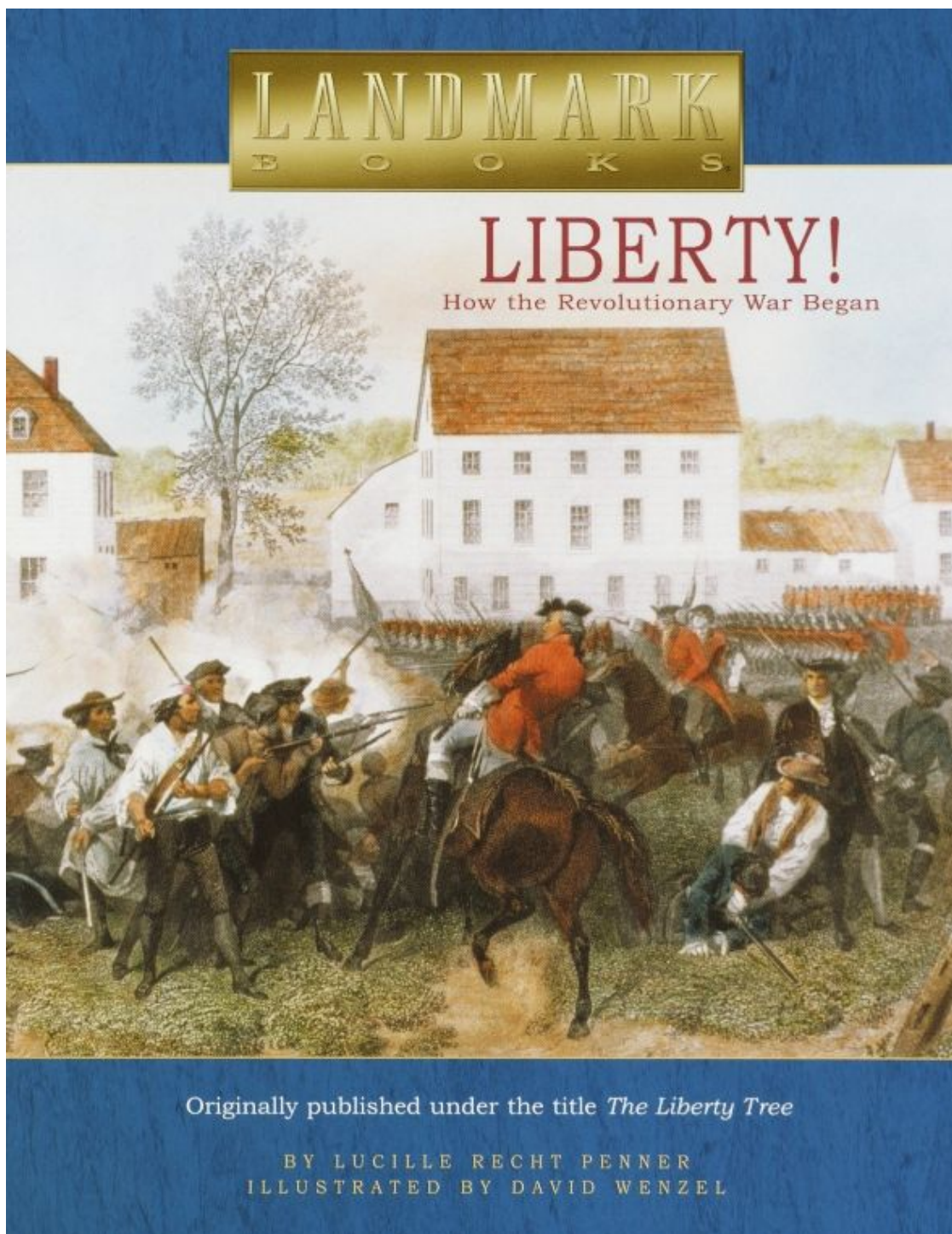


Name: _____ #: _____ HR: _____

W.O.L.V.E.S.

Wide Reading Experiences. Outreach. Literacy Scaffolding. Vision. Engagement. Support.

Reading Program



Module 1: Section 1 (Pages 2 & 3)

Common Core State Standards:

- ❑ CCSS.ELA-LITERACY.L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- ❑ CCSS.ELA-LITERACY.L.4.4.A: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Content Objectives:

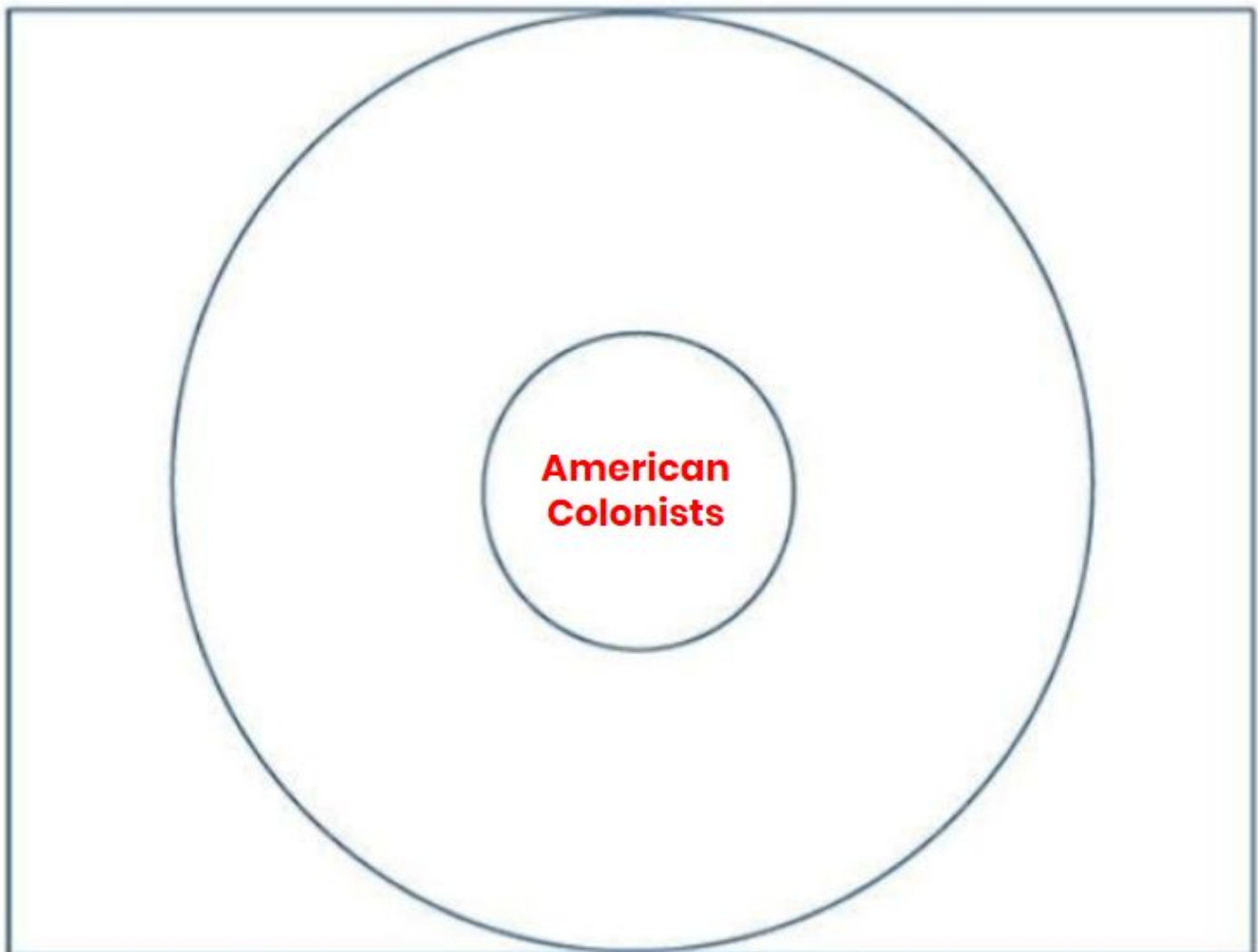
- ❑ Students will be able to determine the main ideas and important details from the text by describing the colonists' experience when they came to America.
- ❑ Students will be able to analyze the events leading up to the American Revolution by creating a timeline of important dates.

Language Objectives:

- ❑ Learners will be able to discuss the experience of settlers coming to America from England.
- ❑ Learners will be able to write about how the British treated the American Colonists.

After Reading

Directions: Complete the Circle Map: What did we learn about the American Colonists?



Module 1: Section 2 (Pages 4 & 5)

Common Core State Standards:

- ❑ CCSS.ELA-LITERACY.L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- ❑ CCSS.ELA-LITERACY.L.4.4.A: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Content Objectives:

- ❑ Students will be able to determine the main ideas and important details from the text by describing the colonists' experience when they came to America.
- ❑ Students will be able to analyze the events leading up to the American Revolution by creating a timeline of important dates.

Language Objectives:

- ❑ Learners will be able to discuss the experience of settlers coming to America from England.
- ❑ Learners will be able to write about how the British treated the American Colonists.

After Reading

Directions: After reading page 4, fill in the timeline with important events in ORDER that led to the French and Indian War.

The diagram shows a horizontal timeline line. Above the line, there are five empty rectangular boxes, each with an upward-pointing arrow from the line. Below the line, there are four empty rectangular boxes, each with a downward-pointing arrow to the line. This layout provides nine boxes for students to write important events in chronological order leading to the French and Indian War.

Module 1: Section 3 (Pages 6 & 7)

Common Core State Standards:

- ☐ CCSS.ELA-LITERACY.L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- ☐ CCSS.ELA-LITERACY.L.4.4.A: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Content Objectives:

- ☐ Students will be able to determine the main ideas and important details from the text by describing the colonists' experience when they came to America.
- ☐ Students will be able to analyze the events leading up to the American Revolution by creating a timeline of important dates.

