



# Unit 7 American Revolution: The Road to Independence

---

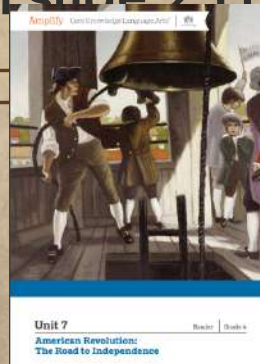
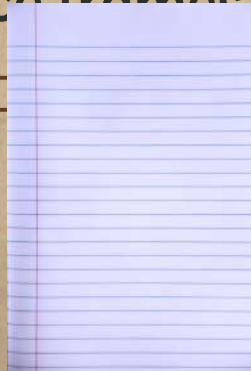
## Lesson 12:

## A Country of Idealists



# MATERIALS NEEDED

- *The Road to Independence* Reader
- Unit 7 Activity Book
- Establish small groups
- Notebook
- Collect Activity Pages 11.2, 11.3, and 11.5 to review and grade
- Optional- print sentence frames on slide 25 and







## TODAY'S FOCUS

K-We will **KNOW** how to make inferences.

U- We will **UNDERSTAND** how to make inferences from lesson text to evaluate the acts of lesser known individuals.

B- We **BE ABLE TO** make inferences from lesson text about the different ways individuals proved to be heroes of the American Revolution using an exit ticket.



Reading: I can make inferences from the text to evaluate the acts of lesser-known individuals involved in the American Revolution.

Introduce Chapter 7 (5 min.)

I will read aloud Chapter 7, “Heroes and Villains.”

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



The first vocabulary word you will encounter is *hero* on page 56. Each vocabulary word is [REDACTED] the first time it appears in the chapter.

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

hero, [REDACTED]  
(heroes, heroism) (56)



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

### Vocabulary for “Heroes and Villains”

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

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

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



We will read

the colonies during their war for independence.

supported



# Read-Aloud “Heroes and Villains” (20 min.)

## Chapter 7

# Heroes and Villains

### THE BIG QUESTION

In what different ways did individuals prove to be heroes of the American Revolution?

Every war has its **heroes** and **villains**. The Revolutionary War was no exception. As the war progressed, a sense of patriotism grew. Many colonists were determined to stand up and fight for their country.

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.

Could I have a volunteer read the chapter title aloud?

A hero is a person who is greatly respected for bravery or good qualities. A villain is the opposite of a hero, usually someone whose behavior is not respectable. The same person may be considered a hero by some and a villain by others, depending upon their perspective, or point of view. During the American Revolution, the colonists and the British may have differed in their opinions about who was a hero and who was a villain.





Follow along as I read page 56 aloud.

What evidence does the text give that George Washington was one of the greatest heroes on the American side of the American Revolution?

He was commander of the Continental Army throughout the



Can I have a volunteer read the heading on page 58 aloud?

### Helping Hands

There were also many heroes from other countries who came to support the colonists and help them gain



Raise your hand if you have heard the expression, “lend a helping hand”?

It means providing assistance to someone.

Follow along as I read page 58 aloud.

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



Look at the image on page 59.

How does this image support the text?

Answers may vary, but may include



Follow along as I read the heading and first paragraph on page 60.  
What sentence in the first paragraph provides a clue to the meaning of the phrase unsung hero? (tap to reveal)


### Unsung Heroes

Saul Matthews, an African **enlisted** in the Continental Army, served as a soldier in Virginia. His name may be less recognizable today than some of the others, but he became a hero in his own right. Matthews was a successful spy and provided key information about British troop positions. Colonel Josiah Parker commissioned Matthews to go on spying missions in British military camps.



Follow along as I read the remainder of page 60 aloud.

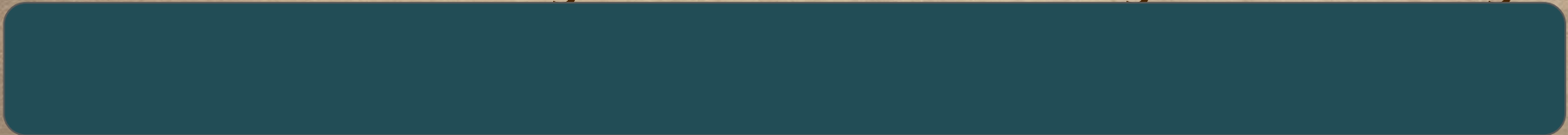
What do the three men introduced on this page have in common?



