763

French and Indian War
ends



1.3

ACTIVITY PAGE



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

1. The British government raised taxes because . . .
they had to repay debts after the French and Indian War and felt the colonists should pay their share in return for continued protection in the colonies.
2. The Stamp Act required the colonists to . . .
pay a tax when they purchased many paper products.
3. Many colonists were upset about the Stamp Act because . . .
they felt it was unfair to be taxed by a government in which they had no representation.

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.

Answers may vary, but should include appropriate use of commas for addresses.

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

Answers may vary, but should include appropriate use of commas for dates.

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

Answers may vary, but should include appropriate use of commas for words in a list.

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

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

Answers may vary, but should correctly use the word *important*.

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.

Answers may vary, but should include that people got mad at the tax collectors because they thought the taxes were unfair, and the tax collectors were the ones who had to enforce payment of them.

Page(s) 10

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

Answers may vary, but should include that they believed the tax on tea was just as unfair as the taxes on paper.

Page(s) 11

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.

Answers may vary, but should include that the British government sent soldiers to Boston to spy on the Sons of Liberty.

Page(s) 12

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

Answers may vary, but should include that the situation got worse because more angry people came out into the streets.

Page(s) 12

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

Answers may vary, but should include that soon a group of angry Bostonians surrounded the British soldiers.

Page(s) 12

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.

- 3 Parliament passed the Stamp Act, taxing colonists to raise money for Great Britain.
- 2 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.
- 5 The colonists protested the Stamp Act with meetings, pamphlets, and petitions to London.
- 4 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)
 - they fought each other in the French and Indian War (effect)
2. Great Britain needed money due to its enormous war debts.
 - Great Britain needed money (effect)
 - due to its enormous war debts (cause)
3. Parliament passed the Stamp Act because the British government felt the colonists should help pay for the war.
 - Parliament passed the Stamp Act (effect)
 - because the British government felt the colonists should help pay for the war (cause)

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)
 - they felt the Stamp Act was unfair (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)
 - so they protested the Stamp Act (effect)

Identify and circle the 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

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

Practice Root *port*

Write in the correct word to complete each sentence.

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

*Answers may vary, but should correctly use the word **transport**.*

2. *transportation*

*Answers may vary, but should correctly use the word **transportation**.*

Plan Body Paragraph 1

Use the word bank to complete the graphic organizer below.

British Parliament	Sons of Liberty	protesting colonists	British soldiers
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Events	Dates	People
Stamp Act repealed	March 1766	<u>British Parliament</u>
Boston Massacre	1770	<u>British soldiers</u> <u>protesting colonists</u>
Boston Tea Party	December 1773	<u>Sons of Liberty</u>

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

Writing prompt: The Boston Tea Party occurred in 1773, eight years after the Stamp Act of 1765, so the colonists had been living with unfair taxation for many years. Was it right for the Sons of Liberty to take such strong action by dumping the tea? Be sure to include both sides of the argument.

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

crowd	repeal	boycott	replace	eliminate
	tax collectors	protest	massacre	Parliament

Answers may vary, but should include the events and people from the graphic organizer, as well as some words from the word bank.

Timeline II

January 1776

Thomas Paine's
"Common Sense"