Language Objectives:

- ☐ Learners will be able to discuss the experience of settlers coming to America from England.
- ☐ Learners will be able to write about how the British treated the American Colonists.

After Reading

Directions: After reading pages 6 & 7, complete the following questions. Write in complete sentences, **R.A.C.E.**, make sure to include the correct **PUNCTUATION**.

What was the **Sugar Act**? _____

What were the **Navigation Acts**? _____

What did the **colonists** do to try and **avoid the taxes**? _____

How do you think the **colonists felt and why**? How would **you** feel if you were in their situation? _____

After Reading:

Directions: Read the following passage and answer the questions below.

Liberty or Death? Patrick Henry was a delegate from Virginia and a friend of George Washington. He believed that Americans should fight for their independence. *“If life so dear, or peace so sweet, as to be purchased at the price of chains and slavery?”* he asked in a famous speech. *“I know not what course others may take, but as for me, give me **liberty** or give me death!”*

1. In Patrick Henry’s famous speech, the word **liberty** most likely means which of the following?
 - a. Dependence
 - b. Freedom
 - c. Restraint
 - d. Responsibility

2. Choose **two** main reasons that an Englishman would become a **colonist** in America.
 - a. If a colonist worked hard, they might become one of the richest people in the land.
 - b. As a colonist you were required to belong to the same religion.
 - c. Colonists had land and more opportunities
 - d. Becoming a colonist was a chance to go to war.

3. *“At last the French and their Indian allies were defeated. In 1763, a peace **Treaty**-The **Treaty** of Paris was signed.”* Give an example of a **treaty** that you have signed, relating to school, extracurricular activities, or other events. What is the purpose of the **treaty**?

Writing in Response to Reading (Pages 2-7)

Common Core State Standards:

- ☐ CCSS.ELA-LITERACY.L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- ☐ CCSS.ELA-LITERACY.L.4.4.A: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Content Objectives:

- ☐ Students will be able to determine the main ideas and important details from the text by describing the colonists' experience when they came to America.
- ☐ Students will be able to analyze the events leading up to the American Revolution by creating a timeline of important dates.

Language Objectives:

- ☐ Learners will be able to discuss the experience of settlers coming to America from England.
- ☐ Learners will be able to write about how the British treated the American Colonists.

COMPREHENSION QUESTIONS/DISCUSSION:

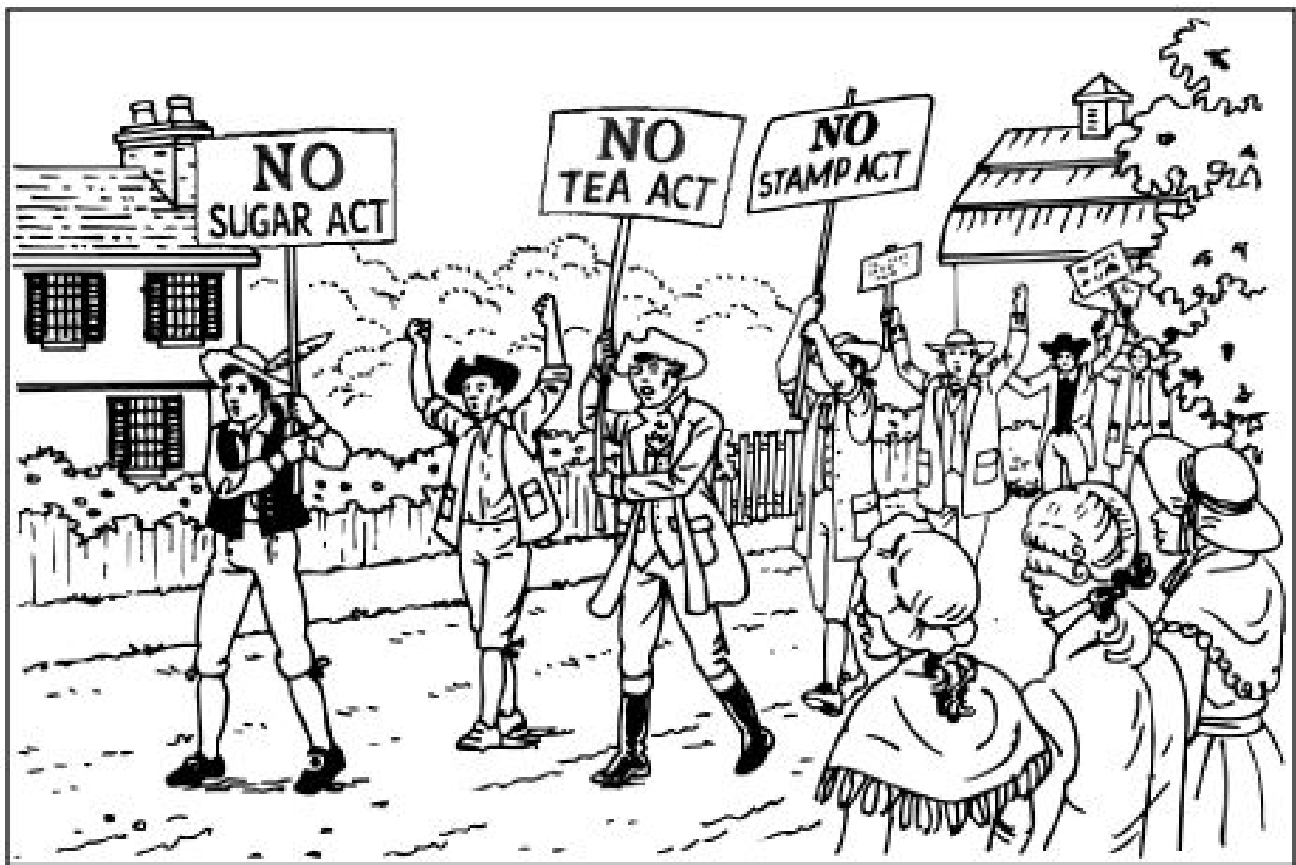
What is a **colonist**? _____

Why did people leave England to come to America? _____

What happened **after** the French and Indian War? _____

What is the **main idea** of “Sneaky Taxes?” Use evidence from the text to support your answer. _____

How do you **summarize** “Sneaky Taxes”? Use details and the main idea to support your answer.



Text-Dependent Writing Task (Pages 2-7)

Directions: Describe the overall experience, so far, for Colonists who came to America. Did the colonists get what they came for (liberty and opportunity)? Why or why not?

Use complete sentences in your response... (think about why they came to America, what happened when they got here, and how they were treated by the British).

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 2: Section 1 (Pages 8 & 9)

Common Core State Standards:

- ❑ CCSS.ELA-LITERACY.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ❑ CCSS.ELA-LITERACY.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

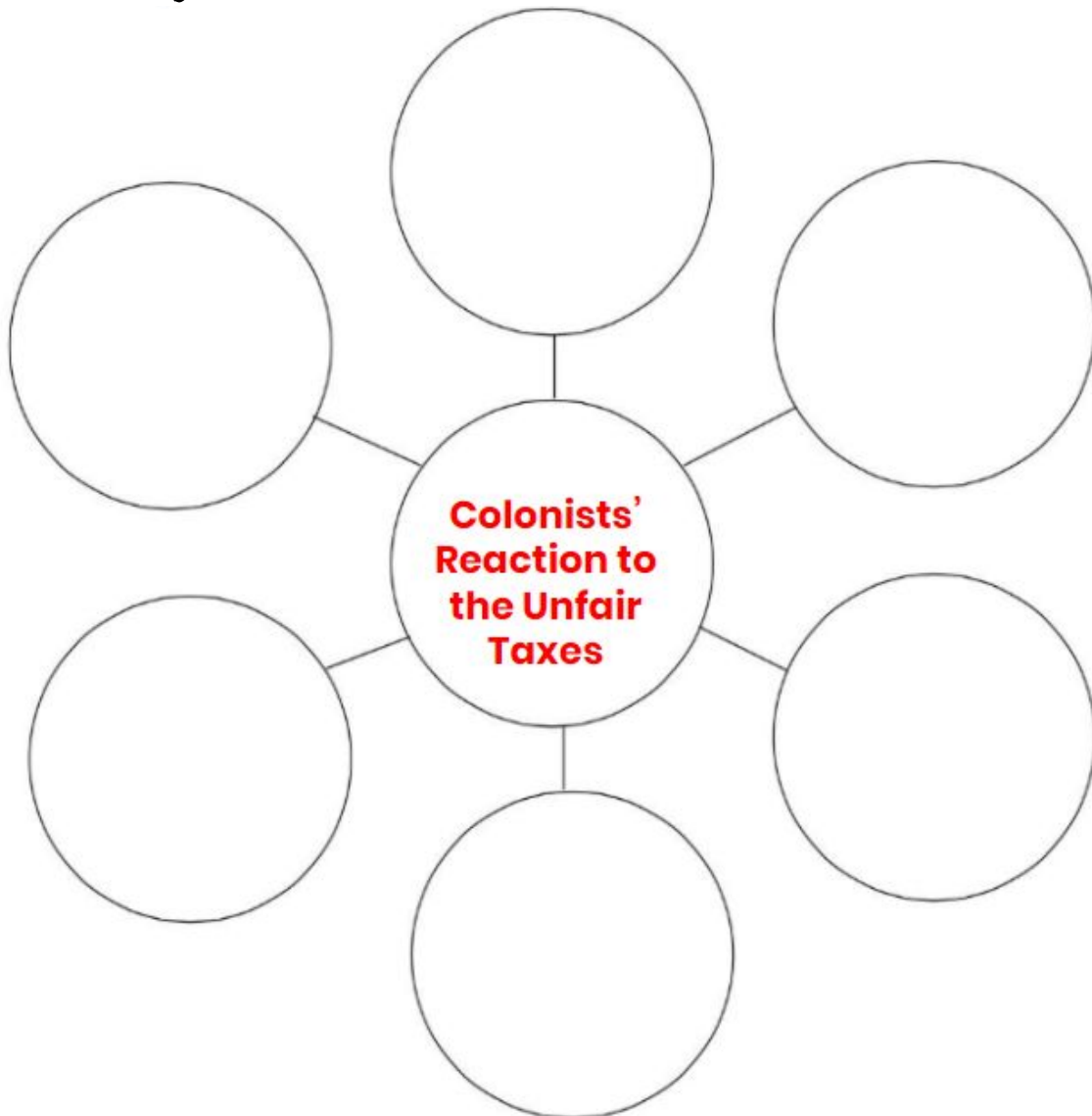
Content Objectives:

- ❑ Students will be able to determine the main ideas and important details from the text by describing types how the colonists responded to unfair British taxation.
- ❑ Students will be able to analyze the events leading up to the American Revolution by describing the cause and effect of the colonists' reactions to the British.

