

### American Revolution Unit Resources

Student Resource	Location
<b>Section 1: Lessons 1-2</b>	
Text: <i>...If You Lived at the Time of the American Revolution</i> by Kay Moore	<a href="#">Purchased text</a>
Text: <i>Liberty!</i> by Lucille Recht Penner	<a href="#">Purchased text</a>
Lesson handouts	Pages 2 – 15
<b>Section 2: Lessons 3-6</b>	
Text: <i>...If You Lived at the Time of the American Revolution</i> by Kay Moore	<a href="#">Purchased text</a>
Text: <i>Liberty!</i> by Lucille Recht Penner	<a href="#">Purchased text</a>
Lesson handouts	Pages 16 – 19
<b>Section 3: Lessons 7-12</b>	
Text: <i>...If You Lived at the Time of the American Revolution</i> by Kay Moore	<a href="#">Purchased text</a>
Text: <i>Liberty!</i> by Lucille Recht Penner	<a href="#">Purchased text</a>
Text: <i>George vs. George: The American Revolution As Seen from Both Sides</i> by Rosalyn Schanzer	<a href="#">Purchased text</a>
Lesson handouts	Pages 20 – 25
<b>Section 4: Lessons 13-15</b>	
Text: “Military Perspectives” by PBS.org	<a href="#">Digital Access</a>
Text: <i>...If You Lived at the Time of the American Revolution</i> by Kay Moore	<a href="#">Purchased text</a>
Text: <i>Liberty!</i> by Lucille Recht Penner	<a href="#">Purchased text</a>
Text: <i>George vs. George: The American Revolution As Seen from Both Sides</i> by Rosalyn Schanzer	<a href="#">Purchased text</a>
Lesson handouts	Pages 26 – 29
<b>Section 5: Lessons 16-21</b>	
Text: <i>And Then What Happened, Paul Revere?</i> By Jean Fritz	<a href="#">Purchased text</a>
Text: <i>Paul Revere's Ride</i> By Henry Wadsworth Longfellow	Pages 32 – 35
Text: <i>Liberty!</i> by Lucille Recht Penner	<a href="#">Purchased text</a>
Lesson handouts	Pages 30 – 37
<b>Section 6: Lessons 22-24</b>	
Text: <i>Katie's Trunk</i> by Ann Turner	<a href="#">Purchased text</a>
<b>Section 7: Lessons 25</b>	
Text: <i>...If You Lived at the Time of the American Revolution</i> by Kay Moore	<a href="#">Purchased text</a>
Text: <i>George vs. George: The American Revolution As Seen from Both Sides</i> by Rosalyn Schanzer	<a href="#">Purchased text</a>
<b>Section 8: Lessons 26-28</b>	
Text: <i>Those Rebels, John and Tom</i> by Barbara Kerley	<a href="#">Purchased text</a>
Lesson handouts	Pages 38 – 39
<b>Section 9: Lessons 29-30 (Cold-Read Task)</b>	
<b>Section 10: Lessons 31-35 (Extension Task)</b>	
Lesson handouts	Pages 40 – 49
<b>Section 11: Lessons 36-39 (Culminating Writing Task)</b>	
Lesson handouts	Pages 50 – 52

### Image Analysis

Divide the cover art from ...*If You Lived at the Time of the American Revolution* into thirds. Describe what you see in part of the image.

<b>A</b>	<b>B</b>	<b>C</b>
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### Vocabulary Chart

Keep a list of words you learn throughout the unit. For the source sentence, underline or highlight the parts of the sentence which give clues to the meaning of the word.

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence
<b>liberty</b> (Lesson 1)	noun			<p>“Some left in search of religious freedom. [. . .] America was the land of liberty.” (<i>Liberty!</i>)</p>
<b>subjects</b> (Lesson 1)	noun			<p>“The colonists were still proud to be subjects of the king of England, even though he ruled them from 3,000 miles across the ocean.” (<i>Liberty!</i>)</p>

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence
<b>opportunity</b> (Lesson 1)	noun			<p>“But in America, if you worked hard, you might become one of the richest people in the land. [. . .] they were very glad to live in the new and wonderful land of opportunity--America.” (<i>Liberty!</i>)</p>
<b>ally</b> (Lesson 1)	noun			<p>“[The English settlers] had a powerful ally--England. They called England the ‘Mother Country.’ [. . .] Now that her children were in danger, the Mother Country sent soldiers to help the settlers’ own troops defend the colonies against their enemies.” (<i>Liberty!</i>)</p>

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence
<b>possession</b> (Lesson 1)	noun			<p>“France lost almost all her possessions in North America. Britain got Canada and most of the French lands east of the Mississippi.” (<i>Liberty!</i>)</p>
<b>declaration</b> (Lesson 3)	noun			<p>“The Declaration of Independence, which was signed by members of the Continental Congress on July 4, 1776, showed that the colonies wanted to be free.” (<i>...If You Lived at the Time...</i>)</p>

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence
<b>interested</b> (Lesson 3)	verb			<p>"Each colony was interested only in its local problems. The colonies did not work well together." (...<i>If You Lived at the Time...</i>)</p>
<b>invading</b> (Lesson 3)	verb			<p>"British soldiers were there to help [settlers] fight Native American enemies and to keep other countries, such as France and Spain, from invading." (...<i>If You Lived at the Time...</i>)</p>