December 25, 1776

Crossing the
Delaware/Surprise
attack on Trenton



1776

June 1775

Battle of Bunker Hill



July 4, 1776

Congress adopts
Declaration of Independence



October 1777

British surrender at
Saratoga

February 1778

French alliance with
colonists

1777

1778

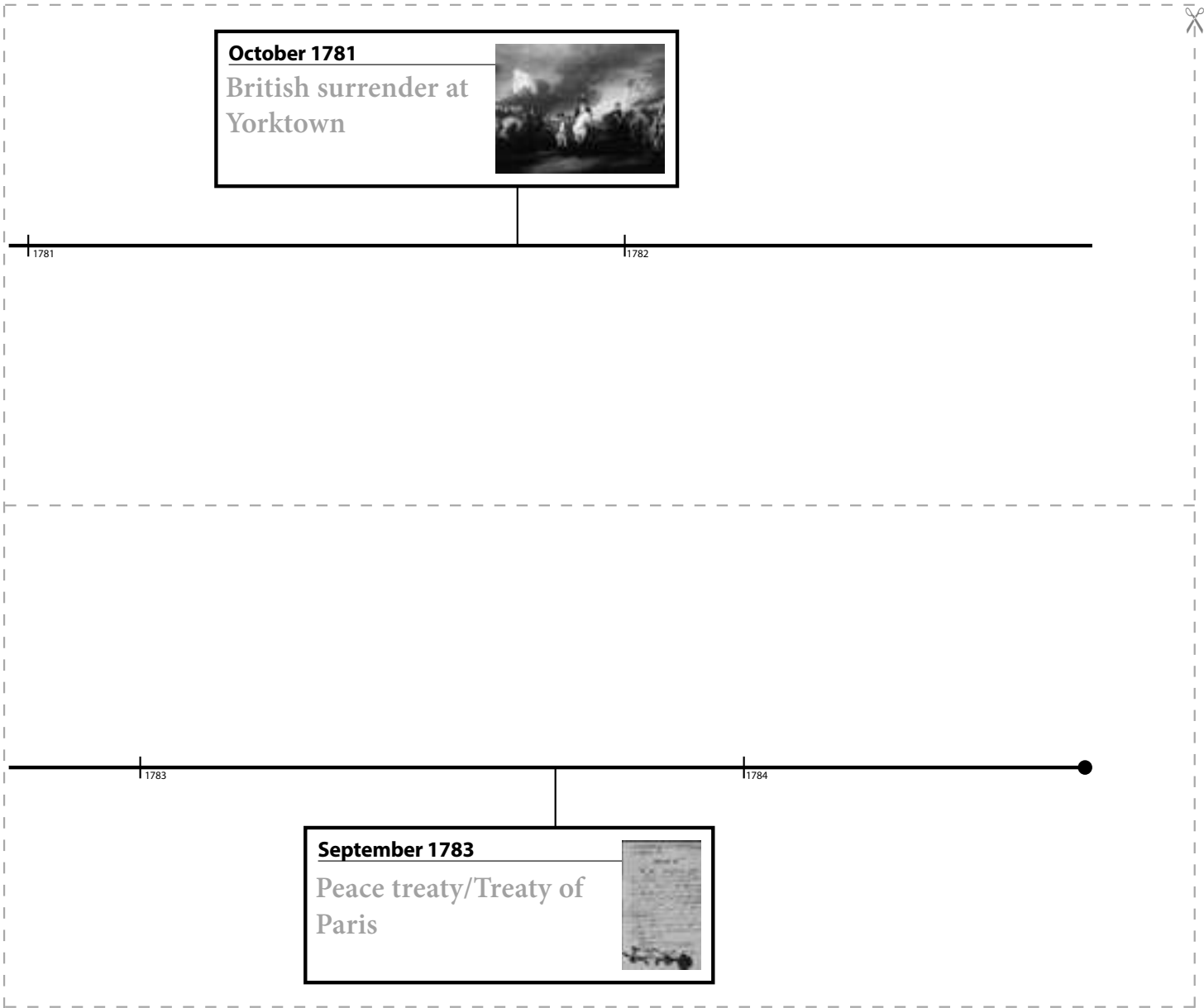
December 1777

Washington's troops
camp at Valley Forge



6.2

ACTIVITY PAGE



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 merchants travel
the child	dress	the child dresses
children	dress	the children dress
the student	study	the student studies
students	study	the students study
the poet	write	the poet writes
poets	write	the poets write
the baby	play	the baby plays
babies	play	the babies play
the cook	fry	the cook fries
cooks	fry	the 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. Answers may vary, but should include appropriate use of subject-action verb agreement statements from the chart.
2. Answers may vary, but should include appropriate use of subject-action verb agreement statements from the chart.
3. Answers may vary, but should include appropriate use of subject-action verb agreement statements from the chart.
4. Answers may vary, but should include appropriate use of subject-action verb agreement statements from the chart.
5. Answers may vary, but should include appropriate use of subject-action verb agreement statements from the chart.

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

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

Answers may vary, but should correctly use the word *polite*.

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

Answers may vary, but should correctly use a word with the prefix *im-* or *in-*.

Practice Spelling Words

surrender	declaration	valiant	incident	monarchy
representative	independence	victory	grievance	militia

List the spelling words in alphabetical order.

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

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?

Thomas Paine thought the colonies should separate from Great Britain and form a republic, or a government made up of elected representatives.

