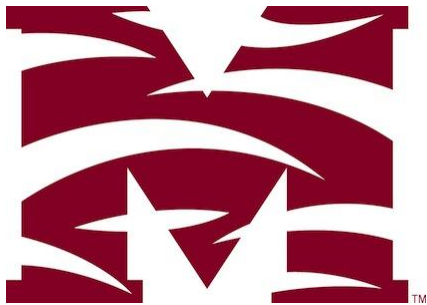




Name \_\_\_\_\_

# 4<sup>th</sup> Grade ELA Remote Learning Packet

## Week 34



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

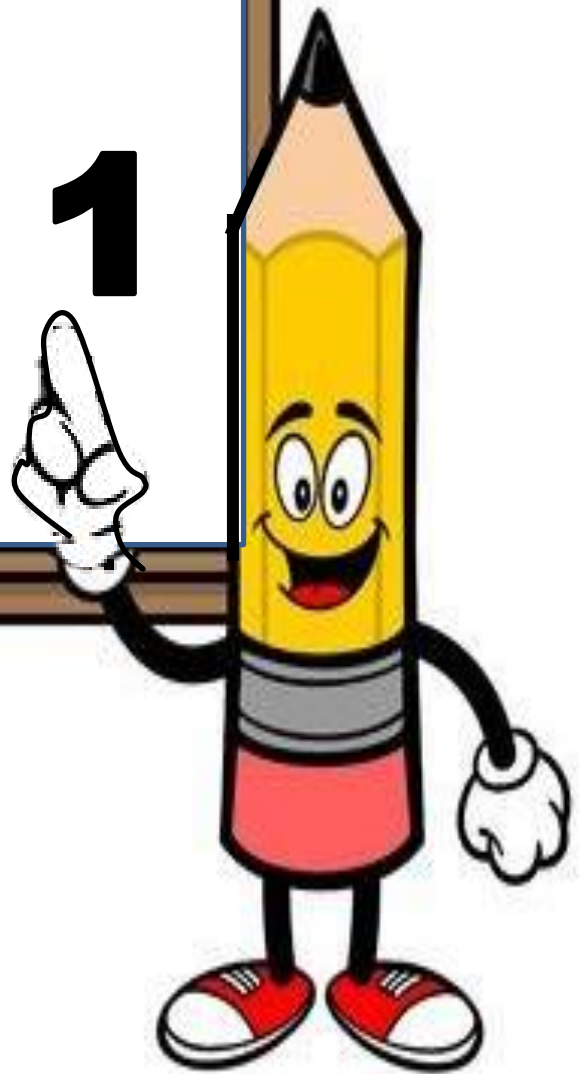
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(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



**Day # 1**



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

Week 34 Day 1 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 34 Day 1 Notes, American Revolution

### Do Now

What made the Revolutionary War an incomplete Revolution?

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<b>Standard</b>	<b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>LEQ</b>	How can I determining the gist of each paragraph contribute to my overall comprehension?
<b>Objective</b>	I can determine the gist of sections of text regarding the American Revolution/Revolutionary War.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

## An Incomplete Revolution

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.

Gist

### 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."

Gist

### **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.

Gist

### **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.

Gist

### **Free at Last?**

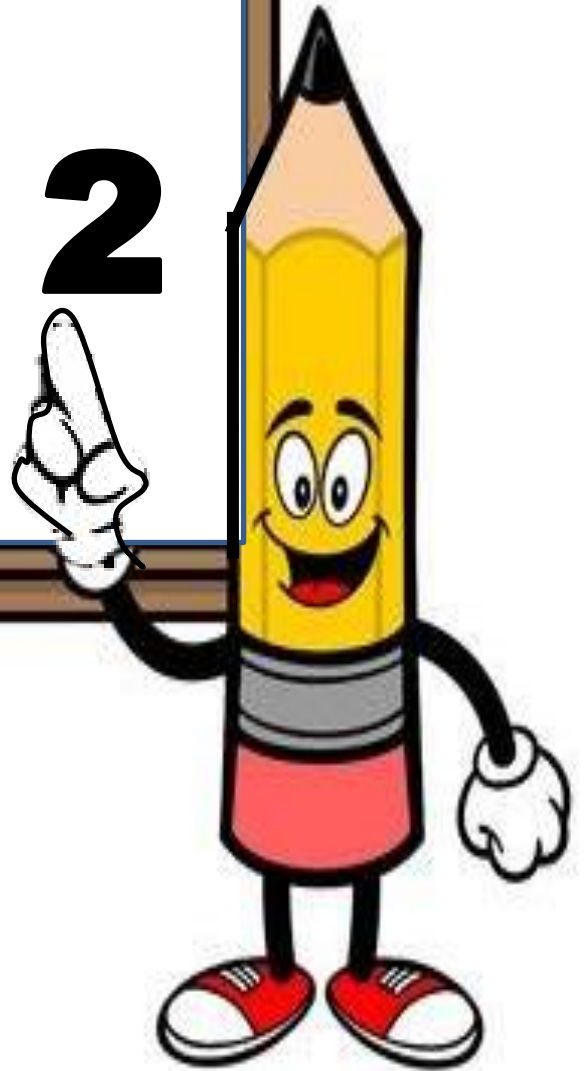
These are just a few of the many stories of African Americans who served in the American Revolution. The stories of many more may never be found or told. What is known is that by the end of the war, more than 100,000 slaves were either freed or had escaped.

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?

Gist



# Day # 2





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

Week 34 Day 2 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 34 Day 2 Notes, American Revolution

### Do Now

How do you believe African Americans felt throughout the American Revolution?

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<b>Standard</b>	<b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>LEQ</b>	How can I determining the gist of each paragraph contribute to my overall comprehension?
<b>Objective</b>	I can determine the gist of sections of text regarding the American Revolution/Revolutionary War.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

A soldier's vivid descriptions of the Revolutionary War earned him the title of...

# Private Yankee Doodle

**O**N Sept. 15, 1776, 15-year-old American Army Private Joseph Plumb Martin found himself crouched in a trench near the East River in New York. Five British man-of-war ships were blasting cannonballs at him and his friends. Martin held his ears and wondered "which part of my carcass was to go first."

Through the tumultuous years of the Revolutionary War, Martin kept a diary. Many years after the war, he wrote in it the story of his experience as a private in George Washington's army. He starved at Valley Forge and froze at Morristown. Yet he never lost his sense of humor—or his patriotism.

## The Fine Art of Retreating

Things got worse for Martin in that first battle. When thousands of British troops came in rowboats toward Martin and his compatriots, panicky American officers ordered a retreat. It soon became a stampede.

For the next 24 hours, Martin struggled through swamps and woods with nothing to eat. He finally found his regiment, and the next day they fought a battle with the British, driving them back.

# HISTORY



Martin was happy to discover they could make the enemy retreat, too.

## Holding the Fort

A year later, Martin found himself in another trouble spot. His regiment was ordered to defend a fort on the Delaware River. The British had captured Philadelphia (it was the American capital then). But if they could not seize this fort, their ships would not be able to use the river and their army would starve.