Language Objectives:

- ❑ Learners will be able to discuss the way the colonists responded to British taxation.
- ❑ Learners will be able to write about the unfair taxation of the British government.

After Reading: What were the colonists' reaction to the unfair taxes?



Module 2: Section 2 (Pages 10 & 11)

Common Core State Standards:

- ☐ CCSS.ELA-LITERACY.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ☐ CCSS.ELA-LITERACY.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Content Objectives:

- ☐ Students will be able to determine the main ideas and important details from the text by describing types how the colonists responded to unfair British taxation.
- ☐ Students will be able to analyze the events leading up to the American Revolution by describing the cause and effect of the colonists' reactions to the British.

Language Objectives:

- ☐ Learners will be able to discuss the way the colonists responded to British taxation.
- ☐ Learners will be able to write about the unfair taxation of the British government.

After Reading: Answer the following questions after reading Tar and Feathers.

What was the **Townshend Act**? _____

What did it mean to **Tar and Feather** someone? _____

What happened to the **American ship, the Liberty**? _____

How did the **British government respond to the fighting in America**? _____

Module 2: Section 3 (Pages 12 & 13)

Common Core State Standards:

- ❑ CCSS.ELA-LITERACY.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ❑ CCSS.ELA-LITERACY.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

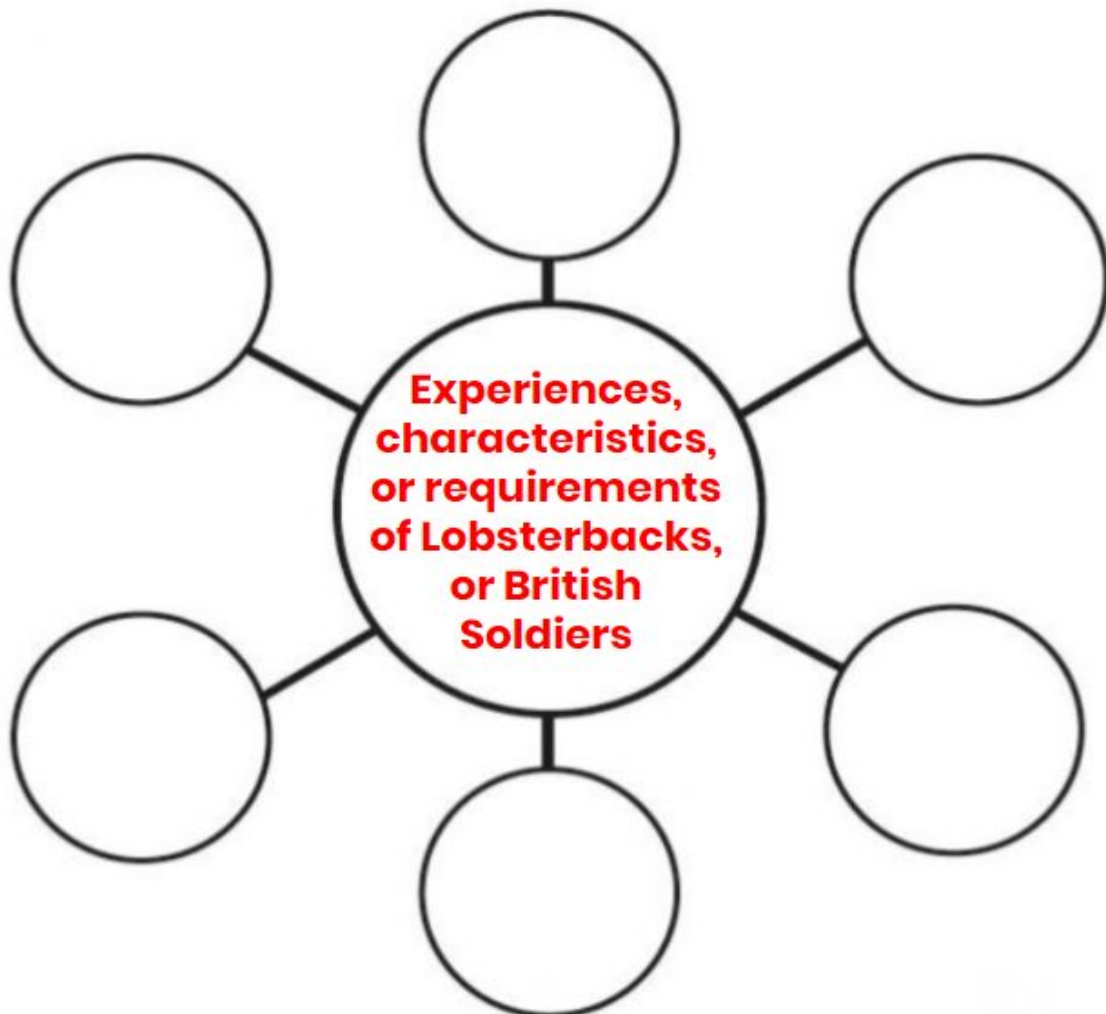
Content Objectives:

- ❑ Students will be able to determine the main ideas and important details from the text by describing types how the colonists responded to unfair British taxation.
- ❑ Students will be able to analyze the events leading up to the American Revolution by describing the cause and effect of the colonists' reactions to the British.

Language Objectives:

- ❑ Learners will be able to discuss the way the colonists responded to British taxation.
- ❑ Learners will be able to write about the unfair taxation of the British government.

After Reading: Using the Bubble Map, list some **experiences, characteristics** and/or **requirements** of the British Soldiers, or "Lobsterbacks" when they came to America.



Writing in Response to Reading (Pages 8-13)

Common Core State Standards:

- ☐ CCSS.ELA-LITERACY.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ☐ CCSS.ELA-LITERACY.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Content Objectives:

- ☐ Students will be able to determine the main ideas and important details from the text by describing types how the colonists responded to unfair British taxation.
- ☐ Students will be able to analyze the events leading up to the American Revolution by describing the cause and effect of the colonists' reactions to the British.

Language Objectives:

- ☐ Learners will be able to discuss the way the colonists responded to British taxation.
- ☐ Learners will be able to write about the unfair taxation of the British government.

PART 1: COMPREHENSION QUESTIONS/DISCUSSION:

Why did the "Lobsterbacks" come to the American colonies? _____

How were the British soldiers treated upon their arrival? _____

How were the Lobsterbacks kept in line and from trying to leave? _____

PART 2: CAUSE & EFFECT T-CHART:

CAUSE	EFFECT
Stamp Act	
Riots in the colonies	
Tar & feathering and fighting	

Part 3: Text-Dependent Writing Task (Pages 8-13)

Directions: In 2 paragraphs:

- Describe the reaction of the American colonists to the unfair taxation by the British government.
- What action did the British take followed by this? *Use the cause & effect chart above to form your paragraph.*

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 3: Section 1 (Pages 14 & 15)

Common Core State Standards:

- ❑ CCSS.ELA-LITERACY.RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- ❑ CCSS.ELA-LITERACY.RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- ❑ CCSS.ELA-LITERACY.RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

