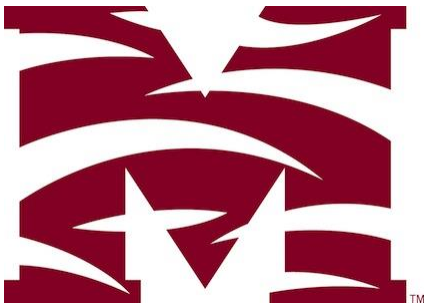




Name _____

4th Grade ELA Remote Learning Packet

Week 32



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.

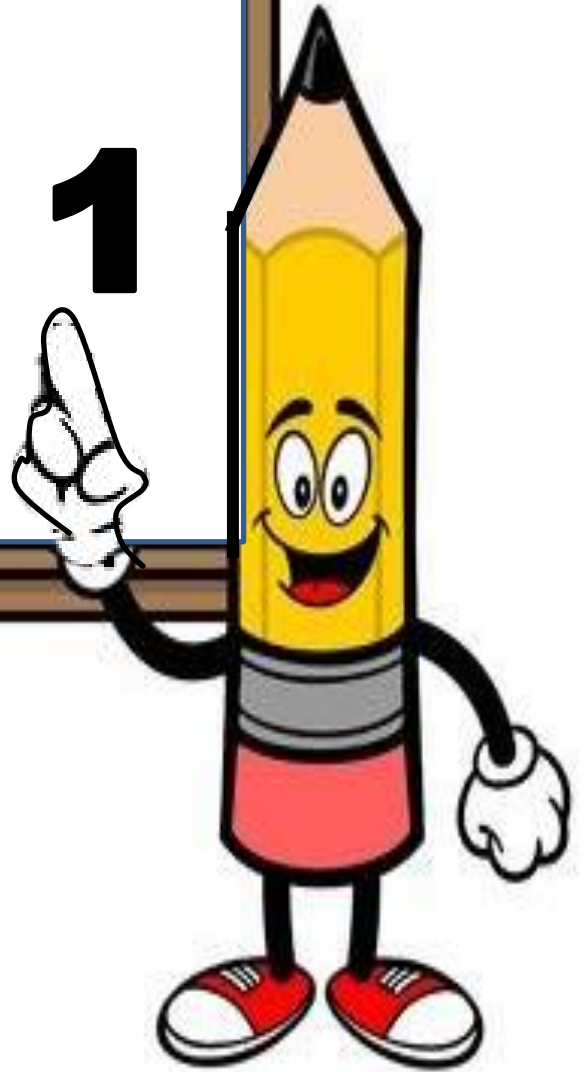
(Parent Signature)

(Date)

Parents please note that all academic packets are also available on our website at 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 32 Day 1 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 32 Day 1 Notes, Coding

Do Now

How are computer games, phone applications, and video games created?

Standard	Use a variety of age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas.
LEQ	What is coding and computer programming?
Objective	I can define coding and computer programming.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Schools teach more students computer coding, a skill needed for many jobs



Students work during the "hour of coding" event at Wells Community Academy High School in Chicago, Illinois, Dec. 9, 2015. Anthony Souffle/Chicago Tribune/TNS

CHICAGO, Ill. — Computer programming can be a great job. Most high school students do not know much about it. One of them is Darius Taplet.

He is learning, though. He goes to Wells Community Academy in Chicago. All Wells students are learning coding. A computer program is a set of instructions for computers. It tells computers how to do something. Coding is another name for it.

Making A Game

Darius is 17 years old. Wells had a coding program for students. Darius made a simple computer program. He made a simple game. It was based on Star Wars. He said it was amazing. He never thought his program would come out so well. Now, Darius is thinking about making computer games one day.

Computer science is one of the best-paying jobs. Yet there are not enough workers. Companies cannot find enough people. About 500,000 computer science jobs are empty, the government said. Yet most students do not learn anything about coding.

Coding Classes Needed

Google discovered something interesting. Most schools do not offer coding classes.

Some Chicago schools are trying to change that. They are adding computer programming classes.

Soon, it might be as important as math or science.

A group called Coding.org is trying to change things. It thinks that all students should learn coding. It wants them to begin in kindergarten. The group has coding programs in many American schools. One of the largest is in Chicago Public Schools. The district plans to teach all its students to code.

Excited About Coding

Brenda Wilkerson is the head of its computer science program. People are really excited.

More than 100 Chicago schools teach coding.

One of them is Wells school.

A.J. Moore is a student. A.J. is 17 years old. He really enjoys coding. He likes making new programs. Coders can earn a lot of money, he said. Even coders who make simple games can become rich.

Believe You Can Do It!