It was, Martin later wrote, "in the cold month of November," and he had "not a scrap of either shoes or

stockings to my feet or legs." The British pounded the fort day and night using heavy guns. Martin saw five men killed by a single cannonball.

## Starvation Time

After three terrible weeks, General Washington ordered Martin and his regiment to evacuate the wrecked fort. They retreated to winter camp at Valley Forge. There they encountered another enemy: hunger. Night after night they dined, as Martin put it in his humorous way, "upon a leg of nothing and no turnips."

Even water was scarce. One night Martin paid another soldier three cents for a drink from his canteen.

Most of the army was barefoot. "They could be tracked by their blood on the rough frozen ground," Martin wrote.

## Victory at Last

The war dragged on, and Martin fought bravely in several more battles. He was promoted to sergeant. In 1783, a few days after the key battle in Yorktown, Va., in which Martin also fought, the British Army surrendered.

After almost seven years in the army, Joseph Plumb Martin went home and wrote about his adventures. People liked his book so much they called him "Private Yankee Doodle."✦

—Thomas Fleming

## READ MORE

You can read Martin's diaries in "Yankee Doodle Boy: A Young Soldier's Adventures in the American Revolution Told by Himself" (School and Library Binding, 1995).

You can also find selections from the diaries at [www.mrbooth.com/edu/constit/diaries.html](http://www.mrbooth.com/edu/constit/diaries.html).

## Gist of Section: Holding the Fort

1.) According to the text, how do we know what we know about Joseph Plumb Martin?

- A. A soldier in Martin's regiment kept a diary about him.
- B. George Washington wrote a story about him.
- C. He kept a diary of his adventures during the war.
- D. A British soldier kept a diary about him.

2.) Read this line from section with the heading "Starvation Time":

"Night after night they dined, as Martin put it in his humorous way, 'upon a leg of nothing and no turnips.'"

What does Martin mean by this?

- A. He and the regiment had nothing to eat.
- B. He and the regiment were thirsty.
- C. He and the regiment had plenty to eat.
- D. He and the regiment liked turnips.

3.) In the text, Thomas Fleming wrote, "Things got worse for Martin in that first battle." How were things bad for Martin during the first battle?

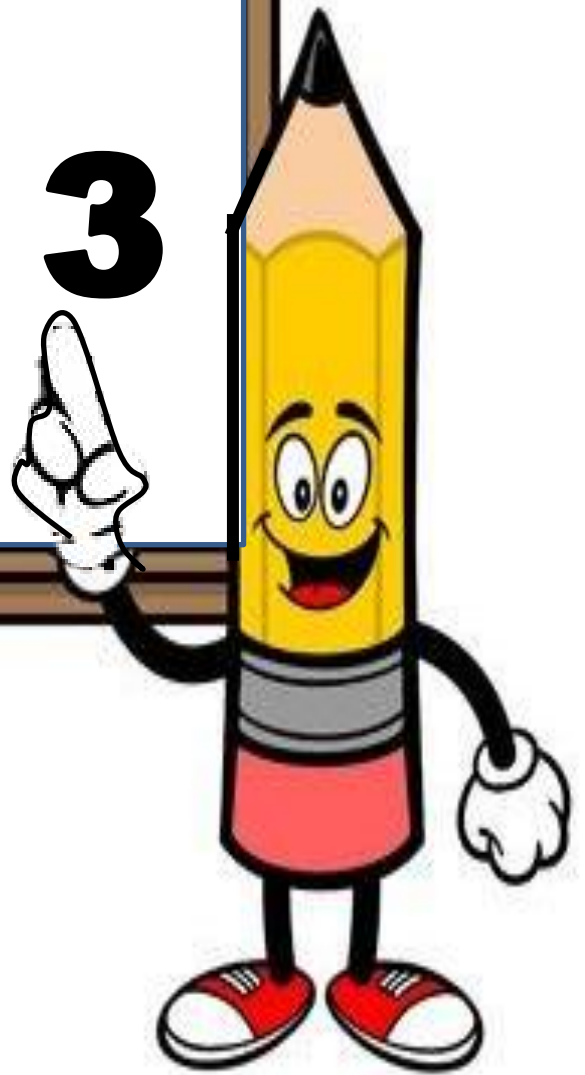
- A. Martin had no shoes or socks.
- B. American officers ordered a retreat that turned into a stampede.
- C. American soldiers did not have much water to drink.
- D. The British army captured a fort on the Delaware River.

4.) The last section has the heading "Victory at Last." Why is this a good heading for this section?

- A. The section is about how the British won the war.
- B. The section is about how Martin was promoted to sergeant.
- C. The section is about how Martin wrote about his adventures.
- D. The section is about how the British surrendered and the Americans won the war.



**Day # 3**



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

Week 34 Day 3 Date: \_\_\_\_\_

BCCS-B

Hampton   Howard   Morehouse

## **Week 34 Day 3 Notes**

# **SPA #5: Part I**



Directions: Read the article and answer questions 1- 7.

# Around the World

*by Paula Morrow*

- 1 “No one but a man can do this,” the business manager of the *World*, a New York newspaper, said to the young woman. The year was 1888. A popular book at the time told about a character who traveled around the world in 80 days. Now Nellie Bly, a young reporter for the newspaper, wanted to do it in real life.
- 2 “Very well,” said Nellie. “Start the man, and I’ll start the same day for some other newspaper and beat him.”
- 3 In those days it was very unusual for a woman to travel alone. But Nellie Bly was an unusual woman. Her real name was Elizabeth Jane Cochran. When she was 20, she wrote a fiery letter to the editor of the *Pittsburgh Dispatch*. The editor was so impressed with her letter that he offered her a job as a writer.
- 4 It wasn’t considered “proper” to use a woman’s name in a newspaper. So the editor signed Elizabeth’s work *Nellie Bly*, a name from a popular song.
- 5 Back then, women were only supposed to write about things considered to be “women’s topics,” such as fashion and society. But Nellie had other ideas. She reported on issues that were important, even controversial. Newspaper readers were fascinated—but they didn’t believe that Nellie Bly was really a woman. They thought men were writing the articles!

controversial = a topic that causes an argument

- 6 After Nellie threatened to make the trip for another newspaper, her editor gave in and allowed her to do it for the *World*. One year after asking to do the trip, Nellie set out. Traveling east across the Atlantic, Nellie took just one bag in order to move quickly. As she traveled, she wrote. She telegraphed her articles about people and places to the newspaper. Schoolchildren followed her route across Europe and Asia. Geography became a national fad as readers tracked her around the world.

