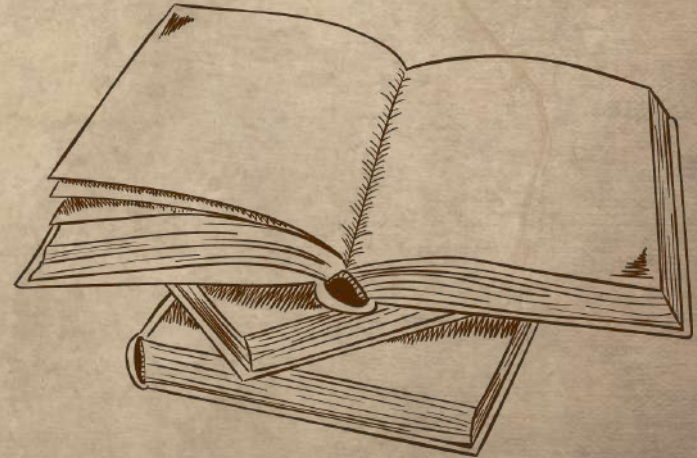




Unit 7 American Revolution: The Road to Independence

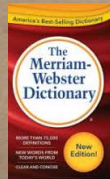
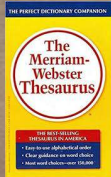
Lesson 6:

Declaring Independence



MATERIALS NEEDED

- *The Road to Independence* Reader
- Unit 7 Activity Book
- Sharpened pencil



Prefixes	
A prefix is a syllable or syllables placed at the beginning of a root word to change the word's meaning.	

Noun Subject	Action Verb	Agreement
the king	rule	
the king and queen	rule	
the soldier	march	
the soldiers	march	
the colonist	try	
the colonists	try	

Subject	Agreement in the Present Tense	Example
Singular	verbs ending in 's', 'sh', 'ch', 'x', and 'z', add -es	The government <u>passes</u> laws.
	verbs ending with 'y', change 'y' to 'i' and add -es	Paul Revere <u>spoke</u> on the British soldiers.
	add -s	The farmer <u>plows</u> his field.
Plural	verb does not change	The colonists <u>fight</u> for their independence.



Unit 7
American Revolution:
The Road to Independence



Unit 7
American Revolution

Activity Book | Reader



TODAY'S FOCUS

K- We will **KNOW** the big decision colonists made as a result of shots fired in Massachusetts and speeches delivered in Pennsylvania

U- We will **UNDERSTAND** why some colonists were undecided about going to war with Britain

B- We **BE ABLE TO** use evidence from "Shots and Speeches" to explain the process by which the colonists declared independence from Great Britain and the reasons they presented to justify their decision using a Think-Pair-Share



Introduce Chapter 4 (5 min.)

We will read Chapter 4, “Shots and Speeches.”

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

Can I have a volunteer read the title aloud?

Chapter 4

Shots and Speeches

THE BIG QUESTION

What big decision did the colonists make as a result of shots fired in Massachusetts and speeches delivered in Pennsylvania?

Turn to Activity Page 6.1

The first vocabulary word you will encounter is *retreated* on page 30. Each vocabulary word is bolded the first time it appears in the chapter. Find the word **retreated** in the glossary.

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

Can I have a volunteer read The Big Question that is at the beginning of the chapter?

Chapter 4

Shots and Speeches

THE BIG QUESTION

What big decision did the colonists make as a result of shots fired in Massachusetts and speeches delivered in Pennsylvania?

We will read
battles c

hile

Read “Shots and Speeches” (20 min.)

Read pages 30-32 silently.



Why were the British generals worried when the colonial militia set up a series of cannons overlooking Boston Harbor?

» They thought the militia might be able to fire on the British ships


Was William Prescott, commander of the militia, right to be worried when the British launched an attack against them? Support your answer with evidence from the text.

Do you think the Battle of Bunker Hill was a victory or a defeat for the British troops?

Read page 33 silently.


Why were the members of the Second Continental Congress, as well as many of the people whom they represented, still undecided about going to war with Britain?

» Answers may vary, but should include that many were in favor of




Read pages 34 and 35 silently.

Why did Thomas Paine believe “that monarchy was a foolish way to run a country”?



What form of government did Thomas Paine recommend to replace a monarchy?