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

Answers may vary, but should include an understanding that it took a long time for the colonies to gain independence, and that it wasn't easy. Many people were torn between their desire for independence and their loyalty to Great Britain.

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 retreat to Boston.
2. Members of the Second Continental Congress appointed ambassadors as representatives to foreign countries.
3. William Prescott fortified Breed's Hill, making sure the militia had all the supplies they needed to defend themselves against the British army.
4. There were casualties on both sides at the Battle of Bunker Hill.
5. Without ammunition, the militia was unable to fire its cannons.
6. Thomas Jefferson was chosen to write the official declaration of independence.
7. The Declaration of Independence was approved by every colony except New York, which decided to abstain.

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

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	<u>King George</u> <u>British Parliament</u>
The First Continental Congress	Sept. 1774	<u>representatives from 12 of 13 colonies</u>
Virginia representatives debate response to Britain	March 1775	<u>representatives from Virginia</u> <u>Patrick Henry</u>

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

Answers may vary, but should include the events and people from the graphic organizer, as well as some words from the word bank.

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	<u>King George</u> <u>British Parliament</u>
Night riders travel west from Boston to warn colonists of British plans to confiscate weapons	April 18, 1775	<u>Paul Revere, William Dawes, Samuel Prescott</u>
Battles of Lexington and Concord and the beginning of the Revolutionary War	April 19, 1775	<u>British soldiers</u> <u>colonial militia</u>

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

Writing prompt: No one knows who fired the first shot at the battle in Lexington. If a stray shot had not been fired, do you think the Revolutionary War would have started? Explain what led to the first shots of the war.

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

quietly	belfry	stockpile	volley	Paul Revere
Lexington	militiamen	confiscate	Concord	

Answers may vary, but should include the events and people from the graphic organizer, as well as some words from the word bank.

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
they	prepare	they prepare
the cannonball	fly	the cannonball flies
it	fly	it flies
Thomas Jefferson	write	Thomas Jefferson writes
he	write	he writes
the newspapers	say	the newspapers say
they	say	they say
the ox	push	the ox pushes
he, she, it	push	he, she, it pushes
the queen	cry	the queen cries
she	cry	she cries
the representatives	debate	the representatives debate
they	debate	they debate
you (singular)	drink	you drink
you (plural)	travel	you travel
I	play	I play
we	listen	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. Answers may vary, but should correctly use pronoun-action verb agreement statements from the chart.
2. Answers may vary, but should correctly use pronoun-action verb agreement statements from the chart.
3. Answers may vary, but should correctly use pronoun-action verb agreement statements from the chart.
4. Answers may vary, but should correctly use pronoun-action verb agreement statements from the chart.
5. Answers may vary, but should correctly use pronoun-action verb agreement statements from the chart.

Practice Prefixes *im-* and *in-*

Write the correct word to complete each sentence.

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

For each word, write a sentence using the word.

1. *practical*

Answers may vary, but should correctly use the word *practical*.

2. *incomplete*

Answers may vary, but should correctly use the word *incomplete*.

3. *correct*

Answers may vary, but should correctly use the word *correct*.

4. *incapable*

Answers may vary, but should correctly use the word *incapable*.

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.

1. **Part A:** In this paragraph, what is the meaning of *model company*?

- ☒ A. a military company deserving to be copied by others
- B. a fashion company that employs people to model clothes
- C. a toy company that makes plastic parts to form model airplanes
- D. 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*?

- A. Von Steuben taught the Continental soldiers how to march and stand in formation.
 - B. He taught them how to advance on the battlefield.
 - C. He also taught them how to use the bayonets attached to their muskets.
 - ☒ D. Then, the members of this model company trained other companies.
2. 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.

Answers may vary, but should include an understanding that he trained one group of men, creating a model company. This model company trained other companies who, in turn, may have trained other companies, until all the soldiers were trained.

