

Grade 4

Unit 6

Road to Independence: The American Revolution

Take-Home Activity Pages

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Excerpt from “Bills to Pay”

Read the following excerpt aloud to a caregiver and complete the activity that follows.

Taxes

The British government had borrowed a lot of money to fight this war. A lot of that money had been spent on protecting the colonists from the French soldiers and their Native American allies. In addition, more money was continually needed to protect the colonies and the newly acquired land. The British government thought that the colonists should pay their share.

To raise the needed funds, the British government **imposed** new **taxes**, including several that would have to be paid by the colonists. In 1765, King George III and his government proposed the Stamp Act.



Stamps were imprinted or embossed on paper.

The Stamp Act was a tax on printed materials. Colonists were required to buy stamps when they bought printed items such as newspapers, pamphlets, even playing cards. These were not gummed stamps, but rather impressions imprinted or embossed on paper. Many people were upset about the Stamp Act. They thought it was unfair that the king and his government in London were making decisions about taxes the colonists had to pay, while the colonists had no say in the matter.

The British government had generally allowed the colonies to raise taxes themselves. For example, if the government of Virginia needed money, an **assembly** of representatives from different parts of Virginia would meet. This assembly was called the House of Burgesses. Members of the House of Burgesses would determine the best way to raise money. They would propose taxes, and they would vote. If many representatives thought the taxes were unfair, they would not vote for them and, therefore, the taxes would not be approved. Because the House of Burgesses included representatives from different parts of Virginia, most of the colonists there thought the process was fair.

Every colony had an assembly similar to the Virginia House of Burgesses. The assemblies weren't all called the House of Burgesses, but they did the same thing: a group of representatives met to discuss new laws and taxes.

Although the colonists continued to raise their own taxes even after 1765, many of them thought that, rather than imposing a new tax on the colonies, the king and his government should have asked these



The Stamp Act was very unpopular.

assemblies to find a way to raise the money that was needed. Instead, without even as much as a dialogue, the king and his government created the Stamp Act. They did not send it to the colonial assemblies, but directly to Parliament, part of the British government responsible for passing laws and raising taxes.

Many colonists agreed that there were bills that had to be paid, and wanted to contribute. But they also wanted some say in how the money was raised. They were concerned that important decisions about taxes were being made thousands of miles away, by a parliament that had no colonial representatives. This process didn't seem fair to them.

Other regions outside of England, such as Scotland, had representatives in Parliament. Their job was to represent—and stand up for—the people of Scotland. But there were no representatives from the thirteen colonies in Parliament. Not even one!

When the colonists became upset about the Stamp Act, they expressed their unhappiness in various ways. They held protest meetings. They wrote pamphlets. They sent **petitions** to London. They tried to explain why they thought the Stamp Act was unfair.



The Stamp Act was seen as an unfair tax.

NAME: _____

DATE: _____

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CONTINUED

Take-Home

Complete the following sentences to summarize what you learned from the text in your own words.

1. The British Parliament raised taxes because . . .

2. The Stamp Act required the colonists to . . .

3. Many colonists were upset about the Stamp Act because . . .

Glossary for *The Road to Independence*

A

abstain, v. to choose not to vote (**abstained**)

accurate, adj. without mistakes; having the right facts

ambassador, n. the person who represents the government of their country in another country (**ambassadors**)

ammunition, n. bullets, shells, and other objects used as weapons shot from guns

assembly, n. people who gather to write laws for a government or organization (**assemblies**)

B

bayonet, n. a sharp piece of metal attached to the muzzle of a musket (**bayonets**)

belfry, n. a bell tower at the top of a church

bleak, adj. depressing, grim, bad

boycott, v. to protest something by refusing to buy, use, or participate

breeches, n. pants that cover the hips down to just below the knee

burden, n. something that is heavy or difficult to accept (**burdens**)