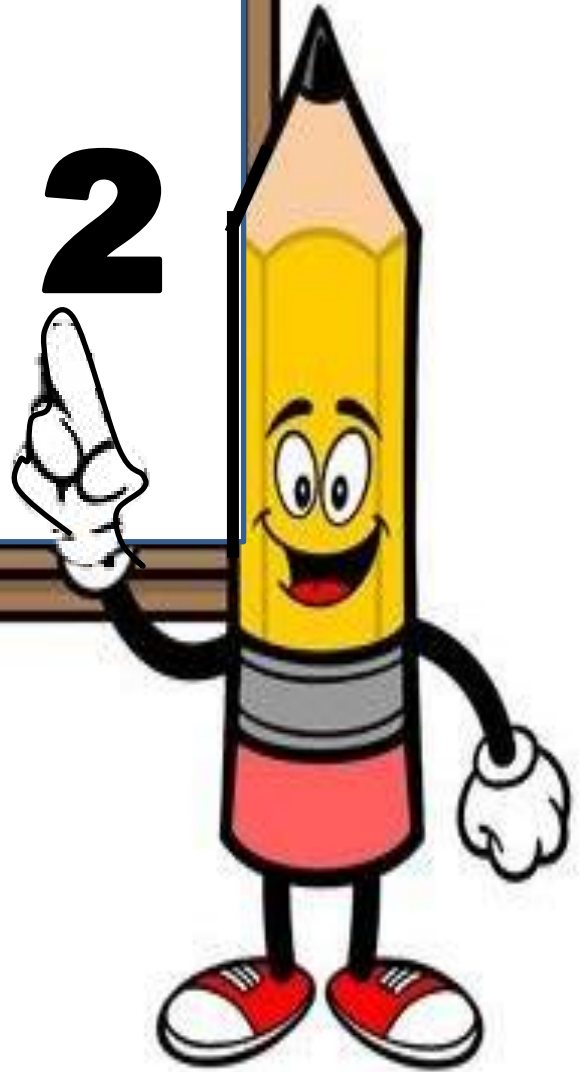
A.J. said there are many coding jobs. People do not know about them, though.

Shadia Daniels works at Wells school. She teaches students computer science. She knows coding is important for their future. Some students are not sure. They cannot believe they can be computer scientists one day.

Shadia says she believes students can learn these skills. She says students need to believe it too.



Day # 2



Name: _____

Week 32 Day 2 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 32 Day 2 Notes, Coding

Do Now

Do computers speak the same languages as people?

Standard	Use a variety of age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas.
LEQ	What is coding and computer programming?
Objective	I can create and execute simple functions using java, javascript, or python.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Kids learn to write code at summer camp and Legos make it fun



CHICAGO, Ill. - Eight-year-old Claire Dormanen is at camp just like every summer. This year is a bit different, though. She is adding something new to her camp activities. Claire is learning to write computer code.

Computer programming is when someone writes a set of rules that make a computer work. The rules are called codes. All types of technology use codes. They are used in our phones and even our dishwashers.

Let's Make The Legos Dance

Some summer camps now teach kids how to code. At camps, kids can build things out of Legos. Then they write codes to make the Legos move.

Many parents think teaching children how to code is a good thing. Many experts agree. Other people are not so sure. They think kids should wait until they are a little older to code. They say kids should spend more time playing.

Some parents want their kids to learn everything they can about computers.

Critics Say Kids Need To Play

Other parents and experts think something different. They think these lessons are too soon. Kids already use technology every day. They think children should enjoy summer days outside instead of in the classroom.

Jim Taylor is a teacher at the University of San Francisco. He thinks kids younger than 10 years old should not learn to code. Taylor thinks that it is more important for children to play. When children play, they learn things they cannot learn in a classroom. They learn how to make friends.

From Apps To Sports

Kids can also play video games at camp. The video games teach them how to code. Kids can even make their own apps. Then they can send their apps to their parent's phones.

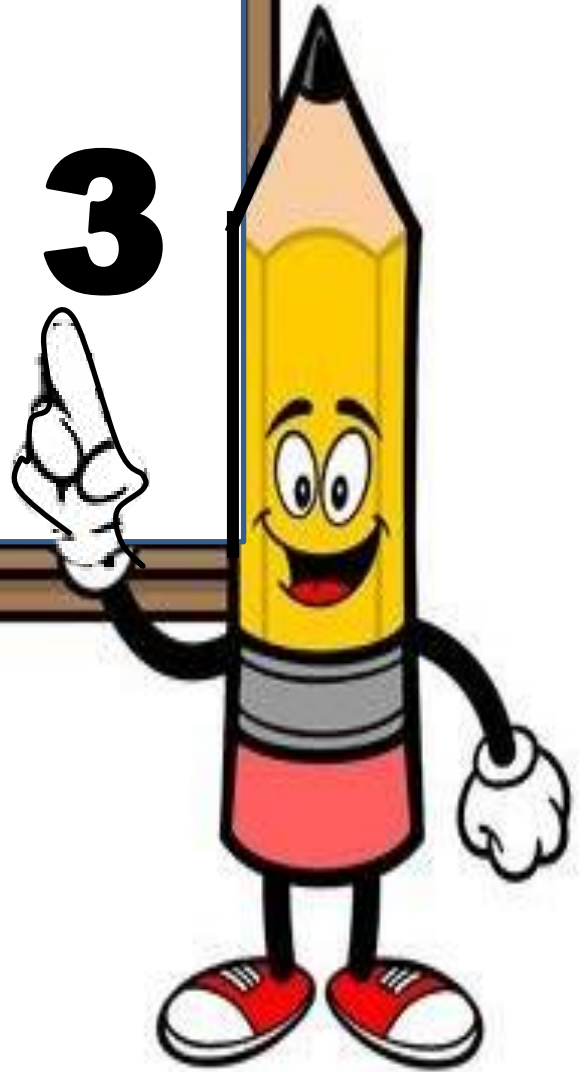
Camps are a good place for kids to learn. Sometimes it is hard for schools to teach kids how to code. It is hard because schools cannot always add new classes. There are too many rules they have to follow. Summer camps can add any classes they want.

Betty Hintch has a son named Mateo. Hintch understands why some parents may be upset. They do not want their kids looking at a screen all summer. Hintch is not upset. She wants Mateo to learn how to code. Mateo wants to play sports at camp. His mom says he can learn coding and play sports at camp.

"It's really a good thing," Hintch said.



Day # 3



Name: _____

Week 32 Day 3 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 32 Day 3 Notes, Coding

Do Now

What are some of the languages that computers “speak”?