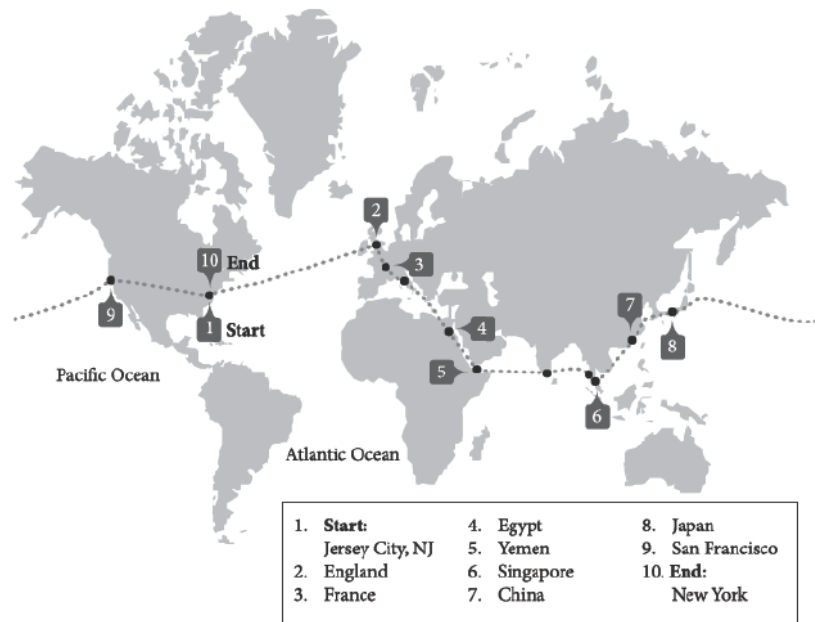
telegraphed = a way to send messages to a faraway place

- 7 On day 68 of her trip, Nellie reached San Francisco. Quickly, she dashed across the country on a train hired by her newspaper. She reached New York in 4½ days.
- 8 She met her challenge! Along the way, every train stop was a “maze of happy greetings, happy wishes, congratulating telegrams, fruit, flowers, loud cheers, wild hurrahs, rapid hand-shaking,” she wrote. While traveling through France, Nellie was thrilled to meet Jules Verne, author of the book that inspired her trip, *Around the World in 80 Days*.
- 9 Nellie Bly beat the 80-day goal. She also invented a new style of journalism. She reported to her readers what she saw, thought, and felt during her adventure. She also proved that a woman is as competent and resourceful as a man. Her journey around the world was a journey toward equal opportunity for both women and men.

competent = capable

resourceful = skilled at solving problems

Nellie Bly's Historic 1888 Trip Around the World in 72 Days



1. What does the phrase “set out” mean as it is used in paragraph 6 of the article?
  - A. grabbed her suitcase
  - B. began her journey
  - C. accepted work
  - D. started writing
2. Read this sentences from paragraph 6.

**Traveling east across the Atlantic, Nellie took just one bag in order to move quickly.**

How is this detail important to paragraph 1?

- A. It shows how she is the same as the character in the book.
- B. It shows one way to help her reach her goal.
- C. It shows a young reporter exploring the world in real life.
- D. It shows that a young woman taking a trip alone is unusual.



3. How does the author organize the information in paragraphs 6 and 7?
- A. by listing events in the order they happened
  - B. by comparing and contrasting the places Nellie visited
  - C. by showing what caused Nellie to want to take the trip
  - D. by stating how the problem of traveling so far was solved
4. What does the word “journalism” mean as it is used in paragraph 9?
- A. writing for newspapers
  - B. traveling for women
  - C. finding adventures
  - D. discovering options
5. Which detail from the article does the map support?
- A. “Start the man, and I’ll start the same day...” (paragraph 2)
  - B. “She reached New York in 4 ½ days.” (paragraph 7)
  - C. “She met her challenge!” (paragraph 8)
  - D. “She reported to her readers what she saw, thought, and felt...” (paragraph 9)
6. Which sentence best states the main idea of “Around the World”?
- A. Traveling around the world in a short period of time is a difficult goal.
  - B. It is unusual for a woman to travel in the past.
  - C. Geography is an important subject to study.
  - D. A woman showed she can do anything.

7. What is the author's purpose of the article "Around the World"? Use two details from the text to support your response.

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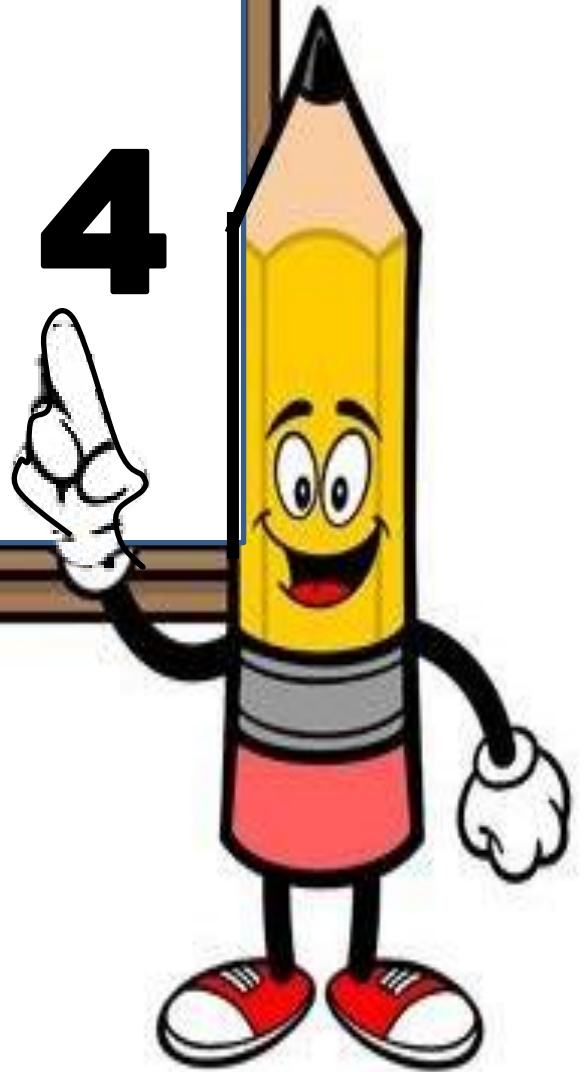
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**Day # 4**



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

Week 34 Day 4 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## **Week 34 Day 4 Notes**

# **SPA #5: Part II**

Directions: Read the article and answer questions 8-13.

# Mouse Deer and the Tigers

*an Indonesian folktale retold by Marilyn Bolchunos*

1 King Tiger thought he was the greatest tiger in the world. While I do not know if that was true, he was certainly the greediest. One day he said to himself, "I wonder if there is tasty food nearby on the Island of Borneo."



2 He called three of his strongest tigers and said to them, "I have a job for you. You must swim to Borneo and ask their tiger king for food. Tell them the King of All Tigers demands it. If they don't agree, we will attack."

3 The King pulled out one of his large whiskers. "Show him this and he will see what kind of tiger he is dealing with."

4 The three tigers swam over to Borneo, roaring all the way. Now, there were no tigers on Borneo, but all the animals hid when they heard the strange sounds and splashes. All except for Mouse Deer. He didn't hear them coming because he was busy eating his lunch of tender grass. Suddenly he looked up and saw three pairs of golden eyes staring at him.

5 "Brave little morsel, isn't he?" said one of the tigers. "We have a message for your tiger king. Where is he?"

6 Mouse Deer thought, We have no tiger king. We have no tigers. But if I tell them that, I will be lunch for these tigers. I must think fast or, or . . . I *will* be lunch for these tigers.