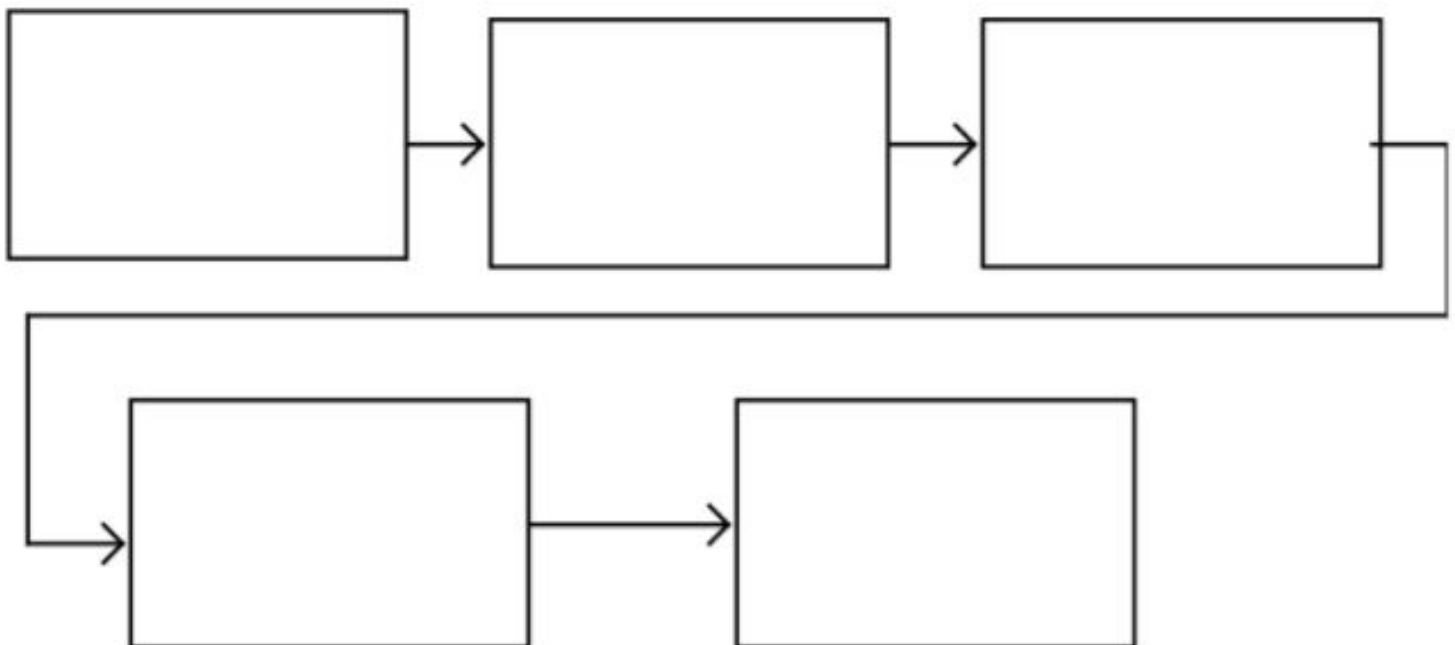
Content Objectives:

- ❑ Students will be able to identify the cause and effect relationship of the Boston Massacre and the Boston Tea Party.
- ❑ Students will be able to analyze a historical drawing to build background knowledge on a topic.
- ❑ Students will be able to analyze the events of the Boston Tea Party.

Language Objectives:

- ❑ Learners will be able to describe the Boston Tea Party by discussing it with a partner.
- ❑ Learners will be able to discuss the sequence of events that led up to the Boston Massacre with a partner.
- ❑ Learners will be able to write about the events of the Boston Tea Party.

After Reading: Create a **Flow Map** to describe the events, in order, of the Boston Massacre.



Module 3: Section 2 (Pages 16 & 17)

Common Core State Standards:

- ❑ CCSS.ELA-LITERACY.RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- ❑ CCSS.ELA-LITERACY.RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- ❑ CCSS.ELA-LITERACY.RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

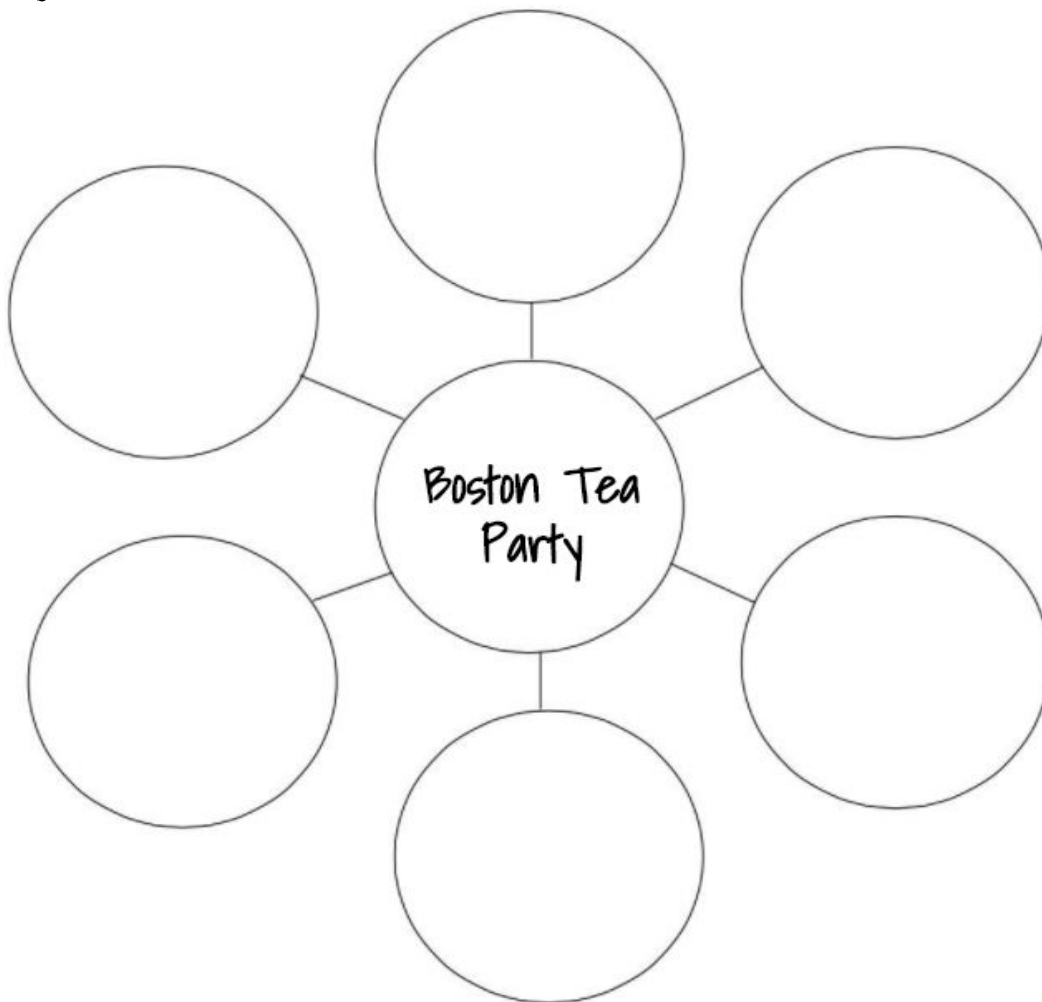
Content Objectives:

- ❑ Students will be able to identify the cause and effect relationship of the Boston Massacre and the Boston Tea Party.
- ❑ Students will be able to analyze a historical drawing to build background knowledge on a topic.
- ❑ Students will be able to analyze the events of the Boston Tea Party.

Language Objectives:

- ❑ Learners will be able to describe the Boston Tea Party by discussing it with a partner.
- ❑ Learners will be able to discuss the sequence of events that led up to the Boston Massacre with a partner.
- ❑ Learners will be able to write about the events of the Boston Tea Party.

After Reading:



Writing in Response to Reading (Pages 14-17)

Common Core State Standards:

- ☐ CCSS.ELA-LITERACY.RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- ☐ CCSS.ELA-LITERACY.RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- ☐ CCSS.ELA-LITERACY.RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Content Objectives:

- ☐ Students will be able to identify the cause and effect relationship of the Boston Massacre and the Boston Tea Party.
- ☐ Students will be able to analyze a historical drawing to build background knowledge on a topic.
- ☐ Students will be able to analyze the events of the Boston Tea Party.

Language Objectives:

- ☐ Learners will be able to describe the Boston Tea Party by discussing it with a partner.
- ☐ Learners will be able to discuss the sequence of events that led up to the Boston Massacre with a partner.
- ☐ Learners will be able to write about the events of the Boston Tea Party.

Comprehension Questions/Discussion:

What was the **Boston Tea Party**? _____

Why did the colonists dump English tea into the harbor? _____

What **main events** led up to the Boston Tea Party? _____

How do you **summarize** “Rally, Mohawks!”? Write a 1 paragraph summary using the **main idea (topic sentence)**, **3 supporting details**, and **a conclusion sentence**

16

Text-Dependent Writing Task (Pages 16 & 17)

Directions: Using your Bubble Map on page 14, ***Why do you think the Boston Tea Party is referred to as a “Tea Party”?*** Answer below in **1-2 paragraphs**.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 4: Section 1 (Pages 18 & 19)

Common Core State Standards:

- ❑ CCSS.ELA-LITERACY.RI.4.2- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ❑ CCSS.ELA-LITERACY.RI.4.5- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

