



Unit 7 American Revolution: The Road to Independence

Lesson 7: A Final Separation



MATERIALS NEEDED

- *The Road to Independence* Reader
- Unit 7 Activity Book
- Establish small reading groups
- Notebook or paper
- Assign roles for Vignette II and allow time to prepare
- Collect 6.3, 6.4, and 6.6 to review and grade
- Provide additional sources on the causes of the American Revolution, print sentence frames on slide 29 (optional)

NAME: _____	7.2	ACTIVITY PAGE
DATE: _____		
Vignette II		
Characters: Narrator, King George III, Members of Parliament (4), Patrick Henry, Representatives from Virginia (2)		





TODAY'S FOCUS

K-We will **KNOW** the events that led the colonists to declare independence from Great Britain

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

B- We **BE ABLE TO** evaluate the political choices available to the colonial leaders as they faced war with Great Britain by discussing the question, "Which was more essential- actions or words- in the colonists' decision to go to war with Great Britain?" with a partner.

Writing: I can use paragraph-writing skills to explain colonists' concerns about the Intolerable Acts, referencing lesson text, additional sources, and a graphic organizer.

[RI.4.9, W.4.2]



Reading: I can use close reading strategies to evaluate the political choices available to the colonial leaders as they faced a tumultuous war with Great Britain.

Review Chapter 4 (5 min.)

Chapter 4

Shots and Speeches

What are the shots referred to in the chapter title?

What are the speeches referred to in the chapter title?

war

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

They decided to fight for independence.

We will do a close reading of Chapter 4, “Shots and Speeches,” so you can focus more attention on the details.

Briefly review the vocabulary words.

1. **liberty**, *n.* freedom (10)
2. **repeal**, *v.* to undo or withdraw a law (**repealed**) (10)
3. **eliminate**, *v.* to get rid of something (**eliminated**) (10)
4. **indirectly**, *adv.* not having a clear and direct connection (11)
5. **boycott**, *v.* to protest something by refusing to buy, use, or participate (11)
6. **musket**, *n.* a long, heavy gun that is loaded at the muzzle (13)
7. **engraving**, *n.* a design or lettering made by cutting into the surface of wood, stone, or metal (13)
8. **accurate**, *adj.* without mistakes; having the right facts (13)
9. **patriot**, *n.* a person who supports and defends his or her country (**patriots**, **patriotism**) (14)

Turn to the first page of the Chapter.

I will call on a student to read The Big Question.

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 were
led to

that
tain.

Establish Small Groups

I will be reading with a small group of students. The other students will be reading independently or with partners.

If you are not in my group and you finish reading early, complete Activity Page 7.1.

NAME: _____	7.1	ACTIVITY PAGE
DATE: _____		
Shots and Speeches		
<i>Reread Chapter 4, "Shots and Speeches," and answer the following questions.</i>		
<ol style="list-style-type: none">1. The Second Continental Congress began to function as a government in all of the following ways EXCEPT:		

Slides for Teacher
group

Close Reading “Shots and Speeches” (30 min.)

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?

What a difference a day makes! By the time the sun came up on April 20, 1775, the British army had **retreated** from Concord back to Boston. They had suffered more than 200 **casualties** and were now surrounded by militia.

Things went from bad to worse when the militia set up cannons on two hills overlooking Boston Harbor. One of the hills was called Breed's Hill. The other was Bunker Hill.

The British generals were worried. If the militia had cannons up on the hills, they might be able to fire on the British ships in the harbor below and sink some of them. The generals decided that they had to drive the militia off the hills.

It would take time to put their plan into action, but two months later, on June 17, 1775, the British launched an attack. Hundreds of redcoats began marching up Breed's Hill. The militiamen at the top of the hill waited nervously. A commander named William Prescott knew his men did not have much **ammunition**. They would have to make every shot count.

Read the first paragraph on page 30 silently.

In the previous chapter, the text says that 73 British soldiers had been killed and 174 wounded by the colonial militia during a day of fighting outside Boston. In this paragraph, what vocabulary word is used when talking about both dead and the wounded soldiers?

casualties

Listen as I read the remainder of page 30 and page 32 aloud.