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 on page 51, 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?

more than two years (June 1778 to fall of 1781)

Page(s) 49

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?

between one and two months (August 1781 to September 1781)

Page(s) 50, 51

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

nearly two years (October 1781 to September 1783)

Page(s) 51, 54

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

- 2 The Continental Army left Valley Forge, reinforced with necessary supplies and military training.
- 5 The Treaty of Paris was signed and Great Britain recognized American independence.
- 3 The French joined the Continental Army at Yorktown, helping cut off supplies to the British and blocking British escape routes.
- 1 The Continental Army endured a hard winter at Valley Forge.
- 4 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.	
Singular	Subject	Agreement in the Present Tense
	I	am
	you	are
	he, she, it Write two singular nouns: 1. Answers may vary. 2. Answers may vary.	is
Plural	we	are
	you	are
	they Write two plural nouns: 1. Answers may vary. 2. Answers may vary.	are

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	French troops are
Lord Cornwallis	to be	Lord Cornwallis is
thousands of villagers	to be	thousands of villagers are
I	to be	I am
we	to be	we are
you	to be	you are

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

Example: George Washington is a clever general.

1. Answers may vary, but should correctly use subject-to be verb agreement statements from the chart.
2. Answers may vary, but should correctly use subject-to be verb agreement statements from the chart.
3. Answers may vary, but should correctly use subject-to be verb agreement statements from the chart.

Suffixes –able and –ible

Write the correct word to complete each sentence.

predictable	collectible	enjoyable
predict	edible	collect

1. Our daily routine is very predictable because we have the same schedule every day.
2. When my family goes to the beach we like to collect the prettiest shells we can find.
3. The baker made a(n) edible car to put on top of the boy's birthday cake.
4. I predict that our team will win the basketball game this weekend because we are better than the other team.
5. Write a sentence for each of the other words not used from the box.
 - A. *Answers may vary, but should correctly use the word **collectible**.*
 - B. *Answers may vary, but should correctly use the word **enjoyable**.*

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: comfortable

Meaning: able to feel relaxed or without pain

Sentence: *Answers may vary, but should correctly use the word **comfortable***

2. Root Word: *access*

Meaning: to enter or get into

New Word: accessible

Meaning: able to enter or get into

Sentence: *Answers may vary, but should correctly use the word **accessible***

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

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

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 defiant 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 heroes.
Women who are respected for their bravery are called heroines.
3. Deborah Sampson was only 21 years old when she decided to enlist in the army.
4. Many soldiers were wounded in skirmishes during the American Revolution.
5. The commander of each regiment 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 foiled, he joined the British army and received jeers from members of the Continental Army.
7. Benedict Arnold was initially regarded as a hero, but when he turned against his country to fight for the British, he became known as a traitor/villain.
8. Select a word from the word bank that you think best describes Benedict Arnold and insert it on the line: _____. Write a sentence explaining your choice.

Answers may vary, but should include a word from the word bank.

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.

Answers may vary, but should include at least two sentences.

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?

the atmosphere of the valley and the sway of some bewitching power

What mood does this simile convey about the setting?

Answers may vary, but should include words such as *spellbinding*, *haunting*, *magical*, or *enchanted*.

Write the page number where this simile is used.

Page(s) 64

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.

Answers may vary, but should include the fact that a man's hands would never hang a mile below his shirtsleeves. This hyperbole means Ichabod has very long hands.

Write the page number where this hyperbole is used.

Page(s) 64

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?

Ichabod's elbows are compared to a grasshopper's; Ichabod's arms when he rides are compared to a pair of wings.

How do these similes help describe Ichabod Crane?

Answers may vary, but should include that comparing Ichabod's elbows and arms to a grasshopper's hind legs and wings helps the reader visualize how Ichabod looks riding the horse.

Write the page number where these similes are

used. Page(s) 67

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?

shapes and shadows

Explain the personification in your own words.

Answers may vary, but should explain that the path seems more frightening because the shapes and shadows are described as having human characteristics (jumping).

Write the page number where this personification is used.

Page(s) 66

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.

Answers may vary, but may include yes, because of the mystical setting of the story, Ichabod's interest in witchcraft, ghostly sounds, Ichabod's travels after dusk in a dark wood, tales of a headless horseman, the encounter with this mysterious rider, and Ichabod's unexplained disappearance; the mood suggested by the illustrations and words used in the text (*bewitching, formidable, dread, fear, horror-struck, terror*); or no, because there isn't much action in 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.

Answers may vary, but may include Ichabod's desire to marry Katrina Van Tassel to gain wealth (greed); or ghosts, a headless horseman, imaginative thoughts in the darkness (real vs. imaginary).

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?

Answers may vary, but should include appropriate use of the modal verb and correct punctuation.

2. Can you climb a fire pole?

Answers may vary, but should include appropriate use of the modal verb and correct punctuation.

