

Grade 4 Reading & Writing

Unit 6: American Revolution

18 lessons (the last is the Pausing Point review) and a words quiz. Use this pack with the unit's **Teacher Guide** and **Activity Book** and **Reader** (download them once from the course) to teach the whole unit without the internet.

What is in this pack

- A plan for each lesson: the Teacher Guide pages to follow, words to know, what to read, questions to talk over and the Activity Book pages to print.
- The words quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

One lesson a school day, about 60-90 minutes; split long lessons over two days. Tick each one off as you go.

	Lesson	Reader pages	Activity Book
☐	Lesson 1: Chapter 1, "Bills to Pay"	PDF pages 8-15	AP 1.1, AP 1.2, AP 1.3, AP 1.4, AP 1.5, SR 1, SR 2, SR 3
☐	Lesson 2: Chapter 2, "Trouble Is Brewing"	PDF pages 16-23	AP 2.1, AP 2.2, AP 2.3, AP 2.4
☐	Lesson 3: Chapter 2, "Trouble Is Brewing"	PDF pages 16-23	AP 3.1, AP 3.2, AP 3.3, AP 3.4
☐	Lesson 4: Chapter 3, "The Fight Begins"	PDF pages 24-35	AP 4.1, AP 4.2, AP 4.3, AP 4.4
☐	Lesson 5: Chapter 3, "The Fight Begins"	PDF pages 24-35	AP 5.1, AP 5.2, AP 5.3
☐	Lesson 6: Chapter 4, "Shots and Speeches"	PDF pages 36-45	AP 6.1, AP 6.2, AP 6.3, AP 6.4, AP 6.5, AP 6.6
☐	Lesson 7: Chapters 4-5: "Shots and Speeches" and "It's War!"	PDF pages 36-53	AP 7.1, AP 7.2, AP 7.3
☐	Lesson 8: Chapter 5, "It's War!"	PDF pages 46-53	AP 8.1, AP 8.2, AP 8.3
☐	Lesson 9: Chapter 5, "It's War!"	PDF pages 46-53	AP 9.1, AP 9.2, AP 9.3
☐	Lesson 10: Chapter 6, "From Valley Forge to Yorktown"	PDF pages 54-61	AP 10.1, AP 10.2, AP 10.3
☐	Lesson 11: Chapter 6, "From Valley Forge to Yorktown"	PDF pages 54-61	AP 11.1, AP 11.2, AP 11.3, AP 11.4, AP 11.5
☐	Lesson 12: Chapter 7, "Heroes and Villains"	PDF pages 62-69	AP 12.1, AP 12.2
☐	Lesson 13: Chapter 8, "The Legend of Sleepy Hollow"	PDF pages 70-77	AP 13.1, AP 13.2
☐	Lesson 14: Chapter 8, "The Legend of Sleepy Hollow"	PDF pages 70-77	AP 14.1, AP 14.2, AP 14.3, AP 14.4

	Lesson	Reader pages	Activity Book
☐	Lesson 15: Chapter 9, “Rip Van Winkle”	PDF pages 78–100	AP 15.1, AP 15.2, AP 15.3, AP 15.4
☐	Lesson 16: Chapter 9, “Rip Van Winkle”	PDF pages 78–100	AP 16.1, AP 16.2
☐	Lesson 17: Reading	—	AP 17.1
☐	Pausing Point: Review, extra practice and answer keys	—	PP 1, PP 2, PP 3, PP 4, PP 5, PP 6, PP 7, PP 8
☐	Words quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Lesson 1: Chapter 1, “Bills to Pay”

THE BIG QUESTION

Why did the British government tax the colonists, and why did that make the colonists angry?

Words to know

- **assembly** — people who gather to write laws for a government or organization
- **conflict** — a fight or struggle for power or authority
- **mastermind** — a person who takes the lead in planning and organizing something important
- **militia** — ordinary people trained to be soldiers but who are not part of the full-time military
- **opposition** — disagreement with or disapproval of something
- **tax** — money a government charges for services it provides to the people
- **turning point** — a time when an important change occurs

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 17–38: the steps, materials and timing for this lesson.

Read

Read Chapter 1, “Bills to Pay”: PDF pages 8–15. Look at the pictures and maps together.

Talk it over

1. What was the turning point in the French and Indian War?
2. What was the Stamp Act, and how did the colonists feel about it?
3. Why did the colonists feel the Stamp Act was unfair?
4. Did the colonists express their unhappiness with the Stamp Act in peaceful or violent ways?
5. Why did the British government tax the colonists, and why did that make the colonists angry?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 1.1: Core Connections Vignette — Activity Book, PDF pages 7–14
- Activity Page 1.2: Vocabulary for “Bills to Pay” — Activity Book, PDF pages 15–16
- Activity Page 1.3: 1758 — Activity Book, PDF pages 17–20
- Activity Page 1.4: Excerpt from “Bills to Pay” — Activity Book, PDF pages 21–24

- Activity Page 1.5: Glossary for The Road to Independence — Activity Book, PDF pages 25–28
- Student Resource 1: Individual Code Chart — Activity Book, PDF pages 205–212
- Student Resource 2: Cause and Effect Essay Rubric — Activity Book, PDF pages 213–214
- Student Resource 3: Cause and Effect Essay Editing Checklist — Activity Book, PDF pages 215–218

Check for understanding

- Answer the Big Question in a sentence or two: Why did the British government tax the colonists, and why did that make the colonists angry?
- Use one of today’s words in a sentence of your own.

Lesson 2: 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?

Words to know

- **accurate** — without mistakes; having the right facts
- **boycott** — to protest something by refusing to buy, use, or participate
- **dread** — to look ahead to the future with great fear
- **engraving** — a design or lettering made by cutting into the surface of wood, stone, or metal
- **indirectly** — not having a clear and direct connection
- **liberty** — freedom
- **musket** — a long, heavy gun that is loaded at the muzzle
- **patriot** — a person who supports and defends his or her country
- **repeal** — to undo or withdraw a law
- **revere** — to respect or honor

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 39–56: the steps, materials and timing for this lesson.