7 He thought fast.

8 "I can take your message to our tiger king," he said. "But you look tired. Rest in the shade, and I will get him."

9 "Good idea," said the biggest tiger. "Tell him that he must give us food, or we will attack. Show him King Tiger's whisker."

10 The whisker was so big it made Mouse Deer tremble. But he bravely hurried away with it in his mouth.

11 If I promise them food, they may eat me, he thought. What should I do?

12 He bounded on. Finally he had an idea. He found his friend Porcupine. "Friend, the King of All Tigers wants to attack Borneo," he said. "He says we won't be able to fight him. Would you please let me have one of your quills?"

quill = a thick hair with a sharp point

13 "Gladly," said Porcupine.

14 Mouse Deer waited awhile so that the tigers would think he had traveled far. When he came back they said, "Well?"

15 "O, Great Tigers," said Mouse Deer, "when I reached our king he was sharpening his claws between two mountains. I gave him your message. He said, 'Good. It is too quiet around here. I'd be happy to fight that tiger. Send him over.' Then he pulled out one of his whiskers for you to give your king."

16 The tigers were astonished. They had never seen a whisker as big and thick as that. They turned and left for their long swim back.

17 Mouse Deer pranced off on his tiny hoofs.

18 As soon as the tigers reached their island, they went to the King of All Tigers.

19 "What took you so long?" he roared.

20 "Well," one tiger said, "the King of Borneo looks forward to fighting the King of All Tigers. He sends his whisker."

21 The King stared at it for a while. Then he spoke, "I have been thinking while you were gone. We should demand food from the Island of the Elephants instead of the Island of Borneo."

22 And that is why, even today, there are no tigers on Borneo. There are plenty of mouse deer, but no tigers.

1. What does the word “demand” mean as it is used in paragraphs 2 and 21?
  - A. to correct
  - B. to look for
  - C. to work on
  - D. to insist
  
2. What does the reader know in paragraphs 6 through 8 that tigers do not know?
  - A. King Tiger wants to take food from the island of Borneo.
  - B. The Island of Borneo has no tiger king.
  - C. Mouse Deer is afraid of King Tiger’s whisker.
  - D. The whisker from Mouse Deer is not from a tiger.
  
3. Paragraph 15 supports a theme of the story by showing that Mouse Deer
  - A. honors the tigers
  - B. is clever and brave
  - C. is happy to be telling lies
  - D. finds his king
  
4. In paragraph 17, the phrase “pranced off” shows that Mouse Deer feels
  - A. eager to run far away from the tigers
  - B. satisfied with how things went with their king
  - C. worried that the tigers will return with their king
  - D. surprised to see that the tigers could swim

5. What do the details in paragraph 21 suggest about King Tiger?

- A.** He wants to avoid showing that he is scared.
- B.** He believes there is more food on a different island.
- C.** He knows that it is important to plan ahead.
- D.** He thinks he is the greatest tiger in the world.

6. What is the theme of the story “Mouse Deer and the Tigers”? Use two details from the text to support your response.

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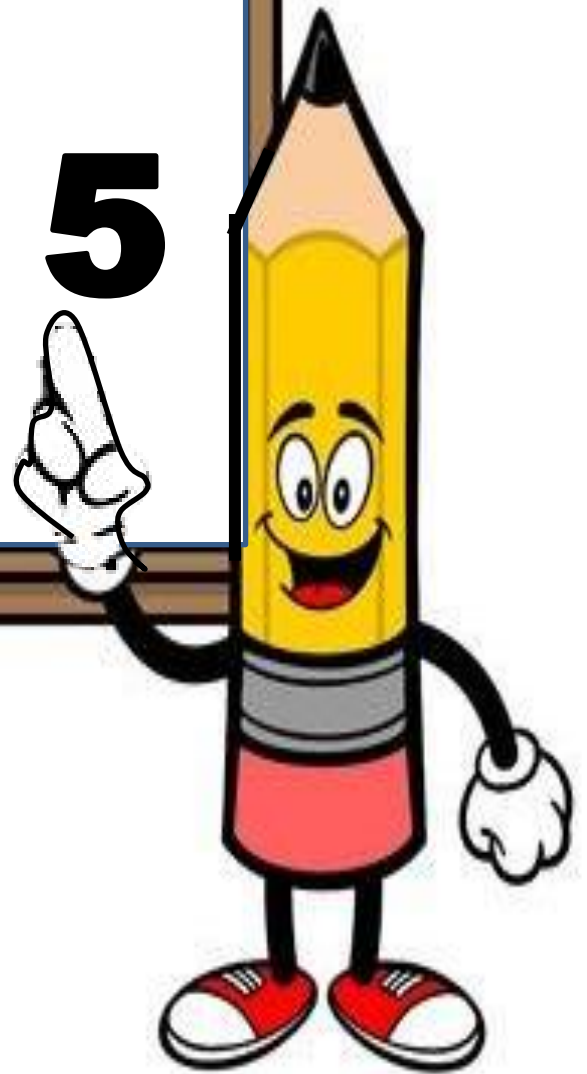
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**Day # 5**



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

Week 34 Day 5 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 34 Day 5 Notes, American Revolution

<b>Standard</b>	<b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>LEQ</b>	How can I determining the gist of each paragraph contribute to my overall comprehension?
<b>Objective</b>	I can determine the gist of sections of text regarding the American Revolution/Revolutionary War.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

## American Indians and the American Revolution

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.

Gist

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.

Gist

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

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.

Gist

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.

Gist

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.

Gist

What is the main idea of the article “American Indians and the American Revolution”? Use two details to support your answer.

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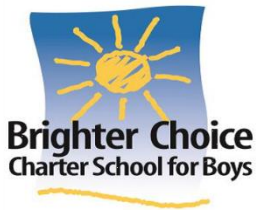
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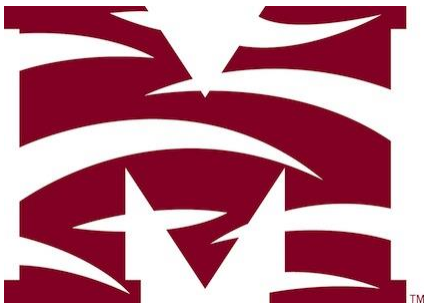
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Name \_\_\_\_\_

## 4<sup>th</sup> Grade ELA Remote Learning Packet

### Week 35



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Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