C

casualty, n. a person killed or injured during battle (**casualties**)

charge, n. the amount of explosive material needed to cause a blast

conflict, n. a fight or struggle for power or authority

confront, v. to challenge or fight against

console, v. to comfort or try to make someone feel better and less sad

convoy, n. a group of ships traveling together for safety

D

decisive, adj. important; without any doubt

declaration, n. an official statement of something

defiant, adj. refusing to obey

E

eliminate, v. to get rid of something (**eliminated**)

engraving, n. a design or lettering made by cutting into the surface of wood, stone, or metal

enlist, v. to volunteer for military service (**enlisted**)

export, v. to send out a product to another country to be sold (**exporting**)

F

fleet, n. a group of military ships that sail under the same commander

foil, v. to prevent someone from doing something or achieving a goal (**foiled**)

foraging, adj. for the purpose of searching for something, usually food or supplies

fortify, v. to make a place safe from attack by building defenses (walls, trenches, etc.) (**fortified**)

front, n. the place where fighting happens in a war (**fronts**)

G

grievance, n. a complaint resulting from being treated unfairly; a reason for complaining about a situation (**grievances**)

H

heed, v. to respect and follow advice or instructions (**heeded**)

henpecked, adj. used to describe a man who is constantly controlled and criticized by his wife

hero, n. a person who is respected for bravery or good qualities (**heroes, heroism**)

heroine, n. a woman who is respected for bravery or good qualities (**heroines**)

I

implication, n. a possible effect or result that may take place in the future (**implications**)

import, v. to bring in a product from another country to be sold (**importing**)

impose, v. to force or require (**imposed**)

impress, v. to amaze; to cause others to feel admiration or interest (**impressed**)

indirectly, adv. not having a clear and direct connection

intolerable, adj. too painful or hard to be accepted

J

jeer, n. an insult or put-down (**jeers**)

L

levy, v. to use legal authority to demand and collect a fine or a tax (**levied**)

liberty, n. freedom

M

master, v. to learn something completely; to gain the knowledge and skill that allows you to do something very well

mastermind, n. a person who takes the lead in planning and organizing something important

melancholy, adj. sad or depressed

militia, n. ordinary people trained to be soldiers but who are not part of the full-time military

misleading, adj. untrue

model company, n. a group of soldiers deserving to be copied or imitated by others

morale, n. confidence, level of enthusiasm one feels

musket, n. a long, heavy gun that is loaded at the muzzle

musket ball, n. ammunition shot from muskets (**musket balls**)

muzzle, n. the opening at the end of a gun or cannon where the ammunition comes out

N

neutral, adj. not supporting either side of an argument, fight, or war

ninepins, n. a bowling game played with nine pins

NAME: _____

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CONTINUED

Take-Home

O

opposition, n. disagreement with or disapproval of something

oppressive, adj. harsh and unfair; cruel

otherwise, adv. in a different way

P

patriot, n. a person who supports and defends their country (**patriots**)

peal, n. a loud noise or repeated noises (**peals**)

petition, n. a document people sign to show their agreement or disagreement with something (**petitions**)

proclamation, n. a public announcement made by a person or government

provoke, v. to cause something to happen; to bring out anger in a person or people (**provoked**)

R

range, n. a specified distance

rebel, n. a person who fights a government (**rebels**)

recruit, v. to search for people to join a group or organization (e.g., the army)

regiment, n. a military unit formed by multiple groups of soldiers

reinforce, v. to make a group more effective by adding more people or supplies (**reinforced**)

repeal, v. to undo or withdraw a law (**repealed**)

retreat, v. to move back or away from danger or attack (**retreated**)

revere, v. to respect or honor (**revered**)

revolutionary, adj. leading to, or relating to, a complete change

S

score, n. another term for 20; a group of 20 things (**scores**)

skeptical, adj. doubtful

skirmish, n. a short, unplanned fight in a war (**skirmishes**)

so-called, adj. implying the name or description of something or someone may be inaccurate

stockpile, v. to collect materials to use in the future (weapons, food, etc.) (**stockpiling**)

strategic, adj. carefully planned to achieve a specific goal, such as winning a battle or finishing a project

surrender, v. to give up, quit

T

tactics, n. ways used to achieve a goal

tax, n. money a government charges for services it provides to the people (**taxes**)

traitor, n. someone who betrays their country, government, or a group to which they belong

turning point, n. a time when an important change occurs

tyrannical, adj. ruling people in a threatening or cruel way

V

villain, n. someone who does evil things (**villains**)

volley, n. the firing of a large number of weapons at the same time

Excerpt from “Trouble Is Brewing”

Read the following excerpt aloud to a caregiver.