Read

Read Chapter 2, “Trouble Is Brewing”: PDF pages 16–23. Look at the pictures and maps together.

Talk it over

1. The Sons of Liberty led the cry, “No taxation without representation!” What does the phrase no taxation without representation mean?
2. Why do you think the incident in Boston Harbor became known as the Boston Tea Party?
3. Who was Phillis Wheatley?
4. Who were the Sons of Liberty, and what form of protest did they lead in Boston Harbor?
5. The title of this chapter is “Trouble Is Brewing,” which means trouble is developing. What was that trouble?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 2.1: Vocabulary for “Trouble Is Brewing” — Activity Book, PDF pages 29–30
- Activity Page 2.2: Review Commas — Activity Book, PDF pages 31–32
- Activity Page 2.3: Practice Root port — Activity Book, PDF pages 33–34
- Activity Page 2.4: Cause and Effect — Activity Book, PDF pages 35–38

Check for understanding

- Answer the Big Question in a sentence or two: Who were the Sons of Liberty, and what form of protest did they lead in Boston Harbor?
- Use one of today’s words in a sentence of your own.

Lesson 3: 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?

Words to know

- **accurate** — without mistakes; having the right facts
- **boycott** — to protest something by refusing to buy, use, or participate
- **dread** — to look ahead to the future with great fear
- **engraving** — a design or lettering made by cutting into the surface of wood, stone, or metal
- **indirectly** — not having a clear and direct connection
- **liberty** — freedom
- **musket** — a long, heavy gun that is loaded at the muzzle
- **patriot** — a person who supports and defends his or her country
- **repeal** — to undo or withdraw a law
- **revere** — to respect or honor

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 57–62: the steps, materials and timing for this lesson.

Read

Read Chapter 2, “Trouble Is Brewing”: PDF pages 16–23. Look at the pictures and maps together.

Activity Book pages

- Activity Page 3.1: Trouble Is Brewing — Activity Book, PDF pages 39–40
- Activity Page 3.2: Excerpt from “Trouble Is Brewing” — Activity Book, PDF pages 41–42
- Activity Page 3.3: Cause and Effect Paragraphs — Activity Book, PDF pages 43–46
- Activity Page 3.4: Draft a Paragraph — Activity Book, PDF pages 47–48

Check for understanding

- Answer the Big Question in a sentence or two: Who were the Sons of Liberty, and what form of protest did they lead in Boston Harbor?
- Use one of today’s words in a sentence of your own.

Lesson 4: Chapter 3, “The Fight Begins”

THE BIG QUESTION

What was the Revolutionary War, and what were the causes that led to it?

Words to know

- **accurate** — without mistakes; having the right facts
- **assembly** — people who gather to write laws for a government or organization
- **belfry** — a bell tower at the top of a church
- **declaration** — an official statement of something
- **intolerable** — too painful or hard to be accepted
- **liberty** — freedom
- **militia** — ordinary people trained to be soldiers but who are not part of the full-time military
- **musket** — a long, heavy gun that is loaded at the muzzle
- **opposition** — disagreement with or disapproval of something
- **patriot** — a person who supports and defends his or her country

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 63–83: the steps, materials and timing for this lesson.

Read

Read Chapter 3, “The Fight Begins”: PDF pages 24–35. Look at the pictures and maps together.

Talk it over

1. Why were the British people and government shocked and angry when they received the news about the Boston Tea Party?
2. How did British Parliament punish the colonists for the Boston Tea Party?
3. Why did the people of Massachusetts call the new laws the Intolerable Acts?
4. People now call the event described in this paragraph as the “shot heard ’round the world.” Why do you think this event is called that?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 4.1: Vocabulary for “The Fight Begins” — Activity Book, PDF pages 49–50
- Activity Page 4.2: Excerpt from “The Fight Begins” — Activity Book, PDF pages 51–54

- Activity Page 4.3: Review Quotation Marks — Activity Book, PDF pages 55–56
- Activity Page 4.4: Practice Root port — Activity Book, PDF pages 57–58

Check for understanding

- Answer the Big Question in a sentence or two: What was the Revolutionary War, and what were the causes that led to it?
- Use one of today's words in a sentence of your own.

Lesson 5: Chapter 3, “The Fight Begins”

THE BIG QUESTION

What was the Revolutionary War, and what were the causes that led to it?

Words to know

- **accurate** — without mistakes; having the right facts
- **assembly** — people who gather to write laws for a government or organization
- **belfry** — a bell tower at the top of a church
- **declaration** — an official statement of something
- **intolerable** — too painful or hard to be accepted
- **liberty** — freedom
- **militia** — ordinary people trained to be soldiers but who are not part of the full-time military
- **musket** — a long, heavy gun that is loaded at the muzzle
- **opposition** — disagreement with or disapproval of something
- **patriot** — a person who supports and defends his or her country

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 84–94: the steps, materials and timing for this lesson.

Read

Read Chapter 3, “The Fight Begins”: PDF pages 24–35. Look at the pictures and maps together.

Talk it over

1. Think Pair Share Do you think people today would still remember Paul Revere if Henry Longfellow had never written the poem, “Paul Revere’s Ride”?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 5.1: From “Paul Revere’s Ride” — Activity Book, PDF pages 59–60
- Activity Page 5.2: Vignette I — Activity Book, PDF pages 61–64
- Activity Page 5.3: Plan Body Paragraph 1 — Activity Book, PDF pages 65–66

Check for understanding

- Answer the Big Question in a sentence or two: What was the Revolutionary War, and what were the causes that led to it?
- Use one of today’s words in a sentence of your own.

Lesson 6: Chapter 4, “Shots and Speeches”

THE BIG QUESTION

What big decision did the colonists make as a result of shots fired in Massachusetts and speeches delivered in Pennsylvania?

