

### Unit 1: Perspectives on the American Revolution: Building Background Knowledge

Common Core State Standards addressed: RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, W.4.7, W.4.8, W.4.9b, L.4.1f, L.4.2b



#### Guiding Questions and Big Ideas

#### How did the American Revolution and the events leading up to it affect the people in the colonies?

- *The American Revolution resulted in the United States of America becoming a new country with independence from Britain.*
- *The American Revolution, like many wars, divided people: brother against brother, mother against daughter, neighbor against neighbor.*
- *American colonists had different perspectives on fighting for independence from Britain.*

#### What will your student be doing at school?

In this unit, students explore colonial perspectives on the American Revolution. They begin by hearing a read-aloud of *Colonial Voices: Hear Them Speak*, which outlines the outbreak of the Boston Tea Party from multiple perspectives. Students then read and analyze short informational texts pertaining to some of the perspectives they heard in *Colonial Voices: Hear Them Speak* to build background knowledge about the American Revolution and the reasons colonists became either Patriots who fought for independence or Loyalists who fought to remain a part of Britain. In the second half of the unit, students zoom in to read about different groups within the Loyalists and Patriots. They read about African American slaves and Native Americans, their contributions to the American Revolution, and the way they were treated after the revolution. As students read these informational texts, they determine the main idea and analyze the overall text structure before summarizing the texts.

The Language standards that students will focus on in this unit require them to:

- L.4.1f: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.2b: Use commas and quotation marks to mark direct speech and quotations from a text.

#### Complete Sentences

**Note:** This is the handout students used in Module 1 and are reminded of in this module.

A complete sentence:

- Has a subject with a predicate and expresses a complete thought
- Begins with a capital letter
- Ends with an end mark—a period, question mark, or exclamation point

**Examples**

William Carlos Williams was a poet.

This short poem helps us understand the beauty of the common wheelbarrow.

If the sentence is not complete, it’s either a fragment or a run-on sentence. Avoid fragments and run-on sentences in formal writing.

A fragment is missing either a subject or a predicate, so it is not a complete thought.

**Examples**

Fragment	Complete Sentence
Inspired by everyday objects and the lives of common people.	<b>He was inspired by everyday objects and the lives of common people.</b>
William Carlos Williams about the things he knew.	<b>William Carlos Williams wrote about the things he knew.</b>

A run-on sentence has more than one subject with a predicate, but the subjects with predicates are joined without correct punctuation or a conjunction.

**Examples**

Run-on Sentence	Complete Sentence
He made notes about things he had heard he wrote poems about them.	<b>He made notes about things he had heard, then he wrote poems about them.</b>
My favorite poem by William Carlos Williams is “The Woodthrush” I like to watch birds.	<b>My favorite poem by William Carlos Williams is “The Woodthrush” because I like to watch birds.</b>

**Marking Direct Quotes**

**Note:** This is the handout students used in Module 1 and are reminded of in this module.

In this poem, he says, “I have eaten the plums that were in the icebox” and explains that they tasted delicious, sweet, and cold.

To correctly mark quotations from a text:

- Use **quotation marks** right before and right after the exact words from the text.
- Use a **comma** before the first quotation mark.
- Use phrases to show that the words that are coming next are someone else’s, such as:
  - he says
  - In the poem, he says

**How can you support your student at home?**

- Read stories and informational books about the American Revolution.
- Encourage your student to tell you the main idea and to provide supporting details of informational texts you read together.

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- Encourage your child to summarize informational texts you read together.
- Watch documentaries about the American Revolution.
- Visit museums or exhibitions about the American Revolution.
- When writing, remind your student to write in complete sentences without fragments or run-ons.

### Unit 1: Homework

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The homework in this unit focuses on research reading.

**Research reading:** Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes each day and responding to a prompt of choice in the front of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

**Choice reading:** If your student would also like to independently read and respond to a book of free choice, he or she may use the back of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

#### Vocabulary logs:

In the front, students record new **academic vocabulary**: words you might find in informational texts on many different topics. For example, *challenges*, *questions*, and *explain* are words that could be found in books on any topic.