Score is another word for the number 20, so scores of troops means multiples of 20, such as 2 x 20, 3 x 20, or 4 x 20; in other words, large numbers of men fell to the ground. A score is an old word for a scratch that, in this meaning, was made to record a count of 20.



Listen as I read page 33 aloud.

The final paragraph on page 32 transitions the reader from one topic to another, from the Battle of Bunker Hill to the Second Continental Congress. What clue does the heading at the top of page 33 give about the work of the Second Continental Congress?

The Making of a Government

As months of discussion and debate continued, some decisions were made. Many of these decisions were based on the belief



It suggested t

ment and lets

the reader know this is the main idea of the next four paragraphs

In what ways did the Second Continental Congress begin to alter their behavior, acting independently from Great Britain?

They began to function as their own government, asserting

Record the answer to
question 1 on Activity Page 7.1.

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.

Listen as I read the first three paragraphs on page 34 aloud.

What type of government did Thomas Paine think should replace the monarchy?

Record the answer to question 2 on Activity Page 7.1.

2. What type of government did Thomas Paine think should replace the monarchy?

Listen as I read page 35 aloud.

Who wrote the Declaration of Independence, and who reviewed his draft?

Thomas Jefferson was the main author. Benjamin Franklin and

Listen as I read page 36 aloud.

Jefferson noted three inalienable rights of the people; life, liberty (freedom), and the pursuit (search) of happiness. Which of these rights had Great Britain taken away? Provide examples from your reading.



etc.

Listen as I read the first paragraph on page 38 aloud.

Do you agree with Jefferson's conclusion that King George left the colonists no other option but to declare independence from Great Britain?

Answers may vary, but should be supported by the text.

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

I will call on a student to read the text box “Happy Birthday to Us!” on page 38 aloud.

Why is July 4 called Independence Day?

Happy Birthday to Us!

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



Independence Day in Washington, D.C.

Listen as I read page 39 aloud.

No Simple Solution

Look at the heading on page 39, “No Simple Solution.” What does the heading mean, and does it accurately represent what the paragraph is about? Support your answer with evidence from the

independence after the Declaration of Independence.
Record the answer to question 3 on Activity Page 7.1.

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

We will complete the second half of Activity Page 7.1 together.

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



ambassadors

declaration

implications

fortified

scores

casualties

levy

retreat

ammunition

abstain

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

Students will now come back together for the lesson closure.

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

Think-Pair-Share: Have you ever heard the idiom *Actions speak louder than words*? It means that what you do is more important than what you say. In this chapter, you read about the actions (shots) of the militia and words (speeches) of the members of the Second Continental Congress. Which was more essential- actions or words- in the colonists' decision to go to war with Great Britain?

Actions were more important because



Words were more important because





Check for Understanding

You have one minute to complete *either* A or B. Write in your notebook.

- A. Describe the most meaningful thing you've learned from this chapter.
- B. Write what most confuses you from this chapter (or previous chapters).

I will circulate to see what you are writing.

Word Work: *Implication* (5 min.)

In the chapter you read, “The implications of what had happened at Lexington and Concord were far from clear in the days following the battles.”

Say the word *implication* with me: implication

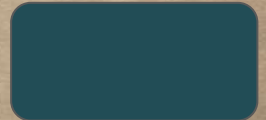
Implication means a possible effect or result that may take place in the future as in:

An implication of eating too much cake is that you may feel sick afterward.

What are some other examples of implications, or future results?

What part of speech is the word *implication*?

noun



I am going to ask a question beginning with “What is an implication of ___? You will respond with a sentence beginning with “An implication of _____ is _____”

Remember, an implication is a possible effect or result that may take place in the future.

I did not do my homework, so I might have to stay in from recess.

What is an implication of not doing my homework?

An implication of _____ is _____

My mother said she might not make macaroni and cheese for dinner if we drink all the milk.

What is an implication of drinking all the milk?

An implication of _____ is _____

Sometimes when I stay up late on weekends, I cannot wake up on time on Monday.

What is an implication of staying up late on weekends?

An implication of _____ is _____

My coach told us that if we did not practice enough, we may not win the game.