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence
<b>direct</b> (Lesson 3)	adjective			<p>"The colonists had no direct way to complain, since no one from the colonies was allowed to be a member of the British parliament, which made the rules." (...<i>If You Lived at the Time...</i>)</p>
<b>controlled</b> (Lesson 3)	verb			<p>"The colonists grew tired of following British rules. English controlled trade and told people where they could settle. They forced the colonists to provide housing and food for the British soldiers sent to protect them." (...<i>If You Lived at the Time...</i>)</p>

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence
<b>stirred</b> (Lesson 3)	verb			<p>“James Otis, a Boston lawyer, stirred up the colonists when he said they should not pay taxes until they could send a person to speak for the colonies in Parliament. ‘Taxation without representation is tyranny!’ exclaimed.” (...<i>If You Lived at the Time...</i>)</p>
<b>representation</b> (Lesson 3)	noun			
<b>unravel</b> (Lesson 8)	noun			<p>“Who could imagine that the fabric binding America to Great Britain was about to unravel or that the two Georges were about to become bitter enemies?” (<i>George vs. George</i>)</p>



Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence
<b>uprising</b> (Lesson 8)	adverb noun			<p>“Throughout England, people argued constantly about world politics, but they would soon argue especially hard about the uprising over in America.” (<i>George vs. George</i>)</p>
<b>limited</b> (Lesson 9)	verb			
<b>rights</b> (Lesson 9)	noun			

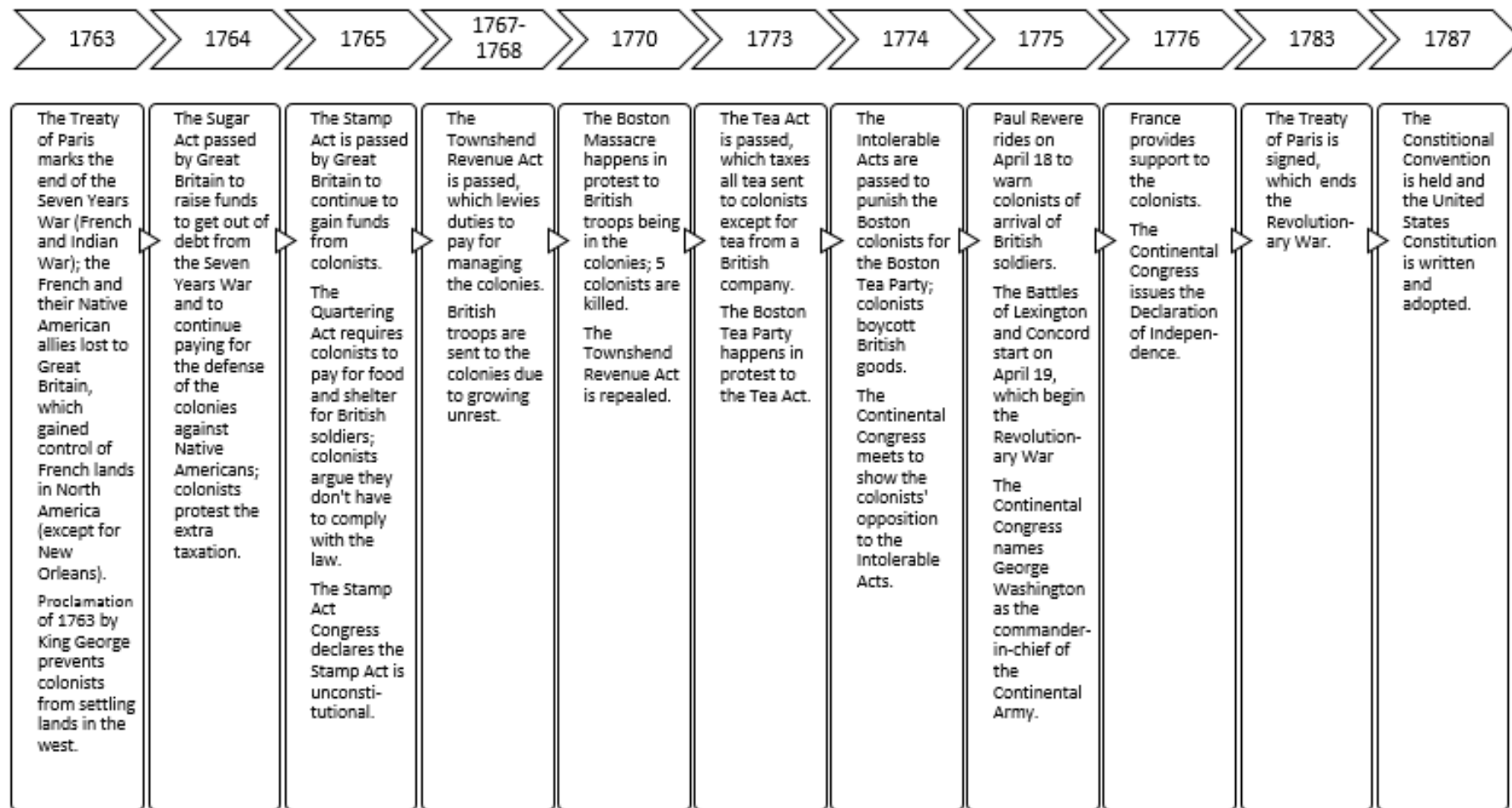
Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence
<b>consent</b> (Lesson 9)	noun			<p>“Though many colonists would stay loyal to the crown and obey its laws no matter what, others argued that Parliament might make them pay even more taxes without their consent.” (<i>George vs. George</i>)</p>
<b>resented</b> (Lesson 9)	verb			<p>“Lots of colonists resented paying <i>any</i> British taxes, no matter how tiny.” (<i>George vs. George</i>)</p>