Standard	Use a variety of age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas.
LEQ	What is coding and computer programming?
Objective	I can create and execute simple functions using java, javascript, or python.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Coding clubs in South Africa hope their kids will get good jobs



Image 1. Pupils push a button to switch on the LED lights in order to finish their project during the Robotics and Coding Club Meeting at the Sedi-Laka Primary School in Ivory Park on September 12, 2108, in Johannesburg, South Africa. Photo by: Wikus De Wet/AFP/Getty Images

Johannesburg is the largest city in South Africa. One afternoon, sixty 11-year-olds gathered there. They are on school teams at their coding club.

Code is a set of directions that a computer reads. It tells the computer what to do. The computer can be inside a machine, like a phone, making it work. At coding clubs, students learn to write the code.

These students have big ideas. The teams try to beat each other. They build models of machines that could help people in their community.

Coding For The Greater Good

"We are making an incubator machine," said Sifiso Ngobeni. He goes to Mikateka School. His machine would help babies who are born too early.

Students from another school are working on a different project.

"We hear about children going missing," says a boy. They are making a small machine that can go in clothes and toys. It will let parents track their children.

The coding clubs are good for South Africa. Starting in 1948, the country was controlled by a system called apartheid. Under apartheid, people of color were separated from white people. People of color were limited in the jobs they could have. They were only allowed to live in certain areas. There were not many schools. And the schools for people of color were very poor. They did not have the resources the schools for white students did.

Updating The Classroom

People around the world thought it was wrong. Apartheid ended in the 1990s. South Africa still faces challenges that are left over from that time. Today more children are able to go to school, but the schools are not that good.

Hendrick Makaneta works to make schools in South Africa better. He says a classroom there today looks like it did 100 years ago. This is a problem.

Schools in South Africa are very behind in teaching math and science. These subjects are important today. They are the building blocks of computers. Coding clubs can teach kids in these areas.

A Better Chance For A Job

In South Africa, more than half of young people are unemployed. Coding clubs can help them. They give people a better chance of finding a job.

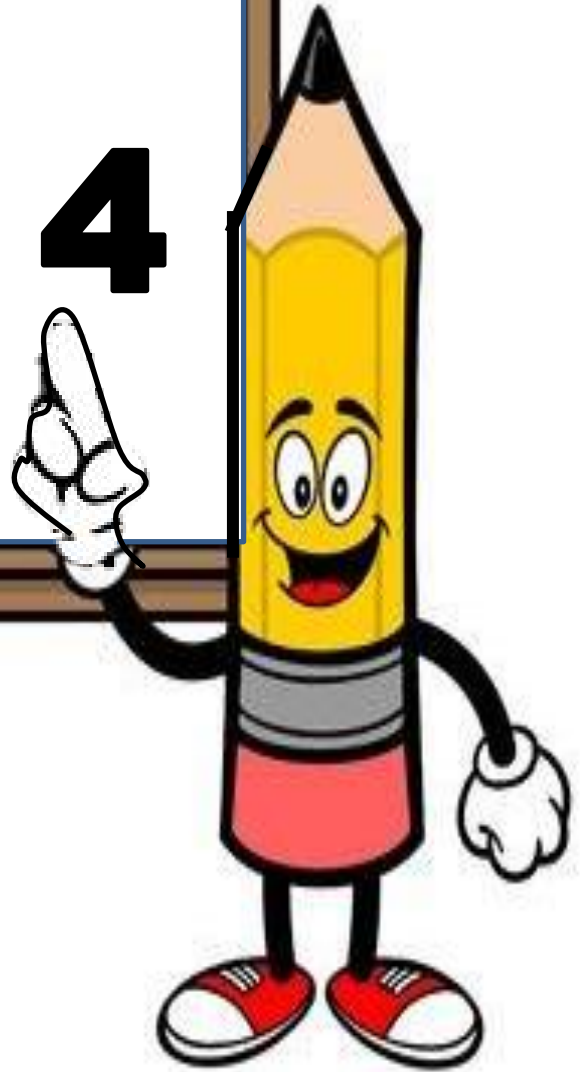
Chamu Mawire teaches coding to younger kids. He said it has to connect to everyday life. That helps kids want to learn.

Mawire has dreams for his students. He sees them coding when they get older. He knows they could create or fix future technology like robots.

He says kids need ways to learn new things. "Programming is the way forward."



Day # 4



Name: _____

Week 32 Day 4 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 32 Day 4 Notes, Coding

Do Now

What have you learned about coding thus far?

Standard	Use a variety of age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas.
LEQ	What is coding and computer programming?
Objective	I can create and execute simple functions using java, javascript, or python.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Dream Jobs: Designing robots for kids



De'Aira Bryant codes robots that interact with children, tutoring them in math or providing physical therapy. Photo: De'Aira Bryant

De'Aira Bryant studies computer science. She develops robots and studies how they act with children.

What was your life like growing up?

I'm from a small town in South Carolina. I lived with my mother, father, sister and grandma. We played kickball and baseball with my cousins who lived down the street. My father died when I was 13, which was hard.

Growing up, I loved school and sports, like math and softball. I would make birthday invitations and programs for my church.

How did you choose computer science?

I went to the University of South Carolina. I took my first computer science class there during my first year. It was not what I thought it was. I had to write code, which is a set of instructions that tells a computer what to do.

My teacher for the class convinced me to stay in the class. I stayed, but boy did I struggle. It was the hardest semester I have ever had!

How did you get involved in robotics?

That same teacher invited me to work in her lab. They were coding robots to help students in math. If a student got a math question wrong, the robot would help guide students to the right answer. Later, we took the robot to rural schools in South Carolina. I coded the robot to do a hip-hop dance move each time the student did a math problem correctly. The students loved that.

