

Name _____

Spelman and Howard
4th Grade ELA
Learning Packet
January 11-15, 2021



Name: _____

Date: January 11, 2021

BCCS-Girls

Spelman/Howard

Module 3: Unit 1: Lesson 6

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|-----------------------------|--|
| Learning Targets | I can use details in the text to answer questions about a new informational text. I can explain who the Patriots were and what they believed. |
| Assignment to Submit | Mid-Unit 1 Assessment |

Name: _____

Date: January 12, 2021

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Module 3: Unit 1: Lesson 7

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|-----------------------------|--|
| Learning Targets | I can determine the gist of "An Incomplete Revolution." I can determine the meaning of unknown words and phrases in "An Incomplete Revolution." |
| Assignment to Submit | Gist statements for "An Incomplete Revolution" |

Close Reading
Means reading the same text
multiple times until...
more than once

- ↳ you can explain it
- ↳ you can ask/answer questions
- ↳ you know the main idea and key details
- ↳ you can use the text clues to make inferences

Close Reading is digging deeper!

1st reading gets a gist of the text
2nd readings gives you more information (think about the questions asked)
3rd reading allows you to really understand (begin to use close reading strategies)

An Incomplete Revolution”

1. Thousands of African Americans, both slave and free, fought in the American Revolution. Many slaves hoped the war would bring about their emancipation. But their struggle for freedom had just begun.

March 5, 1770, began like any other day in Boston, Massachusetts. Outside the city’s Custom House, British soldiers stood guard as they had for two years. Many colonists hated the soldiers, who were a reminder that they had to obey British laws.

On that day, Crispus Attucks, a tall “near giant of a man,” joined a crowd gathering at the Custom House. A young boy was shouting rude remarks at a British soldier. Suddenly, the soldier lost his temper and struck the boy with the butt of his gun.

The scene soon got out of hand. More colonists, armed with sticks and clubs, joined the mob. Frightened British soldiers fired into the crowd. When it was over, Attucks and four other Americans lay dead or dying.

The skirmish, known as the Boston Massacre, was one of several incidents that led to the American Revolution (1775–1783). Crispus Attucks, an escaped slave, was the first of many African Americans to die in the long struggle for American independence.

2. The Struggle Begins

The American Revolution began in 1775 when American soldiers calling themselves “patriots” fired at British soldiers in Lexington and Concord, Massachusetts, sparking full-fledged battles. Approximately 25,000 to 30,000 African Americans, slave and free, took part in the major battles of the Revolution. But they fought for different reasons than white colonists.

Most white colonists who fought in the Revolution were angry because they had to pay taxes to Britain yet had no representatives in Britain’s parliament. They believed they had a God-given right to self-government and freedom. King George III was taking away those rights, they believed.

Many African Americans, however, fought because they wanted freedom from slavery. They were willing to fight for whichever side promised them independence. “Whoever invoked the image of liberty, be he American or British,” wrote historian Benjamin Quarles, “could count on a ready response from African Americans.”

3. An Offer of Freedom

In 1775, the British, in desperate need of soldiers, promised liberty and protection to slaves who would fight on their side. Between 10,000 and 20,000 African American men offered their services to the king. The British used them as laborers, orderlies, scouts, and spies. Slaves made excellent scouts and spies because they knew the location of local roads and rivers, which British soldiers did not.

The British also gave guns to African Americans. Lord Dunmore, British governor of the colony of Virginia, enlisted 500 slaves in what became known as “Lord Dunmore’s Ethiopian Regiment.” In a letter to England, Dunmore wrote, “My Negroes fought with skill and valor. Daily, new men arrive to join us.” It was the first African American regiment raised by either side during the Revolution.

Jupiter Charles was one of the slaves who fought in Lord Dunmore’s regiment. Jupiter told his mother why he wanted to fight for the British: “Mama, I could stay and let them [his masters] work me into a young grave, or I can fight my way and see how I end up. Besides, I have a score to settle.”

Many states desperately tried to prevent slaves from helping the British. The Virginia Gazette published frantic appeals for the loyalty of slaves tempted by Britain’s offer: “Be not then, ye negroes, tempted by the proclamation to ruin yourselves.”

American appeals often fell on deaf ears. A Baltimore newspaper described one incident in which 21 Maryland slaves stole their master’s boat and sailed away to the British.

4. Patriot Soldiers

Britain’s policy of recruiting slaves terrified many American slave owners. When the Revolution began, African Americans could not enlist in the Continental Army. Slave owners feared that slaves might rebel if they were given guns. But as the need for soldiers grew, free African Americans, as well as slaves, were allowed to enlist.