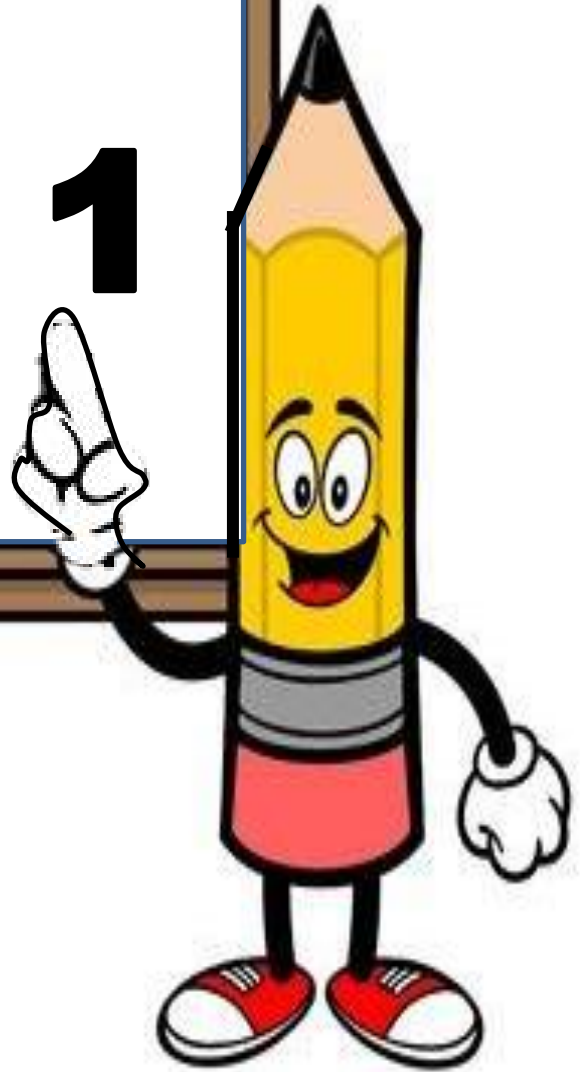
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Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



**Day # 1**



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

Week 35 Day 1 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 35 Day 1 Notes, American Revolution

### Do Now

What have you learned thus far about the American Revolution?

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<b>Standard</b>	<b>RI 4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>LEQ</b>	How can I determine the meaning of unknown words and phrases?
<b>Objective</b>	I can determine the meaning of unknown words and phrases in a text regarding the American Revolution.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)



## **“Revolutionary War, Part III”**

### **Victory at Yorktown and Peace**

Starting in 1778, the British focused their efforts on the southern colonies. In the Carolinas and Virginia, British General Charles Cornwallis defeated the Americans in one battle after another. The situation there seemed hopeless.

Then the French came to the rescue. General Rochambeau and some 5,000 French troops arrived in 1780. And a French fleet arrived in 1781.

At that time, General Cornwallis had an army of more than 6,000 British troops at Yorktown, Virginia. Washington led his American and French troops there. For the first time in the war, Washington had a larger military force than the British.

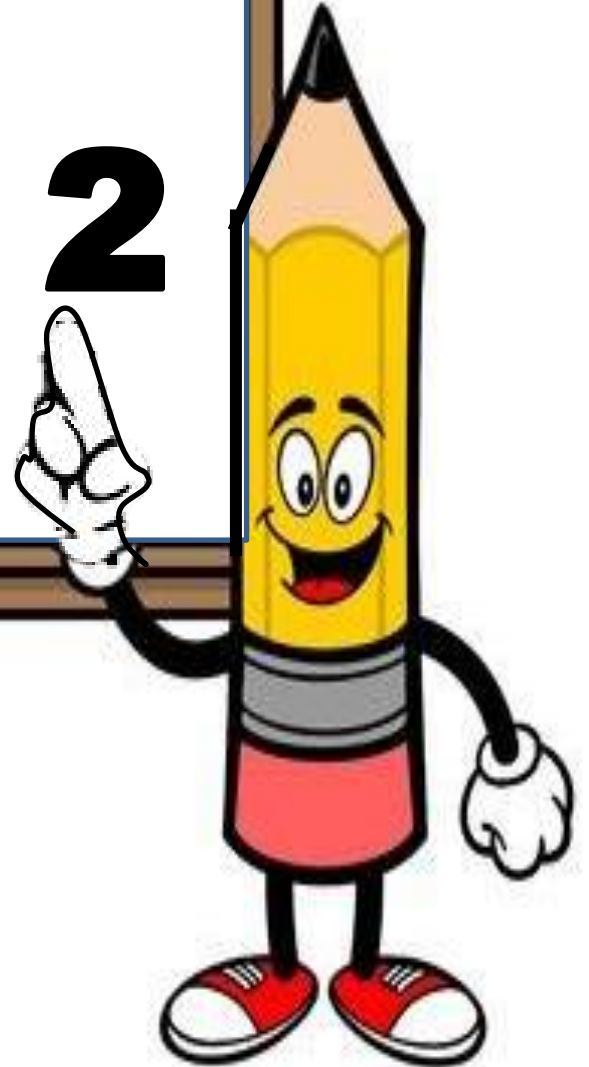
Yorktown was the last major battle of the war. Peace talks began in Paris, France, in 1782. The Treaty of Paris was signed in 1783. The new nation had been tested on the battlefield. Now the war was over. For the first time, Britain recognized the United States of America as an independent country.

1. Refer back to paragraph 2, what does “troops” mean as it is used in this context?

2. Refer back to paragraph 4, what does the author mean by “The new nation had been tested on the battlefield.”



# Day # 2



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

Week 35 Day 2 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 35 Day 2 Notes, American Revolution

### Do Now

Why do we use context clues?

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<b>Standard</b>	<b>RI 4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>LEQ</b>	How can I determine the meaning of unknown words and phrases?
<b>Objective</b>	I can determine the meaning of unknown words and phrases in a text regarding the American Revolution.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

## Events Leading to American Independence



In 1763, it would have been hard to imagine a revolution.

Americans seemed happy enough. The Colonies were well off, and King George III was not especially hard on them. Actually, previous kings had been much worse.

How, then, in a few short years did everything change? Most of the American colonists thought of themselves as English citizens. What happened to make them want to break free from England?

Much happened between the years of 1763 and 1776. The colonists felt that Britain was taxing them unfairly. They thought Britain was treating them like children and ignoring their complaints.

For their part, the British felt the colonists should pay their fair share of taxes. Citizens living in England paid more.

Soon, some Americans began asking how a tiny island like Britain could rule the American continent.

A few important events led the English and colonists into war.

### **The Royal Proclamation of 1763**

The French and Indian War ended in 1763. It was fought in what is now the United States and Canada.

The British gained the entire area between the Appalachian Mountains in the east and the Mississippi River in the west. Still they did not want American colonists settling there. It would have upset the French and Native Americans and could have led to fighting.

The colonies were not happy. They thought it was a plot to make them rely on Britain. It became part of the long list of problems. Each side felt the other side did not understand them or was ignoring them.

## **Britain imposes taxes on colonists**

Britain had allowed the Colonies to rule themselves. Suddenly, Britain began controlling the Colonies.

The British began charging the American colonists taxes because they needed money. War had been expensive for Britain.

The taxes on American colonists were lower than those on British citizens. Money from taxing the Colonies paid to protect them.

The Americans, however, saw it differently. Americans thought British soldiers were sent only to watch them, and they did not want to pay for that.

Also, the colonists did not have elected officials in the British Parliament. They had no control over decisions being made by the British government. They felt that the British were ignoring their rights as Englishmen.

## **Stamp Act is passed**

Parliament passed the Stamp Act in 1765. Now, stamped paper had to be used for every legal document to prove colonists had paid taxes. Land documents, wills and marriage licenses had to be on this special paper. Newspaper, dice and playing cards also were taxed.