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence
<b>launch</b> (Lesson 26)	verb			<p><i>Those Rebels, John and Tom</i> is “the true story of how one gentleman--short and stout--and another--tall and lean--formed a surprising alliance, committed treason, and helped launch a new nation.”</p>
<b>unite</b> (Lesson 26)	verb			
<b>common</b> (Lesson 26)	adjective			

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence
<b>appalled</b> (Lesson 26)	adjective			<p>“But as TOM took his seat in Congress, he quickly grew appalled. The delegates agreed on so little, and argued so much! Would they ever reach a consensus on what to do?”</p>
<b>consensus</b> (Lesson 26)	noun			
<b>justify</b> (Lesson 26)	verb			<p>“The delegates now turned to TOM and his mighty pen to justify why Americans were taking up arms.”</p>

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence
<b>compel</b> (Lesson 26)	verb			<p>“The two very different men sensed that, working together, they might accomplish more than working alone. Perhaps they could compel their fellow delegates to action.”</p>

## American Revolution Timeline



## Liberty! Split-Page Notes

Take notes on events and ideas from pages 2-9 of *Liberty!: How the Revolutionary War Began*.

[illegible]

## Conversation Stems<sup>1</sup>

### Clarifying

- To be clear, you're saying that...
- I'm confused when you say X. Can you elaborate?

### Paraphrasing

- Put another way, you're saying...
- I hear you saying that...

### Agreeing

- I agree with \_\_\_ because...
- \_\_\_'s point about \_\_\_ was important because...
- The reasons you provided support what I am saying because...
- You and I are coming from the same position.

### Disagreeing

- I see it differently because...
- I agree that \_\_\_, but we also have to consider that...
- We see \_\_\_ differently.

### Elaborating

- \_\_\_ mentioned that...
- Adding to what you said,...
- I agree, and I want to add that...

### Summarizing

- Overall, what I'm trying to say is...
- My whole point in one sentence is...
- More than anything else, I believe that

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<sup>1</sup> Adapted from te@chthought at <http://www.teachthought.com/learning/sentence-stems-higher-level-conversation-classroom/>



### ...If You Lived Split-Page Notes

Take notes as you read the first five sections of *...If You Lived at the Time of the American Revolution*. Then compare these notes with notes taken when you read *Liberty! How the Revolutionary War Began*.

Events/Ideas	Description

### Presentation Notes

Take notes as each group member presents. Identify 2 points each speaker makes and list the details they provide to support those reasons.

Presenter Name	Presentation Summary
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Unit Focus Questions
1. What factors did colonists weigh when making decisions up to and during the American Revolution?
2. What caused Loyalists and Patriots to take opposing stances in the American Revolution?
3. Who/what were the significant people, dress, and symbols of the time period?
4. Why do researchers use multiple sources?
5. How do you read and extract information from multiple texts to form and justify an opinion?
6. How can debate about different points of view lead to building common ground?

### Three-Column Chart

Complete this three-column chart as you read sections five through ten of *...If You Lived at the Time of the American Revolution* by Kay Moore.

Loyalist	Neutral	Patriot
<p>List descriptions, details, examples, and the challenges Loyalists faced.</p> <p>Include synonyms for Loyalist and related words from your vocabulary chart.</p>	<p>List descriptions, details, examples and the challenges those remained neutral faced.</p> <p>Include related words from your vocabulary chart.</p>	<p>List descriptions, details, examples, and challenges Patriots faced.</p> <p>Include synonyms for Patriots and related words from your vocabulary chart.</p>

### Post-Reading Questions

Answer the following questions based on *...If You Lived at the Time of the American Revolution*. Reread the text as necessary.

1. List some of the causes that led to the Revolutionary War.
2. Loyalists and Patriots had very different opinions. How were they different? Provide multiple examples from the text to support your answer.
3. Why would France, Spain, and Holland support the Patriots?

Word Display

Great Britain

The Thirteen American Colonies



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**Evidence Chart**

<b>Text Title and Page Number</b>	<b>Evidence (quotation or paraphrase)</b>	<b>How does this evidence support your opinion?</b>

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### Main Idea Sentences

A main idea sentence is a statement that summarizes the key points of a text. Good writers have a main idea sentence. Some people call it the *thesis statement*. When you write, you must have a point and present that point in a sentence. It will tell your reader what your writing is about. It will also provide organization to your writing.

#### Examples

1. The Loyalist and the Patriot side were both justified in the American Revolution.
2. Even though the British had reasons to think the way they did, the American colonists were right to rebel.

#### Your Turn

Read the writing prompt:

Which side, Loyalist or Patriot, do you think had the best argument? Write a paragraph to support your opinion. Be sure to state your opinion and provide logically ordered reasons that are supported by evidence from one of the texts we have read.

Based on the prompt, what point do you want to make? Write a main idea sentence for your paragraph.

Now, using the evidence chart, write down 2 reasons for your opinion and the evidence which supports your reasons.

Reason 1: \_\_\_\_\_

\_\_\_\_\_

Supporting Evidence:

\_\_\_\_\_

\_\_\_\_\_

Reason 2: \_\_\_\_\_

\_\_\_\_\_

Supporting Evidence:

\_\_\_\_\_

\_\_\_\_\_



### Exemplar Student Response

The American Revolution had two sides. The side with the best argument in the American Revolution was the Patriots because the colonists were taxed and treated unfairly. Great Britain taxed the colonists. It says in *George vs. George* that the colonists could not vote against the taxes that England put on them. The colonists were also treated unfairly. The king told the colonists where they could and could not settle. The colonists thought that wasn't fair because they should have the freedom to settle where they want. The colonists also had to pay taxes twice, which wasn't fair. So, the Patriots had the best argument because the British were breaking the law and being unfair.