In the summer before my last year of college, I worked in a lab. It was at Georgia Tech in Atlanta, Georgia. They were coding robots to help children do physical therapy. This is a way to treat disease or injury through physical methods like exercise. I fell in love with this work. I couldn't wait to return as a graduate student. In 2017, I began a Ph.D. program in computer science at Georgia Tech.

Now my research focuses on how to code robots that can adapt, or change their response, based on how children act. We buy the robots from a company. Then we code the robots to make decisions as a human would. This is called artificial intelligence. Apple's Siri and Amazon's Alexa are a few examples.

Why do robots need to be different for children than adults?

Most robots with artificial intelligence can recognize some emotion in adults. So far, they are really good at understanding happiness and surprise.

But children show their emotions differently. So there is a lot of room for improvement. For example, the robots can mix up the facial expressions for anger and sadness.

Why is it important to have an adaptable robot?

When kids first see a robot, they are super excited. A week later, they figure it out and lose interest. A robot that can change its behavior can better interest a child and help them in the moment.

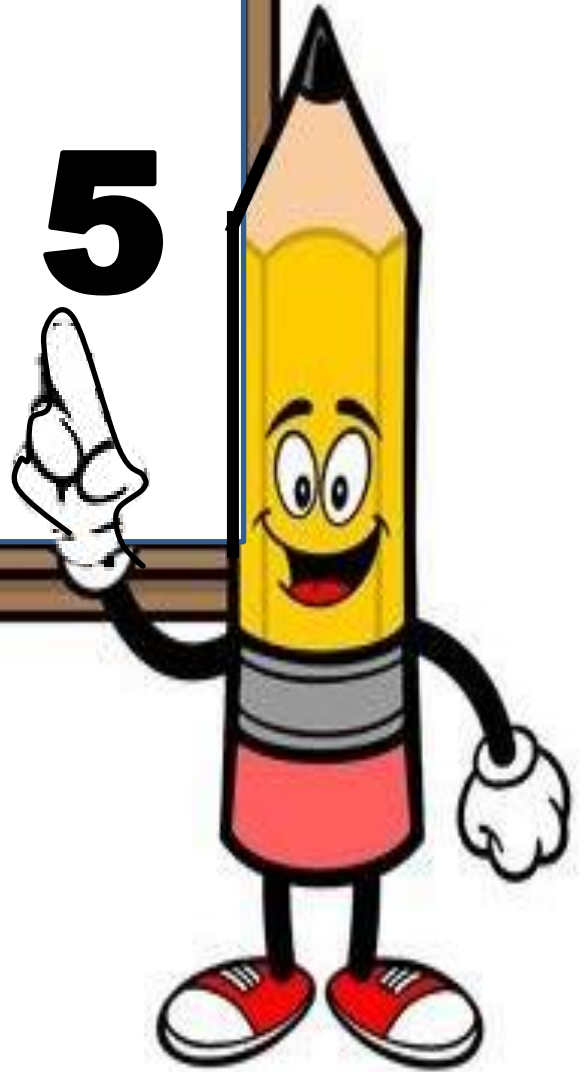
The hope is that we can create better robots. This could make physical therapy better for each person. It would help children with missing limbs or other conditions who need physical therapy regularly. The robot could be used in homes. People wouldn't have to wait for an appointment.

What do you want to do with your career?

There are very few black females in the computer science field. The first black professor I had was when I was a Ph.D. student at Georgia Tech. Now, my adviser is a black female computer science professor. It means so much to me. My goal in the long run is to be a professor. I want to be a role model for other students of color.



Day # 5



Name: _____

Week 32 Day 5 Date: _____

BCCS-B

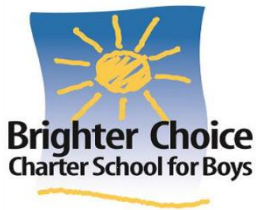
Hampton Howard Morehouse

Week 32 Day 5 Notes, Coding

Do Now

Have you enjoyed learning how to code? Why or why not?

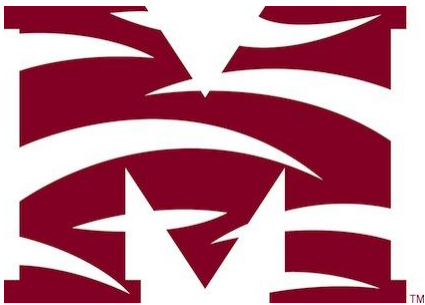
Standard	Use a variety of age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas.
LEQ	What is coding and computer programming?
Objective	I can create and execute simple functions using java, javascript, or python.
Assignment to Submit	No assignment → HOUR OF CODING DAY!



Name _____

4th Grade ELA Remote Learning Packet

Week 33



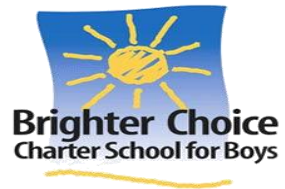
Dear Educator,

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.