## **Boycotting Britain's goods**

The colonists said "No taxation without representation!" They refused to buy British goods. British merchants lost money and put pressure on the government. Parliament ended the Stamp Act the next year.

## **New Taxes**

The British did not want the colony leaders to think they had power. The British Parliament passed a law saying England had total control over the Colonies.

The next taxes were on glass, paper and tea. As a result, the colonists stopped buying goods from England.

## **The Boston Massacre**

Zoom-in An illustration of the Boston massacre of 1770. British soldiers are shown firing at angry American colonists that were gathered in protest of British taxes. Photo from Wikimedia. [click to enlarge]

The people of Boston was more angry about the taxes than anyone else. British officials feared for their lives, and soldiers were sent to protect them.

On March 5, 1770, townspeople began throwing rocks and snowballs at soldiers.

The British fired. They killed five men, including Crispus Attucks, a former slave.



## The Boston Tea Party

British ships carrying tea were threatened in Colonial ports. Most ships turned around. In Boston, the governor allowed three ships carrying tea to enter the harbor. In December 1773, townspeople disguised themselves as Native Indians. They attacked the ships, tossing 342 chests of tea into the water.

The tea would be worth \$750,000 dollars if it was sold today.

## The Intolerable Act

Parliament was fed up with the Colonies and passed the Intolerable Act.

The law closed Boston Harbor until the owners of the tea were paid back. It also said that people could not hold public meetings. The power of the British governor was also increased.

On September 5, the First Continental Congress opened in Philadelphia. It was the first time the Colonies came together to oppose the British.

According to the text, the colonists thought that “Britain was treating them like children and ignoring their complaints.” What did they mean by this? Use two details to support your response.

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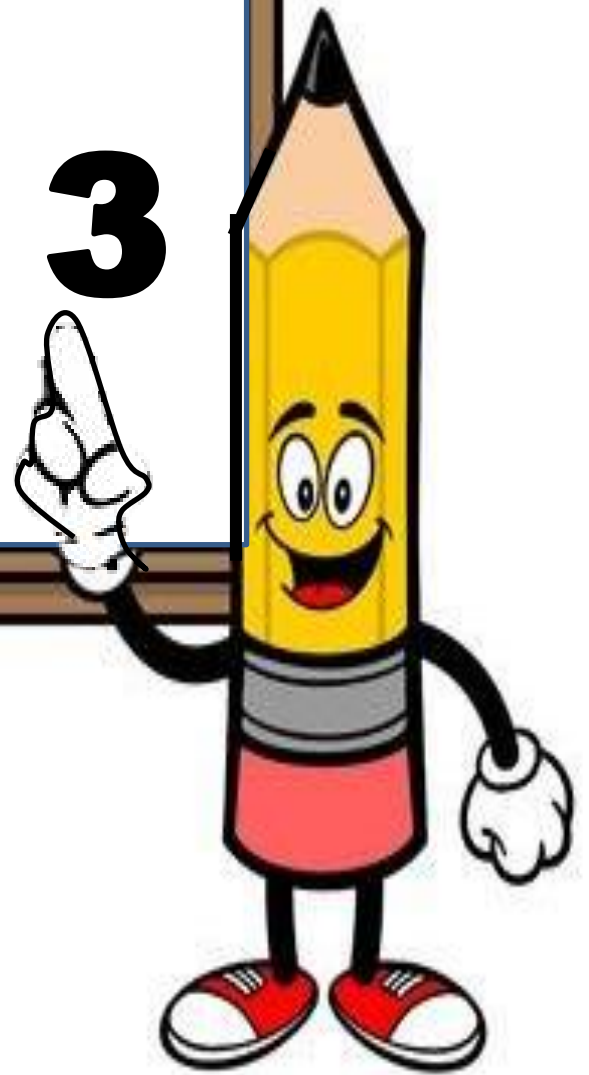
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# Day # 3





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

Week 35 Day 3 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 35 Day 3 Notes, American Revolution

### Do Now

What caused many colonists to want to “break free” from England?

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<b>Standard</b>	<b>RI 4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>LEQ</b>	How can I determine the meaning of unknown words and phrases?
<b>Objective</b>	I can determine the meaning of unknown words and phrases in a text regarding the American Revolution.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

# TEA OVERBOARD!

By Mike Weinstein  
2001

*Before America gained independence from Great Britain in the American Revolution, there were thirteen colonies. The colonies often felt that the British treated them unfairly, especially when the British made tea and other goods more expensive. One night in December of 1773, a group of angry colonists dumped tea into the Boston Harbor. As you read, take notes on how the colonies protested British rule.*

- [1] A strange-looking group of people gathered on a Boston wharf<sup>1</sup> one dark night in December 1773. Some were dressed as American Indians. Others had their faces smeared with soot.<sup>2</sup> They were about to push the American Colonies much closer to war with England.

The crowd on the wharf boarded three English ships. Once on board, they began dumping heavy chests of tea into the harbor. They poured so much tea into the water that the tea leaves began piling up and spilling back into the boats. Thousands of pounds of valuable tea were ruined.



*"Boston Tea Party" by Cornischong is in the public domain.*

This destructive act of defiance<sup>3</sup> is known as the Boston Tea Party. The disguised mob was made up of angry patriots<sup>4</sup>-laborers, merchants, and even a 14-year-old apprentice.<sup>5</sup> Many say that Paul Revere<sup>6</sup> was part of the group.

The tea belonged to an English company. England required the colonists to pay special taxes<sup>7</sup> on the tea. The mob believed that it was unfair for England to tax the Colonies, so they dumped the tea rather than pay taxes on it.

- [5] The Tea Party was a result of the beliefs of many people in Boston. These patriots protested British actions in the colonies. Boston patriots shared opinions in secret clubs, in meetings at taverns, and by word of mouth on the street.

Revere mingled in all these places. He was a frequent visitor to the taverns. He was an active member in the clubs, including the Sons of Liberty. This was a secret society, with special passwords, that organized opposition<sup>8</sup> to England.

1. a structure built on a shore
2. marked with a black substance
3. **Defiance** (*noun*) bold resistance to someone in charge
4. someone who strongly supports their country
5. a person who is learning about a certain type of work from an employer
6. a man known for alerting colonial troops when the British were coming
7. an extra charge on goods that is paid to the government

With his many contacts, Revere was widely known in Boston's patriotic circles. He was also well suited to spread the word about colonial plans to oppose England.

After the Tea Party, England used harsh<sup>9</sup> measures to punish Boston. Tensions<sup>10</sup> between colonists and the mother country worsened. Soon, war was inevitable.

