

Lesson 8: The Continental Army's Plight

**Plight means a
difficult or dangerous
situation.**



NAME: _____
DATE: _____

8.1

ACTIVITY PAGE

Vocabulary for "It's War!"

1. **front**, *n.* the place where fighting happens in a war (**fronts**) (40)
2. **strategic**, *adj.* carefully planned to achieve a specific goal, such as winning a battle or finishing a project (42)
3. **confront**, *v.* to challenge or fight against (42)
4. **surrender**, *v.* to give up, quit (43)
5. **morale**, *n.* confidence, level of enthusiasm one feels (43)
6. **tactics**, *n.* ways used to achieve a goal (44)
7. **bleak**, *adj.* depressing, grim, bad (47)



Word(s) from the Chapter	Pronunciation	Page Number
Tadeusz Kościuszko	/to*dae*oes/ /kos*choos*koe/	44

Before we begin reading Chapter 5: It's War!, let's go over some vocabulary. Turn to Activity page 8.1 (workbook page 83) We will echo read the words and then discuss their meanings.



Chapter 5

It's War!

THE BIG QUESTION

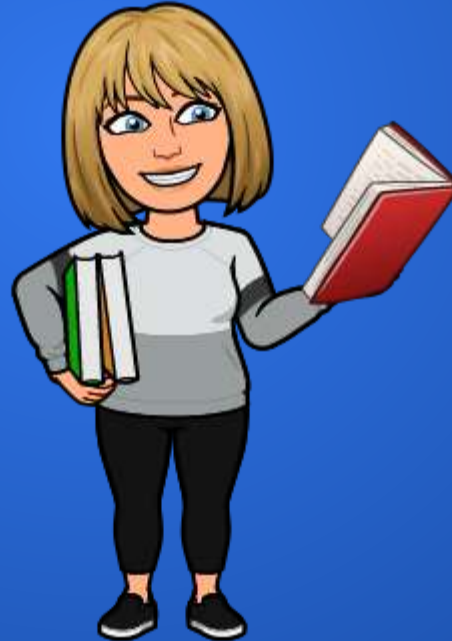
At the beginning of the war between the British and the colonists, who seemed most likely to win the war, and why?

At the beginning of the war, the British were confident that they could defeat the colonists. The Continental Army, at least at first, was not exactly a force to be reckoned with. It was made up of farmers and shopkeepers. These soldiers knew how to shoot, but they didn't know how to march or fight in formation. They had almost no cannons and very few fighting ships. On the other hand, the British army and navy were among the largest and best trained in the world. The British had more soldiers, more cannons, and more ships, and they had much more experience. Besides that, the British had a plan that they thought would help them win the war: divide the colonies in half and fight them on two **fronts**.

THE BIG QUESTION

At the beginning of the war between the British and the colonists, who seemed most likely to win the war, and why?

Turn to page 40
and let's get
started.



Timeline II

January 1776



December 25, 1776



June 1775



July 4, 1776



October 1777

February 1778

December 1777



Turn to Activity page 6.2
(workbook page 63). What
events should be written in the
next 3 boxes?

December 25, 1776?

October 1777?

December 1777?



Word Work: morale

Text Example:

'The victory at Trenton was extremely good for the morale of Washington's troops, but it was followed by a string of defeats.'

Meaning:

confidence or level of enthusiasm



My Example:

After losing the soccer game because their goalie was injured, the team's morale was low.

What would be some other situations where morale would be low?



low morale



OR

high morale



NAME: _____

DATE: _____

8.2

ACTIVITY PAGE

Vignette III

Characters: Narrator, Members of Parliament (2), King George III, Samuel Adams, John Hancock

Narrator: Patrick Henry's cry for liberty rang out through the colonies, and many people agreed with him that war was unavoidable and the time had come for the colonies to arm themselves. Listen to King George's reaction to news from his soldiers in Massachusetts that the colonists are preparing to fight.

Great Britain, Early April 1775

Member of Parliament 1: Your Majesty, word has come that the colonists are organizing militias, stockpiling guns, and preparing to fight.

King George III: Then the soldiers we have in Boston will not be enough. It is time to send an army. Are the Sons of Liberty still leading this revolt?

Member of Parliament 2: There is support trickling throughout the colonies; but, yes, the Sons of Liberty are still at the heart of things in Boston. Word has it Samuel Adams and John Hancock are two of the biggest troublemakers.

King George III: Tell my army to confiscate any weapons they can find and arrest Samuel Adams and John Hancock.

Narrator: Tensions had been high in and around Boston for many years now. Constant clashes between British soldiers and colonists finally came to a head in the nearby towns of Lexington and Concord. Listen as Samuel Adams and John Hancock discuss the events of April 19, 1775, and what it means for the future.

We are going to read another Vignette so that we can gather some information to respond to a writing prompt.

Narrator: Katie

King George III: Jackson

Members of Parliament:

1. Devin; 2. Kaylea

Samuel Adams: Aspen

John Hancock: Tristan



NAME: _____

DATE: _____

8.3

ACTIVITY PAGE

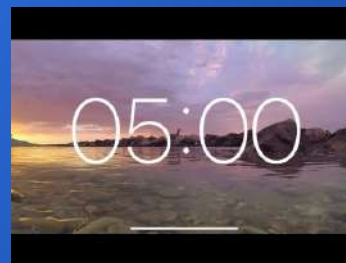
Plan Body Paragraph 3

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	<hr/> <hr/> <hr/>
Night riders travel west from Boston to warn colonists of British plans to confiscate weapons	April 18, 1775	<hr/> <hr/> <hr/>
Battles of Lexington and Concord and the beginning of the Revolutionary War	April 19, 1775	<hr/> <hr/> <hr/>

Take 5 minutes to complete the chart on Activity page 8.3 (workbook page 87) to show who was involved in each of the events shown.



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	

Now, you are going to use all of the information that you have learned, your graphic organizer, and the words in the word bank to respond to the writing prompt on the back side of Activity page 8.3.