Can I have a volunteer read the excerpt from *Common Sense* at the bottom of page 34 aloud?

"[W]e have every opportunity and every encouragement before us, to form the noblest, purest constitution on the face of the earth. We have it in our power to begin the world over again. . . . The birthday of a new world is at hand. . . . [F]or God's sake, let us come to a final separation."

—Thomas Paine

?

What does Paine mean when he says

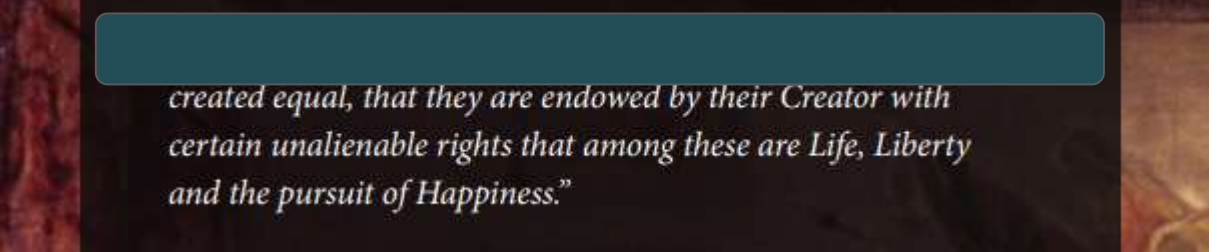
» independence from Great Britain

» reasons for the colonists' desire for independence from Great Britain

Read pages 36-39 silently.

The text says, “Jefferson wrote specific ideals that he and his fellow colonists wholeheartedly believed to be true.” Look at the quote from Thomas Jefferson on page 36, and find a word in the opening line that means the same as *ideals*, or *beliefs*.


Self-evident



created equal, that they are endowed by their Creator with certain unalienable rights that among these are Life, Liberty and the pursuit of Happiness.”

tion. The

first truth, or belief, is that all men are created equal. What do you think this first truth means? Answers may include all people are born with the same rights.

Jefferson continues, writing that all men are “endowed by their Creator with certain unalienable rights.” This means that God, the Creator, provides all people with rights that cannot be taken away from them. Jefferson names three of these unalienable rights. What are they?  ess

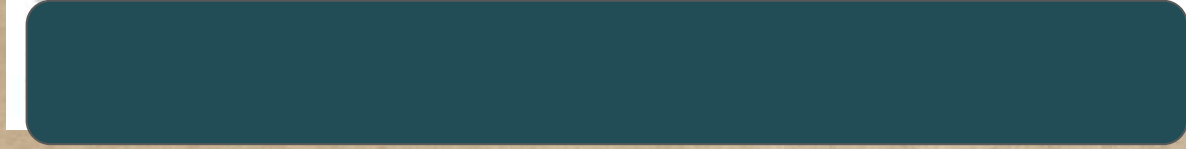
Look at the image on pages 36 and 37.

How does this image relate to the text? Where do you think the image is set and whom do you think is pictured?

The setting is the Second Continental Congress in

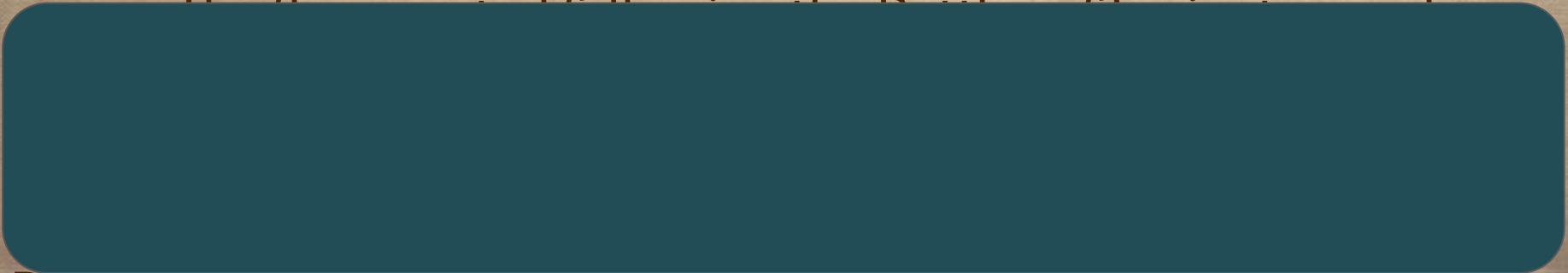


When writing the Declaration of Independence, Thomas Jefferson referred to the Intolerable Acts you read about in an earlier chapter. What references to these acts are included in the text on page 38?