Chapter 2

Trouble Is Brewing

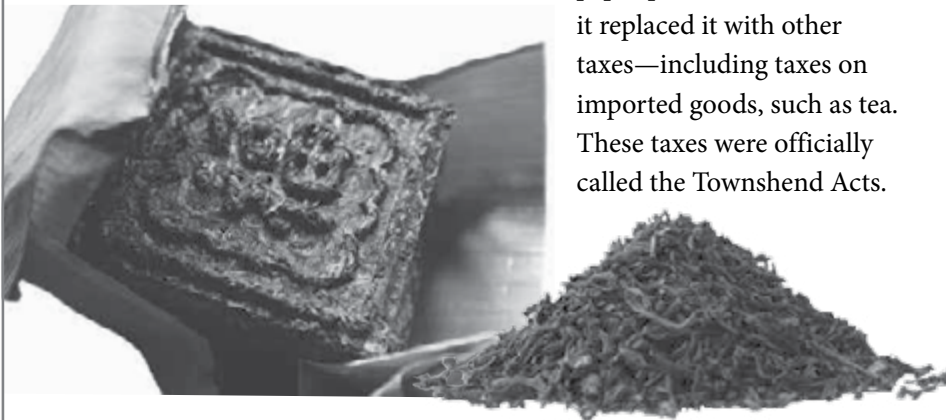
THE BIG QUESTION

Who were the Sons of Liberty, and what form of protest did they lead in Boston Harbor?

Some of the most passionate protests against the Stamp Act took place in Boston, Massachusetts. There, angry crowds took their frustration out on tax collectors.

A new group of protestors formed in Boston in response to the Stamp Act. The group met under a tree that they called the **Liberty Tree**. They made public speeches against taxes and the British government. They cried, “No taxation without representation!” This group became known as the Sons of Liberty.

Eventually, after much protest, the British government decided to **repeal** the Stamp Act in 1766. Parliament **eliminated** the tax on paper products, but in 1767 it replaced it with other taxes—including taxes on imported goods, such as tea. These taxes were officially called the Townshend Acts.



Buying, selling, even drinking tea became a political act in 1773.



Teapot celebrating the repeal of the Stamp Act

Tea was a popular drink in the colonies, just as it was in Great Britain. However, many people decided they would not buy British tea if they had to pay an unfair tax. And they thought the new tax on tea was every bit as unfair as the old tax on paper. After all, the new tax had been approved by the same British Parliament in London, and there were still no representatives from the thirteen colonies there.

Suddenly, deciding to take a sip of tea meant something more than just having a drink. If you bought British tea, you were paying a tax, and, **indirectly**, you were agreeing that Parliament had the right to tax the colonies. On the other hand, if you refused to buy British tea, you were making a statement of a different kind: you were saying that you did not approve of—and would not accept—taxation without representation.

Colonists who were angry about the new tax agreed not to buy British tea. But they didn't stop there. They also visited inns and other places that sold tea and asked the owners to stop selling it. Many establishments agreed to **boycott** British tea.

Excerpt from “The Fight Begins”

Read the following excerpt aloud to a caregiver. Then complete the activity that follows.

Complaints and Grievances

The 56 members of the First Continental Congress drafted a list of complaints and **grievances** against the king and his government. They agreed that all thirteen colonies would stop **importing** goods from Great Britain—not just tea and other items that were taxed, but all British goods. They also agreed that, unless Parliament repealed the Intolerable Acts, the colonies would stop **exporting** colonial goods to Great Britain.

Some colonists began to think a war was unavoidable. They thought it was time to start **stockpiling** muskets and gunpowder. Others believed that it was not too late to patch up relations with the king and his government.