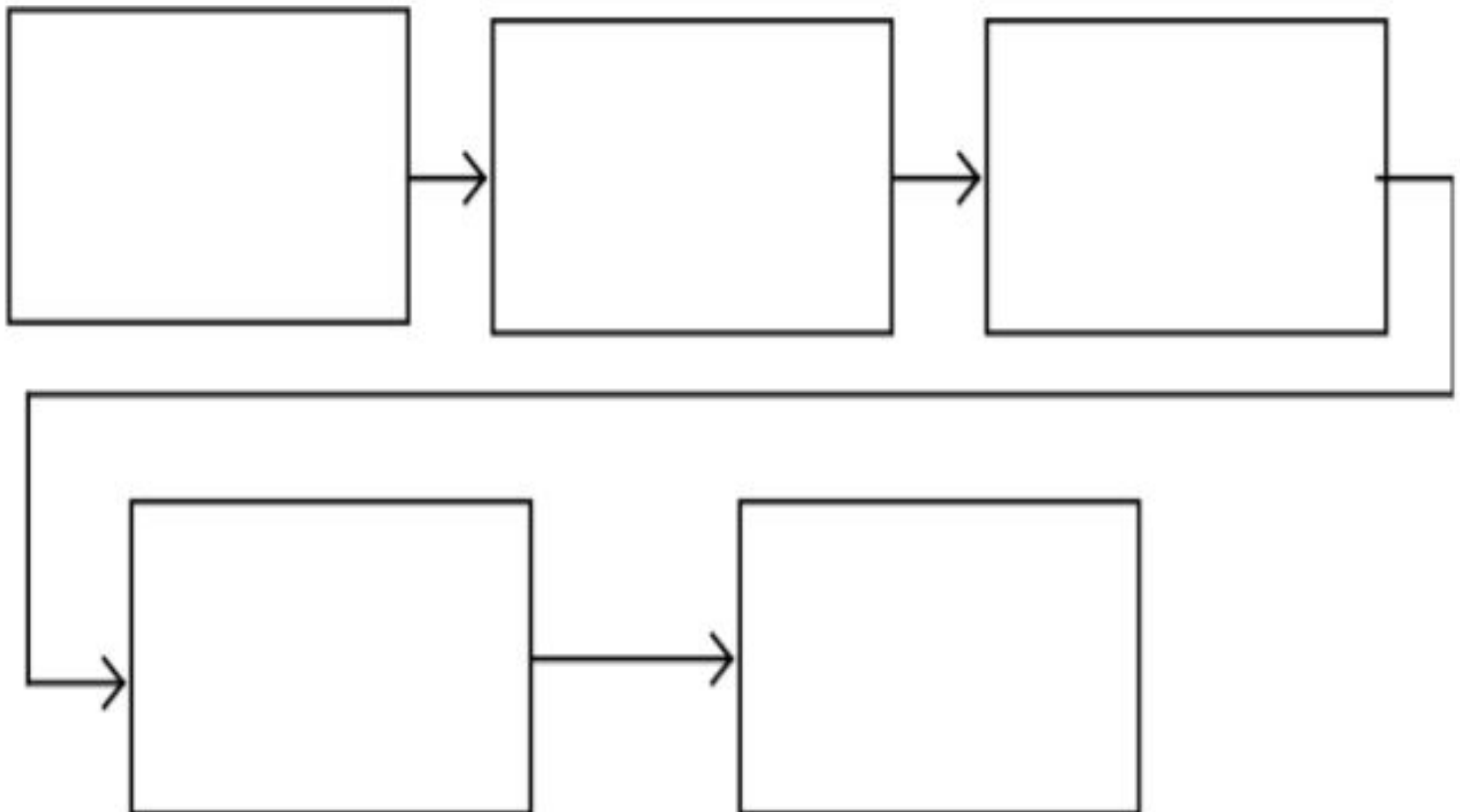
Content Objectives:

- ❑ Students will be able to identify the cause and effect relationship between events leading up to the American Revolution.
- ❑ Students will be able to compare and contrast the British soldiers with the colonist militia.
- ❑ Students will be able to determine the main idea about the First Continental Congress by identifying significant details.

Language Objectives:

- ❑ Learners will be able to discuss the impact of the arrival of British soldiers to the colonies.
- ❑ Learners will be able to describe the colonist militia and the British redcoats.
- ❑ Learners will be able to write about the colonist militia against the British soldiers.

After Reading: Create a Flow Map with events that led to the British sending troops over to the colonies.



Module 4: Section 2 (Pages 20 & 21)

Common Core State Standards:

- ❑ CCSS.ELA-LITERACY.RI.4.2- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ❑ CCSS.ELA-LITERACY.RI.4.5- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

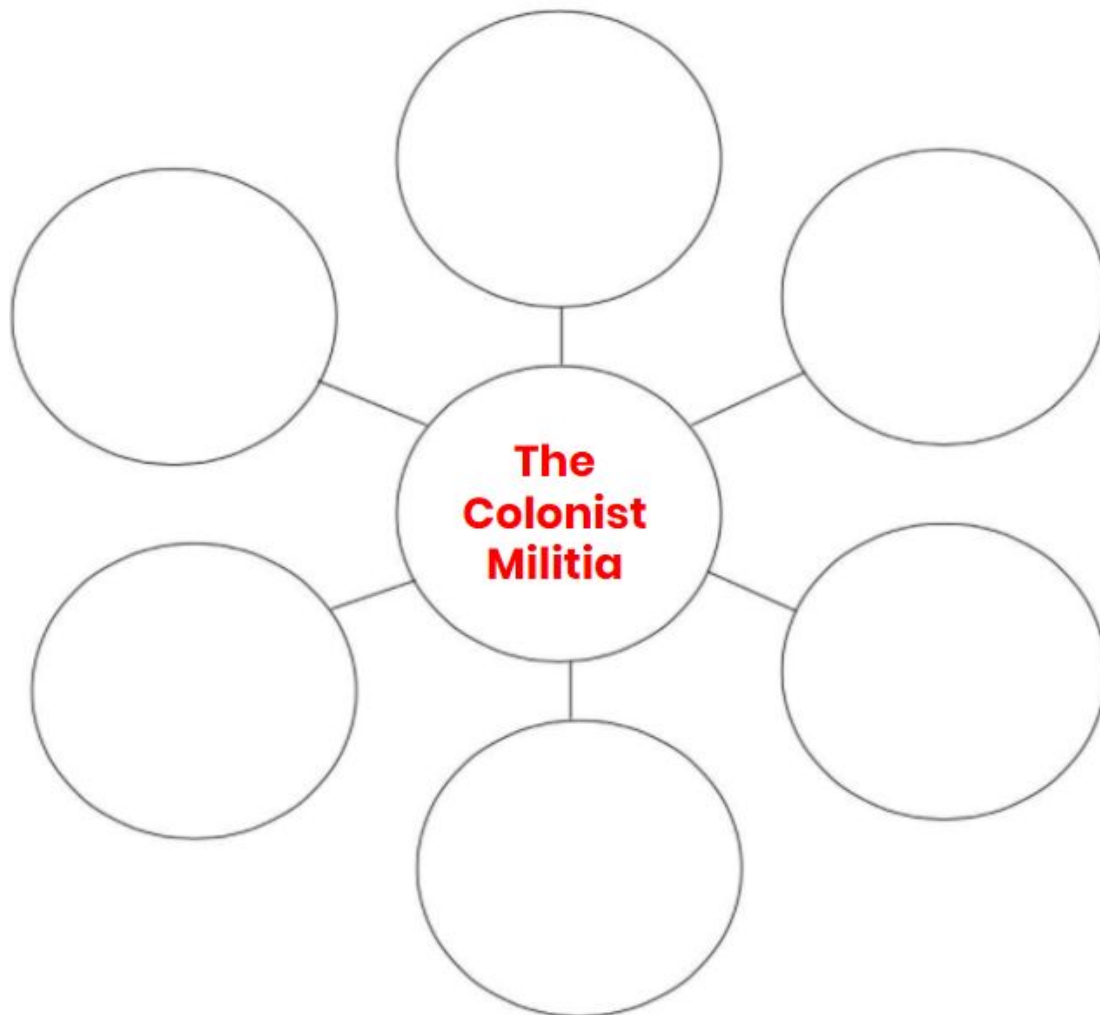
Content Objectives:

- ❑ Students will be able to identify the cause and effect relationship between events leading up to the American Revolution.
- ❑ Students will be able to compare and contrast the British soldiers with the colonist militia.
- ❑ Students will be able to determine the main idea about the First Continental Congress by identifying significant details.

Language Objectives:

- ❑ Learners will be able to discuss the impact of the arrival of British soldiers to the colonies.
- ❑ Learners will be able to describe the colonist militia and the British redcoats.
- ❑ Learners will be able to write about the colonist militia against the British soldiers.

After Reading: Complete the bubble map title “Colonist Militia” answering the following questions: *What did the colonists wear to fight? Who was in charge of the colonist militia? What did they use as weapons? Who were the minutemen?*



Module 4: Section 3 (Pages 22 & 23)

Common Core State Standards:

- ❑ CCSS.ELA-LITERACY.RI.4.2- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ❑ CCSS.ELA-LITERACY.RI.4.5- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Content Objectives:

- ❑ Students will be able to identify the cause and effect relationship between events leading up to the American Revolution.
- ❑ Students will be able to compare and contrast the British soldiers with the colonist militia.
- ❑ Students will be able to determine the main idea about the First Continental Congress by identifying significant details.

Language Objectives:

- ❑ Learners will be able to discuss the impact of the arrival of British soldiers to the colonies.
- ❑ Learners will be able to describe the colonist militia and the British redcoats.
- ❑ Learners will be able to write about the colonist militia against the British soldiers.

After Reading: Complete the Main Idea chart with details about the Continental Congress found on pages 22 and 23.

Main Idea	
Detail 1	Detail 2
Detail 3	Detail 4

The diagram is a Main Idea chart. At the top is a large box labeled 'Main Idea'. A vertical arrow points down from the center of this box to the top center of a box labeled 'Detail 1'. From the right side of 'Detail 1', a horizontal arrow points to the left side of a box labeled 'Detail 2'. From the bottom center of 'Detail 2', a diagonal arrow points down and to the left to the top center of a box labeled 'Detail 3'. From the right side of 'Detail 3', a horizontal arrow points to the left side of a box labeled 'Detail 4'.

Writing in Response to Reading (Pages 18-23)

Common Core State Standards:

- ☐ CCSS.ELA-LITERACY.RI.4.2- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ☐ CCSS.ELA-LITERACY.RI.4.5- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Content Objectives:

- ☐ Students will be able to identify the cause and effect relationship between events leading up to the American Revolution.
- ☐ Students will be able to compare and contrast the British soldiers with the colonist militia.
- ☐ Students will be able to determine the main idea about the First Continental Congress by identifying significant details.

Language Objectives:

- ☐ Learners will be able to discuss the impact of the arrival of British soldiers to the colonies.
- ☐ Learners will be able to describe the colonist militia and the British redcoats.
- ☐ Learners will be able to write about the colonist militia against the British soldiers.