### Research Notes

Unit Focus Question: What factors did colonists weigh when making decisions up to and during the American Revolution?

Source One	Source Two	Source Three
Title:	Title:	Title:
Author:	Author:	Author:

Research Notes, page 2

Unit Focus Question: What caused Loyalists and Patriots to take opposing stances in the American Revolution?

Source One	Source Two	Source Three
Title:	Title:	Title:
Author:	Author:	Author:

**Research Notes, page 3**

Unit Focus Question: Who/what were the significant people, dress, symbols, and language of the time period?

Source One	Source Two	Source Three
Title:	Title:	Title:
Author:	Author:	Author:

### Group Response

In your group, create a list of reasons which support each side. Then describe how each side responded to the events.

	Patriots	British and Loyalists
Reasons for their position	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
How did each group respond to the following events?		
Stamp Act		
The tax on tea		
Declaration of Independence		

### **Jigsaw Directions**

Each group will read a part of *And Then What Happened, Paul Revere?* by Jean Fritz and then share their information with the class. See the group assignments below.

#### **Group One**

Read pages 5-14, from the beginning of the book until it says, “The false teeth that he whittled out of hippopotamus tusk looked just fine.” As you read, answer the following questions in your reading log.

1. Who is Paul Revere? What did you learn about his life? List 3 interesting facts.
2. How does the word *constantly* illustrate the pace of life in Boston at the time?
3. What is the purpose of the church bells in Boston at this time in history?

#### **Group Two**

Read pages 17-23, from where it says, “But beginning in 1765, there was no time for doodling” until it says, “He got past the sentries, got through the snow, kept his horse on the road, and kept himself on his horse.” As you read, answer the following questions in your reading log.

1. Who is Paul Revere? What did you learn about his life? List 3 interesting facts.
2. How does life change in Boston beginning in 1765? What does Paul Revere do?
3. Why is the secret club called “Sons of Liberty”?

#### **Group Three**

Read pages 25-33, from where it says, “Sometimes things went poorly” until it says, “He had a quick bite to eat, and then, in the company of two other riders, he continued to Concord, warning farmers along the way.” As you read, answer the following questions in your reading log.

1. Who is Paul Revere? What did you learn about his life? List 3 interesting facts.
2. What was Dr. Warren’s plan for Paul?
3. Describe the key events of the evening of April 18 in order.

### Evidence Chart

As you read each text, complete the following chart. Be prepared to discuss the differences based on point of view and purpose.

Text Title	Type of Text	What did you learn about Paul Revere's ride?	What is different from other texts? What might be the purpose of those differences?
<i>And Then What Happened, Paul Revere?</i>			
"Paul Revere's Ride"			
"One if by Land, Two if by Sea" from <i>Liberty!: How the Revolutionary War Began</i>			

**Paul Revere's Ride**  
Henry Wadsworth Longfellow

Listen, my children, and you shall hear  
Of the midnight ride of Paul Revere,  
On the eighteenth of April, in Seventy-five;  
Hardly a man is now alive  
Who remembers that famous day and year. 5

He said to his friend, "If the British march  
By land or sea from the town to-night,  
Hang a lantern aloft in the belfry arch  
Of the North Church tower as a signal light,—  
One, if by land, and two, if by sea; 10  
And I on the opposite shore will be,  
Ready to ride and spread the alarm  
Through every Middlesex village and farm,  
For the country folk to be up and to arm."

Then he said, "Good night!" and with muffled oar 15  
Silently rowed to the Charlestown shore,  
Just as the moon rose over the bay,  
Where swinging wide at her moorings lay  
The Somerset, British man-of-war;  
A phantom ship, with each mast and spar 20  
Across the moon like a prison bar,  
And a huge black hulk, that was magnified  
By its own reflection in the tide.

Meanwhile, his friend, through alley and street,  
Wanders and watches with eager ears, 25  
Till in the silence around him he hears  
The muster of men at the barrack door,  
The sound of arms, and the tramp of feet,  
And the measured tread of the grenadiers,  
Marching down to their boats on the shore. 30

Then he climbed the tower of the Old North Church,  
By the wooden stairs, with stealthy tread,  
To the belfry-chamber overhead,



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And startled the pigeons from their perch  
 On the somber rafters, that round him made 35  
 Masses and moving shapes of shade,—  
 By the trembling ladder, steep and tall,  
 To the highest window in the wall,  
 Where he paused to listen and look down  
 A moment on the roofs of the town, 40  
 And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,  
 In their night-encampment on the hill,  
 Wrapped in silence so deep and still  
 That he could hear, like a sentinel's tread,<sup>2</sup> 45  
 The watchful night-wind, as it went  
 Creeping along from tent to tent,  
 And seeming to whisper, "All is well!"  
 A moment only he feels the spell  
 Of the place and the hour, and the secret dread 50  
 Of the lonely belfry and the dead;  
 For suddenly all his thoughts are bent  
 On a shadowy something far away,  
 Where the river widens to meet the bay,—  
 A line of black that bends and floats 55  
 On the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,  
 Booted and spurred, with a heavy stride  
 On the opposite shore walked Paul Revere.  
 Now he patted his horse's side, 60  
 Now gazed at the landscape far and near,  
 Then, impetuous, stamped the earth,  
 And turned and tightened his saddle girth;  
 But mostly he watched with eager search  
 The belfry-tower of the Old North Church, 65  
 As it rose above the graves on the hill,  
 Lonely and spectral<sup>3</sup> and somber and still.  
 And lo! as he looks, on the belfry's height

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<sup>2</sup> like a watchman or guard pacing and keeping watch

<sup>3</sup> spooky

A glimmer,<sup>4</sup> and then a gleam<sup>5</sup> of light!  
He springs to the saddle, the bridle he turns, 70  
But lingers and gazes, till full on his sight  
A second lamp in the belfry burns!