1. PART A: Which sentence describes the central idea of the text?
  - A. Colonists had to disguise themselves when they openly protested the British government because it was dangerous.
  - B. The colonists' decision to dump tea into the harbor had little impact on England and didn't get them to change their taxes.
  - C. By dumping British tea into the harbor, the colonies declared war on England and started the American Revolution.
  - D. Colonists were unhappy with British rule and dumped taxed tea into the harbor as one of their acts of protest.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "A strange-looking group of people gathered on a Boston wharf one dark night in December 1773. Some were dressed as American Indians. Others had their faces smeared with soot." (Paragraph 1)
  - B. "The mob believed that it was unfair for England to tax the Colonies, so they dumped the tea rather than pay taxes on it." (Paragraph 4)
  - C. "Boston patriots shared opinions in secret clubs, in meetings at taverns, and by word of mouth on the street." (Paragraph 5)
  - D. "After the Tea Party, England used harsh measures to punish Boston. Tensions between colonists and the mother country worsened. Soon, war was inevitable." (Paragraph 8)
  
3. Which of the following describes how the text is organized?
  - A. The author gives details about the Boston Tea Party, and then discusses other forms of protest against the British.
  - B. The author discusses the dangers of protesting the British government, and then why colonists decided to protest anyway.
  - C. The author describes different ways that the colonists protested the British government, and then focuses on the Boston Tea Party.
  - D. The author describes how the British government taxed the colonies, and then provides an explanation for why they had to.
  
4. What was the cause of the colonists' resistance to the British rule?
  - A. They weren't allowed to sell their own goods.
  - B. They didn't receive quality goods from the British.
  - C. They were taxed unfairly by the British.
  - D. They didn't have any rights under British rule.

5. Re-read paragraphs 5 and 6. What does the text mean by the fact that “Revere mingled in all these places”? Explain your response.

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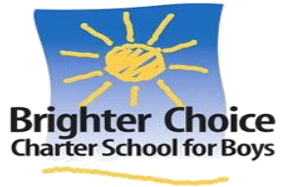
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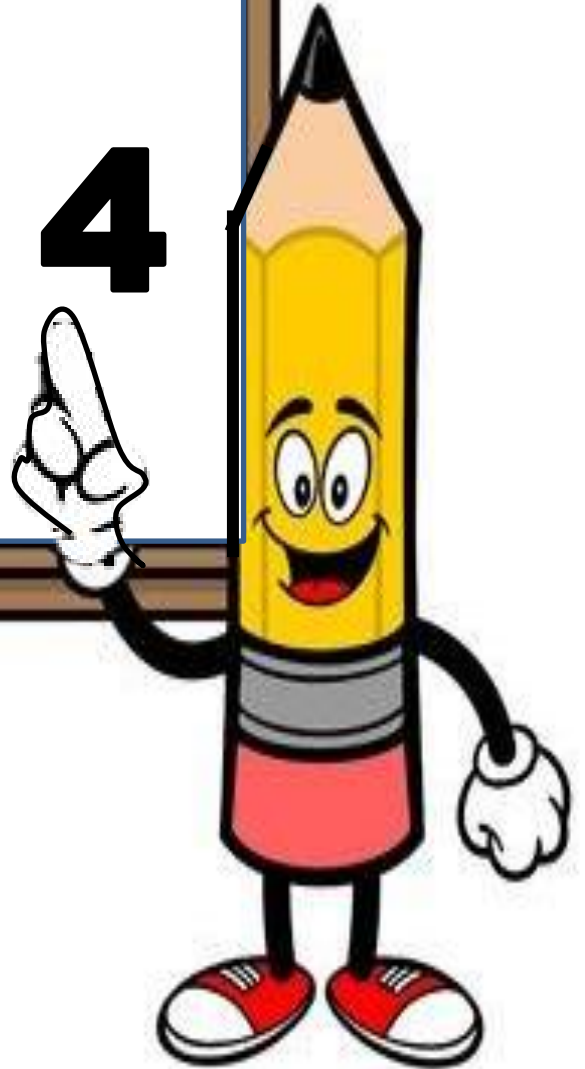
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**Day # 4**



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

Week 35 Day 4 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 35 Day 4 Notes, American Revolution

### Do Now

Do you think women were allowed to help/fight in the Revolution?

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<b>Standard</b>	<b>RI 4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>LEQ</b>	How can I determine the meaning of unknown words and phrases?
<b>Objective</b>	I can determine the meaning of unknown words and phrases in a text regarding the American Revolution.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

# Just Say No!

## *The Daughters of Liberty*

By Jennifer Barefoot  
2005

*Throughout the 1760s, citizens of the thirteen colonies in the present-day United States were upset with the British government's rule over them. While most people know of the men who fought for the independence of the 13 colonies from Great Britain, few people know about the important role that women played. As you read, take notes on how colonial women challenged the British's unfair treatment of the colonies.*

- [1] During the American Revolution, women were not allowed to vote or fight in the army. But they found other ways to support the colonial fight for independence. For the first time, many women found a political voice. Some wrote letters and poems about politics, sending them anonymously<sup>1</sup> to local newspapers. One writer criticized colonial men for not doing more to oppose unfair British laws. Her poem ended with the line, "Let the Daughters of Liberty nobly arise." Women were calling on each other to stand up and do their part.

To fight the British, these "daughters of liberty" used the power they had: the power to choose what not to buy.

The Stamp Act was one of the unfair laws women fought. To raise money, the British government passed a law saying that colonial citizens had to pay a tax<sup>2</sup> on every piece of printed paper they used. Everything — from newspapers and marriage licenses to playing cards — was taxed. Many colonists felt that this Stamp Act tax was unfair.

Many women — among them, those calling themselves "daughters of liberty" — agreed to boycott<sup>3</sup> British goods to protest the Stamp Act. These women refused to use British cloth to make their clothes. Some women even refused to get married if their fiancés applied for a marriage license with a stamp on it! Eventually, the boycott was successful. When British merchants<sup>4</sup> began to lose money because of the boycotts, the British government repealed — eliminated — the Stamp Act.



*"Spinning in the colonial kitchen" by Unknown is in the public domain.*

1. without using their name
2. an additional charge on goods that goes to the government
3. to refuse to buy something as a form of protest
4. a person involved in trade



- [5] After the Stamp Act was repealed, the British put another tax on colonial citizens. Now, everyday items such as paint, tea, paper, shoes, and clothes were being taxed. Once again, the "daughters of liberty" said no to British goods. Women who had once bought British fabric now began to spin thread and weave cloth at home. They were proud to wear their homespun clothes as a symbol of their strength. The "daughters of liberty" were standing up to the British.

Then came the Tea Act in 1773. This law allowed British merchants to sell tea in the colonies for less money than anyone else. Many colonists saw this as an attempt by the British government to force other tea merchants out of business. Once the other tea sellers were shut down, the British would raise the prices on their own tea. To the colonists, this was unacceptable.

Patriotic<sup>5</sup> women now refused to buy tea. Because they could not grow English tea in America, they used local plants to make "liberty tea." Using raspberry and mint leaves, verbena and lemon balm, even roses, violets, and goldenrod flowers, they brewed delicious hot drinks.

While colonial men fought the British with guns, women fought them with money. When they said no to British goods, they made the British government less able to pay its soldiers in the colonies. Some people say that in the fight for freedom, the decisions women made when buying goods may have been as important as the decisions men made when they picked up their guns.