Words to know

- **ammunition** — bullets, shells, and other objects used as weapons shot from guns
- **charge** — the amount of explosive material needed to cause a blast
- **declaration** — an official statement of something
- **fortify** — to make a place safe from attack by building defenses (walls, trenches, etc.)
- **liberty** — freedom
- **militia** — ordinary people trained to be soldiers but who are not part of the full-time military
- **patriot** — a person who supports and defends his or her country
- **rebel** — a person who fights against a government
- **retreat** — to move back or away from danger or attack

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 95–118: the steps, materials and timing for this lesson.

Read

Read Chapter 4, “Shots and Speeches”: PDF pages 36–45. Look at the pictures and maps together.

Talk it over

1. Why were the British generals worried when the colonial militia set up a series of cannons overlooking Boston Harbor?
2. Do you think the Battle of Bunker Hill was a victory or a defeat for the British troops?
3. Why did Thomas Paine believe “that monarchy was a foolish way to run a country”?
4. What form of government did Thomas Paine recommend to replace a monarchy?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 6.1: Vocabulary for “Shots and Speeches” — Activity Book, PDF pages 67–70
- Activity Page 6.2: Activity Page — Activity Book, PDF pages 71–72
- Activity Page 6.3: Subject-Action Verb Agreement — Activity Book, PDF pages 73–74

- Activity Page 6.4: im- and in-: Prefixes Meaning “not” — Activity Book, PDF pages 75–76
- Activity Page 6.5: Spelling Words — Activity Book, PDF pages 77–78
- Activity Page 6.6: Practice Spelling Words — Activity Book, PDF pages 79–80

Check for understanding

- Answer the Big Question in a sentence or two: What big decision did the colonists make as a result of shots fired in Massachusetts and speeches delivered in Pennsylvania?
- Use one of today’s words in a sentence of your own.

Lesson 7: Chapters 4-5: “Shots and Speeches” and “It’s War!”

THE BIG QUESTION

What big decision did the colonists make as a result of shots fired in Massachusetts and speeches delivered in Pennsylvania?

Words to know

- **ammunition** — bullets, shells, and other objects used as weapons shot from guns
- **bleak** — depressing, grim, bad
- **charge** — the amount of explosive material needed to cause a blast
- **confront** — to challenge or fight against
- **declaration** — an official statement of something
- **fortify** — to make a place safe from attack by building defenses (walls, trenches, etc.)
- **liberty** — freedom
- **militia** — ordinary people trained to be soldiers but who are not part of the full-time military
- **morale** — confidence, level of enthusiasm one feels
- **otherwise** — in a different way

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 119–136: the steps, materials and timing for this lesson.

Read

Read Chapters 4–5: “Shots and Speeches” and “It’s War!”: PDF pages 36–53. Look at the pictures and maps together.

Talk it over

1. What type of government did Thomas Paine think should replace the monarchy?
2. Do you agree with Jefferson’s conclusion, that King George left the colonists no other option but to declare independence from Great Britain?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 7.1: Shots and Speeches — Activity Book, PDF pages 81–84
- Activity Page 7.2: Vignette II — Activity Book, PDF pages 85–86
- Activity Page 7.3: Plan Body Paragraph 2 — Activity Book, PDF pages 87–88

Check for understanding

- Answer the Big Question in a sentence or two: What big decision did the colonists make as a result of shots fired in Massachusetts and speeches delivered in Pennsylvania?
- Use one of today's words in a sentence of your own.

Lesson 8: Chapter 5, “It’s War!”

THE BIG QUESTION

At the beginning of the war between the British and the colonists, who seemed most likely to win the war, and why?

Words to know

- **bleak** — depressing, grim, bad
- **confront** — to challenge or fight against
- **declaration** — an official statement of something
- **morale** — confidence, level of enthusiasm one feels
- **otherwise** — in a different way
- **regiment** — a military unit formed by multiple groups of soldiers
- **retreat** — to move back or away from danger or attack
- **revolutionary** — leading to, or relating to, a complete change
- **strategic** — carefully planned to achieve a specific goal, such as winning a battle or finishing a project
- **surrender** — to give up, quit

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 137–152: the steps, materials and timing for this lesson.

Read

Read Chapter 5, “It’s War!”: PDF pages 46–53. Look at the pictures and maps together.

Talk it over

1. Why were the British confident they could defeat the colonists at the beginning of the war?
2. Why did the British focus on New York City?
3. Why was the Battle of Saratoga important?
4. Using evidence from the image on page 45, what details support the idea that the soldiers were miserable that winter?
5. Why is Mother Nature referred to as another enemy?
6. At the beginning of the war between the British and the colonists, who seemed most likely to win the war, and why?
7. When George Washington wrote to the Continental Congress in December 1777 describing the state of the army, what was morale like?
8. What evidence from the text leads you to that conclusion?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 8.1: Vocabulary for “It’s War!” — Activity Book, PDF pages 89–90
- Activity Page 8.2: Vignette III — Activity Book, PDF pages 91–92
- Activity Page 8.3: Plan Body Paragraph 3 — Activity Book, PDF pages 93–94

Check for understanding

- Answer the Big Question in a sentence or two: At the beginning of the war between the British and the colonists, who seemed most likely to win the war, and why?
- Use one of today’s words in a sentence of your own.

Lesson 9: Chapter 5, “It’s War!”

THE BIG QUESTION

At the beginning of the war between the British and the colonists, who seemed most likely to win the war, and why?

Words to know

- **bleak** — depressing, grim, bad
- **confront** — to challenge or fight against
- **declaration** — an official statement of something
- **morale** — confidence, level of enthusiasm one feels
- **otherwise** — in a different way
- **regiment** — a military unit formed by multiple groups of soldiers
- **retreat** — to move back or away from danger or attack
- **revolutionary** — leading to, or relating to, a complete change
- **strategic** — carefully planned to achieve a specific goal, such as winning a battle or finishing a project
- **surrender** — to give up, quit

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 153–169: the steps, materials and timing for this lesson.

