

Grade 4

Unit 6

Road to Independence: The American Revolution

Activity Book

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NAME: _____

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1.1

Activity Page

Core Connections Vignette

Scene I: European Explorers and the “New World”

Characters: Narrators (4), Timeline Tracker, Audience Member, English Royal, English Explorer, French Royal, French Explorer

Narrator 1: The Age of Exploration occurred from around the 1400s to the 1600s. Ships left busy ports of Spain, Portugal, France, Holland, and England to sail around the world. The explorers aboard these ships sought more than adventure. European kings and queens paid them to find gold, spices, and land.

Timeline Tracker: [Point out “Age of Exploration” on the Core Connections Timeline on display.]

Audience Member: That’s when Christopher Columbus discovered America, right?

Narrator 2: Well, not exactly. Native people had lived in the Americas for many, many years before Columbus landed. But, you’re right that in 1492 Columbus was one of the first Europeans to claim land in the Americas for the king and queen of Spain. After that, many other Europeans followed, curious about what this “New World” had to offer.

Timeline Tracker: [Point out “Christopher Columbus” on the Core Connections Timeline.]

Narrator 3: Starting in the mid-1500s, both English and French settlers founded colonies in the “New World.” English settlers established their first permanent colony in 1607, in Jamestown, Virginia.

Narrator 1: After that—as they say—the rest is history!

Timeline Tracker: [Point out “Jamestown” on the Core Connections Timeline.]

Narrator 4: Imagine now that you live during the early 1600s. Listen as first the king (or queen) of England and then the king (or queen) of France each talk to an explorer about traveling to the “New World.” Both countries are anxious to claim more land in North America.

Narrator 1: First, the English.

English Royal: Spain keeps claiming more and more territory across the Atlantic Ocean. We need to get over there and take a share—a LARGE share—for our homeland!

English Explorer: Well, sir (ma’am), it seems Spain has already claimed most of the territory in Central and South America. No worries, though, we will get as much of the remaining land as we can!

[English Royal and English Explorer sit down.]

Narrator 1: Now, the French.

French Royal: We, too, shall sail to this “New World” and get as much land and riches as we can for France.

French Explorer: Yes, your majesty!

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Activity Page

Scene II: Native American Alliances

Characters: Narrators (4), Timeline Tracker, Native Americans (2), English Explorer, French Explorer

Narrator 1: At about the same time that English colonists settled Jamestown, French colonists arrived in New France and settled Québec.

Timeline Tracker: [Point out “Québec” on the Core Connections Timeline.]

Narrator 2: Many of these French and English explorers encountered Native American tribes already living on the land, just as Christopher Columbus had more than 100 years earlier.

Narrator 3: Listen as two Native Americans encounter European explorers for the first time.

Native American 1: Did they say “New World”?

Native American 2: What “New World”? We have lived here for thousands of years.

Native American 1: Who are these people?

Native American 2: And what do they want?

Narrator 3: Native Americans had long traded goods with one another, tribe to tribe. Now, they agreed to trade with Europeans.

English Explorer (to Native American 1): We will trade knives, glass, copper, and brass in exchange for meat, fish, animal skins, and furs.

French Explorer (to Native American 2): We will teach you how to hunt with metal weapons if you will teach us to hunt in the wilderness.

Narrator 4: For many years, Europeans traded goods with Native Americans. Over time, some tribes formed alliances with English colonists and others formed alliances with French colonists.

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CONTINUED

Activity Page

Scene III: Competing for the Same Land

Characters: Narrators (2), Map Guide, British Settler, French General, French Settlers (all students)

Narrator 1: Explorers from many European countries raced to claim areas of North America for themselves. English settlers established colonies along the east coast of North America—between Spanish settlements to the south and French settlements to the north.

Map Guide: [Point out the English colonies as well as the areas north and south of the colonies on the Colonial North America Map.]

Narrator 2: By 1733, British settlers had established their thirteenth colony in North America, which they called “Georgia.” And they continued to push westward, across the Appalachian Mountains to the Ohio River Valley, an area already occupied by soldiers and settlers from France.

British Settler: We need more land so more of our families can build homes. This rich river valley is a true land of opportunity.

French General: The French established forts and trading posts here long before the British settlers ever crossed the mountains. Everyone knows this land is called New France.

Narrator 1: This was not a good combination! Britain and France had been rivals for years on the other side of the Atlantic Ocean. Now, they were competing for the same territory in North America. Listen as the French general and British settler justify their claim to the same land.

British Settler: [clearing throat] Ahem. It is a well-known fact that this land belongs to the British colonies. The leader of our Virginia colony even wrote to tell the French to leave at once!

Narrator 2: Hmm. This was a bad sign! [to audience] Do you think the French general and French settlers will cooperate with this request?

French General and French Settlers: [pausing as if to consider this request before replying in unison] *Non!*

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1.1
CONTINUED

Activity Page

Scene IV: A Long, Long War

Characters: Narrators (3), Audience Members (2), Timeline Tracker

Narrator 1: And so it was that fighting began between the British and French Armies in North America. Both sides wanted to control the Ohio River Valley and the land west of the Appalachian Mountains.

Narrator 2: Both sides knew they could not defeat the other without the help of Native Americans who lived there. French settlers were already well-established trading partners with the Lenape and many other Native American nations.

Narrator 3: The British government made an alliance with the Iroquois Confederacy, a group of six Native American nations.

Narrator 1: So both sides received help from different Native American tribes when the fighting began.

Narrator 2: Britain officially declared war on France in 1756. But the British and French colonists had already been fighting for two years in the wilderness of North America. The French and Indian War was well underway.

Audience Member 1: Wait! The French and Indian War? Why isn't it called the French and British War?

Narrator 3: Excellent question. The war is known as the French and Indian War because Britain fought against France and their Native American, or Indian, allies.

Narrator 1: That's right. The French and Indian War was not a war between the French and the Indians. It was between France and Britain—part of their ongoing struggle for control of land in other parts of the world.

Audience Member 2: So, fighting was going on in other parts of the world at the same time?

Narrator 2: Yes, the French and Indian War was just part of more fighting involving many countries, particularly France and Britain, around the world.

Narrator 3: Fighting continued in the wilderness of North America for a very long time—almost nine years in all.

Narrator 1: Yes, and that was only the beginning. Even though Great Britain became the dominant power in North America after the war, life in the British colonies was never the same.

Narrator 2: But that's a lesson for another day.

Timeline Tracker: [Point out “French and Indian War Begins” on the Core Connections Timeline.]

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1.2

Activity Page

Vocabulary for “Bills to Pay”

1. **conflict**, *n.* a fight or struggle for power or authority
2. **turning point**, *n.* a time when an important change occurs
3. **burden**, *n.* something that is heavy or difficult to accept (**burdens**)
4. **impose**, *v.* to force or require (**imposed**)
5. **tax**, *n.* money a government charges for services it provides to the people (**taxes**)
6. **assembly**, *n.* people who gather to write laws for a government or organization (**assemblies**)
7. **petition**, *n.* a document people sign to show their agreement or disagreement with something (**petitions**)
8. **opposition**, *n.* disagreement with or disapproval of something
9. **mastermind**, *n.* a person who takes the lead in planning and organizing something important
10. **militia**, *n.* ordinary people trained to be soldiers but who are not part of the full-time military