A hurry of hoofs in a village street,  
A shape in the moonlight, a bulk in the dark,  
And beneath, from the pebbles, in passing, a spark 75  
Struck out by a steed flying fearless and fleet:  
That was all! And yet, through the gloom and the light,  
The fate of a nation was riding that night;  
And the spark struck out by that steed, in his flight,  
Kindled the land into flame with its heat. 80  
He has left the village and mounted the steep,  
And beneath him, tranquil<sup>6</sup> and broad and deep,  
Is the Mystic, meeting the ocean tides;  
And under the alders,<sup>7</sup> that skirt its edge,  
Now soft on the sand, now loud on the ledge, 85  
Is heard the tramp of his steed as he rides.

It was twelve by the village clock,  
When he crossed the bridge into Medford town.  
He heard the crowing of the cock,  
And the barking of the farmer's dog, 90  
And felt the damp of the river fog,  
That rises after the sun goes down.

It was one by the village clock,  
When he galloped into Lexington.  
He saw the gilded weathercock 95  
Swim in the moonlight as he passed,  
And the meeting-house windows, blank and bare,  
Gaze at him with a spectral glare,  
As if they already stood aghast  
At the bloody work they would look upon. 100

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<sup>4</sup> a faint, hard-to-see light

<sup>5</sup> a small, bright light

<sup>6</sup> peaceful

<sup>7</sup> a type of tree

It was two by the village clock, When he came to the bridge in Concord town. He heard the bleating of the flock, And the twitter of birds among the trees, And felt the breath of the morning breeze Blowing over the meadows brown. And one was safe and asleep in his bed Who at the bridge would be first to fall, Who that day would be lying dead, Pierced by a British musket-ball.	105          110
You know the rest. In the books you have read, How the British Regulars fired and fled,— How the farmers gave them ball for ball, From behind each fence and farmyard wall, Chasing the redcoats down the lane, Then crossing the fields to emerge again Under the trees at the turn of the road, And only pausing to fire and load.	       115
So through the night rode Paul Revere; And so through the night went his cry of alarm To every Middlesex village and farm,— A cry of defiance and not of fear, A voice in the darkness, a knock at the door, And a word that shall echo forevermore! For, borne on the night-wind of the Past, Through all our history, to the last, In the hour of darkness and peril and need, The people will waken and listen to hear The hurrying hoof-beats of that steed, And the midnight message of Paul Revere.	  120          125       130