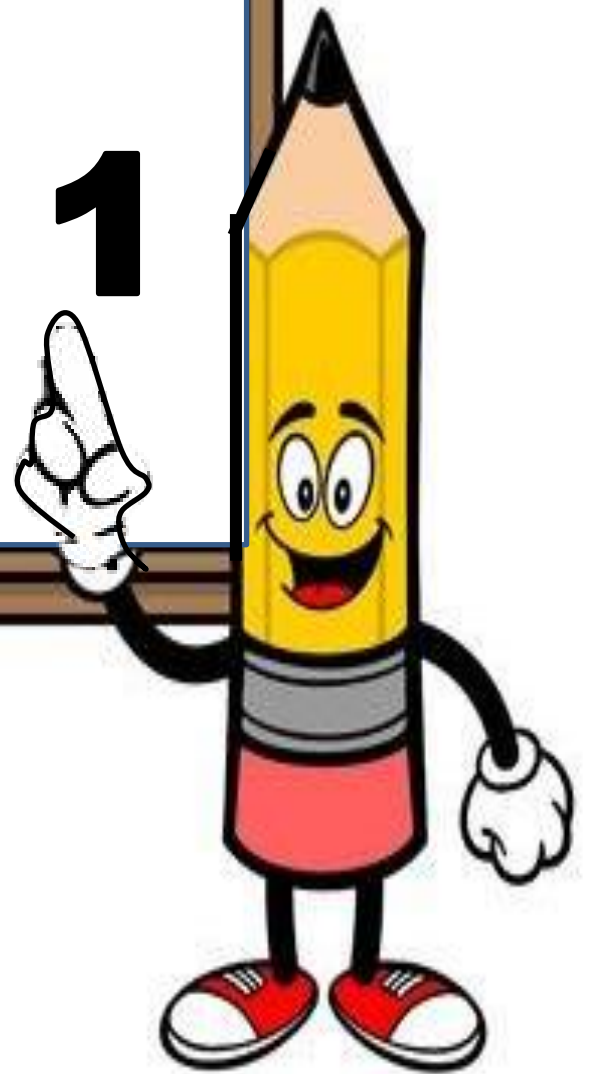
(Parent Signature)

(Date)

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Day # 1



Name: _____

Week 33 Day 1 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 33 Day 1 Notes, American Revolution

Do Now

What is a revolution?

Standard	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
LEQ	What is the American Revolution?
Objective	I can determine a few of the reasons that led to the Revolutionary War.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Revolutionary War

April 19, 1775, marked the end of an era. At dawn that day, British troops fired on American colonists in Lexington and Concord, Massachusetts. This was the beginning of the American Revolution. The war started as a fight for the rights of English people in Britain's 13 American colonies. But those people soon declared—and won—their independence from Britain. They created a new nation—the United States of America.

The Founders

Many people made American independence possible. A group of them are known as the founders of the United States. The best known are George Washington, John Adams, Thomas Jefferson, Benjamin Franklin, and Alexander Hamilton.

George Washington led the American military forces—the Continental Army—to victory over the British. He later became the first president of the United States. John Adams was the strongest supporter of American independence. He became the first vice president of the United States and its second president. Thomas Jefferson wrote the Americans' Declaration of Independence. He became the nation's third president.

Benjamin Franklin was the oldest of the founders. He was 70 when the Declaration of Independence was signed. Franklin helped get France to become an ally of the United States. Both during and after the Revolution, Alexander Hamilton urged Americans to form a stronger union of the states.

Events Leading to the Revolution

Britain established its first colony in North America in 1607. By the early 1760s, there were 13 colonies. These were Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, and Virginia. About 1.5 million colonists lived there. The colonies were far away from Britain, and they were used to running their own affairs. Each had its own assembly. They ran the everyday business of the colonies and collected taxes. Britain rarely taxed the Americans.

The French and Indian War (1754–63) changed that. Britain won that war against France. But the war was costly, and Britain owed a lot of money. Britain also needed money to keep up its army in North America. The British government therefore decided to tax the Americans.

Colonial Opposition

The British Parliament passed the Stamp Act in 1765. It taxed newspapers and almost everything else that was printed. This angered the colonists. Why, they asked, should we pay taxes to Britain?

The colonists decided to fight against the taxes. Representatives of nine of the colonies met in New York in 1765. They formed the Stamp Act Congress. It said the colonists should boycott (refuse to buy) British goods. Groups called the Sons of Liberty also fought against British taxes. They often used violence against British tax collectors.

The colonists' opposition forced Parliament to repeal (withdraw) the Stamp Act. This made the colonists aware of their power. Other British attempts to impose new taxes only made things worse.

Boston was the center of opposition to Britain's tax policies. In 1770, a raggedy crowd of people taunted some British soldiers. The frightened soldiers shot into the crowd, killing five Americans. The Boston Massacre, as it was called, led to a new boycott.

Parliament again gave in. It removed all taxes except for one on tea, the most popular drink in the colonies. The Americans were outraged. On the night of December 16, 1773, a group of men boarded British ships in Boston harbor. They threw the cargoes of tea overboard. This action became known as the Boston Tea Party.

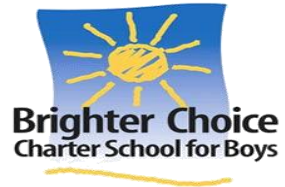
The British Parliament then passed four harsh measures in 1774. The colonists called them the Intolerable Acts. The acts closed the port of Boston. They took away many of Massachusetts' rights of self-government. And they allowed British troops to be housed in private homes.

These measures only served to unite the colonists. More and more of them felt that their basic liberties were at stake. In 1774, representatives of all the colonies except Georgia met in Philadelphia at the First Continental Congress. They tried to get Britain to resolve the issues peacefully. But they were ready to fight if it became necessary.

