



Unit 7 American Revolution: The Road to Independence

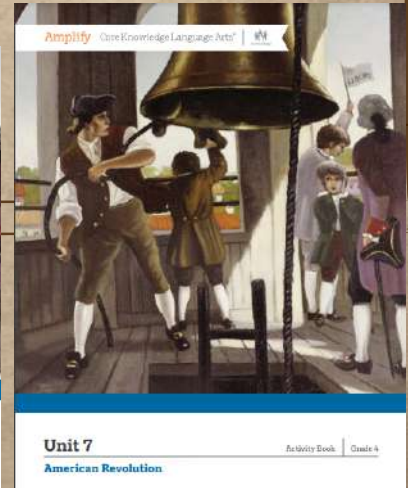
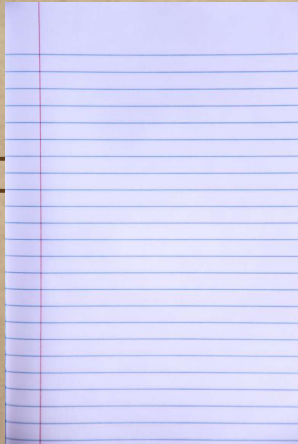
Lesson 10:

The French Intervention



MATERIALS NEEDED

- *The Road to Independence* Reader
- Unit 7 Activity Book
- Teacher Guide page 193 for the spelling assessment
- Notebook
- Optional- print sentence frames on slide 17





TODay'S FOCUS

Spelling: I can correctly spell targeted words related to lesson content.

[L.4.2, L.4.6]

Writing: I can use paragraph-writing skills to draft an essay describing the causes and effects leading to the American Revolution.

[RI.4.9, W.4.2]





TODAY'S FOCUS

Reading: I can make inferences from the text to understand why the French army joined forces with the Continental Army and how this affected the outcome of the American Revolutionary War.

[RI.4.1]



Spelling: I can correctly spell targeted words related to lesson content.

Spelling Assessment (15 min.)

Turn to Activity Page 10.1 for the spelling assessment. I will say each word, use it in a sentence, and then repeat the word.

At the end, I will review the list once more. Remember to pronounce and spell each word syllable by syllable.

After reviewing all the words, you will write a sentence as I dictate.

Check for appropriate capitalization and punctuation.

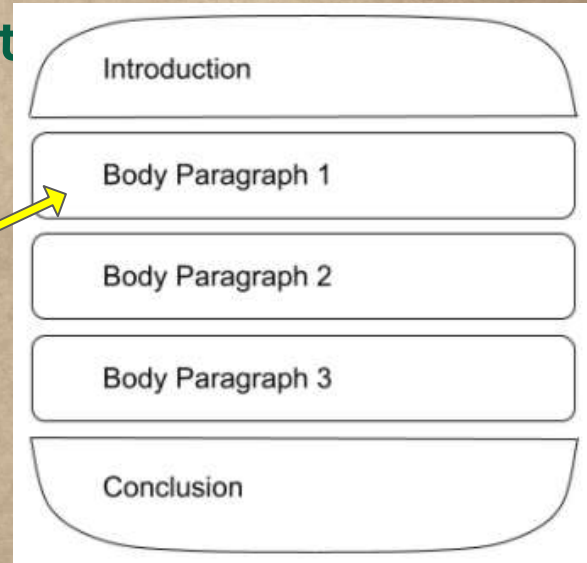
NAME: _____	10.1	ASSESSMENT
DATE: _____		
Spelling Assessment		
<i>Write the spelling words as your teacher calls them out.</i>		
1. _____		

Writing: I can use paragraph-writing skills to draft an essay describing the causes and effects leading to the American Revolution.

Review Cause and Effect Essay (5 min.)

Remember you have already drafted an introductory paragraph for your cause and effect essay. You have also completed graphic organizers and responded to prompts to plan for writing three body paragraphs.

Today you will draft Body Paragraph 1 using your planning from Activity Page 5.3.



Before we begin, turn to Activity Page SR.2.

I will call on a student to read the “Exemplary” column of the “Body” section for paragraph 1 on the rubric.

This is the goal of your first body paragraph.

You will reach the goal of exemplary status if you follow what I model today.