Between 5,000 and 7,000 African Americans joined the Continental Army. Some did so because they believed in the ideals of freedom and liberty. Jehu Grant, who fled slavery and joined the patriots, remembered, “When I saw liberty poles and people engaged for support of freedom, I could not but like and be pleased with such a thing.” For slaves like Grant, the words of the Declaration of Independence had special meaning. “All men are created equal,” proclaims the Declaration, with rights to “Life, Liberty, and the Pursuit of Happiness.”

For slaves who could get to Rhode Island, fighting for the patriots brought freedom. In 1778, Rhode Island did not have enough white soldiers to send to the Continental Army. So the state declared that any slave who volunteered for the Rhode Island regiment would be set free.

Many African Americans responded to the call. One observer wrote, “Three quarters of the Rhode Island regiment consists of Negroes, and that regiment is the most neatly dressed, the best under arms, and the most precise in its maneuvers.”

Many slaves did not win freedom by fighting for the Americans. Some Northern slave owners sent their slaves to fight in their place. In some states, the master would receive the slave soldier’s pay or even be reimbursed (paid back) if his “property” were killed. Only in a few states did a master have to free a slave before sending him to fight.

Whatever their reasons for joining the patriots’ cause, many African Americans were rewarded for their courage and bravery. At the Battle of Bunker Hill, Peter Salem reportedly killed an important British officer and became a hero. Salem Poor, a free African American man, showed extraordinary courage during battle. Fourteen officers asked Congress to give Poor “the Reward due to so great and Distinguished a Character.”

James Armistead was a servant to General Charles Cornwallis, leader of the British forces. Armistead also was a patriot spy who reported everything he saw and heard to General Lafayette of the Continental Army. The information Armistead provided helped the patriots defeat Cornwallis at the Battle of Yorktown (1781), the final battle of the Revolution. On the recommendation of General Lafayette, the state of Virginia bought Armistead from his master and set him free. From that day on, he called himself James Armistead Lafayette.

5. Free at Last?

These are just a few of the many stories of African Americans who served in the American Revolution. The stories of many more may never be found or told. What is known is that by the end of the war, more than 100,000 slaves were either freed or had escaped.

African Americans would not forget their experiences in the Revolution. The American victory established the colonists’ right to self-government. But one important question remained unanswered: When would African Americans enjoy the freedoms they had fought so hard to win?

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Application

Directions: Using your close reading strategies, reread “An Incomplete Revolution.” Use the text to record the gist of each section below and answer the Check for Understanding questions.

Introduction

The Struggle Begins

An Offer of Freedom

Patriot Soldiers

Free At Last?

Check for Understanding:

1. What is this text mostly about?

2. Why is “An Incomplete Revolution” a good title for this text?

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Date: January 13, 2021
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Module 3: Unit 1: Lesson 8