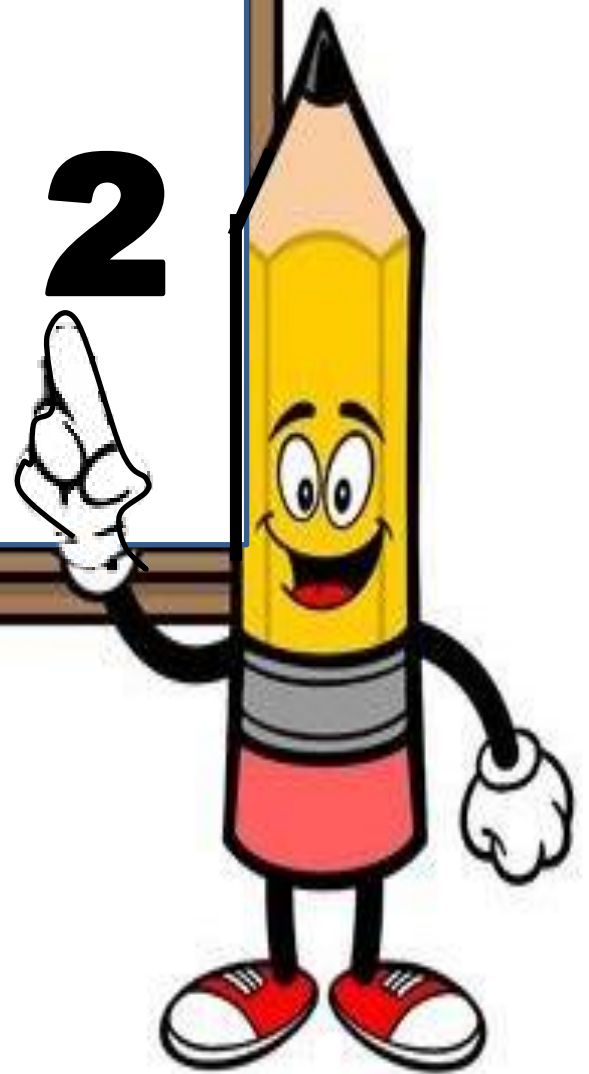
Directions: Use evidence when answering each question.

1. In section “Events Leading to the Revolution,” what does the word “assembly” mean? What evidence in the text helps you know?

2. In the section “Colonial Oppression,” the text says, “These measures only served to unite the colonists. More and more of them felt that their basic liberties were at stake.” What did Britain do to the colonists that caused them to feel their basic liberties were threatened?



Day # 2



Name: _____

Week 33 Day 2 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 33 Day 2 Notes, American Revolution

Do Now

Why did some of the colonists want to start a revolution?

Standard	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
LEQ	What is the American Revolution?
Objective	I can determine a few of the reasons that led to the Revolutionary War.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Revolutionary War continued...

War and Independence

The American Revolution is also called the Revolutionary War and the American War of Independence. The first shots of that war were fired on April 19, 1775. British troops were in Lexington, Massachusetts, searching for hidden arms. Waiting for the British were 77 minutemen. They were colonists who were trained to be “ready in a minute.” No one knows who fired first. But eight Americans were killed. That same day, British and American soldiers fought again at nearby Concord. The news spread through the colonies, which quickly prepared for war.

But not all colonists were ready for a complete break with Britain. Hundreds of thousands were still loyal to Britain and its king. They opposed independence. They were known as Loyalists or Tories. Hundreds of thousands of other colonists were neutral. They were not sure if they wanted a complete break with Britain.

The question of independence was finally decided at the Second Continental Congress. That Congress began in Philadelphia on May 1775, the month after the fighting started. At first, the delegates were just as divided as the rest of the colonists. They debated the issue for more than a year. Finally, the delegates adopted the Declaration of Independence on July 4, 1776. It declared that the 13 colonies were “free and independent states.”

The Congress decided to create a Continental Army, and it picked George Washington to lead it. In addition, it adopted the Articles of Confederation. This created a confederation, or loose union, of the 13 states. The Articles also set up a legislature called the Congress of the Confederation. The Congress was the central government of the Confederation.

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.

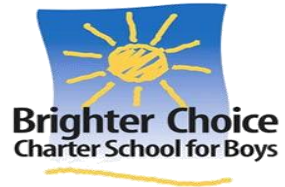
Then the French came to the rescue. General Rochambeau and some 5,000 French troops arrived in 1780. And a French fleet arrived in 1781.

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.

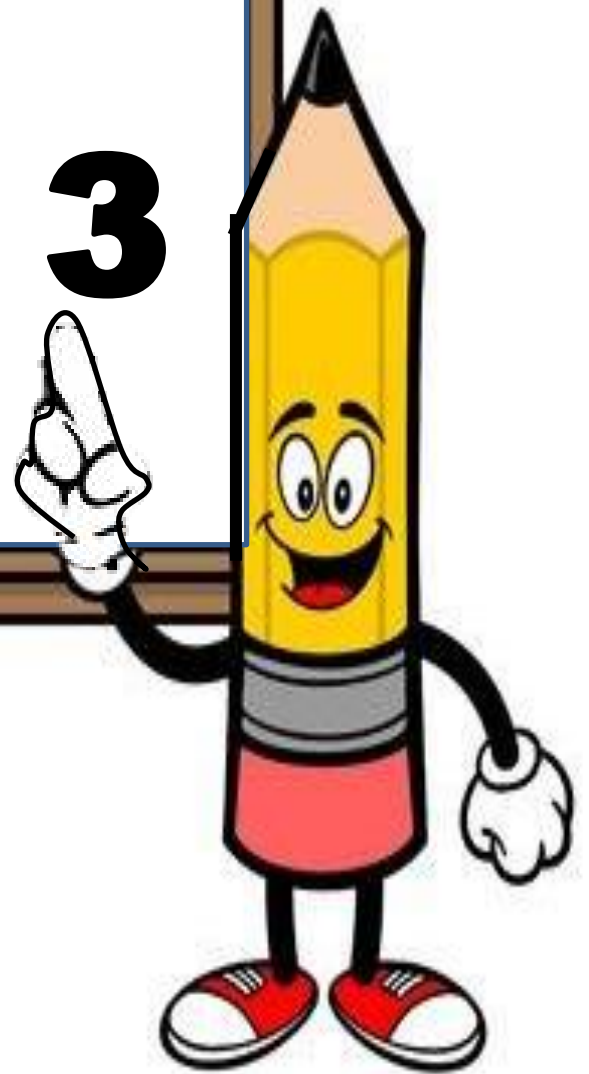
Yorktown was the last major battle of the war. Peace talks began in Paris, France, in 1782. The Treaty of Paris was signed in 1783. The new nation had been tested on the battlefield. Now the war was over. For the first time, Britain recognized the United States of America as an independent country.