3. Who can speak another language?

Answers may vary, but should include appropriate use of the modal verb and correct punctuation.

4. Who can play an instrument?

Answers may vary, but should include appropriate use of the modal verb and correct punctuation.

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

Answers may vary, but should include appropriate use of the modal verb and correct punctuation.

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

Answers may vary, but should include appropriate use of the modal verb and correct punctuation.

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

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 edible because I like it that way.
2. The front entrance to the grocery store was not accessible 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 visible 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?

Answers may vary, but should include the word(s) *portable* and/or *comfortable*.

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

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

1. *Answers may vary, but should correctly use the word greasy, inflexible, intolerable, or loudly.*
2. *Answers may vary, but should correctly use the word greasy, inflexible, intolerable, or loudly.*

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 summarize the events included in the excerpt. Use your own words and include all the details that are important for understanding the passage.

Answers may vary, but should include that one day, Rip Van Winkle went into the forest to hunt for squirrels. He saw a stranger wearing old-fashioned clothes and carrying a keg. The two men climbed up a hill together, and soon heard loud noises, which turned out to be a group of odd-looking men playing ninepins. Rip and the stranger joined the group for a party. Eventually, Rip fell asleep.

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

peal

ninepins

breeches

melancholy

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

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 is a little valley known as Sleepy Hollow.
2. In "The Legend of Sleepy Hollow" there is a teacher by the name of Ichabod Crane.
3. He has huge ears, large green eyes, and fluttering clothes. You might mistake him for a scarecrow.
4. Ichabod lives in the houses of the farmers whose children he teaches. The children are excited when they find out he is living with them.
5. Ichabod can 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 might/will run into a headless horseman or a wandering spirit.
7. One day Ichabod does not show up at school. The pupils are worried. What might have happened to him?
8. Some people think that Ichabod might have been spirited away.
9. I can read, too. I am afraid to read scary stories because they might/will give me nightmares.
10. Can you read? Are you afraid to read scary stories?

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

1. *Answers may vary, but should correctly use one of the following modal auxiliaries: can, can't, could, couldn't, may, might, will, won't.*
2. *Answers may vary, but should correctly use one of the following modal auxiliaries: can, can't, could, couldn't, may, might, will, won't.*

Practice Suffixes –able and –ible

Write the correct word to complete each sentence.

collectible	edible	predict	eat
comfortable	comfort	predictable	collect

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

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

1. *Answers may vary, but should correctly use the word eat.*
2. *Answers may vary, but should correctly use the word comfortable.*

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?

The colonies did eventually join together and they were able to defeat the French.

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.	3
In addition to Pennsylvania, Franklin went on to represent Massachusetts, New Jersey, and Georgia.	4
Franklin left England and went home to support the patriots.	5
Parliament passed the Stamp Act. Franklin and the colonists were upset.	1
Franklin's cartoon was used to encourage the colonies to be united against the Stamp Act.	2

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.

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?

He was returning home to help the patriots fight for the colonies' independence from Great Britain.

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.

- 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?

They thought the first part was so eloquent and poetic sounding,
but the last part was a long list of complaints.

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?

No, Papa did not know his son saw the statue at Bowling Green Park being torn down.

Part B: How do you know?

He told his son about what happened because he assumed his son was at home, not at the park, and his son responded to the news in a surprised way.

Writing Prompt

How would the story “A Fictional Excerpt from a Boy’s Diary, written in New York City, New York—July 11, 1776” be different if it were told from the point of view of someone who supported the British? Share at least two specific parts of the story that would be different. Provide information from the story to explain and support your answer.

Answers may vary, but should clearly identify two examples from the text about how the story would change if written from the point of view of a British supporter. Examples are clearly supported by explanations from the text.

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	the child watches
6. my friends	to be	my friends are
7. I	to be	I am
8. my sister	cry	my sister cries

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 active.
- The doctor told me to first exhale and then inhale deeply so she could listen to my lungs.
- The library in town is close by and very convenient for our family to visit.

6. I was _____ **impatient** _____ for my friend to finish her homework so she could play with me.
7. It is considered _____ **impolite** _____ 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? Choose 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 twelve of the thirteen 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. 1 The first shots of the Revolutionary War were fired at Lexington, Massachusetts.
 - B. 4 Thomas Jefferson drafted a declaration of independence, stating reasons for breaking away from Great Britain.
 - C. 2 Paul Revere rode west from Boston, warning colonists that the British were planning to seize colonial weapons from Concord, Massachusetts.
 - D. 3 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? Choose 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 their country?