NAME: _____

DATE: _____

SR.2

RESOURCE

Cause and Effect Essay Rubric

	Exemplary	Strong	Developing	Beginning
Introduction	Opening paragraph clearly states the main idea of the essay—the causes and effects leading up to the American Revolution	Opening paragraph states the main idea of the essay somewhat clearly—the causes and effects leading up to the American Revolution	Opening paragraph states the main idea of the essay, but not clearly—the causes and effects leading up to the American Revolution	Opening paragraph does not state the main idea of the essay
Body	<div>Paragraph 1</div> <div>All of the following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party</div>	<div>Paragraph 1</div> <div>Two of the three following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party</div>	<div>Paragraph 1</div> <div>One of the three following causes and effects are included: repeal of the Stamp Act, Boston Massacre, Boston Tea Party</div>	<div>Paragraph 1</div> <div>No appropriate causes or effects are included</div>

Model Writing a Body Paragraph (15

min.)

I will model how to draft a body paragraph. First I will reread my planning pages.

Turn to Activity Page 5.3 and examine your response as I

m

Plan Body Paragraph 1

Use the word bank to complete the graphic organizer below.

British Parliament Sons of Liberty protesting colonists British soldiers

Events	Dates	People
Stamp Act repealed	March 1766	<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.

Yes, I believe it was right for the Sons of Liberty to take such strong action by dumping the tea. The text explains that the colonists had been living with unfair taxation for many years. The British Parliament did repeal the Stamp Act, but they replaced it with new taxes on the colonists. The Sons of Liberty had to do something to show how upset they were, so they had no choice but to do something drastic. This shows they were right to dump the tea into Boston Harbor.

Next I will draft my first body paragraph based on my planning pages.

By 1773, the colonists had been living with unfair taxation for many years. The Stamp Act had been repealed, but the British government imposed new taxes on the colonists. When the British imposed a tax on tea, the colonists boycotted, refusing to buy British tea. Led by the Sons of Liberty, a group of patriots protested and tossed tea into Boston Harbor.

Now I will check to see whether I have included the necessary information found in the rubric

Body	<p><u>Paragraph 1</u></p> <p>All of the following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party</p>
------	--

Have I included the repeal of the Stamp Act? (tap to reveal) **Yes**

Check your planning on 5.3. If you did not include the repeal of the Stamp Act, circle it on the rubric as a reminder you need to do so.

By 1773, the colonists had been living with unfair taxation for many years.

The Stamp Act had been repealed, but the British government imposed new taxes on the colonists.

When the British imposed a tax on tea, the colonists boycotted, refusing to buy British tea. Led by the Sons of Liberty, a group of patriots protested and tossed tea into Boston Harbor.



Body	<u>Paragraph 1</u> All of the following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party
-------------	--

Have I included the Boston Massacre?
(tap to reveal)

No. I need to add
this now.

By 1773, the colonists had been living with unfair taxation for many years. The Stamp Act had been repealed, but the British government imposed new taxes on the colonists. When the British imposed a tax on tea, the colonists boycotted, refusing to buy British tea. Led by the Sons of Liberty, a group of patriots protested and tossed tea into Boston Harbor.



By 1773, the colonists had been living with unfair taxation for many years. The Stamp Act had been repealed, but the British government imposed new taxes on the colonists. Angry crowds gathered in the streets of Boston, and the British soldiers opened fire, killing five patriots. This incident became known as the Boston Massacre. When the British imposed a tax on tea, the colonists boycotted, refusing to buy British tea. Led by the Sons of Liberty, a group of patriots protested and tossed tea into Boston Harbor.

Now have I included the Boston Massacre? (tap to reveal) **yes**

Check your planning on 5.3. If you did not include the Boston Massacre, circle it on the rubric as a reminder you need to do so.



By 1773, the colonists had been living with unfair taxation for many years. The Stamp Act had been repealed, but the British government imposed new taxes on the colonists. Angry crowds gathered in the streets of Boston, and the British soldiers opened fire, killing five patriots. This incident became known as the Boston Massacre. When the British imposed a tax on tea, the colonists boycotted, refusing to buy British tea. Led by the Sons of Liberty, a group of patriots protested and tossed tea into Boston Harbor.