NAME: _____

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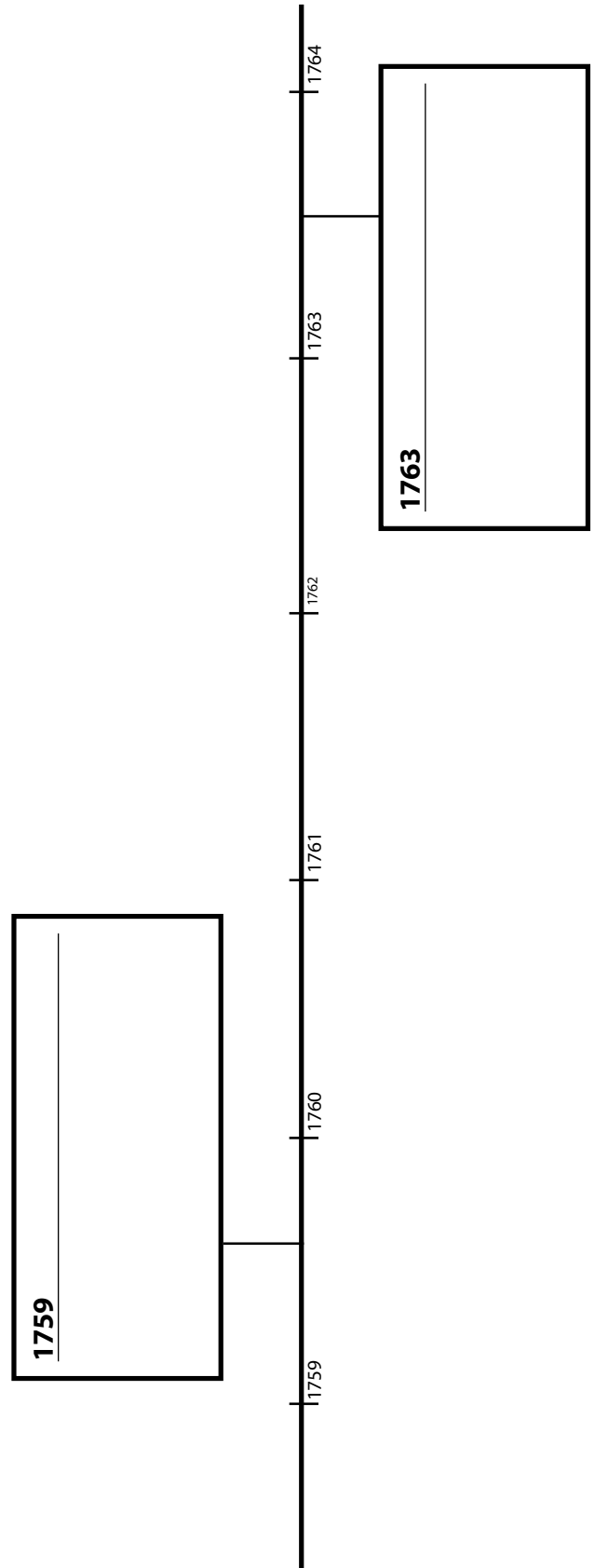
1.3

Activity Page



Timeline I

NAME: _____

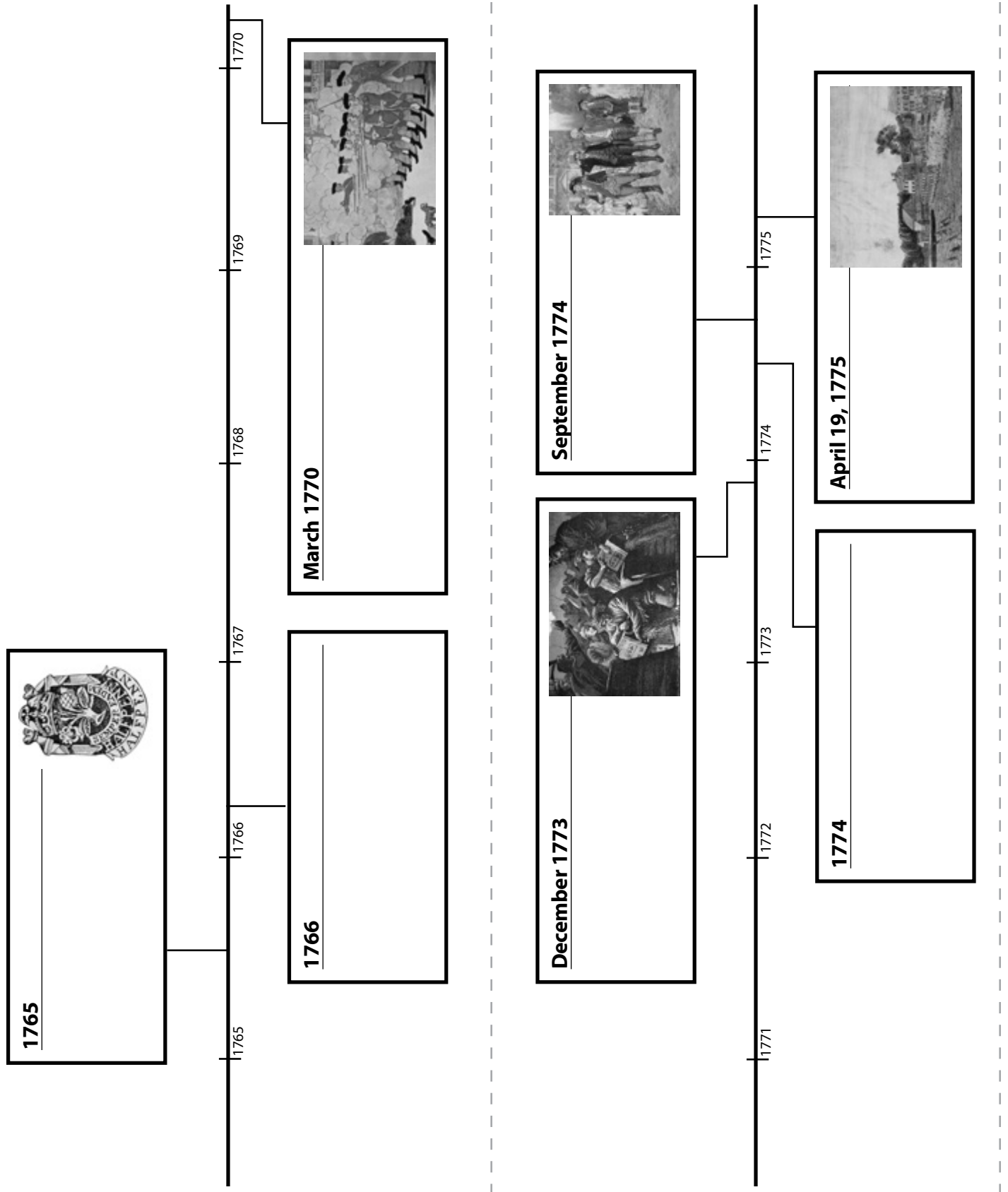


NAME: _____

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CONTINUED

Activity Page



NAME: _____

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2.1

Activity Page

Vocabulary for “Trouble Is Brewing”

1. **liberty**, *n.* freedom
2. **repeal**, *v.* to undo or withdraw a law (**repealed**)
3. **eliminate**, *v.* to get rid of something (**eliminated**)
4. **indirectly**, *adv.* not having a clear and direct connection
5. **boycott**, *v.* to protest something by refusing to buy, use, or participate
6. **musket**, *n.* a long, heavy gun that is loaded at the muzzle
7. **engraving**, *n.* a design or lettering made by cutting into the surface of wood, stone, or metal
8. **accurate**, *adj.* without mistakes; having the right facts
9. **patriot**, *n.* a person who supports and defends their country
(**patriots**, **patriotism**)

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2.2

Activity Page

Review Commas

Insert commas in the appropriate locations.

1. The British Parliament met in London England, to make laws for the colonists who lived in Boston Massachusetts.
2. The first House of Burgesses met in Jamestown Virginia, on July 30 1619, to make decisions about famine disease and Indian attacks.
3. George Washington was a representative in the Virginia House of Burgesses commander of the army and first president of the United States.
4. On March 5 1770, colonists threatened the British soldiers in Boston Massachusetts, with snowballs sticks and clubs.

Write the address of someone you know.

Write the date of your birthday for this year. If your birthday has already passed, write the date of your birthday for next year.