Representatives from Virginia debated this issue in March 1775. Several representatives argued that Virginia should do whatever it could to keep the peace and restore good relations with the king. But others thought that it was too late for that. A country lawyer named Patrick Henry proposed that it was time to stop talking about peace and to start fighting for liberty:

“Gentlemen may cry, Peace, Peace—but there is no peace. The war is actually begun! . . . Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? . . . Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!”

—Patrick Henry

Many people in Massachusetts agreed with Patrick Henry. They were organizing militias, stockpiling guns, and preparing to fight. Some of the Massachusetts militiamen were known as minutemen. These special troops were created to be ready to fight at a moment’s notice!

The British government knew that these preparations were underway. In response, they sent a large army to Boston. British generals were told to confiscate any weapons they could find. They were also told to find and arrest the biggest troublemakers among the Sons of Liberty—Samuel Adams and John Hancock.

In April 1775, British soldiers tried to capture some weapons that members of the patriot movement had hidden in Concord, west of Boston. Approximately 700 British soldiers marched out of Boston on the night of April 18, hoping to surprise the militia in Concord. But the patriots were watching every move the British soldiers made.



Patrick Henry addressing Virginia representatives

NAME: _____

DATE: _____

4.1
CONTINUED

Take-Home

Choose the word or phrase that best completes each sentence. You may refer to the excerpt if needed.

1. Another word for *grievance* is:
 - A. compliment
 - B. complaint
 - C. challenge

2. The members of the Continental Congress agreed that the colonies would stop _____ goods from Great Britain.
 - A. importing
 - B. boycotting
 - C. stockpiling

3. Some colonists believed war with Great Britain was _____.
 - A. unavoidable
 - B. avoidable
 - C. intolerable

4. Patrick Henry was in favor of:
 - A. colonial independence from Britain
 - B. continued British rule of colonies
 - C. additional debates on the subject of independence

5. Minutemen were special troops that could be _____ and ready to fight at a moment's notice!
- A. stockpiled
 - B. boycotted
 - C. gathered

NAME: _____

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6.1

Take-Home

Spelling Words

The following is a list of spelling words. These words are content words related to The Road to Independence Reader.

During Lesson 10, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- *Spell the words out loud.*
- *Write sentences using the words.*
- *Copy the words onto paper.*
- *Write the words in alphabetical order.*

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

- | | |
|-----------------|-------------------|
| 1. surrender | 6. monarchy |
| 2. declaration | 7. representative |
| 3. valiant | 8. victory |
| 4. grievance | 9. incident |
| 5. independence | 10. militia |

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.

Spelling Word	Definition
surrender	to give up, quit
declaration	an official statement of something
valiant	brave or courageous
grievance	a complaint resulting from being treated unfairly; a reason for complaining about a situation
incident	an event or disagreement that is likely to cause serious problems
monarchy	a form of government in which a country is ruled by a monarch, such as a king or a queen
representative	a member of a government
independence	freedom from outside control or support
militia	ordinary people trained to be soldiers but who are not part of the full-time military
victory	the act of defeating an opponent or enemy

NAME: _____

DATE: _____

6.2

Take-Home

Practice Spelling Words

surrender	declaration	valiant	incident	monarchy
representative	independence	victory	grievance	militia

List the spelling words in alphabetical order.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

“From Valley Forge to Yorktown”

Read the following excerpt and answer the questions that follow.

Von Steuben taught the Continental soldiers how to march and stand in formation. He taught them how to advance on the battlefield. He also taught them how to use the bayonets attached to their muskets. Von Steuben trained a model company. Then, the members of this model company trained other companies.

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** In this paragraph, what is the meaning of *model company*?

- A. a military company deserving to be copied by others
- B. a fashion company that employs people to model clothes
- C. a toy company that makes plastic parts to form model airplanes
- D. an art company that employs models to pose for portrait painters

Part B: Which sentence from the text best helps the reader determine the meaning of the term *model company*?

- A. Von Steuben taught the Continental soldiers how to march and stand in formation.
- B. He taught them how to advance on the battlefield.
- C. He also taught them how to use the bayonets attached to their muskets.
- D. Then, the members of this model company trained other companies.

2. Explain in your own words how one man, Friedrich Wilhelm von Steuben, was able to train so many men for battle in such a short amount of time.