What evidence does the text give to show that people were still conflicted about declaring independence from Great Britain following the Battles of Lexington and Concord?

The following text is taken from the Declaration of Independence.



Discuss the Chapter (10 min.)

What big decision did the colonists make as a result of shots fired outside Boston and speeches delivered in Philadelphia?
How did they communicate this decision?



Turn to Activity Page 6.2. The questions will guide us to add events to our timelines. Teacher will aggressive monitor this activity.

What was the name of the battle where the British drove back the colonial militia?

Timeline II

January 1776



What was the name of the pamphlet published by Thomas Paine to convince colonists to declare independence?

June 1775



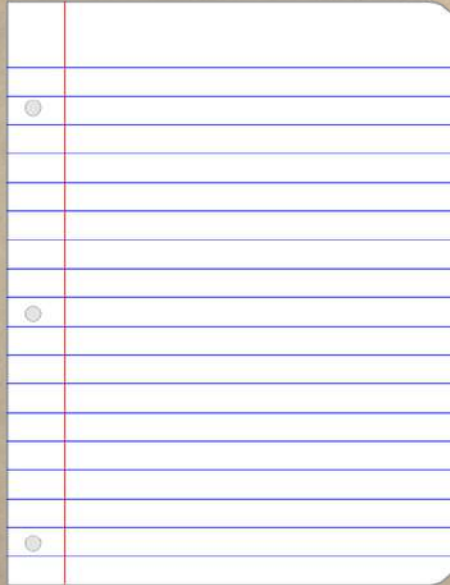
July 4, 1776



What did the Second Continental Congress adopt on this day?

Using a half-sheet of paper, interpret the meaning of “the pursuit of happiness” in the context of the thirteen colonies in 1776.

Write in complete sentences. I will collect when the time is up.



BRAIN BREAK!!!!

1. Go to the restroom.
2. Stretch
3. Get your wiggles out!



Word Work: *Tyrant* and *Perfidy* (20 min.)

Remember that in Unit 5 (Geology) we practiced working with a thesaurus to find synonyms.

You will now use dictionaries and thesauruses to find definitions and synonyms for two words used in the Declaration of Independence to describe King George III and his actions.

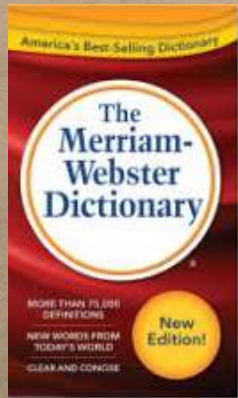
Perfidy

Tyrant- *n.*, an unjust ruler

Tyrant means an unjust ruler. We have learned about several actions taken by King George III and the British Parliament.

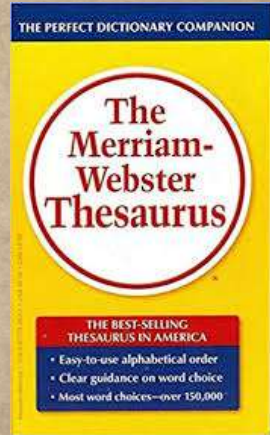
Think-Pair-Share: Why would the Declaration of Independence refer to King George III as a tyrant? We will share after your discussions.

I will model using references to clarify the pronunciation and meanings of two other words used in the Declaration of Independence to describe bad acts by the British and King George the III.

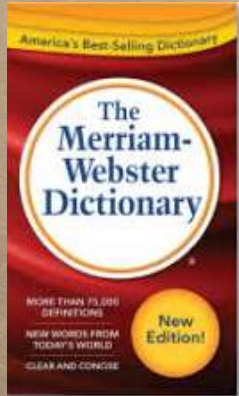


Model using a dictionary to locate *obstruct*. Read the definition, pronunciation and part of speech or click [here](#) for a video of using a digital dictionary.

Model using a thesaurus to find synonyms for the word *harass*. or click [here](#) for a video of using a digital thesaurus.