Write a sentence that includes a series of three things you will do after school.

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2.3

Activity Page

Practice Root *port*

Write the correct word to complete each sentence. You may need to add –s to make the word correctly complete the sentence.

transport	portfolio	transportation	import
export	portable	support	

1. The United States _____ many goods to be sold to other countries.
2. The United States also _____ products from other countries to sell here.
3. The bench was built to _____ the weight of four adults.
4. When I make a final draft of my paper I will add it to my writing _____.
5. We had a moving truck _____ our things to our new apartment.
6. Jordan has a _____ radio to listen to when the power goes out.
7. Ships were important forms of _____ during the time period around the American Revolution.

Challenge: *Important* means carrying great significance. Write a sentence using the word *important*.

NAME: _____

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2.4

Activity Page

Cause and Effect

Cause: An event or circumstance that makes something happen; the reason something happens (answers the question **why?**)

Effect: Something that happens as a result of, or because of, a cause (tells **what** happened)

In the following chart, if the cause is given, write the effect. If the effect is given, write the cause.

Cause	Effect
I stayed out in the sun too long without sunscreen.	I got burned by the sun.
Someone poked the balloon with a pin.	The balloon popped.
The alarm clock did not ring.	
	I was locked out of my house.
I skipped lunch.	
	The cake burned.

Cause	Effect
Dad had a flat tire.	
	The banks of the river flooded.
It was raining hard.	
	There were long lines at the movie theater.
The days are longer in summer.	
	Dad had a flat tire.

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2.4
CONTINUED

Activity Page

Select two cause and effect relationships from the completed chart. Write each one in two different ways. For example:

- I stayed out in the sun too long without sunscreen so I got sunburned.
- I got sunburned because I stayed out in the sun too long without sunscreen.

1. A. _____

B. _____

2. A. _____

B. _____

NAME: _____

DATE: _____

3.1

Activity Page

“Trouble Is Brewing”

Complete this activity page with your partner after reading “Trouble Is Brewing.”

The following box contains the definition for the term idiom. Read the definition and complete the activity that follows.

An idiom is a group of words or an expression that cannot be understood by the meaning of each word alone. Instead, the group of words in an idiom has its own particular meaning.

Each of the following sentences contains an underlined idiom. Follow these steps for each one:

- *Find the sentence in your Reader and write the page number.*
- *Explain the idiom in your own words.*

1. There, angry crowds took their frustration out on tax collectors.

Page(s) _____

2. And they thought the new tax on tea was every bit as unfair as the old tax on paper.

Page(s) _____

3. In 1768, in response to the protests about the new taxes, the British government sent soldiers to Boston to keep an eye on the Sons of Liberty.

Page(s) _____

4. The situation became more serious when even more people poured into the streets.

Page(s) _____

5. Soon a crowd of 300 angry Bostonians was pressing in on the outnumbered British soldiers.

Page(s) _____

NAME: _____

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3.2

Activity Page

Cause and Effect Paragraphs

Sequencing Events

Sequence the following events from first to last. The first event, the French and Indian War, is already labeled. Number the remaining events 2–5.

_____ Parliament passed the Stamp Act, taxing colonists to raise money for Great Britain.

_____ Great Britain was left with enormous debts after the war and needed additional funds to maintain the new lands it acquired from France.

1 Great Britain fought and defeated France in the French and Indian War to gain control of land in North America.

_____ American colonists protested the Stamp Act with meetings, pamphlets, and petitions to London.

_____ Many colonists thought the Stamp Act was unfair because they had no representation in the British Parliament where the laws were made.

Identify Causes and Effects

The chronology, or order, of events is very important when writing a cause and effect essay because it helps the reader understand both what happened and why. One event often causes another to happen.

Each sentence below tells about one of the events you have just sequenced. Each sentence includes both what happened (effect) and why it happened (cause).

Read the sentence fragments beneath each complete sentence and identify which one describes the cause and which one describes the effect of each event. Underline either cause or effect after each sentence fragment. The first one has been completed for you.

1. Because Britain and France wanted to gain control of land in North America, they fought each other in the French and Indian War.
 - because Britain and France wanted to gain control of land in North America (cause / effect)
 - they fought each other in the French and Indian War (cause / effect)
2. Great Britain needed money due to its enormous war debts.
 - Great Britain needed money (cause / effect)
 - due to its enormous war debts (cause / effect)
3. Parliament passed the Stamp Act because the British government thought the colonists should help pay for the war.
 - Parliament passed the Stamp Act (cause / effect)
 - because the British government thought the colonists should help pay for the war (cause / effect)

NAME: _____

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3.2
CONTINUED

Activity Page

4. Since the colonists had no representation in the British government, many of them thought the Stamp Act was unfair.
- since the colonists had no representation in the British government (cause / effect)
 - many of them thought the Stamp Act was unfair (cause / effect)
5. The colonists thought the Stamp Act was unfair, so they protested the Stamp Act.
- the colonists thought the Stamp Act was unfair (cause / effect)
 - so they protested the Stamp Act (cause / effect)

Identify and circle cause and effect transition words in the previous sentences, using the information in the following chart as a guide.

Cause Transition Words	Effect Transition Words
because	consequently
due to	as a result
one cause is, another is	thus
since	resulted in
for	one reason is, another is
first, second	so

NAME: _____

DATE: _____

3.3

Activity Page

Draft a Paragraph

Use the space below to write a cause and effect paragraph, explaining how the French and Indian War eventually led to the Stamp Act and colonial protests.

- Use Activity Page 3.3 to draft your paragraph.
- Use your own words.
- Use cause and effect transition words whenever possible.

[illegible]

NAME: _____

DATE: _____

4.1

Activity Page

Vocabulary for “The Fight Begins”

1. **intolerable**, *adj.* too painful or hard to be accepted
2. **grievance**, *n.* a complaint resulting from being treated unfairly; a reason for complaining about a situation (**grievances**)
3. **import**, *v.* to bring in a product from another country to be sold (**importing**)
4. **export**, *v.* to send out a product to another country to be sold (**exporting**)
5. **stockpile**, *v.* to collect materials to use in the future (weapons, food, etc.) (**stockpiling**)
6. **belfry**, *n.* a bell tower at the top of a church
7. **rebel**, *n.* a person who fights against a government (**rebels**)
8. **volley**, *n.* the firing of a large number of weapons at the same time
9. **musket ball**, *n.* ammunition shot from muskets (**musket balls**)
10. **revolutionary**, *adj.* leading to, or relating to, a complete change

NAME: _____

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4.2

Activity Page

Review Quotation Marks

Use quotations to write about what is happening in the picture. Write at least three quotations.



NAME: _____

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4.3

Activity Page

Practice Root *port*

Write the correct word to complete each sentence.

1. The Continental Congress decided that the colonies would not _____ tea from Great Britain.
(import, export, portfolio, support)
2. My friends and I are going to the basketball game to _____ the team.
(report, export, import, support)
3. I like my new computer because it is lightweight and _____.
(portable, portfolio, transport, transportation)
4. The ships were used to _____ the cargo across the ocean.
(transport, transportation, support, portable)
5. The Continental Congress decided that the colonies would not _____ any goods to Great Britain.
(import, export, portfolio, support)
6. Paul Revere and other riders helped _____ the colonists by alerting them that the British were coming.
(import, transport, support, export)

For each of the following words, write a sentence using the word.