Comprehension Questions/Discussion:

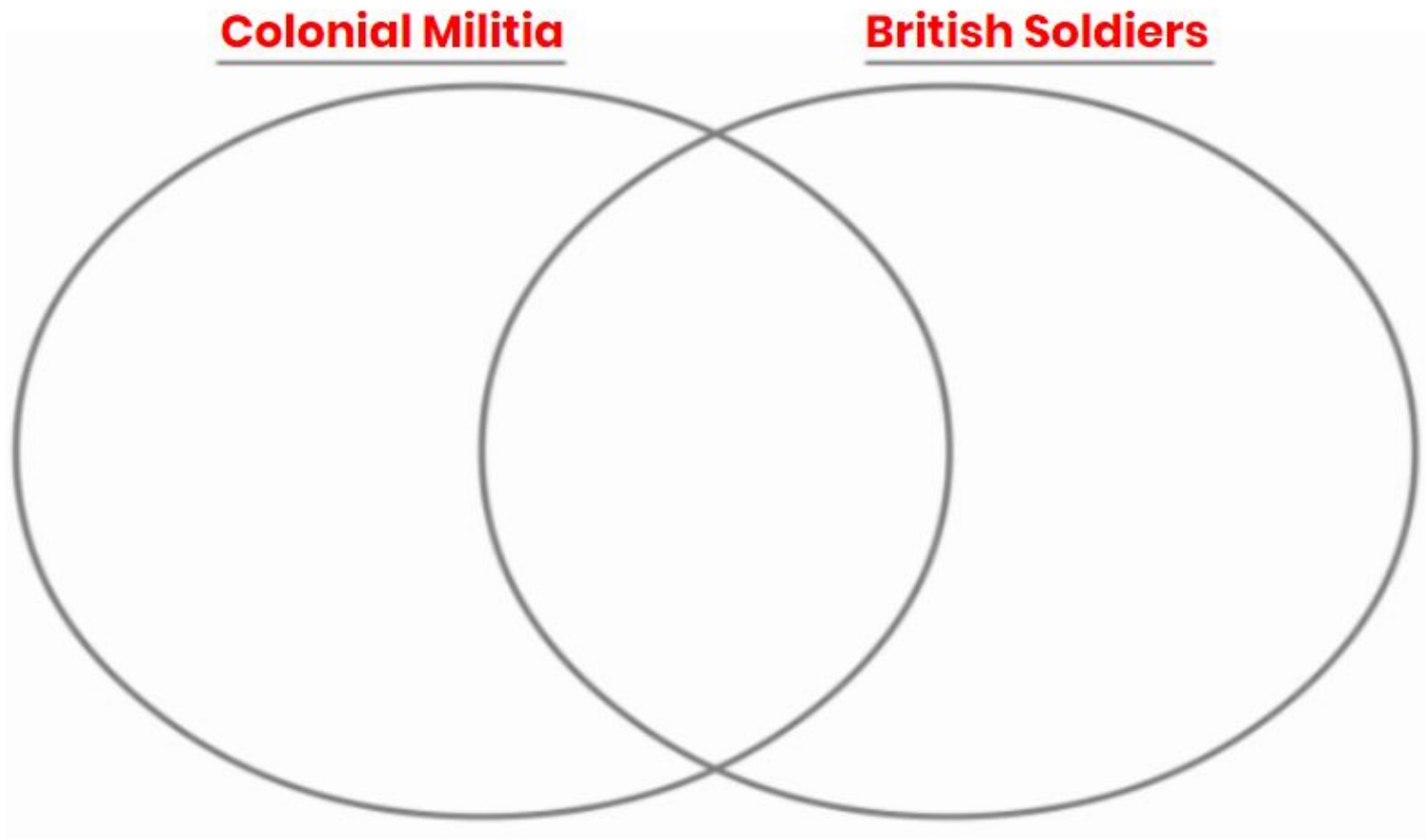
What was the colonist “army” called? _____

Why was it called that? _____

What was the purpose of the “minutemen”? _____

Text-Dependent Writing Task (Pages 18- 23)

Part 1: Compare and Contrast the Colonial Militia to the British Soldiers using the Venn Diagram below.



Text-Dependent Writing Task (Pages 18- 23)

Part 2: In part 1, you **compared and contrasted** the colonist militia against the British soldiers. Now, based on your comparison, describe the **benefits or disadvantages** of **one** of the characteristics of each. Write your answer in **1-2 paragraphs**.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 5: Section 1 (Pages 24 & 25)

Common Core State Standards:

- ❑ CCSS.ELA-LITERACY.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

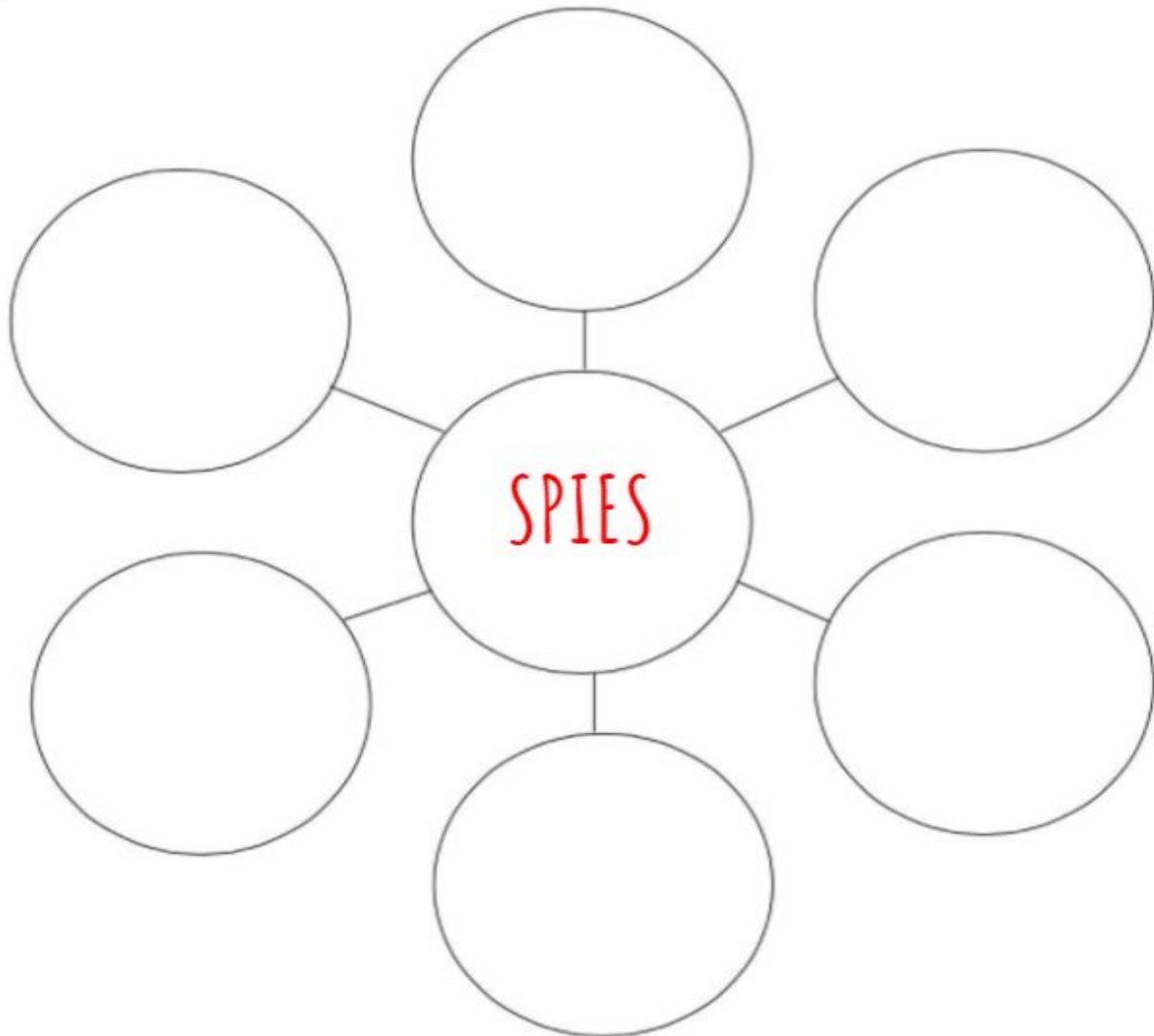
Content Objectives:

- ❑ Students will be able to analyze the ways American spies shared information by defining their characteristics.
- ❑ Students will be able to apply the importance of Paul Revere's Midnight Ride by answering 'wh' questions.

Language Objectives:

- ❑ Learners will be able to discuss how American spies shared information.
- ❑ Learners will be able to describe Paul Revere's Midnight Ride by answering 'wh' questions verbally.
- ❑ Learners will be able to write about Paul Revere's Midnight Ride and how it benefited the colonists.

After Reading: In the bubble map below, **describe** the **characteristics of spies**.



Module 5: Section 2 (Pages 26 & 27)

Common Core State Standards:

- ❑ CCSS.ELA-LITERACY.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Content Objectives:

- ❑ Students will be able to analyze the ways American spies shared information by defining their characteristics.
- ❑ Students will be able to apply the importance of Paul Revere's Midnight Ride by answering 'wh' questions.

Language Objectives:

- ❑ Learners will be able to discuss how American spies shared information.
- ❑ Learners will be able to describe Paul Revere's Midnight Ride by answering 'wh' questions verbally.
- ❑ Learners will be able to write about Paul Revere's Midnight Ride and how it benefited the colonists.

After Reading:

The image shows the Quizlet logo, which consists of the word "Quizlet" in a large, blue, serif font. The logo is centered within a white rectangular box that has a thin black border.