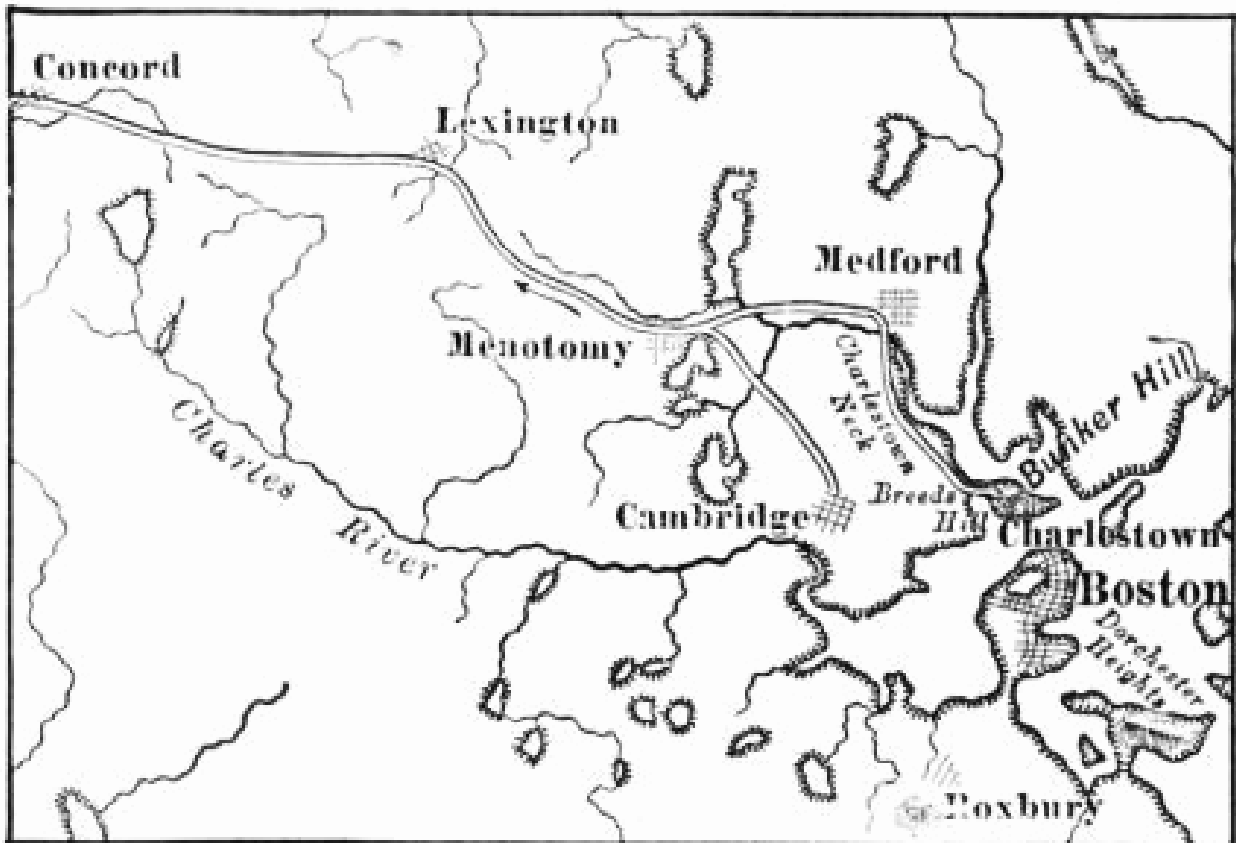
*This poem is in the public domain.*

### Summary of Paul Revere's Ride

Use the following map to summarize the events of the "Paul Revere's Ride" by Henry Wadsworth Longfellow. On the map, indicate:

1. Where did Paul Revere start the evening?
2. Where did he begin his ride? How did he get to his horse?
3. What time did he reach the first city?
4. What time did he reach the second city?
5. What time did he reach the last city?

Make sure to include a map key or legend as necessary.



**Source:** Gordy, W. (1907). Paul Revere and the Battle of Concord and Lexington. In *American Leaders and Heroes: A Preliminary Textbook in United States History* (p. 167). New York: Charles Scribner's Sons.

## Sentence Frames

Sentence frames can help you improve your writing. Use at least two of the following sentence frames in your writing.

### Compound Sentences

A compound sentence is formed when two independent clauses are joined together by a coordinating conjunction, such as *and*, *but*, *or*, *yet*, *so*. Here are examples of compound sentence frames you can use in your response.

1. The [text title] says Paul Revere \_\_\_\_\_, and [title of other text] also says Paul Revere \_\_\_\_\_.
2. The [text title] says Paul Revere \_\_\_\_\_, but [title of other text] says Paul Revere \_\_\_\_\_.
3. Paul Revere \_\_\_\_\_, and he \_\_\_\_\_.
4. Paul Revere \_\_\_\_\_, but he \_\_\_\_\_.
5. Paul Revere \_\_\_\_\_, so he \_\_\_\_\_.
6. At first, Paul Revere \_\_\_\_\_, and then he \_\_\_\_\_.
7. “One if by Land, Two if by Sea” doesn’t say much about Paul Revere, but the other texts \_\_\_\_\_.

### Relative Pronouns

A relative pronoun connects a noun or pronoun to a clause or phrase which provides additional information about the noun or pronoun. So, in the previous sentence, the phrase “which provides additional information about the noun or pronoun” gives additional information about “clause or phrase.” Relative pronoun examples are *who*, *whose*, *which*, *where*. Here are examples of sentence frames with relative pronouns you can use in your response.

1. Paul Revere was \_\_\_\_\_ who \_\_\_\_\_.
2. Paul Revere rode on April 18, 1775, which \_\_\_\_\_.
3. Each text says Paul Revere began his ride when he saw two lanterns, which meant \_\_\_\_\_.

### Sentence Challenge

Use the following mentor sentences from texts in this lesson to create similar sentences in your response.

#### Mentor Sentence

“But as they marched, they heard an unwelcome sound.”<sup>8</sup>

“But beginning in 1765, there was no time for doodling.”<sup>9</sup>

#### Sentence Frame

But as he rode, Paul Revere \_\_\_\_\_.

But on the night of April 18, 1775, Paul Revere \_\_\_\_\_.

<sup>8</sup> From page 27 of *Liberty! How the Revolutionary War Began*

<sup>9</sup> From page 17 of *And Then What Happened, Paul Revere?*



### Summary Template

Use this template to write a summary of an informational text.

Write the text title and author.				
Write a central idea of the text.				
Who was involved?	What was done?	When was it done?	Where was it done?	Why was it done?
Write a summary of the text including the central idea statement and details above.				

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**Extension Task Directions****Loyalist Side**

You have been asked to research the American Revolution from the point of view of a Loyalist/Tory to answer the following debate question:

**Was the Revolutionary War a war for freedom or a war of treason?**

Investigate the Loyalist stance on the following:

King George as a ruler

Paying taxes

The meaning of  
freedom and loyalty

**Resources for Research**

- Texts read in class and notes taken during class
- A Timeline of the Revolutionary War: <http://www.socialstudiesforkids.com/articles/ushistory/revolutionarywartimeline.htm>
- Chronicle of the Revolution from *Liberty!*: <http://www.pbs.org/ktca/liberty/chronicle.html>
- Quotes about American Revolution: <http://www.goodreads.com/quotes/tag/american-revolution>
- American Revolution Quotations: <http://alphahistory.com/americanrevolution/american-revolution-quotations/>
- Loyalists, Fence-sitters, and Patriots: <http://www.ushistory.org/us/11b.asp>
- Loyalists During the American Revolution: <http://www.let.rug.nl/usa/outlines/history-1994/the-road-to-independence/loyalists-during-the-american-revolution.php>
- Loyalist (American Revolution): <http://www.redcoat.me.uk/loyalists.htm>
- The Loyalists: <http://www.ushistory.org/us/13c.asp>

**Additional Expectations**

- **Include firsthand accounts:** We have learned in this unit that people's firsthand accounts are important when studying historical events. As such, be prepared during the debate to include the following quotation from Loyalist Isaach Wilkins with an explanation:  
"I leave America, and every endearing connection, because I will not raise my hand against my Sovereign—nor will I draw my sword against my Country."  
—Isaac Wilkins, Loyalist, 1775
- **Keep a list of sources:** As you research, be sure to cite evidence from texts and keep a list of sources (where you found the information).