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

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 twelve of the thirteen 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 Breed's 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 thirteen colonies attended the Second Continental Congress. Which of the following did they decide to do? Choose 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.
- 2 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.
 - 3 Friedrich von Steuben joined Washington's troops at Valley Forge and trained a model company in the use of bayonets and muskets.
 - 1 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.

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.

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

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

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

3 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.

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.

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.

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.

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.
“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.
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.

Answers may vary, but should include appropriate use of commas, at least two examples (a date, a city and state, or items in a series), and correct capitalization and punctuation.

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	George Washington leads
I	to be	I am
the Continental Congress	pass	the Continental Congress passes
you	to be	you are
Phillis Wheatley	write	Phillis Wheatley writes
the colonists	boycott	the colonists boycott
they	to be	they are
the representative	try	the representative tries
it	crush	it crushes

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

Answers may vary, but should correctly use a subject-verb agreement statement from the chart, the correct type of noun should be circled, and the verb should be underlined.

3. noun or pronoun

Answers may vary, but should correctly use a subject-verb agreement statement from the chart, the correct type of noun should be circled, and the verb should be underlined.

4. noun or pronoun

Answers may vary, but should correctly use a subject-verb agreement statement from the chart, the correct type of noun should be circled, and the verb should be underlined.

5. noun or pronoun

Answers may vary, but should correctly use a subject-verb agreement statement from the chart, the correct type of noun should be circled, and the verb should be underlined.

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

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

10. The fireworks might be canceled tonight due to bad weather, but we are not sure yet.

Complete the following sentence.

11. I am interested in finding out more about

Answers may vary.

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

1. *Answers may vary, but should correctly use one of the following modal auxiliaries: can, can't, could, couldn't, may, might, will, won't.*

2. *Answers may vary, but should correctly use one of the following modal auxiliaries: can, can't, could, couldn't, may, might, will, won't.*

Practice Root *port*

Write the correct word to complete each sentence.

transport	report	portfolio	transportation
export	portable	support	import

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

For each word, write a sentence using the word.

1. *transportation*

*Answers may vary, but should correctly use the word **transportation**.*

2. *portable*

*Answers may vary, but should correctly use the word **portable**.*

3. *portfolio*

Answers may vary, but should correctly use the word *portfolio*.

4. *important*

Answers may vary, but should correctly use the word *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 imperfect 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 inconvenient for her to leave work. (*convenient*)
3. When I was sick, my legs felt weak because I was inactive for so long. (*active*)
4. My grandmother told me that it is impolite to talk with your mouth full. (*polite*)
5. The puzzle is missing several pieces, so it is impossible to complete it. (*possible*)
6. I did not finish my homework, so I told my teacher that it is incomplete. (*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*

Answers may vary, but should correctly use the word *incapable*.

2. *correct*

Answers may vary, but should correctly use the word *incorrect*.

3. *patient*

Answers may vary, but should correctly use the word *impatient*.

Suffixes –able and –ible

Write the correct word to complete each sentence.

predictable	collectible	accessible
edible	comfortable	predict
comfort	portable	visible

1. I predict that we will have pizza for lunch on Friday because that is what we have every Friday.
2. The cart has wheels so it is portable and can be moved from room to room.
3. The library has an elevator so the second floor is accessible for people in wheelchairs.
4. The rare coins are collectible because they are very valuable.
5. The chairs in the theater are comfortable because they are soft and they recline.

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

1. Answers may vary, but should correctly use the word *predictable*, *comfort*, *visible*, or *edible*.
2. Answers may vary, but should correctly use the word *predictable*, *comfort*, *visible*, or *edible*.

3. Answers may vary, but should correctly use the word *predictable*, *comfort*, *visible*, or *edible*.
4. Answers may vary, but should correctly use the word *predictable*, *comfort*, *visible*, or *edible*.

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.	enslaved African
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.	member of Church of England living in the colonies
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.	Mohican warrior
I protest the Stamp Act and hope we will defeat the British!	Bostonian opposed to new taxes
I fought for the British because I believed they would help keep the colonists from moving west.	Cunne-Shote

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