1. Why were the Loyalists opposed to independence from Britain?

2. The colonists who wanted independence from Britain were called *Patriots*. Why did the Patriots feel so strongly about breaking from the British rule in order to form their own nation?



Day # 3



Name: _____

Week 33 Day 3 Date: _____

BCCS-B

Hampton Howard Morehouse

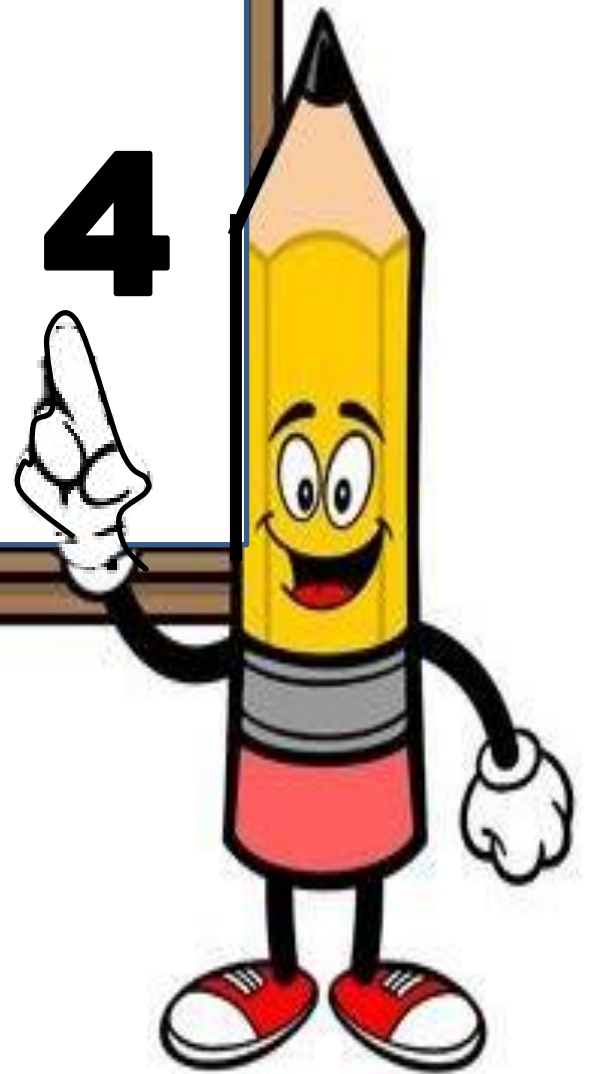
Week 33 Day 3 Notes

New York State Math Assessment

**Scholars will be in person for the
assessment thus there is no lesson for
today.**



Day # 4



Name: _____

Week 33 Day 4 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 33 Day 4 Notes, American Revolution

Do Now

What was a reason that led to the American Revolution?

Standard	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
LEQ	How did the colonists feel about being ruled by King George the II?
Objective	I can determine the viewpoints of loyalists and patriots regarding Great Britain's rule.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Loyalists

The Loyalists were colonists who stayed loyal to Britain and King George III during the American Revolution. They were against American independence. There were about 500,000 Loyalists when the American Revolution started in 1775. That was about 16 percent of the total population.

Loyalists, also known as Tories, lived in all the colonies. They were strongest in the south, especially Georgia and South Carolina. Many also lived in the Mid-Atlantic colonies. New York had at least three times as many Loyalists as any other colony.

Who Were the Loyalists?

Many important and powerful people were Loyalists. Thomas Hutchinson was a famous historian and governor of Massachusetts. John Copley of Massachusetts was a famous painter. Peter Harrison of Rhode Island was the greatest architect of the time. Some Loyalists, like Joseph Galloway of Pennsylvania, did not like Britain's harsh treatment of the colonies. But they remained loyal to Britain. They did not want to break away from their country.

Even Benjamin Franklin's son William was a Loyalist. He was the colonial governor of New Jersey. His father urged him to join the patriot cause, but he refused. The patriots put William in jail in 1776. He was released in 1778 and went to New York City, which was occupied by British forces. There he became head of the Board of Associated Loyalists. The Board helped direct Loyalist military activities. William Franklin left New York for Britain in 1782 and never returned.

Most colonists who worked for Britain as crown officials were Loyalists. But Loyalists came from other groups as well. Rich people and poor people joined the Loyalist ranks. They were bakers and bankers, farmers and sailors. Every religious group had its share of Loyalists, too. Their ancestries were English, Irish, Welsh, Scottish, German, and Dutch.

Some black slaves joined the Loyalist cause. They had been offered freedom by the Loyalist leaders. But there were far more American Indians who sided with Britain. Joseph Brant, the leader of the Mohawks, remained loyal to Britain. So did some of the other leaders of the Iroquois Confederacy. Brant was even made a captain in the British Army. In 1777 and 1778, he led Indian forces against American settlements in New York and Pennsylvania.