In the back, students record new **topic vocabulary**: words about a particular topic. For example, *tadpoles*, *frogspawn*, and *amphibian* are words that could be found on the topic of frogs.

## Homework Resources (for Families)

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
1	Students infer the topic and hear the first half of <i>Colonial Voices: Hear Them Speak</i> read aloud.	1. Read and reflect on the module guiding questions.	1. <b>Lesson 2.</b> Students are not required to hand in anything; they just need to be prepared for a reflective discussion if they have something they would like to share with the group (not mandatory).	
2	Students read an informational text about the American Revolution for gist and to determine the meaning of unfamiliar vocabulary. Students choose their independent research reading books for this topic.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
3	Students closely read the text read for gist in the previous lesson. They determine what happened and why and begin to make a timeline of the events in the American Revolution.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
4	Students read a text about the Loyalists and use it to research. At the end of the lesson, they write an informative paragraph explaining who the Loyalists were and what they believed.	1. Marking Quotes practice 2. Research reading and answering prompt	1. <b>Lesson 6</b> 2. Teacher will check independent reading journals strategically.	
5	Students research to learn more about who the Patriots were and what they believed.	1. Language Dive Practice: Revolutionary War, Part I 2. Research reading and answering prompt.	1. <b>Lesson 7</b> 2. Teacher will check independent reading journals strategically.	
6	Students read a new informational text and research to write an informational paragraph about the Patriots for the mid-unit assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
7	Students read a new informational text about African American slaves during the American Revolution for gist.	1. Language Dive Practice: “An Incomplete Revolution” 2. Research reading and answering prompt.	1. <b>Lesson 9</b> 2. Teacher will check independent reading journals strategically.	
8	Students closely read the text from the previous lesson to answer questions about the main idea and structure and to write a summary.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

\*Teacher note: Please complete the Anticipated Date column according to your schedule.

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Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
9	Students read a new informational text about Native Americans during the American Revolution for gist.	<ol style="list-style-type: none"> <li>1. Language Dive Practice: "American Indians and the American Revolution"</li> <li>2. Research reading and answering prompt.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 11</b></li> <li>2. Teacher will check independent reading journals strategically.</li> </ol>	
10	Students closely read the text from the previous lesson to answer questions about the main idea and structure and to write a summary.	<ol style="list-style-type: none"> <li>1. Fragments and Run-ons Practice</li> <li>2. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 11</b></li> <li>2. Teacher will check independent reading journals strategically.</li> </ol>	
11	Students read a new informational text to answer questions about the main idea and structure and to write a summary for the end of unit assessment.	<ol style="list-style-type: none"> <li>1. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher will check independent reading journals strategically.</li> </ol>	

\*Teacher note: Please complete the Anticipated Date column according to your schedule.

## Independent Reading

(For Families)

**Directions:** Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—for example, an asterisk (\*).

### Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

### Example:

**Date:** 04/08/2016

**Book Title and Author:** *Divided Loyalties* by Gare Thompson

**Pages Read:** 14–18

**Prompt:** Describe in depth a character in the text using details from the text.

**Response:** Robert is very loyal to the king. Even after losing a customer because he is loyal to the king, he explains that he will continue to be loyal. He says to William, “William, we are loyal to the king, and that’s final!”

**Consider using the following independent reading prompts\*:**

- What is the theme or main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in other lessons?
- Describe in depth a character in the text using details from the text.
- Describe in depth a setting in the text using details from the text.
- Describe in depth an event in the text using details from the text.
- Choose one new word from your reading today and analyze it on a vocabulary square:

<p><b>Definition in your own words</b></p>    	<p><b>Synonyms</b> (words that mean the same)</p>    						
<p><b>Break up the word using this chart:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <thead> <tr> <th style="width: 33%; padding: 5px;">Prefix</th> <th style="width: 33%; padding: 5px;">Root</th> <th style="width: 33%; padding: 5px;">Suffix</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Prefix	Root	Suffix				<p><b>Words with the same affix or root</b></p>    
Prefix	Root	Suffix					
<p><b>Translation in home language</b> (where appropriate):</p>    							

\*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

## Marking Quotes Practice

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Remember the rules you have learned about marking direct quotes using commas and quotation marks.