Follow along as I read page 61 aloud.

How does the text on this page suggest what the meaning of the word heroine is?

The text describes great or brave actions by women during the



Follow along as I read page 62 aloud.

Find evidence in the text to support the claim that Mum Bett was a heroine of the American Revolution.

“Still others became heroes by simply standing up for what





Follow along as I read page 63 aloud.  
Find evidence in the text to support the claim that Benedict Arnold was a hero in the American Revolution.

Tap to reveal

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.

### From Hero to Villain

Benedict Arnold was a hero—at first. Later, he became more of a villain. He was one of the top Continental Army generals at the Battle of Saratoga and was praised after the victory there. However, Arnold opposed joining forces with the French in 1778. He believed the colonists had traded one enemy for another.

Find evidence in the text to support the claim that Benedict Arnold was a villain in the American Revolution.

Tap to reveal

## Discuss the Chapter (10 min.)

**In what different ways did individuals prove to be heroes of the Revolution? Cite examples from the text to support your answer.**

Some served as members of the army: Casimir Pulaski (p. 57); Baron von Steuben, Lafayette, John Paul Jones (p. 58); Peter B. Porter (p. 60); Deborah Sampson (a.k.a. Robert Shurtlief) (p. 61); Benedict Arnold (p. 63)

Some served as spies: Nathan Hale (p. 58); Saul Matthews, James Lafayette (p. 60)

Some supported troops by feeding, clothing, and housing the Continental Army: Mary Ball Washington, Abigail Adams (p. 61); Mercy Otis Warren (p. 62)

Others stood up for beliefs: Abigail Adams (rights for women) (p. 61); Mumukshu Bhakti (freedom of slaves) (p. 62)



## Check for Understanding: Circle of Writers

Students cooperate in small groups to answer the question, What were some beliefs that motivated people to support the Revolution?

Fold a sheet of paper into four boxes labeled Colonial Leaders, Colonists, Slaves, and Native Americans. Think about how their perspectives and values might have been the same or different.

Colonial Leaders	Colonists
Slaves	Native Americans



Turn to Activity Page 12.2. I will review the directions and you will complete it for homework.



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

**12.2**

TAKE-HOME

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

### Heroes and Villains

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

defiant

enlist

foil(ed)

hero(es)

heroine(s)

jeer(s)

skirmish(es)

traitor(s)

villain(s)

regiment

1. John Paul Jones's \_\_\_\_\_ reply to a British sailor was, "Surrender? I haven't yet begun to fight!"
2. People who are respected for their bravery are known as \_\_\_\_\_.  
Women who are respected for their bravery are called \_\_\_\_\_.

## Word Work: **Defiant** (5 min.)

In the chapter you read, “The story of the victory- along with Jones’s defiant reply- was printed in newspapers and John Paul Jones became a hero.”

Say the word *defiant* with me: defiant

*Defiant* means “refusing to obey,” as in:

My little brother was defiant when he dove into the swimming pool right after my mom asked him not to go back into the water.

What are some examples of someone being *defiant*? 

What part of speech is the word *defiant*?

adjective

I am going to read several sentences. If the person described in the sentence is defiant, say “S/he’s defiant.” If the person described is not defiant, say “S/he’s not defiant.”

Caroline ate two more cookies after her dad told her to put the box of cookies away. **She’s defiant.**

James sat quietly waiting for the show to begin, just as his teacher had instructed. **He’s not defiant.**



The puppy continued to jump on the furniture despite repeated attempts to teach him not to [REDACTED].

Figaro shouted at the top of his lungs, "I refuse to go to bed no matter what you say!" ~~He's defiant.~~ [REDACTED]

Carmen leaned back in the dental chair and opened her mouth so that the dentist could examine her teeth. **She's not defiant.** [REDACTED]



## TODAY'S FOCUS

K-We will **KNOW** how to use expository writing skills and a rubric.

U- We will **UNDERSTAND** how to develop paragraphs using expository writing skills and a rubric.

B- We **BE ABLE TO** use expository writing skills and a rubric to develop a paragraph describing attitude toward the Intolerable Acts and the significance of the first shots fired in Lexington.