Read the following excerpt and answer the questions that follow.

In late September, Washington arrived at Yorktown with 4,000 French soldiers and 3,000 Continental soldiers. The Major General of the Continental Army was the Marquis de Lafayette. These new soldiers **reinforced** Lafayette's men who were already there. The French Navy arrived as well, and one of the first things they did was drive away a **convoy** of British ships that were carrying supplies for Cornwallis and his men. That was when Cornwallis knew he was in trouble. He was cornered by the French and Continental Armies, and the French Navy had cut off his escape route as well as his supplies!

The French and Continental Armies set up cannons and began firing on the British soldiers. For days the guns fired constantly. Washington gave orders to fire through the night so the British soldiers would not have any quiet time to rest or make repairs.

Cornwallis and his men could not protect themselves and, because of the position of the French **fleet**, they could not sail away. Eventually, on October 19, 1781, Cornwallis accepted that he had no choice but to surrender.



Louis-Nicolas van Blarenberghe, *The Taking of Yorktown*

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NAME: _____

DATE: _____

10.1
CONTINUED

Take-Home

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A:** In the first paragraph, what is the meaning of the word *reinforced*?

- A. enforced new laws again
- B. strengthened with new supplies or more people
- C. angered
- D. overpowered

Part B: Which sentence from the text best helps the reader determine the meaning of the word *reinforced*?

- A. In late September, Washington arrived at Yorktown with 4,000 French soldiers and 3,000 Continental soldiers.
- B. The French Navy arrived as well, and one of the first things they did was drive away a convoy of British ships that were carrying supplies for Cornwallis and his men.
- C. That was when Cornwallis knew he was in trouble.
- D. He was cornered by the French and Continental Armies, and the French Navy had cut off his escape route as well as his supplies!

The following question has two parts. Answer Part A and then answer Part B.

4. **Part A:** In the third paragraph, what was the meaning of the word *fleet*?

- A. cannons
- B. generals
- C. army
- D. ships

Part B: Which phrase from the text best helps the reader determine the meaning of the word *fleet*?

- A. the French and Continental Armies set up cannons
- B. the guns fired constantly
- C. they could not sail away
- D. no choice but to surrender

NAME: _____

DATE: _____

11.1

Take-Home

Spelling Words

The following is a list of spelling words. These words include prefixes and suffixes you have learned in morphology lessons. During Lesson 15, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- *Spell the words out loud.*
- *Write sentences using the words.*
- *Copy the words onto paper.*

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

- | | |
|---------------|-----------------|
| 1. easily | 7. insufficient |
| 2. greasy | 8. intolerable |
| 3. immobile | 9. loudly |
| 4. imperfect | 10. noisy |
| 5. impossible | 11. tasty |
| 6. inflexible | 12. temporarily |

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.

Spelling Word	Definition
easily	without difficulty
greasy	dirty from grease or oil
immobile	unable to move
imperfect	not perfect
impossible	not possible
inflexible	not flexible; not able to be bent or not easy to bend
insufficient	not sufficient; not enough
intolerable	too painful or hard to be accepted
loudly	in a noisy way
noisy	full of loud or unpleasant noise
tasty	having a good flavor
temporarily	for a limited amount of time

NAME: _____

DATE: _____

11.2

Take-Home

Practice Spelling Words

Sort the spelling words by their affix. Then answer the questions that follow.

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

<i>im-</i>	<i>in-</i>	<i>-y</i>	<i>-ly</i>

1. What part of speech are the words with the suffix *-ly*? _____
2. What part of speech are the words with the prefix *im-*? _____
3. What part of speech are the words with the suffix *-y*? _____
4. What part of speech are the words with the prefix *in-*? _____
5. Which affixed words are a different part of speech than the others? _____

NAME: _____

DATE: _____

12.1

Take-Home

“Heroes and Villains”

Write the correct vocabulary word to complete each sentence. Use the glossary if you need help with the meanings of the words. You will not use all of the words.

defiant	enlist	foil(ed)	hero(es)	heroine(s)
jeer(s)	skirmish(es)	traitor(s)	villain(s)	regiment

1. John Paul Jones’s _____ reply to a British sailor was, “Surrender? I haven’t yet begun to fight!”
2. People who are respected for their bravery are known as _____. Women who are respected for their bravery are called _____.
3. Deborah Sampson was only 21 years old when she decided to _____ in the army.
4. Many soldiers were wounded in _____ during the American Revolution.
5. The commander of each _____ in the Continental Army read the Declaration of Independence to his troops.