1. PART A: Which sentence describes the central idea of the text?
  - A. Colonial women protested the British by refusing to buy their goods because they didn't believe in violence.
  - B. Colonial women also contributed to the fight for independence from Britain by refusing to buy British goods.
  - C. It was dangerous for colonial women to protest the government because women weren't allowed to speak up.
  - D. The colonies could have won their independence much more quickly if women had been allowed to vote.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "During the American Revolution, women were not allowed to vote or fight in the army. But they found other ways to support the colonial fight for independence." (Paragraph 1)
  - B. "After the Stamp Act was repealed, the British put another tax on colonial citizens. Now, everyday items such as paint, tea, paper, shoes, and clothes were being taxed." (Paragraph 5)
  - C. "Then came the Tea Act in 1773. This law allowed British merchants to sell tea in the colonies for less money than anyone else." (Paragraph 6)
  - D. "While colonial men fought the British with guns, women fought them with money. When they said no to British goods, they made the British government less able to pay its soldiers in the colonies." (Paragraph 8)
  
3. Which alternate title expresses the main idea of the article?
  - A. Colonial Women's Limited Rights Under British Rule
  - B. How Colonial Women Won Their Independence
  - C. How Colonial Women Protested the British
  - D. The British Governments' Unfair Treatment of the Colonies
  
4. Which of the following describes how the text is organized?
  - A. The author summarizes the ways that women fought for independence against the British and then explains specific examples of their boycotts.
  - B. The author describes how colonial men protested the British, and then how colonial women did.
  - C. The author discusses colonial women's lives under British rule, and then their lives after gaining independence.
  - D. The author discusses how colonial women steadily won more rights and respect, as they continued to protest the British.

5. According to the text, how could women be patriots? Use two details to support your response.

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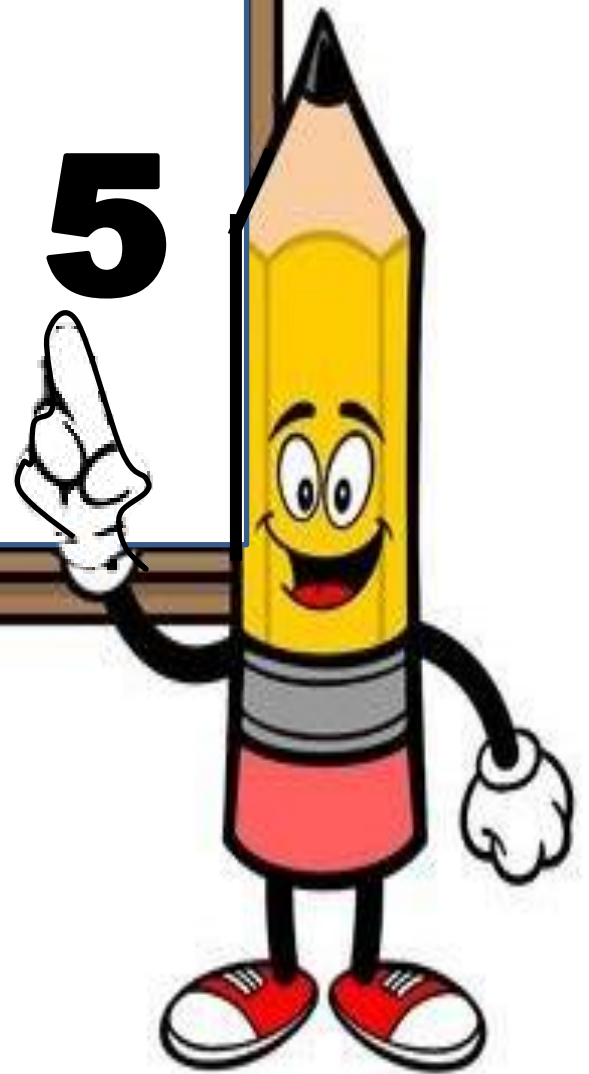
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**Day # 5**



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

Week 35 Day 5 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 35 Day 5 Notes, American Revolution

### Do Now

How did women take part in the Revolution?

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<b>Standard</b>	<b>RI 4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>LEQ</b>	How can I determine the meaning of unknown words and phrases?
<b>Objective</b>	I can determine the meaning of unknown words and phrases in a text regarding the American Revolution.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)

# **Betwixt & Between**

## *Growing up African American in Revolutionary Times*

By Leslie Anderson Morales  
2000

*During a majority of the 1700s, the Thirteen Colonies, what would eventually become the United States, were controlled by England. The colonies gained independence after the American Revolution, which lasted from 1775 to 1783. In this informational text, Leslie Anderson Morales discusses African Americans' experiences during this period of time. As you read, take notes on how African Americans were treated in the colonies.*

- [1] What was it like to be African American in the 1700s? A lot depended on where you lived. An enslaved African who was one of 300 on a Virginia tobacco plantation<sup>1</sup> had a different life from his brother who was the only slave owned by a New York shoemaker.

Black men and women worked in many trades and occupations.<sup>2</sup> In 1770, one in five Americans were of African descent.<sup>3</sup> Without them buildings would not have been built, farms would not have been tended, and merchants<sup>4</sup> would not have grown rich.

Children worked alongside adults in the fields, kitchens, stables, and shops. Even young children had chores to do and little time to play. They survived in a world where boys and girls could be sold for \$4,500.

African Americans hated slavery and tried to escape whenever they could. Some who fled from slavery joined the British. They hoped to gain freedom in return for their labor. For example, Ralph and Nancy Henry escaped from slavery to the British lines,<sup>5</sup> where their daughter, Molly, was born free.

- [5] Some enslaved men and women earned small wages from their owners. They saved for years to buy freedom for themselves, family, and friends. It was a hard struggle, though. In 1790, the first U.S. Census<sup>6</sup> counted more than 750,000 African Americans. Only about 60,000 were free.

Whether slave or free, adults taught children their African heritage — history, customs, songs, and skills. It didn't matter where you or your ancestors had come from in Africa. What mattered was freedom — the freedom you had known in Africa or the freedom you dreamed of in America.



*"James Hopkinson's Plantation Slaves Planting Sweet Potatoes" by Library of Congress is in the public domain.*

1. an area of land that has plants that are grown for food
2. jobs
3. the background of a person
4. a person who buys and sells goods for money
5. borders
6. an official count of a population

1. PART A: Which sentence describes the central idea of the text?
  - A. When many Africans came to America, it was under the belief that they would have freedom.
  - B. While African American men and women had to work all the time, children were allowed to play and learn.
  - C. Many enslaved African Americans were paid for their work and were able to buy their freedom eventually.
  - D. In the 1700s, many African Americans were slaves and forced to work for no, or very little, money.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Black men and women worked in many trades and occupations. In 1770, one in five Americans were of African descent." (Paragraph 2)
  - B. "For example, Ralph and Nancy Henry escaped from slavery to the British lines, where their daughter, Molly, was born free." (Paragraph 4)
  - C. "They saved for years to buy freedom for themselves, family, and friends. It was a hard struggle, though." (Paragraph 5)
  - D. "What mattered was freedom — the freedom you had known in Africa or the freedom you dreamed of in America." (Paragraph 6)
  
3. Which alternate title best expresses the main idea of the text?
  - A. How to Escape Slavery in the 1700s
  - B. Slavery in America During the 1700s
  - C. The Complete History of Slavery in America
  - D. Life in Africa Before Slavery in America