Now it's your turn. I will break you into groups and assign you either *perfidy* (dictionary) or *tyrant* (thesaurus). I will give you a reference or allow you to access a digital version.



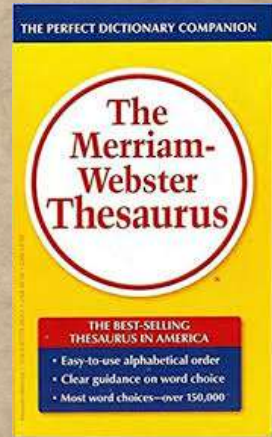
Perfidy

-Determine:

- Definition
 - Part of speech
 - Pronunciation
- Create a sentence using the word

Tyrant

- Locate two synonyms
- Create a sentence about King George that uses one of the synonyms



Write your answers in a notebook and we will share our findings if time allows.



TODAY'S FOCUS

K- We will **KNOW** what subject-action verb agreement is.

U- We will **UNDERSTAND** subject-action verb agreement in the correct tense.

B- We **BE ABLE TO** correctly complete the “Agreement” column of the chart by combining the subject with the action verb so that the subject and verb agree.



Introduce Subject-Action Agreement (10 min.)

Remember a sentence has two parts, a subject and a predicate.
The subject tells who or what the sentence is about.
The predicate tells what the subject is doing, did, or will do.
Verbs are part of the predicate.

Paul Revere warns the colonists.

Identify (tap to reveal) : the subject, the predicate, and the action word.

The soldiers march toward Concord.

Identify (tap to reveal) : the ~~subject, the predicate, and~~ the action word.

The subject and action verb in a sentence must agree. Let's look at the Subject-Action Verb Agreement Poster.

The examples are in the present tense (i.e., the action is happening now).

SUBJECT-ACTION VERB AGREEMENT POSTER		
Subject	Agreement in the Present Tense	Example
Singular	verbs ending in 's', 'sh', 'ch', 'x', and 'z', add -es	The government <i>passes</i> laws.
	verbs ending with 'y', change ' y ' to ' i ' and add -es	Paul Revere <i>spies</i> on the British soldiers.
	add -s	The farmer <i>plows</i> his field.
Plural	verb does not change	The colonists <i>fight</i> for their independence.

Now look at the Subject-Action Verb Agreement Chart.
Combine subjects with action verbs to complete the “Agreement”
column.

SUBJECT-ACTION VERB AGREEMENT CHART		
Noun Subject	Action Verb	Agreement
the king	rule	
the king and queen	rule	
the soldier	march	
the soldiers	march	
the colonist	try	
the colonists	try	

Now let's extend the examples from the chart into expanded sentences. I will model the first one.

Agreement
The king rules.
The king and queen rule.
The soldier marches.
The soldiers march.
The colonist tries.
The colonists try.

Expanded Sentence

The king rules

Would anyone like to pick an example sentence and expand it?

Now let's extend the examples from the chart into expanded sentences. I will model the first one.

Agreement
The king rules.
The king and queen rule.
The soldier marches.
The soldiers march.
The colonist tries.
The colonists try.

Expanded Sentence

The king rules

Would anyone like to pick an example sentence and expand it?

Turn to Activity Page 6.3. I will review the directions and completed examples. You will complete the next item in the chart, and write an expanded sentence for it (on the back). If we run out of time, complete the activity page for homework.

NAME: _____

6.3

TAKE-HOME

DATE: _____

Subject-Action Verb Agreement

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

Subject	Action Verb	Agreement
the merchant	travel	the merchant travels
merchants	travel	
the child	dress	



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

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

1. _____

2. _____



TODAY'S FOCUS

K-We will **KNOW** how prefixes modify root words to form new words.

U- We will **UNDERSTAND** how to use those new words in a new sentence.

B- We **BE ABLE TO** understand how the prefix im- and in- modify the root words, and will form new words and use those words in sentences.



Morphology: Prefixes *im-* and *in-* (10 min.)

We will learn two new prefixes today.

PREFIXES POSTER	
Prefixes	
A prefix is a syllable or syllables placed at the beginning of a root word to change the word's meaning.	
<i>im-</i>	not
<i>in-</i>	not

There are other prefixes that mean “not,” such as *un-*, *non-*, *dis-*, *il-*, and *ir-*. *Unoriginal, nondairy, dislike, illegal, irresponsible*

Adding *im-* or *in-* does not change the part of speech of the word, but does change the meaning.