Read the following excerpt from “Heroes and Villains.” Write the correct vocabulary word from the word bank to complete each sentence. Different forms of the words may be used in the blanks.

In 1780, Benedict Arnold made a plan to surrender the colonial fort at West Point in New York to the British. When this plan was foiled, Arnold joined the British Army. He went on to fight for Britain. The cheers for Benedict Arnold the hero quickly turned to jeers for Benedict Arnold the traitor.

6. Because Arnold’s plan was _____, he joined the British Army and received _____ from members of the Continental Army.
7. Benedict Arnold was initially regarded as a _____, but when he turned against his country to fight for Britain, he became known as a _____.
8. Select a word from the word bank that you think best describes Benedict Arnold and write it on the line: _____. Write a sentence explaining your choice.

NAME: _____

DATE: _____

12.1
CONTINUED

Take-Home

Read the following excerpt from “Heroes and Villains.” Then answer the question that follows.

Most colonists considered George Washington to be a great hero. Washington was commander-in-chief of the Continental Army throughout the war. He took over not long after the Battles of Lexington and Concord in 1775, fighting the British Army in New York and New Jersey. He survived the dreadful winter of 1777 to 1778 at Valley Forge. He was still in command when the Continental Army won the decisive victory at Yorktown in 1781.

9. Do you agree with the statement, “Most colonists considered George Washington to be a great hero”? Circle one.

A. Yes

B. No

Explain your answer in two or more sentences below.

Excerpt from “Rip Van Winkle”

Read the following excerpt from the Reader and complete the activity that follows.

One day, seeking to escape the hard work of the farm and the complaints of his wife, Rip grabbed his gun and walked into the Catskill Mountains to hunt for squirrels. All day the mountains echoed with the sound of shots fired from his gun. Finally, he sat down on a little green hill that looked down into the valley below. Rip admired the scene as evening gradually advanced and sighed as he thought about the journey home.

As he was about to descend, he heard a voice calling, “Rip Van Winkle! Rip Van Winkle!” He caught sight of a strange figure climbing up the rocks, carrying something on its back. Rip was surprised to see any human being in this lonely place, but he concluded that it must be one of his neighbors in need of assistance. Rip hurried down to help. The stranger was a short old fellow with a grizzled beard. His clothes were old-fashioned and he carried a stout keg that Rip supposed was full of something refreshing to drink. He made signs for Rip to assist him, and together they clambered up a narrow gully. Every now and then long rolling **peals** like thunder seemed to issue out of a deep ravine. Passing through this ravine, they came to a hollow.

In the center was a company of odd-looking persons playing at **ninepins**. The thunderous noise Rip had heard from afar was the sound of the ball rolling toward the pins. Like Rip’s guide, they were dressed in an outlandish fashion, with enormous **breeches**. What seemed particularly odd to Rip was that these folks looked very serious indeed. They played without speaking and were, in fact, the most **melancholy** party he had ever witnessed. They stared at Rip in such a way that his heart turned within him and his knees banged together.

Rip and his guide joined the party. His guide emptied the keg into large tankards, and the men sipped in silence. When they were done, they returned to their game. As Rip's fear subsided, he ventured to taste the beverage, too. Before long, the events of the day and the mountain air overpowered Rip, and he fell into a deep sleep.

Use the space below to write a brief summary of the events included in the excerpt. Use your own words and include all the details that are important for understanding the passage.

NAME: _____

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CONTINUED

Take-Home

Write the correct core vocabulary words from the word bank to complete each sentence.

peal

ninepins

breeches

melancholy

1. The villagers listened to the _____ of the church bells as the wedding ceremony ended.
2. The long, gray winters with little sunshine made my whole family feel _____.
3. Although both games are played with pins and balls, the scoring for bowling is quite different from that of _____.
4. Some young schoolboys still wear woolen _____ to school.