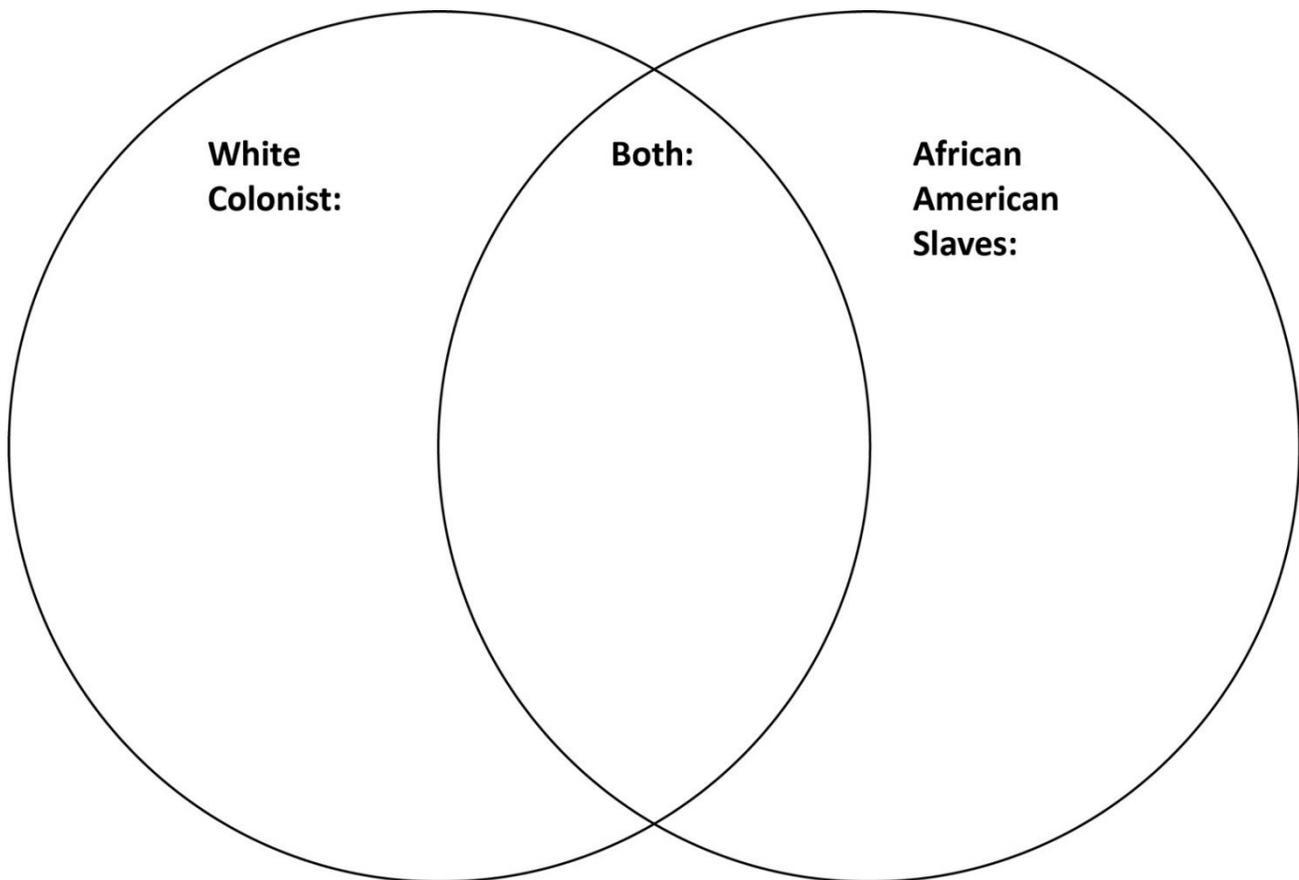
| | |
|-----------------------------|---|
| Learning Targets | I can determine the main idea and summarize the text “An Incomplete Revolution.” |
| Assignment to Submit | Text Dependent Questions (Packet) Summary of “An Incomplete Revolution” (Packet) |

Text-Dependent Questions:

“An Incomplete Revolution”

***Directions:** Read the question and highlight details in the text to support your answer before recording it.*

1. Compare and contrast: The text explains that white colonists and African American slaves had different reasons for fighting in the American Revolution. Use the Venn diagram below to compare these reasons. Use evidence from the text to complete the diagram. (RI.4.1, RI.4.3)



2. Which side were the black slaves on in the American Revolution? Use details from the text to support your answer. (RI.4.1)

3. According to the text, why did both sides need black slaves to fight in the American Revolution? Use details from the text to support your answer. (RI.4.1)

4. How did African Americans contribute to the American Revolution? What roles did they play? Use details from the text to support your answer. (RI.4.1)

5. Now that you have read about African Americans in the American Revolution, why do you think the article is titled “An Incomplete Revolution”? Why was it incomplete? Use details from the text to support your answer. (RI.4.1)

6. What is the main idea of this text? Find details from the text to support your answer.

Hint: Think about what the title of the text tells you and notice the parts of the text you have highlighted.

| An Incomplete Revolution | |
|--|--|
| Main Idea (What is the big idea the author wants you to take away?): _____ _____ _____ _____ _____ _____ _____ | Supporting Details (What explicit information from the text supports your thinking about the main idea?): 1. 2. |

7. **Part A:** How would you describe the structure of this text? Underline the best answer. (RI.4.5)

- A. chronology
- B. comparison
- C. description
- D. problem/solution

Part B: Which clues in the text help you recognize the structure? (RI.4.1, RI.4.5)

- A. describes who, what, where, or how
- B. discusses similarities and differences
- C. gives events in order
- D. solves a problem

SUMMARY

- ❖ Includes MAIN IDEA
- ❖ Only IMPORTANT ideas
- ❖ Use KEY WORDS and YOUR WORDS



| Nonfiction Text | Fiction Text |
|---|---|
| <ul style="list-style-type: none">• Main Idea• Key Details | <ul style="list-style-type: none">• Characters• Setting• Problem• Solution |

Exit Ticket: Write a summary, following the summary anchor chart rules, of “An Incomplete Revolution.”

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Date: January 14, 2021

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Module 3: Unit 1: Lesson 9

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|-----------------------------|---|
| Learning Targets | I can determine the gist of “American Indians and the American Revolution.” |
| Assignment to Submit | Gist statements on text (Google Classroom) |

“American Indians and the American Revolution”

Application: Find the gist for each paragraph.