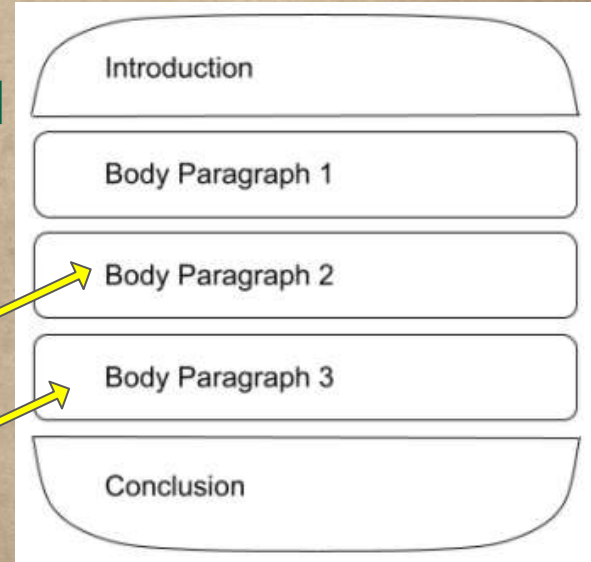
Writing: I can use expository writing skills and a rubric to develop paragraphs describing attitudes toward the Intolerable Acts and the significance of the first shot fired in Lexington.

## Review Cause and Effect Essay (5 min.)

Remember in the last writing lesson you drafted the first body paragraph for your cause and effect essay.

Turn to the sections on Activity Pages 7.3 and 8.3 where you responded to writing prompts.

Today you will draft Body Paragraph 2 and 3 using your planning pages from the Activity Book.





Remember you will reach the goal of exemplary status if you follow my model of checking the rubric for content, checking the word bank for vocabulary words (5 or 6), and adding transition words and phrases.

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 Body Paragraphs 2 and 3 (40 min.)

Use Activity Pages 7.3 and 8.3 and resources to draft body paragraphs 2 and 3.  
(sentence frames on next slides if needed)

## Paragraph 2

All of the following causes and effects are included and listed in sequential order:  
Intolerable Acts, First Continental Congress, Patrick Henry's speech

## Paragraph 3

All of the following causes and effects are included and listed in sequential order:  
more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord

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

### Cause Transition Words

because

due to

one cause is, another is

since

for

first, second

### Effect Transition Words

consequently

as a result

thus

resulted in

one reason is, another is

so

quietly	belfry	stockpile	volley	Paul Revere
Lexington	militiamen	confiscate	Concord	

40:00

## Sentence Frames- Body Paragraph 2

The \_\_\_\_\_ reaction to the Boston \_\_\_\_\_ Party united all the \_\_\_\_\_ in anger.

The \_\_\_\_\_ parliament enacted a series of punishments on Boston known as The \_\_\_\_\_.

The \_\_\_\_\_ \_\_\_\_\_ met to discuss their \_\_\_\_\_ to the Intolerable Acts.

The speech by \_\_\_\_\_ inspired Virginia representatives to stand up against \_\_\_\_\_.



## Sentence Frames- Body Paragraph 3

After these events, \_\_\_\_ was now unavoidable.

\_\_\_\_\_ sent more soldiers to the \_\_\_\_\_.

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ made a daring ride to warn the \_\_\_\_\_ that the \_\_\_\_\_ were coming.

The “shot heard \_\_\_\_\_ the \_\_\_\_\_” and the Battles of \_\_\_\_\_ and \_\_\_\_\_ officially started the \_\_\_\_\_.

## Wrap-Up (5 min.)

**I will collect your finished body paragraphs to review and monitor your progress.**

**I will be checking for the following:**

- ❖ **You have correctly sequenced the causes and effects from the rubric in all body paragraphs.**
- ❖ **You have included important vocabulary to support the information in your paragraph.**

# Take-Home Material

## Take home Activity Page 12.2 to complete for homework.



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

**12.2**

TAKE-HOME

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

### Heroes and Villains

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

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

1. John Paul Jones's \_\_\_\_\_ reply to a British sailor was, "Surrender? I haven't yet begun to fight!"
2. People who are respected for their bravery are known as \_\_\_\_\_.  
Women who are respected for their bravery are called \_\_\_\_\_.