**im-* is added to the beginning of words that begin with the letters *m*, *p*, and *b*. *In-* is added to the beginning of words that begin with most other letters.

Possible

Possible means , as in:

It is possible to finish my homework before dinner.

Who would like to add *im-* to *possible* and say the new word?

Impossible

Impossible means , as in:

It is impossible to fit the new table in the back of our small car.

Adding *im-* did not change the part of speech. Both possible and impossible are adjectives.

Can anyone volunteer a sentence using the word *impossible*?

Can you name synonyms of impossible? Unable, difficult

Correct

Correct means as in:

The correct answer to the math problem 4×11 is 44.

Who would like to add *in-* to *correct* and say the new word?

Incorrect means not true or accurate, as in:

the word *ain't*.

Adding *in-* did not change the part of speech. Both correct and incorrect are adjectives.

Can anyone volunteer a sentence using the word *incorrect*?

Can you name synonyms of incorrect? Wrong, inaccurate

We will continue looking at *im-* and *in-* words as time allows.

English Root Word	Meaning	Affixed Word	Meaning	Sentence
perfect	(adjective) having no mistakes or flaws	imperfect	(adjective) having mistakes or flaws; not perfect	The <u>imperfect</u> pot had a chip in the paint and one side was shorter than the other.
practical	(adjective) easy and reasonable to do or use	impractical	(adjective) not easy or reasonable to do or use; not practical	My mom said it was <u>impractical</u> to wear sandals for walking at the zoo.
patient	(adjective) able to be calm while waiting	impatient	(adjective) not able to be calm while waiting; not patient	We waited for the doctor so long that my little sister got <u>impatient</u> .
polite	(adjective) having or showing good manners or respect for others	impolite	(adjective) not having or showing good manners or respect for others; not polite	The boys were <u>impolite</u> when they talked during the movie.



convenient	(adjective) allowing you to do something easily or without much trouble	inconvenient	(adjective) not allowing you to do something easily or without much trouble; not convenient	The new bus stop was <u>inconvenient</u> for kids who lived up the hill.
complete	(adjective) having all necessary parts; not having anything missing	incomplete	(adjective) not having all necessary parts; not complete	My homework was <u>incomplete</u> because I didn't finish it before I got sick.
capable	(adjective) able to do something	incapable	(adjective) not able to do something; not capable	The woven basket was full of holes and <u>incapable</u> of holding water.
active	(adjective) doing things that require physical movement or activity	inactive	(adjective) not doing things that require physical movement or activity; not active	My legs start to hurt if I am <u>inactive</u> too long.



Check for Understanding

Hold a fist in front of your chest and give a thumbs-up, thumbs-down, or thumbs-in-the-middle to indicate how well you understand *im* - and *in*- affixes and how those affixes change root words.

Turn to Activity Page 6.4. I will review the directions and we will complete the first sentence as a class. You will complete the rest of the activity page for homework.

NAME: _____

6.4

TAKE-HOME

DATE: _____

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

Write the correct word to complete each sentence.

perfect

imperfect

convenient

inconvenient

active

inactive

polite

impolite

1. Even though the cake I baked was uneven and looked _____, it tasted really good!



Take-Home Material

Take home: **Activity Page 6.3, 6.4, 6.5, and 6.6** to complete for homework.

NAME: _____ 6.3 TAKE-HOME
DATE: _____

Subject-Action Verb Agreement

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

Subject	Action Verb	Agreement
the merchant	travel	the merchant travels
merchants	travel	
the child	dress	

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

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

1. _____

2. _____

NAME: _____ 6.4 TAKE-HOME
DATE: _____

im- and in- Prefixes Meaning "not"

Write the correct word to complete each sentence.

perfect	imperfect	convenient	inconvenient
active	inactive	polite	impolite

1. Even though the cake I baked was uneven and looked _____, it tasted really good!



NAME: _____ 6.5 TAKE-HOME
DATE: _____

Spelling Words

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

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

- spell the words out loud

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

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

NAME: _____ 6.6 TAKE-HOME
DATE: _____

Practice Spelling Words

surrender	declaration	valiant	incident	monarchy
representative	independence	victory	grievance	militia

List the spelling words in alphabetical order.

1. _____