Writing in Response to Reading (Pages 24-27)

Common Core State Standards:

- ☐ CCSS.ELA-LITERACY.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Content Objectives:

- ☐ Students will be able to analyze the ways American spies shared information by defining their characteristics.
- ☐ Students will be able to apply the importance of Paul Revere's Midnight Ride by answering 'wh' questions.

Language Objectives:

- ☐ Learners will be able to discuss how American spies shared information.
- ☐ Learners will be able to describe Paul Revere's Midnight Ride by answering 'wh' questions verbally.
- ☐ Learners will be able to write about Paul Revere's Midnight Ride and how it benefited the colonists.

Comprehension Questions/Discussion:

What was **Paul Revere's Midnight ride**? _____

How did **Paul Revere warn the colonists**? _____

What **events** led up to the **American Revolution**? _____

What is the **main idea** of "One if by Land, Two if by Sea"? *Use evidence from the text to support your answer.* _____

How do you **summarize** “One if by Land, Two if by Sea”? Use details and evidence from the text to support your answer. _____

Text-Dependent Writing Task: Part I (Pages 24-27)

Directions: Complete the graphic organizer below using the section, One if by Land, Two if by Sea, to describe **Paul Revere’s Ride**.

Who was involved?	
What happened?	
When did it happen?	
Where did it happen?	
Why was this event important?	

Text-Dependent Writing Task: Part 2 (Pages 24-27)

Directions: Describe significance (importance) of Paul Revere's ride. Think first about **what he did and then how this benefitted (helped) the colonists**. Answer below in 1-2 paragraphs.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 6: Section 1 (Pages 28 & 29)

Common Core State Standards:

- ❑ CCSS.ELA-LITERACY.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Content Objectives:

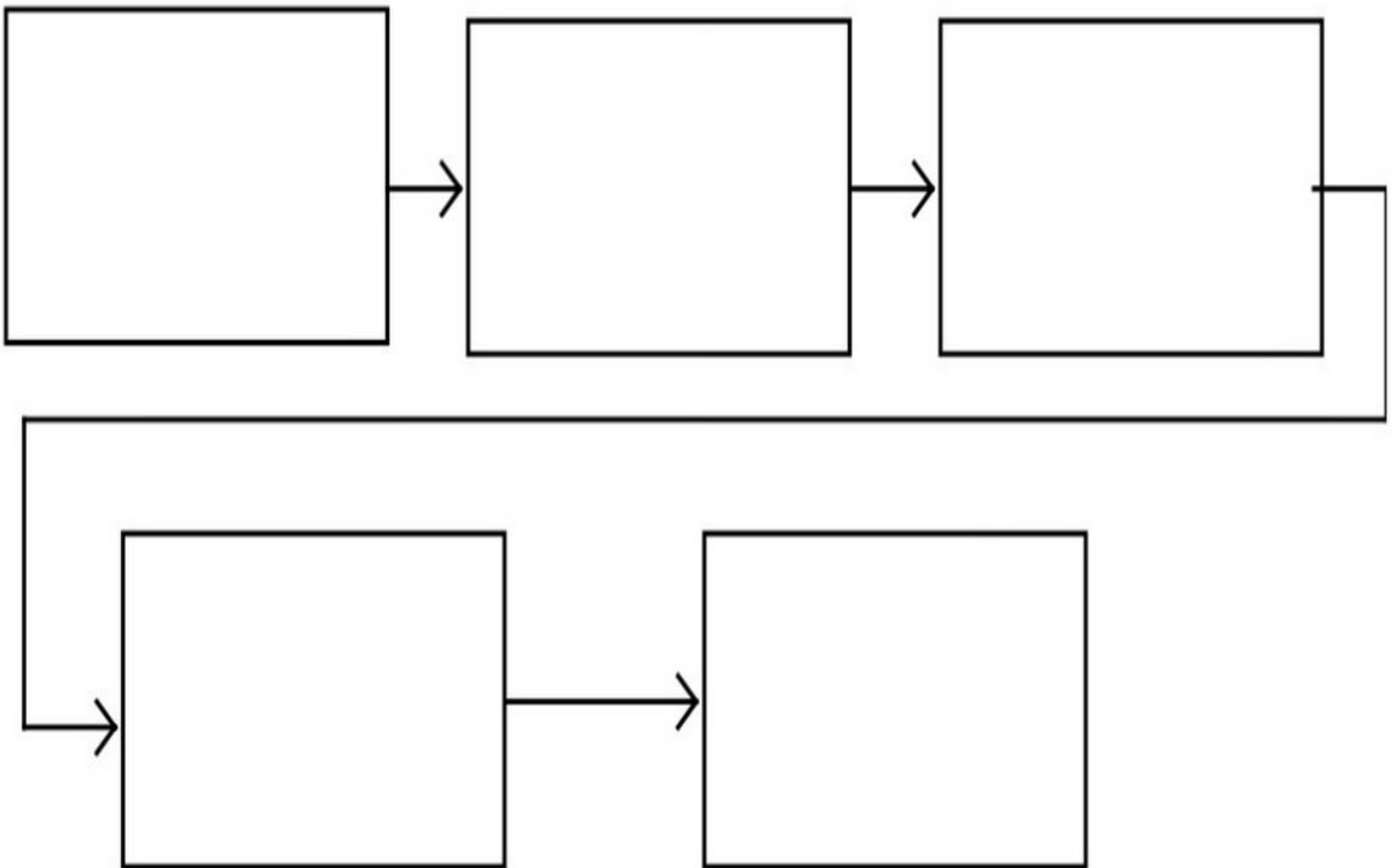
- ❑ Students will be able to identify the sequence of events for the first battle of the American Revolution.
- ❑ Students will be able to determine the main idea by identifying important details.
- ❑ Students will be able to analyze the role of women in the American Revolution.

Language Objectives:

- ❑ Learners will be able to describe the fighting during the first battle of the American Revolution with a partner.
- ❑ Learners will be able to discuss important details from the text.
- ❑ Learners will be able to write about the American Revolution and the fighting between the colonists and redcoats.

After Reading

Directions: Order the sequence of events of one of the first battles of the American Revolution in Lexington & Concord, The Shot Heard Around the World.



Module 6: Section 2 (Pages 30 & 31)

Common Core State Standards:

- ❑ CCSS.ELA-LITERACY.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Content Objectives:

- ❑ Students will be able to identify the sequence of events for the first battle of the American Revolution.
- ❑ Students will be able to determine the main idea by identifying important details.
- ❑ Students will be able to analyze the role of women in the American Revolution.

Language Objectives:

- ❑ Learners will be able to describe the fighting during the first battle of the American Revolution with a partner.
- ❑ Learners will be able to discuss important details from the text.
- ❑ Learners will be able to write about the American Revolution and the fighting between the colonists and redcoats.

After Reading

Directions: Complete the Main Idea graphic organizer using evidence from, “Don’t Fire Until You See the Whites of Their Eyes” on pages 30 & 31

<p style="text-align: center;">Main Idea</p> <p>The _____ lacked _____, however, their quick _____ made this war deadly for both sides.</p>
↓
<p style="text-align: center;">Supporting Detail 1</p> <p>The colonists built a _____ to hold off the British for longer and were successful.</p>
<p style="text-align: center;">Supporting Detail 2</p> <p>The colonists ran out of _____ and only shot when the enemy was close enough.</p>
<p style="text-align: center;">Supporting Detail 3</p> <p>The _____ who retreated were sent back to continue fighting, resulting in more deaths.</p>

Module 6: Section 3 (Pages 32 & 33)

Common Core State Standards:

- ❑ CCSS.ELA-LITERACY.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Content Objectives:

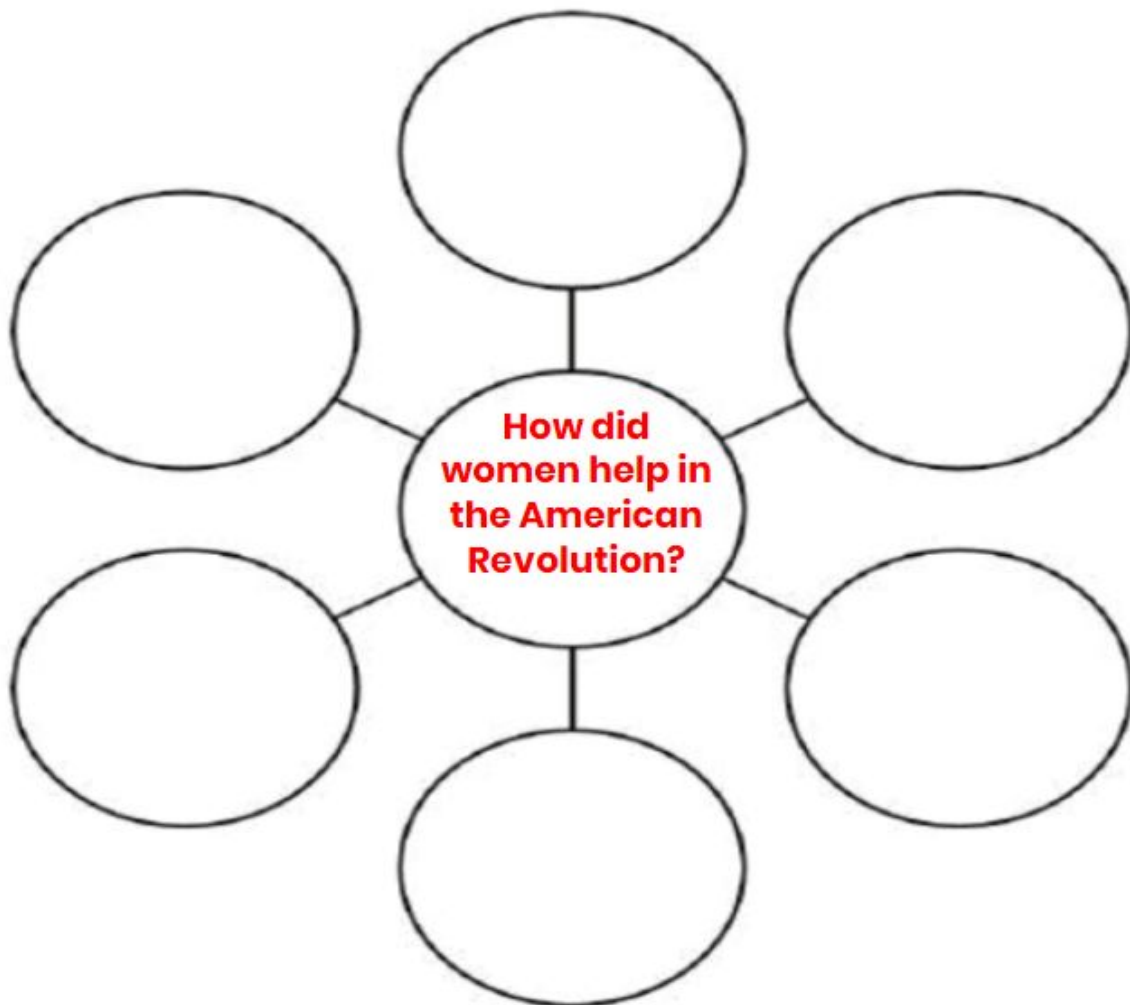
- ❑ Students will be able to identify the sequence of events for the first battle of the American Revolution.
- ❑ Students will be able to determine the main idea by identifying important details.
- ❑ Students will be able to analyze the role of women in the American Revolution.