Read

Read Chapter 5, “It’s War!”: PDF pages 46–53. Look at the pictures and maps together.

Activity Book pages

- Activity Page 9.1: Practice Subject-Action Verb Agreement — Activity Book, PDF pages 95–96
- Activity Page 9.2: Practice Prefixes im- and in- — Activity Book, PDF pages 97–98
- Activity Page 9.3: Practice Spelling Words — Activity Book, PDF pages 99–100

Check for understanding

- Answer the Big Question in a sentence or two: At the beginning of the war between the British and the colonists, who seemed most likely to win the war, and why?
- Use one of today’s words in a sentence of your own.

Lesson 10: Chapter 6, “From Valley Forge to Yorktown”

THE BIG QUESTION

What European country joined the Continental Army to fight the British, and how did their help influence the outcome of the war?

Words to know

- **convoy** — a group of ships traveling together for safety
- **decisive** — important; without any doubt
- **fleet** — a group of military ships that sail under the same commander
- **foraging** — for the purpose of searching for something, usually food or supplies
- **model company** — a group of soldiers deserving to be copied or imitated by others
- **recruit** — to search for people to join a group or organization (e.g., the army)
- **revolutionary** — leading to, or relating to, a complete change
- **surrender** — to give up, quit

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 170–191: the steps, materials and timing for this lesson.

Read

Read Chapter 6, “From Valley Forge to Yorktown”: PDF pages 54–61. Look at the pictures and maps together.

Talk it over

1. What European country joined the Continental Army to fight the British and why?
2. How do you think the colonists felt about French involvement in the war and why?
3. What does the heading suggest will happen next?
4. What European country joined the Continental Army to fight the British, and how did their help influence the outcome of the war?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 10.1: Spelling Assessment — Activity Book, PDF pages 101–102
- Activity Page 10.2: Vocabulary for “From Valley Forge to Yorktown” — Activity Book, PDF pages 103–104
- Activity Page 10.3: From Valley Forge to Yorktown — Activity Book, PDF pages 105–108

Check for understanding

- Answer the Big Question in a sentence or two: What European country joined the Continental Army to fight the British, and how did their help influence the outcome of the war?
- Use one of today's words in a sentence of your own.

Lesson 11: Chapter 6, “From Valley Forge to Yorktown”

THE BIG QUESTION

What European country joined the Continental Army to fight the British, and how did their help influence the outcome of the war?

Words to know

- **convoy** — a group of ships traveling together for safety
- **decisive** — important; without any doubt
- **fleet** — a group of military ships that sail under the same commander
- **foraging** — for the purpose of searching for something, usually food or supplies
- **model company** — a group of soldiers deserving to be copied or imitated by others
- **recruit** — to search for people to join a group or organization (e.g., the army)
- **revolutionary** — leading to, or relating to, a complete change
- **surrender** — to give up, quit

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 192–210: the steps, materials and timing for this lesson.

Read

Read Chapter 6, “From Valley Forge to Yorktown”: PDF pages 54–61. Look at the pictures and maps together.

Talk it over

1. In August 1781, where was Lord Cornwallis camped with the British troops?
2. In August 1781, where was George Washington camped with the colonial troops?
3. What was the significance of the Treaty of Paris?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 11.1: From Valley Forge to Yorktown — Activity Book, PDF pages 109–110
- Activity Page 11.2: Subject-to be Verb Agreement in the Present Tense — Activity Book, PDF pages 111–112
- Activity Page 11.3: Suffixes -able and -ible — Activity Book, PDF pages 113–114
- Activity Page 11.4: Spelling Words — Activity Book, PDF pages 115–116
- Activity Page 11.5: Practice Spelling Words — Activity Book, PDF pages 117–118

Check for understanding

- Answer the Big Question in a sentence or two: What European country joined the Continental Army to fight the British, and how did their help influence the outcome of the war?
- Use one of today's words in a sentence of your own.

Lesson 12: Chapter 7, “Heroes and Villains”

THE BIG QUESTION

In what different ways did individuals prove to be heroes of the American Revolution?

Words to know

- **decisive** — important; without any doubt
- **defiant** — refusing to obey
- **enlist** — to volunteer for military service
- **hero** — a person who is respected for bravery or good qualities
- **master** — to learn something completely; to gain the knowledge and skill that allows you to do something very well
- **musket** — a long, heavy gun that is loaded at the muzzle
- **patriot** — a person who supports and defends his or her country
- **regiment** — a military unit formed by multiple groups of soldiers
- **revolutionary** — leading to, or relating to, a complete change
- **surrender** — to give up, quit

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 211–226: the steps, materials and timing for this lesson.

Read

Read Chapter 7, “Heroes and Villains”: PDF pages 62–69. Look at the pictures and maps together.

Talk it over

1. What evidence does the text give that George Washington was one of the greatest heroes on the American side of the American Revolution?
2. What sentence in the first paragraph provides a clue to the meaning of the phrase unsung hero?
3. In what different ways did individuals prove to be heroes of the Revolution?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 12.1: Vocabulary for “Heroes and Villains” — Activity Book, PDF pages 119–120
- Activity Page 12.2: Heroes and Villains — Activity Book, PDF pages 121–124

Check for understanding

- Answer the Big Question in a sentence or two: In what different ways did individuals prove to be heroes of the American Revolution?
- Use one of today's words in a sentence of your own.

Lesson 13: Chapter 8, “The Legend of Sleepy Hollow”

THE BIG QUESTION

Why do people believe a headless horseman haunts the village of Sleepy Hollow?