Grade 4

Answer Key

TAKE-HOME PAGES ANSWER KEY

NAME: _____
DATE: _____

1.1
CONTINUED

Take-Home

Complete the following sentences to summarize what you learned from the text in your own words.

- The British Parliament raised taxes because . . .
they had to repay debts after the French and Indian War and thought the colonists should pay their share in return for continued protection in the colonies.
- The Stamp Act required the colonists to . . .
pay a tax when they purchased many paper products.
- Many colonists were upset about the Stamp Act because . . .
they thought it was unfair to be taxed by a government in which they had no representation.

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4.1
CONTINUED

Take-Home

Choose the word or phrase that best completes each sentence. You may refer to the excerpt if needed.

- Another word for *grievance* is:
A. compliment
☒ B. complaint
C. challenge
- The members of the Continental Congress agreed that the colonies would stop _____ goods from Great Britain.
☒ A. importing
B. boycotting
C. stockpiling
- Some colonists believed war with Great Britain was _____.
☒ A. unavoidable
B. avoidable
C. intolerable
- Patrick Henry was in favor of:
☒ A. colonial independence from Britain
B. continued British rule of colonies
C. additional debates on the subject of independence

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- Minutemen were special troops that could be _____ and ready to fight at a moment's notice!
A. stockpiled
B. boycotted
☒ C. gathered

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6.2

Take-Home

Practice Spelling Words

surrender	declaration	valiant	incident	monarchy
representative	independence	victory	grievance	militia

List the spelling words in alphabetical order.

- declaration
- grievance
- incident
- independence
- militia
- monarchy
- representative
- surrender
- valiant
- victory

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10.1

Take-Home

“From Valley Forge to Yorktown”

Read the following excerpt and answer the questions that follow.

Von Steuben taught the Continental soldiers how to march and stand in formation. He taught them how to advance on the battlefield. He also taught them how to use the bayonets attached to their muskets. Von Steuben trained a model company. Then, the members of this model company trained other companies.

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** In this paragraph, what is the meaning of *model company*?

- ☒ A. a military company deserving to be copied by others
B. a fashion company that employs people to model clothes
C. a toy company that makes plastic parts to form model airplanes
D. an art company that employs models to pose for portrait painters

Part B: Which sentence from the text best helps the reader determine the meaning of the term *model company*?

- A. Von Steuben taught the Continental soldiers how to march and stand in formation.
B. He taught them how to advance on the battlefield.
C. He also taught them how to use the bayonets attached to their muskets.
☒ D. Then, the members of this model company trained other companies.

2. Explain in your own words how one man, Friedrich Wilhelm von Steuben, was able to train so many men for battle in such a short amount of time.

Answers may vary, but should include an understanding that he trained one group of men, creating a model company. This model company trained other companies who, in turn, may have trained other companies, until all the soldiers were trained.

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Take-Home

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A:** In the first paragraph, what is the meaning of the word *reinforced*?

- A. enforced new laws again
☒ B. strengthened with new supplies or more people
C. angered
D. overpowered

Part B: Which sentence from the text best helps the reader determine the meaning of the word *reinforced*?

- ☒ A. In late September, Washington arrived at Yorktown with 4,000 French soldiers and 3,000 Continental soldiers.
B. The French Navy arrived as well, and one of the first things they did was drive away a convoy of British ships that were carrying supplies for Cornwallis and his men.
C. That was when Cornwallis knew he was in trouble.
D. He was cornered by the French and Continental Armies, and the French Navy had cut off his escape route as well as his supplies!

The following question has two parts. Answer Part A and then answer Part B.

4. **Part A:** In the third paragraph, what was the meaning of the word *fleet*?

- A. cannons
B. generals
C. army
☒ D. ships

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Part B: Which phrase from the text best helps the reader determine the meaning of the word *fleet*?