To correctly mark quotations from a text:

- Use **quotation marks** right before and right after the exact words from the text.
- Use a **comma** before the first quotation mark.
- Use phrases to show that the words that are coming next are someone else's.

Correct the following sentences so they correctly use punctuation to mark the direct quotes from the text:

1. The historical notes in *Colonial Voices: Hear Them Speak* say They lost many members to European diseases that they had no immunity to combat.

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2. In *Colonial Voices: Hear Them Speak*, the Patriots do not want to pay the tea tax. For example, the shoemaker says This tea tax must not be paid.

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3. In *Colonial Voices: Hear Them Speak*, the Loyalists think that not paying the tea tax is bad for business. For example, the barber/wigmaker says Holding back on English goods is bad for business. Pay the tea tax and move on!

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## Fragments and Run-ons Practice

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Remember the rules you have learned about complete sentences, fragments, and run-on sentences.

### A complete sentence:

- Has a subject with a predicate and expresses a complete thought
- Begins with a capital letter
- Ends with an end mark—a period, question mark, or exclamation point

A **fragment** is missing either a subject or a predicate, so it is not a complete thought.

A **run-on sentence** has more than one subject and predicate, but the subjects with predicates are joined without correct punctuation or conjunction.

Revise these fragments so they are complete sentences. It doesn't matter how you complete the sentence as long as it is a complete sentence; there are no right or wrong answers here:

Fragment	Complete Sentence
Wanted independence from Britain.	
They didn't like.	
To pay the tea tax.	

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Revise these run-on sentences so they are complete sentences:

Run-on Sentence	Complete Sentence
Most people thought the war would end quickly the Continental Army was not trained to fight.	
The army had little money for uniforms weapons were poor.	
They were also citizens of Great Britain they could not vote in the British government.	

**Language Dive Practice: "Revolutionary War, Part I"**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Write the scrambled sentence from "Revolutionary War, Part I" in the correct sequence.

<b>in Britain's 13 American colonies.</b>	<b>started as a fight for the rights</b>	<b>The war</b>	<b>of English people</b>
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2. Below are sentence fragments and one complete sentence. Circle the sentence that is complete.

**The war started as a fight for the rights.**

**The war.**

**Started as a fight for the rights.**

**Of English people in Britain's American colonies.**

3. Add onto the fragments below to change them from fragments into complete sentences. You can use your own words to complete the sentence.

**The war** \_\_\_\_\_

\_\_\_\_\_

**started as a fight for the rights of** \_\_\_\_\_

\_\_\_\_\_

**Language Dive Practice: "An Incomplete Revolution"**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Write the scrambled sentence from "An Incomplete Revolution" in the correct sequence.

<b>because they wanted freedom from slavery.</b>	<b>Many black Americans, however, fought</b>
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2. Below are run-on sentences and one complete sentence. Circle the sentence that is complete.

**Many black Americans, however, fought they wanted freedom from slavery.**

**Because they wanted freedom from slavery, many black Americans fought.**

**Many black Americans fought however they wanted freedom from slavery.**

3. Fix the run-on sentence below by using both punctuation and a conjunction.

**They wanted freedom from slavery many black Americans fought to get it.**

First, fix the sentence above using a conjunction. (Examples: *so, and, since, because*)

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Next, fix the sentence above using correct punctuation.

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**Language Dive Practice: "American Indians and the American Revolution"**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Write the scrambled sentence from "American Indians and the American Revolution" in the correct sequence.

<b>lost lands</b>	<b>as well as Senecas and Shawnees</b>	<b>who had supported the Americans</b>	<b>who had fought against them.</b>	<b>Stockbridges and Oneidas</b>
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2. Circle the relative pronoun *who* each time it appears in the sentence, then draw an arrow to the noun(s) it refers to. (L.4.1a)

**Stockbridges and Oneidas who had supported the Americans lost lands as well as Senecas and Shawnees who had fought against them.**

3. Underline words in the sentence that describe the Stockbridge and Oneida involvement in the war. Circle words that describe the Seneca and Shawnee involvement in the war.

**Stockbridges and Oneidas who had supported the Americans lost lands as well as Senecas and Shawnees who had fought against them.**

4. Write the sentence in your own words.

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