Words to know

- **ambassador** — the person who represents the government of his or her country in another country
- **bewitching** — charming, captivating, or enchanting
- **burly** — strong and heavy
- **dread** — to look ahead to the future with great fear
- **formidable** — extremely powerful; worthy of respect
- **hero** — a person who is respected for bravery or good qualities
- **laden** — heavily loaded; carrying large amounts
- **master** — to learn something completely; to gain the knowledge and skill that allows you to do something very well
- **revolutionary** — leading to, or relating to, a complete change
- **splendor** — extreme, awe-inspiring beauty

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 227–242: the steps, materials and timing for this lesson.

Read

Read Chapter 8, “The Legend of Sleepy Hollow”: PDF pages 70–77. Look at the pictures and maps together.

Talk it over

1. The reference to a Hessian soldier and the Revolutionary War in this paragraph tells us about the time period in which the story is set. When can we infer that this story is set?
2. The first paragraph says: The cost of the pleasure in all this was the terror of his walk home. What does the cost of the pleasure mean, and what does it refer to?
3. Why was there a shattered pumpkin by the riverbank?
4. What are some examples of the “gossip and speculation” about what happens to Ichabod Crane?
5. Why do people believe a headless horseman haunts the village of Sleepy Hollow?

6. What do you think happens to Ichabod Crane?
7. What clues help you infer that Brom Bones might be involved in Ichabod Crane's disappearance?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 13.1: Vocabulary for “The Legend of Sleepy Hollow” — Activity Book, PDF pages 125–126
- Activity Page 13.2: Excerpt from “The Legend of Sleepy Hollow” — Activity Book, PDF pages 127–130

Check for understanding

- Answer the Big Question in a sentence or two: Why do people believe a headless horseman haunts the village of Sleepy Hollow?
- Use one of today's words in a sentence of your own.

Lesson 14: Chapter 8, “The Legend of Sleepy Hollow”

THE BIG QUESTION

Why do people believe a headless horseman haunts the village of Sleepy Hollow?

Words to know

- **ambassador** — the person who represents the government of his or her country in another country
- **bewitching** — charming, captivating, or enchanting
- **burly** — strong and heavy
- **dread** — to look ahead to the future with great fear
- **formidable** — extremely powerful; worthy of respect
- **hero** — a person who is respected for bravery or good qualities
- **laden** — heavily loaded; carrying large amounts
- **master** — to learn something completely; to gain the knowledge and skill that allows you to do something very well
- **revolutionary** — leading to, or relating to, a complete change
- **splendor** — extreme, awe-inspiring beauty

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 243–252: the steps, materials and timing for this lesson.

Read

Read Chapter 8, “The Legend of Sleepy Hollow”: PDF pages 70–77. Look at the pictures and maps together.

Talk it over

1. What two things are compared in this simile?
2. What mood does this simile convey about the setting?
3. What two things are compared in each simile?
4. How do these similes help describe what Ichabod Crane looks like?
5. What nonhuman object(s) are assigned human characteristics?
6. Based on the information you cited on Activity Page 14.1, which characters are described with more descriptive language and why?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 14.1: The Legend of Sleepy Hollow — Activity Book, PDF pages 131–136
- Activity Page 14.2: Modal Auxiliary Verbs — Activity Book, PDF pages 137–140
- Activity Page 14.3: Practice Suffixes -able and -ible — Activity Book, PDF pages 141–142
- Activity Page 14.4: Practice Spelling Words — Activity Book, PDF pages 143–144

Check for understanding

- Answer the Big Question in a sentence or two: Why do people believe a headless horseman haunts the village of Sleepy Hollow?
- Use one of today's words in a sentence of your own.

Lesson 15: Chapter 9, “Rip Van Winkle”

THE BIG QUESTION

How does Washington Irving weave fact and fiction together in the telling of “Rip Van Winkle”?

Words to know

- **breeches** — pants that cover the hips down to just below the knee
- **charge** — the amount of explosive material needed to cause a blast
- **conflict** — a fight or struggle for power or authority
- **console** — to comfort or try to make someone feel better and less sad
- **declaration** — an official statement of something
- **front** — the place where fighting happens in a war
- **henpecked** — used to describe a man who is constantly controlled and criticized by his wife
- **liberty** — freedom
- **master** — to learn something completely; to gain the knowledge and skill that allows you to do something very well
- **melancholy** — sad or depressed

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 253–270: the steps, materials and timing for this lesson.

Read

Read Chapter 9, “Rip Van Winkle”: PDF pages 78–100. Look at the pictures and maps together.

Talk it over

1. Why does Rip Van Winkle leave home?
2. Look at the image at the bottom of page 76. What is happening in the picture?
3. What do all of these changes suggest has happened?
4. When Rip Van Winkle inquires about his friends, Nicholas Vedder and Van Bummel, what do the villagers’ responses tell Rip about the passage of time?
5. What explanation seems to satisfy the villagers and turn their doubts into belief?
6. What is the historical context in which Washington Irving sets the story of “Rip Van Winkle”?
7. Think Pair Share In spite of its historical context, what details from the story suggest “Rip Van Winkle” is a fictional tale?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 15.1: Spelling Assessment — Activity Book, PDF pages 145–146
- Activity Page 15.2: Vocabulary for “Rip Van Winkle” — Activity Book, PDF pages 147–148
- Activity Page 15.3: Excerpt from “Rip Van Winkle” — Activity Book, PDF pages 149–152
- Activity Page 15.4: Share Cause and Effect Essays — Activity Book, PDF pages 153–154

Check for understanding

- Answer the Big Question in a sentence or two: How does Washington Irving weave fact and fiction together in the telling of “Rip Van Winkle”?
- Use one of today’s words in a sentence of your own.

Lesson 16: Chapter 9, “Rip Van Winkle”

THE BIG QUESTION

How does Washington Irving weave fact and fiction together in the telling of “Rip Van Winkle”?