**Create questions to ask the Patriot side:** Prepare to engage in a debate to present the Loyalist side in answer to the debate question. Create questions to ask the Patriot side during the debate, which will help express your opinion.



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**Extension Task Directions**

**Loyalist Side**

Use these pages to take notes during your research in answer to the question: Was the Revolutionary War a war for freedom or a war of treason?

“I leave America, and every endearing connection, because I will not raise my hand against my Sovereign—nor will I draw my sword against my Country.”

—Isaac Wilkins, Loyalist, 1775

What does this quotation mean?

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**Research Notes**

What do the Loyalists think of King George as a ruler?	Source

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What do the Loyalists think of paying taxes?	Source

What do the Loyalists think of freedom and loyalty?	Source


Create 2-3 questions to ask the Patriot side.

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**Extension Task Directions**  
**Patriot Side**

You have been asked to research the American Revolution from the point of view of a Patriot/Rebel/Whig to answer the following debate question:

**Was the Revolutionary War a war for freedom or a war of treason?**

Investigate the Patriot stance on the following:

King George as a ruler

Paying taxes

The meaning of  
freedom and loyalty

**Research Resources**

- Texts read in class and notes taken during class
- A Timeline of the Revolutionary War: <http://www.socialstudiesforkids.com/articles/ushistory/revolutionarywartimeline.htm>
- Chronicle of the Revolution from *Liberty!*: <http://www.pbs.org/ktca/liberty/chronicle.html>
- Quotes about American Revolution: <http://www.goodreads.com/quotes/tag/american-revolution>
- American Revolution Quotations: <http://alphahistory.com/americanrevolution/american-revolution-quotations/>
- Loyalists, Fence-sitters, and Patriots: <http://www.ushistory.org/us/11b.asp>
- Patriots of the American Revolution: <http://www.sonofthesouth.net/revolutionary-war/patriots/patriots-american-revolution.htm>
- The Revolutionary War: The Patriots from *Liberty's Kids*: [http://www.libertyskids.com/pt\\_tips\\_adult\\_patriots.html](http://www.libertyskids.com/pt_tips_adult_patriots.html)
- Sons of Liberty: Patriots or Terrorists?: <http://www.earlyamerica.com/early-america-review/volume-1/sons-liberty-patriots-terrorists/>

**Additional Expectations**

- **Include firsthand accounts:** We have learned in this unit that people's firsthand accounts are important when studying historical events. As such, be prepared during the debate to include the following quotation from Patriot Thomas Paine with an explanation:

"Those who expect to reap the blessings of freedom, must, like men,  
undergo the fatigues of supporting it."

—Thomas Paine, 1777
- **Keep a list of sources:** As you research, be sure to cite evidence from texts and keep a list of sources (where you found the information).

**Create questions to ask the Loyalist side:** Prepare to engage in a debate to present the Patriot side in answer to the debate question. Create questions to ask the Loyalist side during the debate, which will help express your opinion.

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**Extension Task Directions**  
**Patriot Side**

Use these pages to take notes during your research in answer to the question: Was the Revolutionary War a war for freedom or a war of treason?

“Those who expect to reap the blessings of freedom, must, like men,  
undergo the fatigues of supporting it.”

—Thomas Paine, 1777

What does this quotation mean?

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**Research Notes**

What do the Patriots think of King George as a ruler?	Source

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What do the Patriots think of paying taxes?	Source

What do the Patriots think of freedom and loyalty?	Source


Create 2-3 questions to ask the Loyalist side.

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**Conversation Stems for Debate<sup>10</sup>****Clarifying**

- Is it your position that...
- To be clear, you're saying that...
- I'm confused when you say X. Can you elaborate?

**Paraphrasing**

- Put another way, you're saying...
- So you're saying that...
- Is it fair to say that you believe...
- I hear you saying that...

**Agreeing**

- I agree with \_\_\_\_ because...
- \_\_\_\_'s point about \_\_\_\_ was important because...
- The reasons you provided support what I am saying because...
- You and I are coming from the same position.

**Disagreeing**

- I see it differently because...
- The reasons and details \_\_\_\_ provided better support \_\_\_\_ because...
- There is no evidence to suggest that is true.
- I agree that \_\_\_\_, but we also have to consider that...
- We see \_\_\_\_ differently.

**Elaborating**

- \_\_\_\_ mentioned that...
- Yes, and furthermore...
- Adding to what you said,...
- I agree, and I want to add that...

**Summarizing**

- Overall, what I'm trying to say is...
- My whole point in one sentence is...
- More than anything else, I believe that...
- Ultimately, my goal is to demonstrate that...

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<sup>10</sup> Adapted from te@chthought at <http://www.teachthought.com/learning/sentence-stems-higher-level-conversation-classroom/>



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**Patriots and Loyalists Chart**

Complete this chart to keep track of the points that each side makes during the debate.

<b>It was was a war of freedom!</b> <b>(Reasons why Patriots declared independence)</b>	<b>It was a war of treason!</b> <b>(Reasons why Loyalists remained loyal to the king)</b>

### **Culminating Writing Task Directions**

Were the colonists justified in declaring their independence and fighting the Revolutionary War?