The patriots fought hard for their cause during the Revolution. The Loyalists did too. Some were spies. Some served in the regular British Army. Others fought in militias. About 19,000 men fought in more than 40 Loyalist units. The largest of these was Cortlandt Skinner's New Jersey Volunteers.

Many Loyalists Flee

The patriots believed the Loyalists were a serious threat to the Revolution. In January 1776, before the Declaration of Independence, the Second Continental Congress resolved that some Loyalists "ought to be disarmed, and the more dangerous of them ... kept in safe custody ..." After independence on July 4, 1776, some states passed laws to control the Loyalists. Their homes and property were taken away. They were beaten, tarred and feathered, and sometimes killed. This caused thousands of Loyalists to flee. During much of the American Revolution, the British army occupied New York City. Loyalists fleeing other states gathered there.

By the end of the American Revolution in 1783, about 100,000 Loyalists had fled to other countries. Some went to Britain, others to British colonies in Florida and the Caribbean. At least half the Loyalists went to Canada. They moved into the province of Nova Scotia. And they settled on lands that would become the provinces of New Brunswick and Ontario. Most Loyalists, however, stayed in the United States. And after the peace treaty was signed in 1783, some Loyalists who had fled returned to the United States.

Mohawk chief Joseph Brant was not one of them. He fled to Canada with thousands of Mohawks and other Native Americans. The British government gave him a large area of land in what is now Ontario.

Loyalists did not support American independence. But they were an important part of American history. The British called the American Revolution a rebellion. The patriots called it a war for independence. The Loyalists made the war into a civil war.

Directions: Answer the following questions using specific evidence from the text to support your thinking.

1. Using evidence from the text, write a definition for *loyalist* in your own words.

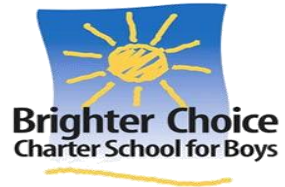
Text Evidence

2. According to the text, the loyalist presence in the American colonies was strongest in:
 - A. New England
 - B. the Mid-Atlantic colonies
 - C. the South
 - D. New York

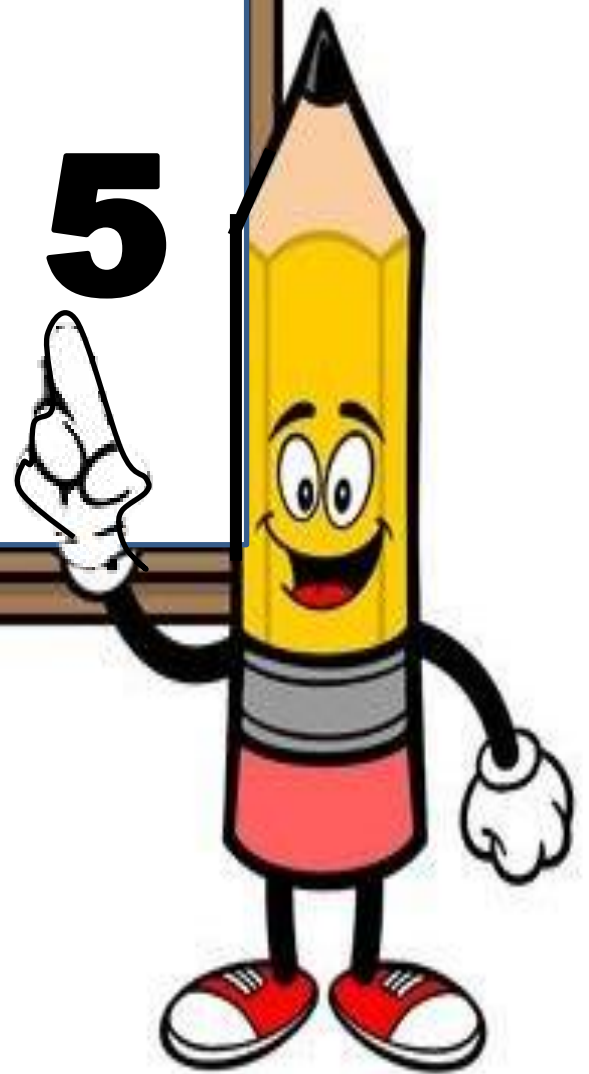
Text Evidence

3. The text says: “Loyalists fleeing other states gathered there (New York City).” Why does the text say that many Loyalists went to live in New York City?
- A. The British army occupied New York City during much of the Revolutionary War
 - B. Loyalists were more likely to be merchants and therefore wanted to live near the New York City harbor
 - C. The mayor of New York City put out a decree welcoming Loyalists to stay in the city
 - D. The King of Britain came to visit New York City

Text Evidence



Day # 5



Name: _____

Week 33 Day 5 Date: _____

BCCS-B

Hampton Howard Morehouse

Week 33 Day 5 Notes, American Revolution

Standard	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
LEQ	How did the colonists feel about being ruled by King George the II?
Objective	I can determine the viewpoints of loyalists and patriots regarding Great Britain's rule.
Assignment to Submit	Exit Ticket (Google Form on Google Classroom)

Incomplete Revolution

Thousands of American blacks, 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 blacks to die in the long struggle for American independence.

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 blacks, 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 black 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 the blacks."

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 black 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 blacks. 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 black 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.

1. What was important about the Boston Massacre? Cite two reasons given by the text.

Text Evidence
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2. According to the text, how did the Revolutionary War begin and who was responsible?

Text Evidence

3. For what reasons did blacks fight for the British during the Revolution?

Text Evidence