Body

Paragraph 1

All of the following causes and effects are included and listed in sequential order:
repeal of the Stamp Act, Boston Massacre, Boston Tea Party

Have I included the Boston Tea Party? (tap to reveal) **Yes**

Check your planning on 5.3. If you did not include the Boston Tea Party, circle it on the rubric as a reminder you need to do so.



crowd

repeal

boycott

replace

eliminate

tax collectors

protest

massacre

Parliament

Now I am going to check for vocabulary from the word bank on Activity Page 5.3. It is not essential to use every word, but you should use at least five or six. How many words can you identify in my draft? (tap to reveal)

Underline words from the word bank in your response and make a note if you need to add more.

By 1773, the colonists had been living with unfair taxation for many years. The Stamp Act had been repealed, but the British government imposed new taxes on the colonists. Angry crowds gathered in the streets of Boston, and the British soldiers opened fire, killing five patriots. This incident became known as the Boston Massacre. When the British imposed a tax on tea, the colonists boycotted, refusing to buy British tea. Led by the Sons of Liberty, a group of patriots protested and tossed tea into Boston Harbor.

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

Lastly, I will add transition words to help the reader identify the relationship between causes and effects.

How many transition words or phrases can you identify?

By 1773, the colonists had been living with unfair taxation for many years. The Stamp Act had been repealed, but the British government imposed new taxes on the colonists.

Consequently, angry crowds gathered in the streets of Boston. As a result, the British soldiers opened fire, killing five patriots. This incident became known as the Boston Massacre. When the British imposed a tax on tea, the colonists boycotted, refusing to buy British tea. Led by the Sons of Liberty, a group of patriots protested and tossed tea into Boston Harbor.

Draft (15 min.)

You will use Activity Page 5.3 to draft your first body paragraph, following my model of checking the rubric for content, checking the word bank for vocabulary words (5 or 6), and adding transition words and phrases. (sentence frames on next slide if needed)



Body	<u>Paragraph 1</u> All of the following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party
------	--

crowd	repeal	boycott	replace	eliminate
tax collectors	protest	massacre	Parliament	

TRANSITION WORDS POSTER	
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

Sentence Frames- Body Paragraph 1

The _____ had been living with unfair _____ for many _____.

The _____ was repealed but was _____ with taxes on other items, such as _____.

Angry _____ surrounded _____ collectors which led to 5 colonists being _____ by British soldiers. This event is known as the _____ Massacre.

The _____ protested the unfair taxes by dumping _____ into the _____ in an event known as _____.

Finish drafting the first body paragraph for homework if you did not finish in class.



Reading: I can make inferences from the text to understand why the French army joined forces with the Continental Army and how this affected the outcome of the American Revolutionary War.

Introduce Chapter 6 (10 min.)

We will read Chapter 6 “From Valley Forge to Yorktown.”

Turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

Can someone read the title aloud?



The first vocabulary word you will encounter is *impressed* on page 48. Each vocabulary word **bolded** the first time it appears in the chapter.

Find the word **impress** in the glossary and then I will call on a student to read the definition.

impress,

Turn to Activity Page
10.2 and follow along
as I read each
vocabulary word and
its meaning.

NAME: _____

10.2

ACTIVITY PAGE

DATE: _____

Vocabulary for “From Valley Forge to Yorktown”

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

I will call on a student to read The Big Question at the beginning of the chapter.

Chapter 6

From Valley Forge to Yorktown

THE BIG QUESTION

What European country joined the Continental Army to fight the British, and how did their help influence the outcome of the war?

We will read about the Continental Army's struggles at Valley Forge and how they survived for the winter of 1777-1778.

Read “From Valley Forge to Yorktown” (20 min.)

Chapter 6

From Valley Forge to Yorktown

THE BIG QUESTION
What European country joined the Continental Army to fight the British, and how did their help influence the outcome of the war?

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.

Read pages 48 and 49 silently.

What European country joined the Continental Army to fight the British and why?

France joined the Continental Army.

How do you think the colonists felt about French involvement in the war and why?

Why was the time the Continental Army spent in Valley Forge significant?

Von Steuben trained the Continental Army to be more professional

Can I have a volunteer read the heading on page 50 aloud?

What does the heading suggest will happen next?

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.



Read pages 50 and 51 silently.

Why was it important for Washington to trick the British into thinking he planned to attack New York?