- A. the French and Continental Armies set up cannons
B. the guns fired constantly
☒ C. they could not sail away
D. no choice but to surrender

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11.2

Take-Home

Practice Spelling Words

Sort the spelling words by their affix. Then answer the questions that follow.

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

<i>im-</i>	<i>in-</i>	<i>-y</i>	<i>-ly</i>
immobile	inflexible	tasty	temporarily
impossible	intolerable	greasy	easily
imperfect	insufficient	noisy	loudly

1. What part of speech are the words with the suffix *-ly*? adverb
2. What part of speech are the words with the prefix *im-*? adjective
3. What part of speech are the words with the suffix *-y*? adjective
4. What part of speech are the words with the prefix *in-*? adjective
5. Which affixed words are a different part of speech than the others? -ly

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Take-Home

"Heroes and Villains"

Write the correct vocabulary word to complete each sentence. Use the glossary if you need help with the meanings of the words. You will not use all of the words.

defiant	enlist	foil(ed)	hero(es)	heroine(s)
jeer(s)	skirmish(es)	traitor(s)	villain(s)	regiment

1. John Paul Jones's defiant reply to a British sailor was, "Surrender? I haven't yet begun to fight!"
2. People who are respected for their bravery are known as heroes. Women who are respected for their bravery are called heroines.
3. Deborah Sampson was only 21 years old when she decided to enlist in the army.
4. Many soldiers were wounded in skirmishes during the American Revolution.
5. The commander of each regiment in the Continental Army read the Declaration of Independence to his troops.

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Read the following excerpt from "Heroes and Villains." Write the correct vocabulary word from the word bank to complete each sentence. Different forms of the words may be used in the blanks.

In 1780, Benedict Arnold made a plan to surrender the colonial fort at West Point in New York to the British. When this plan was foiled, Arnold joined the British Army. He went on to fight for Britain. The cheers for Benedict Arnold the hero quickly turned to jeers for Benedict Arnold the traitor.

6. Because Arnold's plan was foiled, he joined the British Army and received jeers from members of the Continental Army.
7. Benedict Arnold was initially regarded as a hero, but when he turned against his country to fight for Britain, he became known as a traitor/villain.
8. Select a word from the word bank that you think best describes Benedict Arnold and write it on the line: _____. Write a sentence explaining your choice.

Answers may vary, but should include a word from the word bank.

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CONTINUED
Take-Home

Read the following excerpt from "Heroes and Villains." Then answer the question that follows.

Most colonists considered George Washington to be a great hero. Washington was commander-in-chief of the Continental Army throughout the war. He took over not long after the Battles of Lexington and Concord in 1775, fighting the British Army in New York and New Jersey. He survived the dreadful winter of 1777 to 1778 at Valley Forge. He was still in command when the Continental Army won the decisive victory at Yorktown in 1781.

9. Do you agree with the statement, "Most colonists considered George Washington to be a great hero"? Circle one.
A. Yes
B. No

Explain your answer in two or more sentences below.

Answers may vary, but should include at least two sentences.

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Rip and his guide joined the party. His guide emptied the keg into large tankards, and the men sipped in silence. When they were done, they returned to their game. As Rip's fear subsided, he ventured to taste the beverage, too. Before long, the events of the day and the mountain air overpowered Rip, and he fell into a deep sleep.

Use the space below to write a brief summary of the events included in the excerpt. Use your own words and include all the details that are important for understanding the passage.

Answers may vary, but should include that one day, Rip Van Winkle

went into the forest to hunt for squirrels. He saw a stranger wearing

old-fashioned clothes and carrying a keg. The two men climbed up

a hill together, and soon heard loud noises, which turned out to be

a group of odd-looking men playing ninepins. Rip and the stranger

joined the group for a party. Eventually, Rip fell asleep.

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Take-Home

Write the correct core vocabulary words from the word bank to complete each sentence.

peal	ninepins	breeches	melancholy
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1. The villagers listened to the peal of the church bells as the wedding ceremony ended.
2. The long, gray winters with little sunshine made my whole family feel melancholy.
3. Although both games are played with pins and balls, the scoring for bowling is quite different from that of ninepins.
4. Some young schoolboys still wear woolen breeches to school.

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