Language Objectives:

- ❑ Learners will be able to describe the fighting during the first battle of the American Revolution with a partner.
- ❑ Learners will be able to discuss important details from the text.
- ❑ Learners will be able to write about the American Revolution and the fighting between the colonists and redcoats.

After Reading

Directions: Create a Bubble Map to describe the different ways the “Woman at War” aided, or *helped*, during the American Revolution.



Writing in Response to Reading (Pages 28-33)

Common Core State Standards:

- ☐ CCSS.ELA-LITERACY.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Content Objectives:

- ☐ Students will be able to identify the sequence of events for the first battle of the American Revolution.
- ☐ Students will be able to determine the main idea by identifying important details.
- ☐ Students will be able to analyze the role of women in the American Revolution.

Language Objectives:

- ☐ Learners will be able to describe the fighting during the first battle of the American Revolution with a partner.
- ☐ Learners will be able to discuss important details from the text.
- ☐ Learners will be able to write about the American Revolution and the fighting between the colonists and redcoats.

Comprehension Questions/Discussion:

Why did the colonists build a fort throughout the night? _____

What is one way the colonists made bullets? _____

What does the command from Colonel William Prescott, "Don't fire until you see the whites of their eyes!" mean? _____

Text-Dependent Writing Task (Pages 28-31)

Directions: On pages 28–31, the beginning battles of the American Revolution are described.

- Summarize the battles (The Battler at Lexington & Concord and the Battle of Bunker Hill)
- Who was winning?
- How were the colonists and redcoats fighting?
- Write one paragraph with details and evidence from the text to support your answer.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 7: Section 1 (Pages 34 & 35)

Common Core State Standards:

- ❑ CCSS.ELA-LITERACY.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

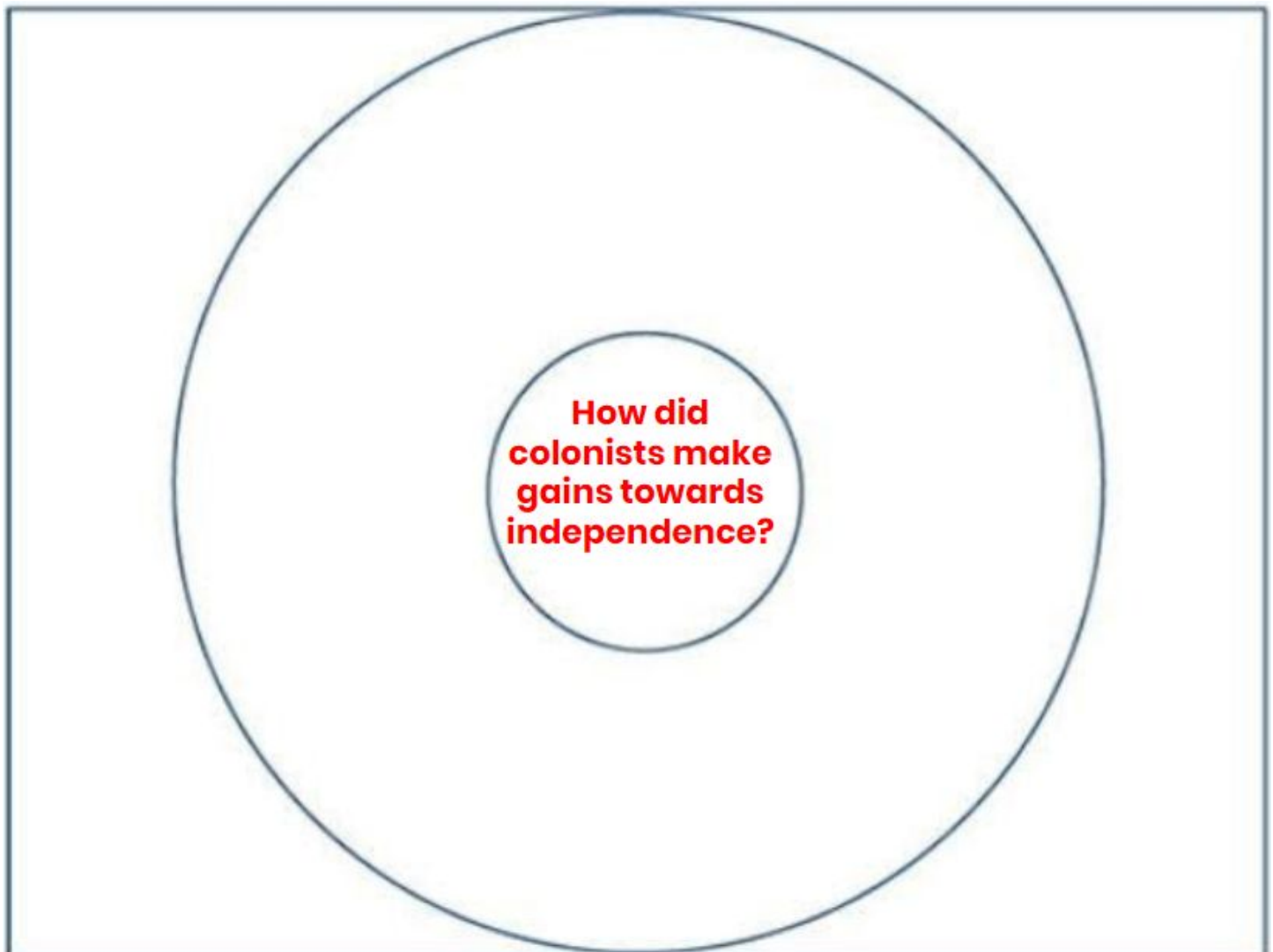
Content Objectives:

- ❑ Students will be able to determine ways the colonists sought independence from the British.
- ❑ Students will be able to analyze the importance of the Declaration of Independence.

Language Objectives:

- ❑ Learners will be able to tell a partner how the colonists sought independence from the British.
- ❑ Learners will be able to describe the Declaration of Independence to a partner.
- ❑ Learners will be able to write how the colonists gained independence from Britain.

After Reading: Complete the circle map below, how did the colonists make gains towards independence?



Module 7: Section 2 (Pages 36 & 37)

Common Core State Standards:

- ☐ CCSS.ELA-LITERACY.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Content Objectives:

- ☐ Students will be able to determine ways the colonists sought independence from the British.
- ☐ Students will be able to analyze the importance of the Declaration of Independence.

Language Objectives:

- ☐ Learners will be able to tell a partner how the colonists sought independence from the British.
- ☐ Learners will be able to describe the Declaration of Independence to a partner.
- ☐ Learners will be able to write how the colonists gained independence from Britain.

After Reading: Answer the following comprehension questions.

What “natural rights” does the **Declaration of Independence describe** that **“cannot be taken away”**? _____

When was the **Declaration of Independence officially adopted**? _____

How was the **Declaration of Independence distributed throughout the colonies**? _____

What was the **quote** from **John Adams** and **what does it mean?** _____

What would be **different today** if **we were still under British rule?** _____

Writing in Response to Reading (Pages 34-37)

Common Core State Standards:

- ☐ CCSS.ELA-LITERACY.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Content Objectives:

- ☐ Students will be able to determine ways the colonists sought independence from the British.
- ☐ Students will be able to analyze the importance of the Declaration of Independence.

Language Objectives:

- ☐ Learners will be able to tell a partner how the colonists sought independence from the British.
- ☐ Learners will be able to describe the Declaration of Independence to a partner.
- ☐ Learners will be able to write how the colonists gained independence from Britain.

Comprehension Questions/Discussion:

What was **The Declaration of Independence**? _____

How did the **American Revolution** end? _____



What is the **main idea** of “The Declaration of Independence”? *Use evidence from the text to support your answer.*_____

How do you **summarize** “The Declaration of Independence”? *Use details and evidence from the text to support your answer.*_____



Text-Dependent Writing Task (Pages 34-37)

Directions: Describe how **the colonists finally gained independence from Britain**. Write 1-2 paragraphs with complete sentences. Use details and evidence from the text to support your writing.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