1. *transport*

2. *transportation*

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5.1

Activity Page

From “Paul Revere’s Ride”

Henry Wadsworth Longfellow

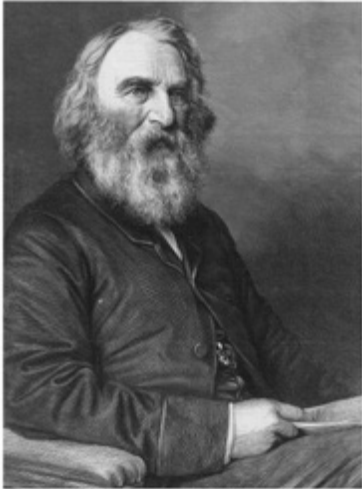
Written in 1860

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

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

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride,
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed on the landscape far and near,
Then impetuous stamped the earth,

And turned and tightened his saddle-girth;	7
But mostly he watched with eager search	8
The belfry-tower of the old North Church,	9
As it rose above the graves on the hill,	10
Lonely and spectral and somber and still.	11
And lo! as he looks, on the belfry's height,	12
A glimmer, and then a gleam of light!	13
He springs to the saddle, the bridle he turns,	14
But lingers and gazes, till full on his sight	15
A second lamp in the belfry burns!	16



About the Author

Henry Wadsworth Longfellow is well-known for writing many poems about American history. “Paul Revere’s Ride” was first published in 1860 to inspire American patriotism in the months leading up to the Civil War.

NAME: _____

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5.2

Activity Page

Vignette I

Characters: Narrator, Members of Parliament (5), Members of Sons of Liberty (8), Paul Revere

Narrator: The year is 1766 and the British colonies of North America are unhappy with what they consider to be unfair taxes levied on them by Great Britain. Listen as members of the British Parliament discuss what to do about these angry colonists.

Great Britain 1766

Member of Parliament 1: The colonists are not calming down. They continue to protest the Stamp Act and boycott British goods. I am told they may rebel if we don't do something soon.

Member of Parliament 2: Can the Stamp Act be repealed to quiet them down?

Member of Parliament 3: It can. However, we still need to collect taxes to cover the debts from the French and Indian War and pay to maintain our newly acquired land.

Member of Parliament 4: Perhaps we could repeal the Stamp Act and impose a new tax, such as a tax on tea. The colonists might be so pleased to have the Stamp Act gone that they won't worry about new taxes.

Member of Parliament 5: A brilliant solution! We need to keep the peace with the British colonists, but we also have to pay off Great Britain's debts. Let us repeal the Stamp Act and pass another act as quickly as possible to tax the colonists on other goods. If they do not have to buy stamps, they may not even be aware of being taxed.

Narrator: The British Parliament voted to repeal the Stamp Act in March of 1766, only one year after the Stamp Act was passed. But, four years later, the colonists are still unhappy. Listen to find out why.

Four Years Later: Colonies 1770

Member of Sons of Liberty 1: King George and his Parliament must think we are fools!

Nothing has changed! They merely replace one tax with another! These taxes are imposed on us by a far-away government.

Member of Sons of Liberty 2: We have been able to raise our own taxes in the past. Have they lost faith in our ability to govern ourselves?”

Member of Sons of Liberty 3: Whatever their reason, it is not fair. We deserve a voice in how to raise the money.

Member of Sons of Liberty 4: The British Parliament thinks we are weak. We cannot tolerate unfair taxes that are set by a ruler who is across the ocean.

Member of Sons of Liberty 5: Yes, and look where it has led—a massacre in the streets of Boston! We must stand up for those who died.

Three Years Later: Colonies 1773

Narrator: The year is 1773, three years after the Boston Massacre, and the colonists still feel unheard by Great Britain. Listen as Paul Revere discusses what action to take next with his fellow members of the Sons of Liberty.

Paul Revere: We are no better off than we were three years ago! It is true that Parliament repealed some taxes after the Boston Massacre, but the tax on tea remains.

Member of Sons of Liberty 6: It's not too late. We need to send Parliament a message and show them we are strong.

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5.2
CONTINUED

Activity Page

Member of Sons of Liberty 7: Remember the ships in the harbor that we blocked from unloading tea? If the ships won't go back, let's dump the tea into the Boston Harbor!

Paul Revere: Yes! That will show Parliament what we think about paying a tax for the right to drink tea. Think how much money Great Britain will lose if the contents of more than 300 chests of tea sink to the bottom of the bay.

Member of Sons of Liberty 8: Agreed. It's time to do something! No more taxation without representation!

Continued chanting by all members of Sons of Liberty: No taxation without representation!

NAME: _____

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5.3

Activity Page

Plan Body Paragraph 1

Use the word bank to complete the graphic organizer below.

British Parliament

Sons of Liberty

protesting colonists

British soldiers

Events	Dates	People
Stamp Act repealed	March 1766	_____
Boston Massacre	1770	_____ _____
Boston Tea Party	December 1773	_____

Respond to the following writing prompt. Use the events and people from your graphic organizer in your response.

Writing prompt: The Boston Tea Party occurred in 1773, eight years after the Stamp Act of 1765, so the colonists had been living with unfair taxation for many years. Why did the Sons of Liberty decide to take such strong action by dumping the tea? Be sure to include both sides of the argument.

Choose words from the word bank to use in your response to the writing prompt.

crowd	repeal	boycott	replace	eliminate
tax collectors	protest	massacre	Parliament	

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6.1

Activity Page

Vocabulary for “Shots and Speeches”

1. **retreat**, *v.* to move back or away from danger or attack (**retreated**)
2. **casualty**, *n.* a person killed or injured during battle (**casualties**)
3. **ammunition**, *n.* bullets, shells, and other objects used as weapons shot from guns
4. **score**, *n.* another term for 20; a group of 20 things (**scores**)
5. **fortify**, *v.* to make a place safe from attack by building defenses (walls, trenches, etc.) (**fortified**)
6. **ambassador**, *n.* the person who represents the government of their country in another country (**ambassadors**)
7. **declaration**, *n.* an official statement of something
8. **abstain**, *v.* to choose not to vote (**abstained**)
9. **levy**, *v.* to use legal authority to demand and collect a fine or tax (**levied**)
10. **implication**, *n.* a possible effect or result that may take place in the future (**implications**)

NAME: _____

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6.2

Activity Page

Timeline II

January 1776



December 25, 1776



June 1775



July 4, 1776



October 1777

February 1778

December 1777



NAME: _____

DATE: _____

6.2
CONTINUED

Activity Page



October 1781

1782

1781



September 1783

1784

1783

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6.3

Activity Page

Subject-Action Verb Agreement

Complete the “Agreement” column of the chart by combining the subject with the action verb so that the subject and verb agree. Remember to use the present tense (action is happening now).

Subject	Action Verb	Agreement
the merchant	travel	the merchant travels
merchants	travel	
the child	dress	
children	dress	
the student	study	
students	study	
the poet	write	
poets	write	
the baby	play	
babies	play	
the cook	fry	
cooks	fry	

Write expanded sentences for five subject-action verb agreement statements from the chart.

Example: The merchant travels across the Pacific in search of rare goods.

1.
2.
3.
4.
5.

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6.4

Activity Page

***im-* and *in-*: Prefixes Meaning Not**

Write the correct word to complete each sentence.

perfect	imperfect	convenient	inconvenient
active	inactive	polite	impolite

1. Even though the cake I baked was uneven and looked _____, it tasted really good!
2. My gym teacher says we should exercise or be _____ for at least thirty minutes every day.
3. The grocery store is right by our house, so it is very _____ to stop on the way home.
4. It is considered _____ and rude to whisper in front of someone.
5. My teacher's computer shut off because it was _____ for so long.
6. I outgrew my old rain boots, but my new boots are the _____ size.
7. The movie was not showing at the theater in our town, but my dad said that it was too _____ to drive to another town to see it.

8. Write a sentence using the one word left in the box.

Challenge: Write a sentence using one of your own *im-* or *in-* words.

NAME: _____

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7.1

Activity Page

“Shots and Speeches”

Reread chapter 4, “Shots and Speeches,” and answer the following questions.

1. The Second Continental Congress began to function as a government in all of the following ways EXCEPT:
 - A. They created their own money.
 - B. They formed a navy.
 - C. They set up a postal service.
 - D. They agreed to form an army.