1. The Declaration of Independence said that King George III set “merciless Indian Savages” against innocent men, women, and children. The image of ferocious warriors propelled into action by a cruel king was what people believed about the Indians’ role in the Revolution and justified the way they were treated after. But many Indian nations tried to stay out of the war. Some sided with the Americans, and those who allied with the Crown did so only to protect their homelands. The British government gave Indian lands some protection with the Royal Proclamation of 1763. Indians knew that the Revolution was about Indian land as well as freedom.
2. Some Indian tribes went to war early. Cherokee warriors, frustrated by losing land, attacked colonists, only to be defeated. On the other hand, most New England Indians, supported their colonist neighbors.
3. The Revolution split the Iroquois Confederacy. Mohawks led by Joseph Brant allied with the British, and in time most Cayugas, Onondagas, and Senecas joined them. But Oneidas and Tuscaroras sided with the Americans. The Revolution became a civil war for the Iroquois, as Oneidas fought Senecas at the Battle of Oriskany in 1777. The Iroquois suffered even more in 1779 when General John Sullivan led an American army in burning forty towns and destroying crops.

Gist: The revolution was a civil war for the Iroquois Confederacy because some tribes were Loyalists and some were Patriots.

4. In Ohio, Guyashuta of the Senecas, Cornstalk of the Shawnees, and White Eyes of the Delawares worked hard to stay neutral in the war at first; however, after Americans killed White Eyes, Cornstalk, and unarmed Moravian Delawares, Ohio Indians allied with the British.
5. In 1783, Britain handed over land to the new United States. The United States continued to take Indian lands by treaty and by force. Stockbridges and Oneidas who had supported the Americans lost lands as well as Senecas and Shawnees who had fought against them.
6. Indians fought in the Revolution for Indian freedom and Indian homelands, not for Britain. But most Americans believed that Indians had supported the king and his cruelty. They did not feel sorry about treating poorly those who fought against the birth of the nation.

Glossary

| Word | Definition |
|--------------|---|
| image | picture |
| propelled | driven, pushed, or caused to move in a particular direction |
| justified | fair, for a good reason |
| government | a group of people who rule |
| proclamation | an official announcement |
| defeated | beaten |
| neutral | not on one side or the other |
| treaty | a formal agreement |

Name: _____

Date: January 15, 2021

BCCS-Girls

Spelman/Howard

Module 3: Unit 1: Lesson 10

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|-----------------------------|---|
| Learning Targets | I can determine the main idea and summarize the text “American Indians and the American Revolution.” |
| Assignment to Submit | Text Dependent Questions (Packet) Summary of “American Indians and the American Revolution” (Packet) |

Close Reading Note-catcher: “American Indians and the American Revolution”

RI.4.1, RI.4.2, RI.4.4, RI.4.5, L.4.4, L.4.5c

How did American Indians contribute to the American Revolution? Why?

| How did American Indians contribute to the American Revolution? Why? | Evidence from the text |
|---|-------------------------------|
| | |

1. **Part A:** Which sentence states the main idea of “American Indians and the American Revolution”? Underline the best answer. (RI.4.2)
- A. Most American Indians wanted the British to win because they wanted to be ruled by the king.
 - B. Most American Indians fought for the colonists because they didn’t like the British taxes.
 - C. The American Revolution was between the British and American Indians over land for colonists.
 - D. American Indians were treated badly for fighting to protect their freedom and land.

Part B: Which detail from the text best supports the correct answer to A? Underline the best answer. (RI.4.1, RI.4.2)

- A. The revolution became a civil war for the Iroquois, as Oneidas clashed with Senecas at the Battle of Oriskany in 1777.
- B. Indians knew that the revolution was about Indian land as well as freedom.
- C. Some sided with the Americans, and those who allied with the Crown did so only to protect their homelands.
- D. Ohio Indians allied with the British.

2. **Part A:** How would you describe the structure of this text? Underline the best answer. (RI.4.5)
- A. chronology
 - B. comparison
 - C. description
 - D. problem/solution

Part B: Which clues in the text help you recognize the structure? (RI.4.1, RI.4.5)

- A. uses words like *cause, effect, result of, due to*
- B. describes who, what, where, or how
- C. gives events in order
- D. solves a problem

SUMMARY

- ❖ Includes MAIN IDEA
- ❖ Only IMPORTANT ideas
- ❖ Use KEY WORDS and YOUR WORDS



| Nonfiction Text | Fiction Text |
|--|--|
| <ul style="list-style-type: none"> • Main Idea • Key Details | <ul style="list-style-type: none"> • Characters • Setting • Problem • Solution |

Exit Ticket: Write a summary, following the summary anchor chart rules, of “American Indians and the American Revolution.”