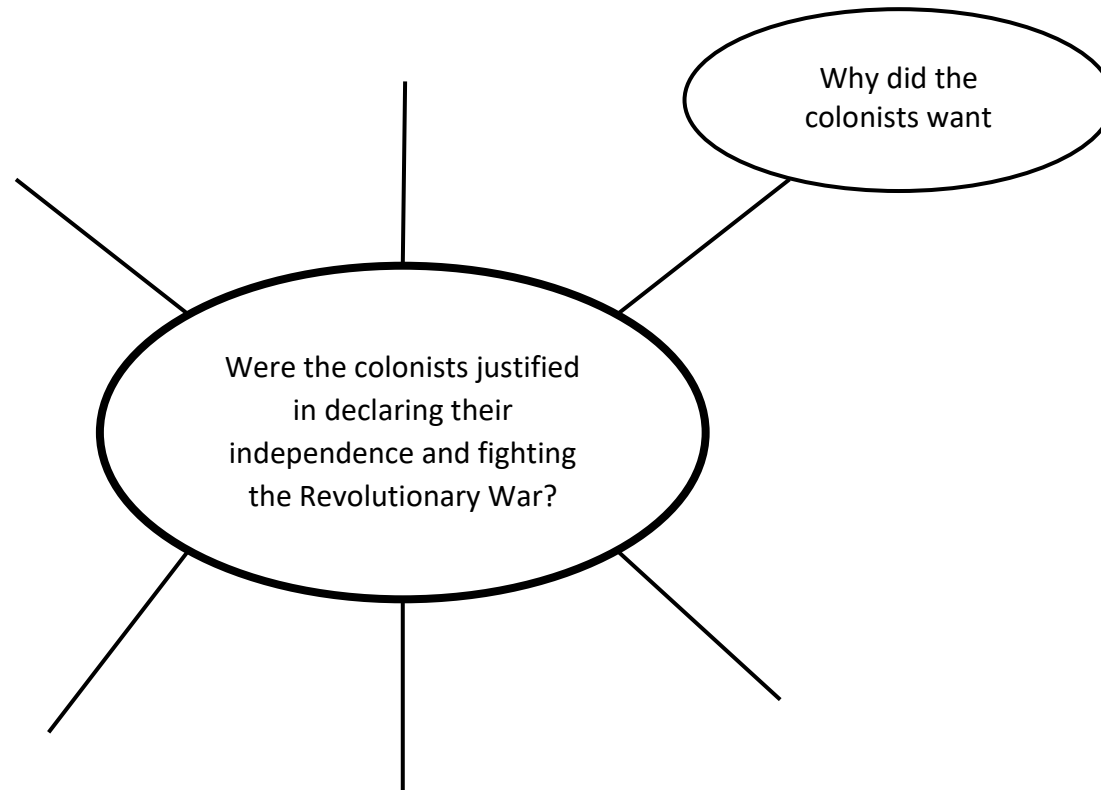
To answer this question:

- Review the unit texts.
- Create a list of reasons and evidence why the colonists declared their independence.
- Create a list of reasons and evidence why the British felt they had the right to govern the colonies.
- Determine whether the colonists were right or wrong to declare their independence.

Write an essay stating whether you believe the colonists were justified in declaring their independence and fighting the Revolutionary War. Support your opinion with reasons and information from unit texts and use linking words (e.g., *for instance*, *in addition*) to connect your opinion and reasons. Also, be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.

### Brainstorming

Write down the class questions about the Culminating Writing Task question.



### Culminating Writing Task Rubric

	3	2	1	0
<b>Reading and Understanding Text</b>	<ul style="list-style-type: none"> <li>Shows <b>full comprehension</b> of ideas both explicit and inferential indicated by grade-level reading standards</li> <li><b>Accurate</b> analysis and reasoning is demonstrated through <b>ample</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Mostly accurate</b> analysis and reasoning is demonstrated through <b>adequate</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>limited comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Minimally accurate</b> analysis and reasoning is demonstrated through <b>minimal</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>no comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Inaccurate or no</b> analysis and reasoning is demonstrated with <b>little or no</b> textual evidence</li> </ul>
<b>Writing about Text</b>	<ul style="list-style-type: none"> <li>Addresses the prompt and <b>clearly</b> introduces and states an opinion or topic</li> <li>Development is <b>cohesive</b> and <b>effectively</b> organized with support<sup>11</sup></li> <li>Language links ideas and <b>consistently</b> demonstrates awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the prompt and states an opinion or topic</li> <li>Development is organized with <b>some</b> support and cohesion</li> <li>Language links ideas and demonstrates awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the prompt and has an introduction</li> <li>Development and support are <b>minimal</b></li> <li>Response has <b>limited</b> coherence and/or cohesion</li> <li>Language demonstrates <b>limited</b> awareness of purpose or audience</li> </ul>	<ul style="list-style-type: none"> <li>Does not address the prompt</li> <li><b>Lacks</b> organization, is <b>undeveloped</b>, and <b>does not</b> provide support</li> <li>Language demonstrates <b>no</b> awareness of purpose or audience</li> </ul>
<b>Language Conventions</b>	<ul style="list-style-type: none"> <li><b>Full command</b> of conventions indicated by grade-level standards</li> <li><b>Few minor errors</b> do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>Some command</b> of conventions indicated by grade-level standards</li> <li><b>May have errors</b> that occasionally interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>Limited command</b> of conventions indicated by grade-level standards</li> <li><b>Errors</b> often interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>No command</b> of conventions indicated by grade-level standards</li> <li><b>Frequent and varied errors</b> interfere with meaning</li> </ul>

<sup>11</sup> Support includes facts, details, quotations.