2. What type of government did Thomas Paine think should replace the monarchy?

3. On page 39, what does the heading “No Simple Solution” mean? Support your answer with evidence from the text.

Write the correct word to complete each sentence. Use the glossary as needed to check the meaning of words.

ambassadors	declaration	implications	fortified	scores
casualties	levy	retreat	ammunition	abstain

1. The colonial militia fired at the British soldiers as they traveled along the road to Lexington and Concord, wounding many men and forcing the British to _____ to Boston.
2. Members of the Second Continental Congress appointed _____ as representatives to foreign countries.
3. William Prescott _____ Breed's Hill, making sure the militia had all the supplies they needed to defend themselves against the British Army.
4. There were _____ on both sides at the Battle of Bunker Hill.
5. Without _____, the militia was unable to fire its cannons.
6. Thomas Jefferson was chosen to write the official _____ of independence.
7. On July 4, 1776, the Declaration of Independence was approved by every colony except New York, which at that time decided to _____.

NAME: _____

DATE: _____

7.1
CONTINUED

Activity Page

8. Many colonists thought it was unfair for Parliament to _____ taxes on the colonies.
9. Victory in battle is not always celebrated because _____ of soldiers often die.
10. It is doubtful whether the signers of the Declaration of Independence imagined the _____ of their act on the future of the United States of America.

NAME: _____

DATE: _____

7.2

Activity Page

Vignette II

Characters: Narrator, King George III, Members of Parliament (4), Patrick Henry, Representatives from Virginia (2)

Narrator: In December of 1773, the Sons of Liberty dumped chests full of tea in Boston Harbor. Listen to discover how King George III reacted when he received word of the Boston Tea Party. In this scene, the king discusses the event with members of the British Parliament.

British Parliament, Great Britain 1774

King George III: This is an outrage! Dumping 340 chests of tea into Boston Harbor is just foolishness! They thought the taxes were bad? Now they will have to repay Great Britain for the tea they dumped.

Member of Parliament 1: We can send British ships and keep the harbor closed until the colonists pay for the cost of the tea they threw away. No ships will be able to enter or leave the harbor.

King George III: Yes. And closing the harbor will not be all. Boston must be reminded that they are British subjects. They live with protection and privileges provided by Great Britain, and they will live with the laws of their king.

Member of Parliament 2: What other laws do you propose, Your Majesty?

King George III: The colonists are taking too many liberties. I want stricter control of their meetings and how they elect officials. I or my ministers will decide who holds important government positions in Massachusetts.

Member of Parliament 3: I quite agree. There should also be new rules for trials. Bostonians should be tried by the king's judges outside of Boston.

Member of Parliament 4: It would also relieve the burden and expense on Great Britain if the colonists provided food and shelter for British soldiers.

King George III: Agreed. Make it so, and send more soldiers to Boston. I have a feeling we may need them there.

Narrator: Parliament passes a series of acts, known as the Intolerable Acts, during 1774. Word spreads, raising debates throughout the colonies. Should the colonists obey the laws of a far-away government or break away from Great Britain altogether? Listen as Patrick Henry declares his views before a group of representatives in Virginia.

Richmond, Virginia 1775

Patrick Henry: Gentlemen, I attended the First Continental Congress in Philadelphia last year, as did some of you. We agreed that Parliament's new laws are indeed intolerable. These laws show that King George is not going to allow any colonists the independence we desire and have had in the past.

Virginia Representative 1: But Mr. Henry, King George knows he must repeal the Intolerable Acts or we will stop exporting goods to Great Britain.

Patrick Henry: The king shows no sign of hearing our complaints and grievances. Mere words are not enough. We need to take action.

Virginia Representative 2: What are you suggesting, Mr. Henry? Do you believe that war is unavoidable?

Patrick Henry: Gentlemen may cry, "Peace! Peace!" But there is no peace. The war is actually begun! . . . I know not what course others may take; but as for me, give me liberty or give me death!

NAME: _____

DATE: _____

7.3

Activity Page

Plan Body Paragraph 2

Use the word bank to complete the graphic organizer below.

representatives
from twelve
of the thirteen
colonies

representatives
from Virginia

British
Parliament

Patrick
Henry

King
George

Events	Dates	People
British Parliament passes the "Intolerable Acts."	Spring 1774	
The First Continental Congress	Sept. 1774	
Virginia representatives debate response to Britain.	March 1775	

Respond to the following writing prompt. Use the events and people from your graphic organizer in your response.

Writing prompt: Why are people from all of the colonies concerned about the laws imposed in Massachusetts (the Intolerable Acts)? Be sure to include what the Intolerable Acts were and how the colonists responded to them.

Choose words from the word bank to use in your response to the writing prompt.

intolerable	grievance	independence	debate	unavoidable
liberty	representatives	complaints	First Continental Congress	Parliament

NAME: _____

DATE: _____

8.1

Activity Page

Vocabulary for “It’s War!”

1. **front**, *n.* the place where fighting happens in a war (**fronts**)
2. **strategic**, *adj.* carefully planned to achieve a specific goal, such as winning a battle or finishing a project
3. **confront**, *v.* to challenge or fight against
4. **surrender**, *v.* to give up, quit
5. **morale**, *n.* confidence, level of enthusiasm one feels
6. **tactics**, *n.* ways used to achieve a goal
7. **bleak**, *adj.* depressing, grim, bad

Word(s) from the Chapter	Pronunciation	Page Number
Tadeusz Kościuszko	/to*dae*oes/ /kos*choos*koe/	44

NAME: _____

DATE: _____

8.2

Activity Page

Vignette III

Characters: Narrator, Members of Parliament (2), King George III, Samuel Adams, John Hancock

Narrator: Patrick Henry's cry for liberty rang out through the colonies, and many people agreed with him that war was unavoidable and the time had come for the colonies to arm themselves. Listen to King George's reaction to news from his soldiers in Massachusetts that the colonists are preparing to fight.

Great Britain, Early April 1775

Member of Parliament 1: Your Majesty, word has come that the colonists are organizing militias, stockpiling guns, and preparing to fight.

King George III: Then the soldiers we have in Boston will not be enough. It is time to send an army. Are the Sons of Liberty still leading this revolt?

Member of Parliament 2: There is support trickling throughout the colonies; but, yes, the Sons of Liberty are still at the heart of things in Boston. Word has it Samuel Adams and John Hancock are two of the biggest troublemakers.

King George III: Tell my army to confiscate any weapons they can find and arrest Samuel Adams and John Hancock.

Narrator: Tensions had been high in and around Boston for many years now. Constant clashes between British soldiers and colonists finally came to a head in the nearby towns of Lexington and Concord. Listen as Samuel Adams and John Hancock discuss the events of April 19, 1775, and what it means for the future.

Massachusetts, Late April 1775

Samuel Adams: John, it is a miracle we are alive!

John Hancock: Certainly it is, for King George's army was hunting us down.

Samuel Adams: They were also hunting down the weapons we hid, not too far from Boston in Concord.

John Hancock: Well, they found the weapons, but not how they had hoped!

Samuel Adams: Ha, that's right! Little did they know that Paul Revere and other riders had a plan to warn people when the British Army marched out of Boston.

John Hancock: We all owe those men a great debt, for we were able to be ready to stand our ground in Lexington and prepare to fight as the army marched to Concord and back.

Samuel Adams: The British Army was smaller when it got back to Boston than when it left. But we lost many men, too.

John Hancock: Indeed, and it is with a heavy heart that I say: this is only the beginning.

NAME: _____

DATE: _____

8.3

Activity Page

Plan Body Paragraph 3

Use the word bank to complete the graphic organizer below.

Paul Revere, William Dawes, Samuel Prescott	British Parliament	British soldiers
colonial militia	King George	

Events	Dates	People
British Parliament reacts to colonists' preparations by sending more soldiers to Boston.	Early April 1775	_____ _____
Night riders travel west from Boston to warn colonists of British plans to confiscate weapons.	April 18, 1775	_____ _____
Battles of Lexington and Concord and the beginning of the Revolutionary War	April 19, 1775	_____ _____

Respond to the following writing prompt. Use the events and people from your graphic organizer in your response.