Words to know

- **breeches** — pants that cover the hips down to just below the knee
- **charge** — the amount of explosive material needed to cause a blast
- **conflict** — a fight or struggle for power or authority
- **console** — to comfort or try to make someone feel better and less sad
- **declaration** — an official statement of something
- **front** — the place where fighting happens in a war
- **henpecked** — used to describe a man who is constantly controlled and criticized by his wife
- **liberty** — freedom
- **master** — to learn something completely; to gain the knowledge and skill that allows you to do something very well
- **melancholy** — sad or depressed

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 271–282: the steps, materials and timing for this lesson.

Read

Read Chapter 9, “Rip Van Winkle”: PDF pages 78–100. Look at the pictures and maps together.

Activity Book pages

- Activity Page 16.1: to be Verbs and Modal Auxiliary Verbs — Activity Book, PDF pages 155–156
- Activity Page 16.2: Practice Suffixes -able and -ible — Activity Book, PDF pages 157–158

Check for understanding

- Answer the Big Question in a sentence or two: How does Washington Irving weave fact and fiction together in the telling of “Rip Van Winkle”?
- Use one of today’s words in a sentence of your own.

Lesson 17: Reading

Words to know

- **range** — a specified distance
- **revolutionary** — leading to, or relating to, a complete change
- **score** — another term for 20; a group of 20 things

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 283–293: the steps, materials and timing for this lesson.

Talk it over

1. How did people describe Patrick Henry as a boy?
2. What was the 'same old story' referring to once Patrick Henry got married?
3. What did Patrick Henry try again after his farm failed?
4. What did Patrick Henry do well in?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 17.1: Unit Assessment—American Revolution — Activity Book, PDF pages 159–174

Check for understanding

- Use one of today's words in a sentence of your own.

Pausing Point: Review, extra practice and answer keys

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 294–298: the steps, materials and timing for this lesson.

Activity Book pages

- Pausing Point page 1: The Road to Independence — Activity Book, PDF pages 175–178
- Pausing Point page 2: The Road to Independence — Activity Book, PDF pages 179–186
- Pausing Point page 3: Review Commas and Quotation Marks — Activity Book, PDF pages 187–188
- Pausing Point page 4: Subject-Verb Agreement — Activity Book, PDF pages 189–190
- Pausing Point page 5: to be Verbs and Modal Auxiliary Verbs — Activity Book, PDF pages 191–192
- Pausing Point page 6: Practice Root port — Activity Book, PDF pages 193–194
- Pausing Point page 7: Prefixes im- and in- — Activity Book, PDF pages 195–196
- Pausing Point page 8: Suffixes -able and -ible — Activity Book, PDF pages 197–204

For the teacher

- Teacher Resources (answer keys and extra materials) — Teacher Guide, PDF pages 299–336

Check for understanding

WORDS QUIZ

American Revolution

Name: _____ Date: _____

Circle the letter of the best answer.

1. Which word means “a woman who is respected for bravery or good qualities”?
 - a) heroine
 - b) stockpile
 - c) militia
 - d) dread
2. Which word means “another term for 20; a group of 20 things”?
 - a) score
 - b) neutral
 - c) foraging
 - d) eliminate
3. Which word means “to volunteer for military service”?
 - a) enlist
 - b) intolerable
 - c) declaration
 - d) skirmish
4. Which word means “implying the name or description of something or someone may be inaccurate”?
 - a) ammunition
 - b) defiant
 - c) enlist
 - d) so-called
5. Which word means “in a different way”?
 - a) otherwise
 - b) breeches
 - c) revolutionary
 - d) so-called
6. Which word means “ways used to achieve a goal”?
 - a) tactics
 - b) ambassador
 - c) provoke
 - d) opposition
7. Which word means “a bell tower at the top of a church”?
 - a) impress
 - b) suitor
 - c) engraving
 - d) belfry

- 8.** Which word means “to give up, quit”?
- a) grievance
 - b) jeer
 - c) peal
 - d) surrender
- 9.** Which word means “to respect and follow advice or instructions”?
- a) repeal
 - b) implication
 - c) heed
 - d) stockpile
- 10.** Which word means “extremely powerful; worthy of respect”?
- a) eliminate
 - b) militia
 - c) formidable
 - d) score
- 11.** Which word means “the amount of explosive material needed to cause a blast”?
- a) charge
 - b) traitor
 - c) levy
 - d) fortify
- 12.** Which word means “a group of ships traveling together for safety”?
- a) charge
 - b) model company
 - c) fleet
 - d) convoy

Answers

Lesson 1: Chapter 1, “Bills to Pay”

1. **What was the turning point in the French and Indian War?**
the Battle of Québec and defeat of Montréal
2. **What was the Stamp Act, and how did the colonists feel about it?**
The Stamp Act required colonists to pay a tax when they bought printed materials such as newspapers and books. The colonists were angry and thought the tax was not fair.
3. **Why did the colonists feel the Stamp Act was unfair?**
Answers may vary, but should include that without asking the colonists for their input, the king and British Parliament decided to require colonists to pay taxes to repay money spent fighting the French and Indian War; the colonists did not think it was fair that they were not represented in Parliament and were not asked for their opinion about how to pay for the war; the colonists wanted a say in the discussion about how the money was raised; the colonists were concerned that important decisions about taxes were made by a government with no colonial representatives.
4. **Did the colonists express their unhappiness with the Stamp Act in peaceful or violent ways?**
Peaceful; holding protest meetings, writing pamphlets, and sending petitions to London are peaceful ways to protest.
5. **Why did the British government tax the colonists, and why did that make the colonists angry?**
The British government borrowed a lot of money to fight the French and Indian War and to protect the colonists; it needed money to repay debts. It passed the Stamp Act, which worked like a tax because people paid it when they bought specific items. This made the colonists angry because they did not have any representation in Parliament or input into how the taxes were collected.