What is an implication of not practicing enough?

An implication of _____ is _____

Brain Break



Writing

We will **KNOW** how to draft a cause and effect essay.

We will **UNDERSTAND** how to draft a cause and effect essay with events that lead up to the American Revolution.

We will **BE ABLE TO** use paragraph-writing skills to explain colonists' concerns about the Intolerable Acts, referencing lesson text, additional sources, and a graphic organizer.

Writing: I can use paragraph-writing skills to explain colonists' concerns about the Intolerable Acts, referencing lesson text, additional sources, and a graphic organizer.

Introduce Body Paragraph Writing (5 min.)

Remember we are writing an essay about the causes and effects leading up to the American Revolution and you have already drafted the introductory paragraph and planned the first of the three body paragraphs detailing additional causes of the Revolutionary War.

Today you will plan the second body paragraph.



Introduction

Body Paragraph 1

Body Paragraph 2

Body Paragraph 3

Conclusion

Remember the content for the three body paragraphs will come directly from Chapters 2 and 3 of *The Road to Independence*, but you may use additional sources if your teacher advises.

In preparation for planning the second body paragraph, we will review the content by performing a vignette. This vignette corresponds to the events from Chapter 3 of the Reader.

After you perform the vignette, you will record key information from the vignette in a graphic organizer and respond to a writing prompt.

Enact Vignette (5 min.)

Turn to Activity Page 7.2. I will assign roles and we will enact the vignette.

NAME: _____

DATE: _____

7.2

ACTIVITY PAGE

Vignette II

Characters: Narrator, King George III, Members of Parliament (4), Patrick Henry, Representatives from Virginia (2)

Narrator: In December of 1773, the Sons of Liberty dumped chests full of tea in Boston Harbor. Listen to discover how King George III reacted when he received word of the Boston Tea Party. In this scene, the king discusses the event with members of the British Parliament.

British Parliament, Great Britain 1774

King George III: This is an outrage! Dumping 340 chests of tea into Boston Harbor is just foolishness! They thought the taxes were bad? Now they will have to repay Great Britain for the tea they dumped.

Member of Parliament 1: We can send British ships and keep the harbor closed until the colonists pay for the cost of the tea they threw away. No ships will be able to enter or leave the harbor.

King George III: Yes. And closing the harbor will not be all. Boston must be reminded that they are British subjects. They live with protection and privileges provided by Great Britain, and they will live with the laws of their king.

Member of Parliament 2: What other laws do you propose, Your Majesty?

King George III: The colonists are taking too many liberties. I want stricter control of their meetings and how they elect officials. I or my ministers will decide who holds important government positions in Massachusetts.

Member of Parliament 3: I quite agree. There should also be new rules for trials. Bostonians should be tried by the king's judges outside of Boston.

Complete Graphic Organizer (5 min.)

Turn to Activity Page 7.3 and we will complete the graphic organizer together.



Prewrite

► Plan your writing.

Write

► Write your first draft.

Revise

► Change your writing to make it better.

Edit

► Check your writing.

Publish

► Share your writing.

NAME: _____

DATE: _____

7.3

ACTIVITY PAGE

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	
The First Continental Congress	Sept. 1774	
Virginia representatives debate response to Britain	March 1775	

Respond to Prompt (25 min.)

Turn to the writing prompt on Activity Page 7.3. I will review the directions and you will complete the activity. Remember to quote text (using quotations with commas) from Activity Page 7.2 or another source (if provided by teacher) to support your response. (sentence frames on next slide if needed)

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

Choose 5 or 6 words from the work bank in your response.

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>

20:00

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 _____.

Wrap- Up (5min.)

Would anyone like to share their responses to the writing prompt?





GREAT WORK TODAY!

Reading: I can use close reading strategies to evaluate the political choices available to the colonial leaders as they faced a tumultuous war with Great Britain.

[RI.4.1, RI.4.3, RI.4.10]

Writing: I can use paragraph-writing skills to explain colonists' concerns about the Intolerable Acts, referencing lesson text, additional sources, and a graphic organizer.

[RI.4.9, W.4.2]