Writing prompt: No one knows who fired the first shot at the battle in Lexington. Explain what led to the first shots of the Revolutionary War.

Choose words from the word bank to use in your response to the writing prompt.

quietly	belfry	stockpile	volley	Paul Revere
Lexington	militiamen	confiscate	Concord	

NAME: _____

DATE: _____

9.1

Activity Page

Practice Subject-Action Verb Agreement

Fill in the correct pronoun for each noun. Complete the “Agreement” column, using the information provided. Remember to use the present tense (action is happening now) even though you may be writing about people who lived in the past. The first one has been done for you.

Subject	Action Verb	Agreement
the troops	prepare	the troops prepare
they	prepare	they prepare
the cannonball	fly	
	fly	
Thomas Jefferson	write	
	write	
the newspapers	say	
	say	
the ox	push	
	push	
the queen	cry	
	cry	
the representatives	debate	
	debate	
you (singular)	drink	
you (plural)	travel	
I	play	
we	listen	

Using only pronouns for subjects, write expanded sentences for five pronoun-action verb agreement statements from the chart.

Example: They prepare for the long battle ahead of them.

1. _____

2. _____

3. _____

4. _____

5. _____

NAME: _____

DATE: _____

9.2

Activity Page

Practice Prefixes *im-* and *in-*

Write the correct word to complete each sentence.

1. Many colonists believed a peaceful settlement with Great Britain was _____ and not likely to happen.
(possible, impossible, capable, incapable)
2. It is _____ the soldiers confused Breed's Hill and Bunker Hill because they did not know the area.
(active, inactive, possible, impossible)
3. My mom received _____ directions to the party, so we ended up at the wrong house.
(correct, incorrect, patient, impatient)
4. I am usually very _____ while I wait at the doctor's office because I bring a book to read.
(capable, incapable, patient, impatient)
5. Ichabod Crane is a(n) _____ master of witchcraft because he has read so many books about witches.
(patient, impatient, perfect, imperfect)

For each word, write a sentence using the word.

1. *practical*

2. *incomplete*

3. *correct*

4. *incapable*

NAME: _____

DATE: _____

9.3

Activity Page

Practice Spelling Words

For each spelling word, write a sentence using the word.

declaration

grievance

incident

independence

militia

monarchy

representative

surrender

valiant

victory

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

NAME: _____

DATE: _____

10.1

Assessment

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Write the sentence as your teacher calls it out.

NAME: _____

DATE: _____

10.2

Activity Page

Vocabulary for “From Valley Forge to Yorktown”

1. **impress**, *v.* to amaze; to cause others to feel admiration or interest (**impressed**)
2. **bayonet**, *n.* a sharp piece of metal attached to the muzzle of a musket (**bayonets**)
3. **model company**, *n.* a group of soldiers deserving to be copied or imitated by others
4. **foraging**, *adj.* for the purpose of searching for something, usually food or supplies
5. **recruit**, *v.* to search for people to join a group or organization (e.g., the army)
6. **decisive**, *adj.* important; without any doubt
7. **reinforce**, *v.* to make a group more effective by adding more people or supplies (**reinforced**)
8. **convoy**, *n.* a group of ships traveling together for safety
9. **fleet**, *n.* a group of military ships that sail under the same commander

NAME: _____

DATE: _____

11.1

Activity Page

“From Valley Forge to Yorktown”

Answer the following questions as you read the chapter. Be sure to write in complete sentences and support your answer with evidence from the text.

1. How much time passed between the time the Continental Army marched out of Valley Forge and the time they won their first decisive battle?

Page(s) _____

2. The colonial troops traveled nearly 700 miles by foot from New York to Virginia. How long did it take them to cover all these miles?

Page(s) _____

3. How much time passed between the surrender of the British Army at Yorktown and the signing of the Treaty of Paris?

Page(s) _____

After reading the entire chapter, sequence the events from first to last by numbering them from 1–5.

_____ The Continental Army left Valley Forge, reinforced with necessary supplies and military training.

_____ The Treaty of Paris was signed and Great Britain recognized American independence.

_____ The French Army and Navy joined the Continental Army at Yorktown, helping cut off supplies to the British and blocking British escape routes.

_____ The Continental Army endured a hard winter at Valley Forge.

_____ The British Army surrendered to the Continental Army at Yorktown.

NAME: _____

DATE: _____

11.2

Activity Page

Subject-to be Verb Agreement in the Present Tense

Fill in this chart and then use it to help you complete the activity page.

	Subject-to be Verb Agreement	
	To be verbs are linking verbs that link, or connect, the subject to the predicate without showing action.	
Singular	Subject	Agreement in the Present Tense
	I	
	you	
	he, she, it <i>Write two singular nouns:</i> 1. 2.	
Plural	we	
	you	
	they <i>Write two plural nouns:</i> 1. 2.	

Complete the “Agreement” column of the following chart to combine the subject with the to be verb so the subject and verb agree. The first one is completed for you. Remember to use the present tense.

Subject	to be Verb	Agreement
George Washington	to be	George Washington is
French troops	to be	
Lord Cornwallis	to be	
thousands of villagers	to be	
I	to be	
we	to be	
you	to be	

Write expanded sentences for three subject-to be verb agreement statements from the chart above.

Example: George Washington is a clever general.

1.
2.
3.

NAME: _____

DATE: _____

11.3

Activity Page

Suffixes *-able* and *-ible*

Write the correct word to complete each sentence.

predictable

collectible

enjoyable

predict

edible

collect

1. Our daily routine is very _____ because we have the same schedule every day.
2. When my family goes to the beach we like to _____ the prettiest shells we can find.
3. The baker made a(n) _____ car to put on top of the boy's birthday cake.
4. I _____ that our team will win the basketball game this weekend because we are better than the other team.
5. Write a sentence for each of the other words not used from the box.

A. _____

B. _____

Add the suffix -able or -ible to each of the following root words to create a new word. Then write the meaning of the new word and a sentence using the new word.

1. Root Word: *comfort*

Meaning: a relaxed feeling; without pain

New Word: _____

Meaning: _____

Sentence: _____

2. Root Word: *access*

Meaning: to enter or get into

New Word: _____

Meaning: _____

Sentence: _____

NAME: _____

DATE: _____

12.1

Activity Page

Vocabulary for “Heroes and Villains”

1. **hero, *n.*** a person who is respected for bravery or good qualities
(**heroes, heroism**)
2. **villain, *n.*** someone who does evil things (**villains**)
3. **defiant, *adj.*** refusing to obey
4. **enlist, *v.*** to volunteer for military service (**enlisted**)
5. **regiment, *n.*** a military unit formed by multiple groups of soldiers
6. **heroine, *n.*** a woman who is respected for bravery or good qualities (**heroines**)
7. **skirmish, *n.*** a short, unplanned fight in a war (**skirmishes**)
8. **foil, *v.*** to prevent someone from doing something or achieving a goal (**foiled**)
9. **jeer, *n.*** an insult or put-down (**jeers**)
10. **traitor, *n.*** someone who betrays their country, government, or a group to which they belong

Word(s) from the Chapter	Pronunciation	Page Number
Tadeusz Kościuszko	/to*dae*oes/ / kos*choos*koe/	58

NAME: _____

DATE: _____

13.1

Activity Page

Modal Auxiliary Verbs

Part I: *Answer the following questions or find a classmate that can answer each question. Be sure to use the modal verb from the question in your answers.*

Example: Can you ride a bicycle?

Yes, I **can** ride a bicycle.

No, I **can't** ride a bicycle.