If the British army knew Washington's plan, they could potentially

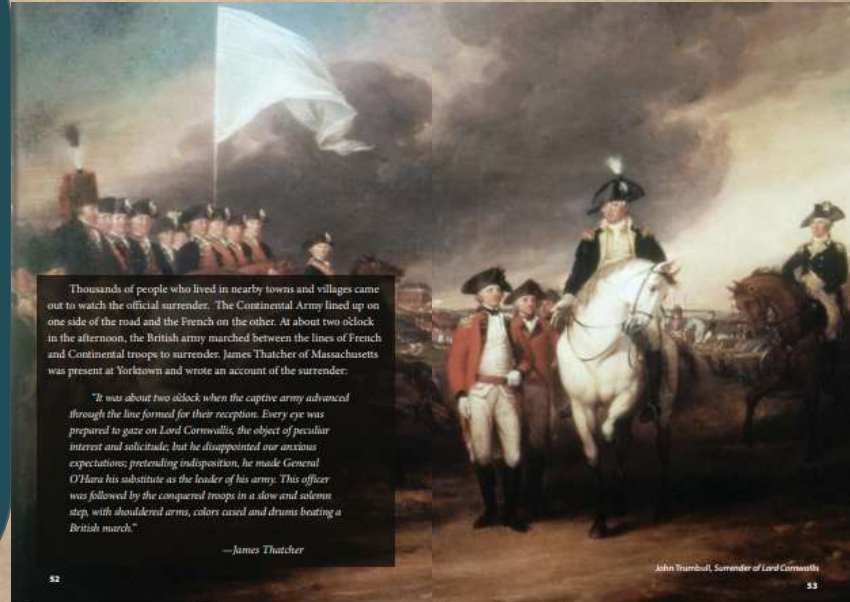
prepared.

In what way was the French fleet important to Washington's plan?

Look at the image on pages 52 and 53.

What do you think is happening in this image? Find specific details in the image or in the text to support your answer.

At the



Follow along as I read page 52 aloud.

What surprise does James Thatcher reveal in his account of the surrender at Yorktown?

Read pages 54 and 55 silently.

The text says that the British troops were directed to ground their arms. Find a sentence in the text that helps explain the meaning of the phrase *ground their arms*.

"The British troops were directed to ground their arms."

Did the surrender of British troops at Yorktown end the war? Find evidence in the text to support your answer.

Find examples in the text box about the Marquis de Lafayette that suggest he was a wealthy man.

He agreed to serve the army without pay, and he purchased his

Discuss the Chapter and Wrap-Up (5 min.)

What European country joined the Continental Army to fight the British, and how did their help influence the outcome of the war?



Check for Understanding

Work cooperatively in pairs or groups of three or four to create a quick T-chart listing the benefits of the French joining forces with the colonists. One side should describe the benefits to the French; the other side the benefits to the colonists.

benefits to the French	benefits to the colonists

Turn to Activity Page 6.2. The questions will guide us to add events to our timelines.

What event signaled that the Continental Army had won the war?

October 1781



What European country entered the war to help the Continental Army?

February 1778



What official document declared that the colonists had won their independence?

September 1783



Take home Activity Page 10.3 to complete for homework.



NAME: _____

10.3

TAKE-HOME

DATE: _____

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.

Word Work: *Impress* (5 min.)

In the chapter you read, “George Washington was equally impressed and asked von Steuben to train his soldiers.”

Say the word *impress* with me: impress

Impress means to amaze or to cause others to feel admiration or interest as in:

I impressed my mom when I won the spelling bee.

What are some examples of things that impress you?

What part of speech is the word *impress*?

verb

Think about what the word *impress* means. List some antonyms, or words that have the opposite meaning, of *impress*.

Disa

Underw

Dishe

Work in pairs to create a sentence for each of the antonyms of *impress*.

Take-Home Material

Take home Activity Page 10.3 to complete for homework.

Finish drafting the first body paragraph for homework if you did not finish in class.

NAME: _____ 10.3 TAKE-HOME
DATE: _____

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.

Core Knowledge Language Arts | Grade 4 Activity Page | Unit 7 99





GREAT WORK TODAY!

Spelling: I can correctly spell targeted words related to lesson content.

[L.4.2, L.4.6]

Writing: I can use paragraph-writing skills to draft an essay describing the causes and effects leading to the American Revolution.

[RI.4.9, W.4.2]





GREAT WORK TODAY!

Reading: I can make inferences from the text to understand why the French army joined forces with the Continental Army and how this affected the outcome of the American Revolutionary War.

[RI.4.1]