Lesson 2: Chapter 2, “Trouble Is Brewing”

1. **The Sons of Liberty led the cry, “No taxation without representation!” What does the phrase no taxation without representation mean?**
The colonists had no representatives to stand up for them in the British Parliament, where the decision to tax the colonists was made. They felt this was unfair and wanted a voice in making decisions that affected them.
2. **Why do you think the incident in Boston Harbor became known as the Boston Tea Party?**
Answers may vary, but may include the fact that it is a metaphorical term. Tea is drunk at a tea party. No tea was drunk, yet there was certainly enough tea in the ocean for “the world’s largest tea party.”

3. **Who was Phillis Wheatley?**

She was an enslaved African who lived in Massachusetts and wrote a poem when the Stamp Act was repealed.

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

The Sons of Liberty was a group of protestors who formed in Boston in response to the Stamp Act. They gave speeches against taxes and the British government. When Parliament replaced the Stamp Act with a tax on tea, the Sons of Liberty led a protest by dumping chests of tea into Boston Harbor.

5. **The title of this chapter is “Trouble Is Brewing,” which means trouble is developing. What was that trouble?**

The Boston Tea Party (protestors dumping tea into Boston Harbor)

Lesson 4: Chapter 3, “The Fight Begins”

1. **Why were the British people and government shocked and angry when they received the news about the Boston Tea Party?**

Answers may vary, but may include that they couldn’t believe the protesters had dumped all the tea into the harbor; the loss of the tea represented a loss of money for the British who had planned to sell the tea.

2. **How did British Parliament punish the colonists for the Boston Tea Party?**

British Parliament implemented a series of new laws—the Boston Port Act (closing of Boston Harbor until colonists paid for destroyed tea); the Massachusetts Government Act (meetings and the election of officials were under British control); the Administration of Justice Act (trials would now be held outside Boston and judges chosen by the king); and the Quartering Act (colonists had to house and provide supplies to British soldiers).

3. **Why did the people of Massachusetts call the new laws the Intolerable Acts?**

They called them the Intolerable Acts because they could not tolerate them; they did not want to stand for, or accept, them.

4. **People now call the event described in this paragraph as the “shot heard ’round the world.” Why do you think this event is called that?**

Answers may vary, but may include that everyone in the world must have heard about what happened because it is what started the Revolutionary War.

Lesson 5: Chapter 3, “The Fight Begins”

1. **Think Pair Share Do you think people today would still remember Paul Revere if Henry Longfellow had never written the poem, “Paul Revere’s Ride”?**

Answers may vary, but should include evidence from the text.

Lesson 6: Chapter 4, “Shots and Speeches”

1. **Why were the British generals worried when the colonial militia set up a series of cannons overlooking Boston Harbor?**

They thought the militia might be able to fire on the British ships in the harbor below and sink some of them.

2. **Do you think the Battle of Bunker Hill was a victory or a defeat for the British troops?**

Answers may vary, but should be tied to the text, noting a victory for having achieved the goal of driving the militia off the hill, or a defeat for having lost more men than the colonial militia.

3. **Why did Thomas Paine believe “that monarchy was a foolish way to run a country”?**

Answers may vary, but should include that he believed all men were equal and, therefore, should not be ruled by one man.

4. **What form of government did Thomas Paine recommend to replace a monarchy?**

a republic; a government made up of elected representatives

Lesson 7: Chapters 4-5: “Shots and Speeches” and “It’s War!”

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

a republic; a government made up of elected representatives

2. **Do you agree with Jefferson’s conclusion, that King George left the colonists no other option but to declare independence from Great Britain?**

Answers may vary, but should be supported by the text.

Lesson 8: Chapter 5, “It’s War!”

1. **Why were the British confident they could defeat the colonists at the beginning of the war?**

The British had more soldiers, cannons, and ships, and they had much more experience.

2. **Why did the British focus on New York City?**

New York was strategically important because of its port.

3. **Why was the Battle of Saratoga important?**

It was the first major victory for the Continental Army. The British could not break through the defenses the colonists built, so the Continental Army’s military strategies were successful.

4. **Using evidence from the image on page 45, what details support the idea that the soldiers were miserable that winter?**

Answers may vary, but may include that the soldiers are outside. They are wearing what looks like coats but they don’t look very thick, and the ground is covered with snow. One soldier is warming himself by a fire; the sky looks gray and bleak, and nighttime must be coming because the clouds are turning colors as the sun sets.

5. **Why is Mother Nature referred to as another enemy?**

The weather and conditions were dangerous and many men died from disease,

frostbite, and hunger. During that winter, nature was more dangerous to Washington's troops than the British army.

6. **At the beginning of the war between the British and the colonists, who seemed most likely to win the war, and why?**

The British seemed most likely to win because they had a large, welltrained army. They had more supplies, weapons, and experience. The British also had a strategy: to divide and fight the colonists in more than one location.

7. **When George Washington wrote to the Continental Congress in December 1777 describing the state of the army, what was morale like?**

low

8. **What evidence from the text leads you to that conclusion?**

The soldiers were cold, hungry, and sick; Washington wrote that many of the soldiers were unfit for combat, and he feared they might give up and go home.

Lesson 10: Chapter 6, "From Valley Forge to Yorktown"

1. **What European country joined the Continental Army to fight the British and why?**

France joined the Continental Army to fight the British because it was a longtime enemy of Great Britain.

2. **How do you think the colonists felt about French involvement in the war and why?**

Answers may vary, but may include that the colonists felt happy or excited about France's involvement because France had a strong, organized military whereas the colonists did not.

3. **What does the heading suggest will happen next?**

The end of the war is near.

4. **What European country joined the Continental Army to fight the British, and how did their help influence the outcome of the war?**

The French brought both land troops and a fleet of ships so the Continental Army was able to corner the British by land and sea at Yorktown, helping the Continental Army win the war.

Lesson 11: Chapter 6, "From Valley Forge to Yorktown"

1. **In August 1781, where was Lord Cornwallis camped with the British troops?**

Yorktown, Virginia, at the mouth of the Chesapeake Bay

2. **In August 1781, where was George Washington camped with the colonial troops?**

outside New York City

3. **What was the significance of the Treaty of Paris?**

The Treaty of Paris marked the official end to the Revolutionary War.