1. Can you use chopsticks?

2. Can you climb a fire pole?

3. Who can speak another language?

4. Who can play an instrument?

5. Name one thing you could not do when you were four years old.

6. Name one thing you could do when you were four years old.

Part II: *Select the modal verb that correctly completes each sentence below. In some cases, there may be more than one possibility, but choose the one you think is best.*

1. The dark storm clouds in the distance are coming closer and closer. It _____ rain soon.
_____ won't
_____ will
_____ might
2. Janet did not get enough sleep last night. She _____ be a little grouchy today.
_____ may
_____ will
_____ can
3. If the baby is hungry, he _____ cry.
_____ won't
_____ will
_____ can
4. Drinking more water _____ help you get over a cold faster.
_____ can't
_____ may
_____ will

NAME: _____

DATE: _____

13.1
CONTINUED

Activity Page

5. The Sons of Liberty decided they _____ boycott British tea because of unfair taxes.

_____ might

_____ may

_____ will

6. Without the help of French troops, the Continental Army _____ have won the war.

_____ can

_____ might

_____ couldn't

7. Having a well-trained army _____ help them win the battle.

_____ can't

_____ won't

_____ could

NAME: _____

DATE: _____

13.2

Activity Page

Practice Suffixes *-able* and *-ible*

Write the correct word to complete each sentence.

portable	comfortable	predictable
accessible	visible	edible

1. The pizza was cold, but I thought it was still _____ because I like it that way.
2. The front entrance to the grocery store was not _____ because the road was closed, so we had to go in another way.
3. When I sit in the back of the classroom, I have to strain my eyes because the board is not very _____ from there.

Choose the statement that best answers the question.

4. Which of the following could be described as *portable*?
 - A. a large, heavy suitcase
 - B. a harbor where ships anchor to deliver or pick up cargo
 - C. a small radio you can easily move to use in different places
5. Which of the following could be described as *predictable*?
 - A. My mother takes a different route to work every day.
 - B. Scientists say it is difficult to know when an earthquake will hit.
 - C. My sister likes to eat the same thing for lunch every day.

6. Which of the following could be described as *comfortable*?
- A. Georgia spilled her lemonade on the table and made it sticky.
 - B. The seats in the new movie theater were soft with high backs and armrests.
 - C. After such a long ride, Filipe couldn't wait to get off the bus and stretch his legs.
7. Which of the following could be described as *visible*?
- A. The groundhog stayed underground all day.
 - B. It was easy to find my brother at the park because he was wearing a bright orange shirt.
 - C. His shirt sleeve covered the bandage on his arm where he had injured himself rock climbing.
8. Answer the following question. Be sure to use the word *portable* and/or *comfortable* in your answer.

Would you rather have a bed that is portable or comfortable? Why?

NAME: _____

DATE: _____

13.3

Activity Page

Practice Spelling Words

Write the correct word to complete each sentence. Words will not be used more than once; some words will not be used.

easily	greasy	immobile
imperfect	impossible	inflexible
insufficient	intolerable	loudly
noisy	tasty	temporarily

1. The militia was armed with _____ ammunition at the Battle of Bunker Hill.
2. It was _____ to get to school on time because of heavy traffic.
3. Suzanne shared her mother's _____ brownies with her friends.
4. Infants are relatively _____ until they learn to crawl or walk.
5. We stopped our mail delivery _____ while we were away.
6. The gym was _____ due to the loud cheering of the crowd at the game.
7. Despite the _____ appearance of the cracked bowl, it was still useful for holding fruit.

8. If you study your spelling words, you will complete the assessment _____.

Write two sentences using spelling words that were not used in the first eight sentences. Be sure to use correct capitalization and punctuation.

1. _____

2. _____

NAME: _____

DATE: _____

14.1

Assessment

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Write the sentence as your teacher calls it out.

NAME: _____

DATE: _____

14.2

Activity Page

Vocabulary for “Rip Van Winkle”

1. **provoke**, *v.* to cause something to happen; to bring out anger in a person or people (**provoked**)
2. **console**, *v.* to comfort or try to make someone feel better and less sad
3. **peal**, *n.* a loud noise or repeated noises (**peals**)
4. **ninepins**, *n.* a bowling game played with nine pins
5. **breeches**, *n.* pants that cover the hips down to just below the knee
6. **melancholy**, *adj.* sad or depressed
7. **skeptical**, *adj.* doubtful
8. **revere**, *v.* to respect or honor (**revered**)
9. **henpecked**, *adj.* used to describe a man who is constantly controlled and criticized by his wife

NAME: _____

DATE: _____

14.3

Activity Page

Share Cause and Effect Essays

First, write any compliments or questions your writing group gave you about your cause and effect essay that you want to remember.

Considering the feedback you received and the additional thinking you have done, set two revision goals for your cause and effect essay.

1. _____

2. _____

After making your revisions, check each part of your essay against the rubric.

NAME: _____

DATE: _____

15.1

Activity Page

to be Verbs and Modal Auxiliary Verbs

Write the correct verb to complete each sentence.

to be Verbs: am, are, is

Modal Auxiliaries: can, might, will

1. A village in the Catskill Mountains _____ home to Rip Van Winkle.
2. In “Rip Van Winkle” there _____ an inn that Rip would visit when he left his house.
3. Rip’s wife _____ have been less harsh on him if he had shown more interest in their farm and family.
4. Rip meets a group of odd-looking persons that _____ playing ninepins.
5. Rip found it odd that the group _____ play ninepins without speaking.
6. When Rip wakes up, he _____ find that his life has changed.
7. Rip’s joints _____ stiff when he wakes up. What _____ have happened to him?

8. Some people from Rip's village _____ have wondered why he left his family.
9. Rip _____ hardly believe how much his village has changed. He thinks, "I _____ confused by all of the changes. It _____ be a dream."
10. _____ anyone tell who Rip is? _____ Rip's friends and family still alive when he returns?

Write two sentences using modal auxiliaries (can, can't, could, couldn't, may, might, will, won't).

1. _____

2. _____

NAME: _____

DATE: _____

15.2

Activity Page

Practice Suffixes *-able* and *-ible*

Write the correct word to complete each sentence.

collectible	edible	predict	eat
comfortable	comfort	predictable	collect

1. When I am sick, I like the _____ of my own bed instead of the couch downstairs.
2. I know a book is written well when I am unable to _____ the ending ahead of time.
3. Our nature guide explained which plants along the trail were _____ and which plants were harmful if ingested.
4. The car my grandfather restored is very rare and is now considered a _____.
5. My afternoons after school follow a _____ pattern as I usually have a snack first, then get started on my homework.
6. I like to _____ old stamps from mail sent long ago.

Write a sentence for each of the remaining words in the box.

1. _____

2. _____

NAME: _____

DATE: _____

E1.1**Activity Page**

“Points of View”

Read “Points of View” to learn about different perspectives held during the American Revolution. Then, use your knowledge from the selection to identify the person likely being described in the passages below.

Mohican warrior	Bostonian opposed to British taxes	member of Church of England living in the colonies
Phillis Wheatley	Cunne-Shote	enslaved person from Africa

Description	Who Am I?
I fought for the British because I was promised I would be freed if I fought for them.	
My pastor says it is important to be loyal to the Church of England and to the British government, even though I don't live in England.	
I fought alongside colonists in the French and Indian War, so naturally I chose to fight with General Washington's army during the Revolutionary War.	
I protest the Stamp Act and hope we will defeat the British!	
I fought for the British because I believed they would help keep the colonists from moving west.	

NAME: _____

DATE: _____

E2.1

Activity Page

“Artillery Training”

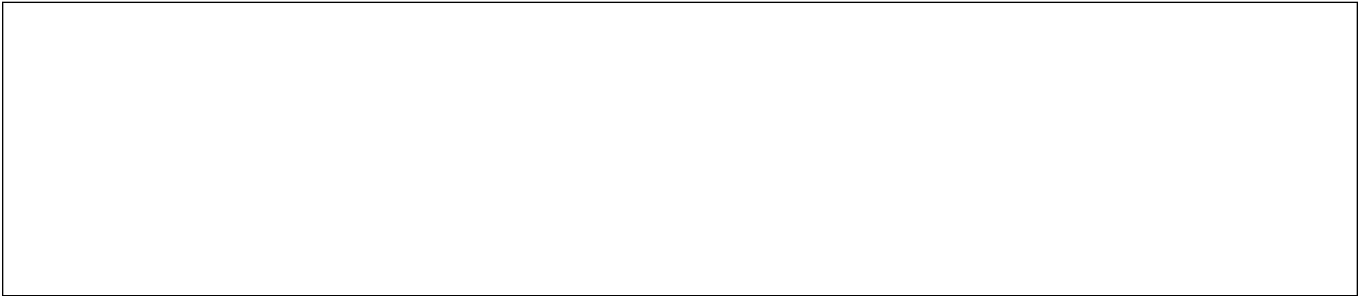
Use the words and phrases in the box to complete the instructions on how to use a six-pound field cannon. Some words or phrases will be used more than once. Some will not be used.

primed	ramrod	cannonball	quill fuse
touch hole	sheep	mop	sponge
poker	match	charge	breech

1. Dip a _____ made from the wool of a sheep into water and clean out the barrel of the cannon.
2. Dry the cannon with the _____, because if it's too wet inside the gunpowder will not detonate.
3. Use the _____ to drive the _____ of gunpowder into the back of the cannon.
4. Use the _____ again to drive in the _____.
5. Aim the cannon and walk back to the _____ end.
6. Use a _____ to make a hole in the charge of powder.
7. Carefully pour more gunpowder into the _____.

8. Insert a _____ filled with gunpowder into the hole and call out “_____!”
9. When the commanding officer calls out “GIVE FIRE,” light the quill with a _____ and stand back!

Choose three steps and illustrate them. Be sure to include labels in your illustrations. Use the picture on page 90 as a reference.



Step _____



Step _____



Step _____

NAME: _____

DATE: _____

Student Resources

In this section, you will find:

- SR.1—Individual Code Chart
- SR.2— Informative Cause and Effect Essay Rubric
- SR.3— Informative Cause and Effect Essay Editing Checklist

NAME: _____

DATE: _____

SR.1

Resource

Individual Code Chart

/p/

p



pot

pp



napping

/b/

b



bat

bb



rubbing

/t/

t



top

tt



sitting

ed



asked

/d/

d



dot

ed



filled

dd



add

/k/

c



cat

k



kid

ck



black

ch



school

cc



hiccup

/g/

g



gift

gg



egg

gu



guess

gh



ghost

/ch/

ch



chin

tch



itch

/j/ g j ge dge dg
 gem jump fringe judge judging

/f/ f ff ph gh
 fit stuff phone tough

/v/ v ve
 vet twelve

/s/ s c ss ce se
 sun cent dress prince rinse

st sc
 whistle scent

/z/ s z se zz ze
 dogs zip pause buzz bronze

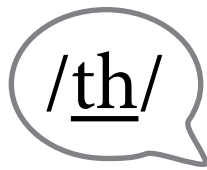
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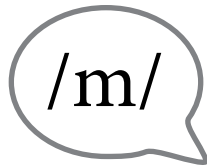
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CONTINUED

Resource



th

them



m

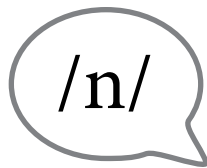
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mm

swimming

mb

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n

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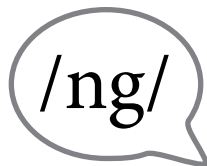
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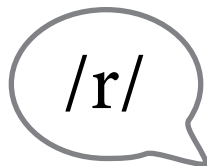


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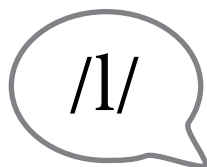
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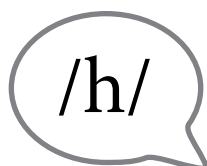


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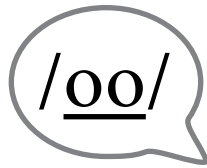
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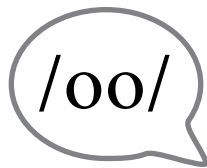
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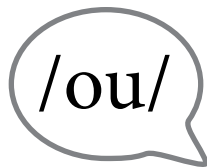
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SR.2

Resource

Fourth Grade Writing Rubric: Informative Cause and Effect Essay

Write an informative essay describing the causes and effects leading to the American Revolution.

- Introduce a topic clearly and group related information into paragraphs.
- Develop the topic with facts and examples related to the topic.
- Link ideas within categories of information using words or phrases.
- Use precise vocabulary to inform about or explain the topic.

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

	Advanced	Proficient	Basic
Introduction	Opening paragraph clearly states the main idea of the essay—the causes and effects leading up to the American Revolution.	Opening paragraph states the main idea of the essay somewhat clearly—the causes and effects leading up to the American Revolution.	Opening paragraph does not state the main idea of the essay or states the main idea, but not clearly—the causes and effects leading up to the American Revolution.
Body	<u>Paragraph 1</u> All of the following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party.	<u>Paragraph 1</u> Two of the three following causes and effects are included and listed in sequential order: repeal of the Stamp Act, Boston Massacre, Boston Tea Party.	<u>Paragraph 1</u> One of the three or none of the following causes and effects are included: repeal of the Stamp Act, Boston Massacre, Boston Tea Party.
	<u>Paragraph 2</u> All of the following causes and effects are included and listed in sequential order: Intolerable Acts, First Continental Congress, Patrick Henry's speech.	<u>Paragraph 2</u> Two of the three following causes and effects are included and listed in sequential order: Intolerable Acts, First Continental Congress, Patrick Henry's speech.	<u>Paragraph 2</u> One of the three or none of the following causes and effects are included: Intolerable Acts, First Continental Congress, Patrick Henry's speech.
	<u>Paragraph 3</u> All of the following causes and effects are included and listed in sequential order: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord.	<u>Paragraph 3</u> Two of the three following causes and effects are included and listed in sequential order: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord.	<u>Paragraph 3</u> One of the three or none of the following causes and effects are included: more British soldiers sent to Boston, night riders warn of British troop movement, Battles of Lexington and Concord.
Conclusion	Main idea of essay is restated in a different way from the introductory paragraph.	Main idea of essay is restated in the same way as the introductory paragraph.	Main idea of essay is restated in an unclear way or not restated.
Structure of the Piece	All sentences in paragraphs are presented logically.	Most sentences in paragraphs are presented logically.	Connections between sentences in paragraphs are confusing.
	All information has been paraphrased.	Most information has been paraphrased.	Little information has been paraphrased.
	All transition words or phrases are used appropriately.	Most transition words or phrases are used appropriately.	Transition words or phrases are not used appropriately.

NAME: _____

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SR.3

Resource

Informative Cause and Effect Essay Editing Checklist

Cause and Effect Essay Editing Checklist	After checking for each type of edit, place a check here.
Meaning (It sounds right when I read it aloud.)	
• All my sentences have a subject and predicate.	
• I included all the words I wanted to write.	
• I took out repeated words or information.	
Format	
• All my paragraphs are indented.	
• I have a title on the front.	
Capitals	
• I began each sentence with a capital letter.	
• I used capital letters for all proper nouns.	
Spelling	
• I have checked the spelling for any words I was unsure of or my teacher marked.	
Punctuation	
• I read my writing piece aloud to check for periods, question marks, and exclamation points at the end of my sentences.	
• I used commas and quotation marks in places where they belong.	

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We are grateful to the many contributors to CKLA over the years, including:

Amplify CKLA

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Educators across the country who have provided essential feedback on previous editions of CKLA, helping us to make the program better for teachers and students.

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