Lesson 12: Chapter 7, "Heroes and Villains"

1. **What evidence does the text give that George Washington was one of the greatest heroes on the American side of the American Revolution?**
He was commander of the Continental Army throughout the war, enduring many battles and hardships along the way.
2. **What sentence in the first paragraph provides a clue to the meaning of the phrase unsung hero?**
His name may be less recognizable today than some of the others, but he became a hero in his own right.
3. **In what different ways did individuals prove to be heroes of the Revolution?**
Some served as members of the army: Kościusko, von Steuben, Lafayette, John Paul Jones (p. 58); Peter Salem (p. 60); Deborah Sampson (a.k.a. Robert Shurtlief) (p. 61); Benedict Arnold (p. 63) Some served as spies: Nathan Hale (p. 58); Saul Matthews, James Lafayette Armistead (p. 60) Some supported troops by feeding, clothing, and housing the Continental Army: Martha Washington, Abigail Adams (p. 61); Mary Draper (p. 62) Others stood up for beliefs: Abigail Adams (rights for women and slaves) (p. 61); Mum Bett (freedom of slaves) (p. 62)

Lesson 13: Chapter 8, “The Legend of Sleepy Hollow”

1. **The reference to a Hessian soldier and the Revolutionary War in this paragraph tells us about the time period in which the story is set. When can we infer that this story is set?**
sometime shortly after the Revolutionary War
2. **The first paragraph says: The cost of the pleasure in all this was the terror of his walk home. What does the cost of the pleasure mean, and what does it refer to?**
Ichabod likes to listen to the ladies’ stories about ghosts and goblins—and of the headless horseman. (the pleasure) However, even though it is pleasurable to hear the stories, they are frightening and activate his imagination as he walks home late at night in the dark. (the cost)
3. **Why was there a shattered pumpkin by the riverbank?**
Answers may vary, but prompt students to recognize and identify that the so-called headless horseman’s “head” might really be a pumpkin he throws at Ichabod.
4. **What are some examples of the “gossip and speculation” about what happens to Ichabod Crane?**
He is carried off by the headless horseman; he leaves because he is embarrassed that Katrina doesn’t want to be his wife; he is taken by spirits, or ghosts.
5. **Why do people believe a headless horseman haunts the village of Sleepy Hollow?**
Answers may vary, but may include that the area abounds with tales, haunted spots, and superstitions; the story written by Washington Irving helps support these beliefs.
6. **What do you think happens to Ichabod Crane?**
Answers may vary, but should cite evidence/support from the text including that the

figure may be Brom Bones dressed as a “headless horseman” to scare Ichabod Crane; it works because Ichabod runs away scared so Brom could marry Katrina.

7. What clues help you infer that Brom Bones might be involved in Ichabod Crane’s disappearance?

Answers may vary, but should cite evidence/support from the text including that he is a good horseman, the neighborhood prankster, and a formidable suitor; and he looks exceedingly knowing whenever the story comes up.

Lesson 14: Chapter 8, “The Legend of Sleepy Hollow”

1. What two things are compared in this simile?

the atmosphere of the valley and the sway of some bewitching power

2. What mood does this simile convey about the setting?

Answers may vary, but should include words similar to spellbinding, haunting, magical, or enchanting. (page 64)

3. What two things are compared in each simile?

Ichabod’s elbows are compared to a grasshopper’s; Ichabod’s arms when he rides are compared to a pair of wings.

4. How do these similes help describe what Ichabod Crane looks like?

Answers may vary, but should include that comparing Ichabod’s elbows and arms to a grasshopper’s hind legs and wings helps the reader visualize how Ichabod looks riding the horse. (page 67)

5. What nonhuman object(s) are assigned human characteristics?

shapes and shadows

6. Based on the information you cited on Activity Page 14.1, which characters are described with more descriptive language and why?

Ichabod Crane and the Headless Horseman; because they are the main characters

Lesson 15: Chapter 9, “Rip Van Winkle”

1. Why does Rip Van Winkle leave home?

He leaves “to escape the hard work of the farm and the complaints of his wife.”

2. Look at the image at the bottom of page 76. What is happening in the picture?

It appears that the odd little men are putting Rip Van Winkle under a spell.

3. What do all of these changes suggest has happened?

A great deal of time has passed. A troop of children ran at his heels, hooting after him and pointing at his gray beard.

4. When Rip Van Winkle inquires about his friends, Nicholas Vedder and Van Bummel, what do the villagers’ responses tell Rip about the passage of time?

Nicholas Vedder “is dead and gone these eighteen years!” Van Bummel “went off to the wars and is now in Congress.” These responses indicate a lot of time has passed since Rip left.

5. **What explanation seems to satisfy the villagers and turn their doubts into belief?**

An old man who is well-versed in local traditions confirms Rip's story to everyone's satisfaction.

6. **What is the historical context in which Washington Irving sets the story of "Rip Van Winkle"?**

This story begins when King George III still ruled the colonies and ends after the Revolutionary War in which the colonies won their independence from Great Britain.

7. **Think Pair Share In spite of its historical context, what details from the story suggest "Rip Van Winkle" is a fictional tale?**

Answers may vary, but should include the supernatural aspects like Rip's sleeping for 20 years and odd little men causing thunderstorms.

Lesson 17: Reading

1. **How did people describe Patrick Henry as a boy?**

idle, shiftless, will never amount to anything

2. **What was the 'same old story' referring to once Patrick Henry got married?**

He did the same thing he had done as a child—he didn't take care of the farm his parents had given him and let things drift.

3. **What did Patrick Henry try again after his farm failed?**

storekeeping

4. **What did Patrick Henry do well in?**

his law practice

Unit quiz key

1. a 2. a 3. a 4. d 5. a 6. a 7. d 8. d 9. c 10. c 11. a 12. d