New York State Common Core

English Language Arts
Curriculum

GRADE 4 Module 3B
Unit 1
Student Workbook
"The massacre perpetrated in King Street Boston on March 5th 1770", Rare Book and Special Collections Division, Library of Congress.
http://www.loc.gov/pictures/resource/cph.3a45748/
ACIRCUMSTANTIAL ACCOUNT

Of an Attack that happened on the 19th of April 1775, on his Majesty’s Troops,

By a Number of the People of the Province of Massachusetts-Bay.

On Monday the 18th of April, about half past 11 at Night, Lieutenant Colonel Smith of the 10th Regiment, embarked from the Custom House at Boston, with the Grenadiers and Light Infantry of the Troops there, and landed on the opposite Side, from whence he began the March towards Concord, where he was ordered to deliver a Magazine of Military Stores, deposited there for the Use of an Army to be assembled, in Order to act against his Majesty, and his Government. The Colonel called his Officers together, and gave Orders, that the Troops should not fire, unless fired upon; and after marching a few Miles, detached his Companies of Light Infantry, under the Command of Major Parrie, to take Possession of the Three Bridges on the other Side of Concord: Soon after they retreated into the Small guns, and the ringing of Alarm Bells repeatedly, which convinced them that the Country was rising to oppose them, and that it was a precautionary Measure to oppose the King's Troops, wherever there should be a favorable Opportunity for it. About 3 o’Clock the next Morning, the Troops being advanced within Two Miles of Lexington, Intelligence was received that Five Hundred Men in Arms, were assembled, and determined to oppose the King's Troops; and on Major Parrie’s galloping up to the Head of the advanced Companies, two Officers informed him that a Man (advanced from the House that were assembled) had proceeded the Minute and attempted to shoot him, but the Fire was saluted in the Face. One Company retired back to the Troops, to return forward, but on no Account to fire, not even to stem its冬天 without Orders. When they arrived at the End of the Village, they observed about two armed Men, drawn up on a Green, and when the Troops came within a Hundred Yards of them, they began to fire off towards some Stone Walls, on their Right flank: The Light Infantry observing this, the Officer at the Right Front called to the Soldiers not to fire, but to surround and disperse them; some of them who had jumped over a Wall, were fired on from behind, and the other three, who remained in a Slot, were fired on from the Left, and had to retire from the House, and retired back to the Troops, when they observed that their Fire was not effectual, and killed several of the Country People; but were saluted as soon as the Authority of their Officers could make them.

After this, Colonel Smith marched up with the Remainder of the Detachment, and the whole Body proceeded to Concord, where they arrived about 9 o’Clock, without any Thing happening to it; but all numbers of armed People were seen on highest; while Colonel Smiths with the Grenadiers, and Parries of the Light Infantry remained at Concord, to search for Cannon, &c. thereby, he detached Captain Parries with his Light Companions to secure a Bridge at a short Distance from Concord, and to proceed from thence to certain Houses, where it was suspected there was Cannon, and Armament; a Captain Parry in pursuit of their Orders, assaulted Three Houses; and fired several times, without success.

At this Time the Colonial Light Company tried, but the Consequence was shared when they received their first Fire.

Notwithstanding the Fire from the Meeting House, the General called out the Soldiers from behind the Meeting House, putting about 50 Men at Death.

The People had above Fifty killed, and many more wounded: People are anxious about the Loss incurred by the Country People, some make it very considerable, others not so much.

Thus this unfortunate Affair has happened through the Reflexion and Impudence of a few People, who began Firing on the Troops at Lexington.

Library of Congress, Rare Book and Special Collections Division
BLOODY BUTCHERY, BY THE BRITISH TROOPS; OR THE RUNAWAY FIGHT OF THE REGULARS.

Being the PARTICULARS of the VICTORIOUS BATTLE fought at and near CONCORD, assisted Twenty Miles from Boston, in the Province of the Massachusetts-Bay, between Two Thousand Regular Troops, belonging to His Britannic Majesty, and a few Hundred Provincial Troops, belonging to the Province of Massachusetts-Bay, which lasted from eleven until seven, on the 19th of April, 1775, when it was decided greatly in favor of the latter. These particulars are published in this shape form, at the request of the Friends of the deceased WORTHIES, who died gloriously fighting for the cause of Liberty and their country, and it is their sincere desire that every Householder in the country, who are native well-wishers to America, may be possessed of the same, either in flower and glue, or otherwise to preserve in their houses, not only as a Token of Gratitude to the memory of the Rejected Forty Eunuchs, but as a perpetual memorial of that important event, on which, perhaps, may depend the future Freedom and Greatness of the Commonwealth of America. To which is annexed a Funeral Elegy on those who were slain in the Battle.
IN CONGRESS, JULY 4, 1776.

A DECLARATION

BY THE REPRESENTATIVES OF THE

UNITED STATES OF AMERICA,

IN GENERAL CONGRESS ASSEMBLED.

WHEN in the Course of human Events, it becomes necessary for one People to dissolve the Political Bonds which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature’s God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the Causes which impel them to this Resolution.

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness—that to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall from time to time seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shown, that Wars are frequent in all Governments, in which established应当 not be changed for light and transient Causes; and accordingly all Experience hath shown, that Wars are frequent in all Governments, in which established Governments are changed, and very often for bad Causes; but if Wars are inevitable, they are a better choice; for they are often the only手段 to redress their wrongs, and to secure their Rights. The History of the present King of Great-Britain is a History of repeated Injuries and Usurpations, all tending to enslave us totally or in every just Object the Establishment of a separate Tyranny over these States. To prove this, let Facts be submitted to a candid World.

He has refused his Assent to Laws, the most wholesome and necessary for the public Good.

He has forbidden his Governors to pass Laws of immediate and pressing Importance, unless suspended in their Operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the Right of Representation in the Legislature, a Right inseparable to them, and formidable to Tyranny.

He has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Depravity of their public Records; for the sole Purposes of oppressing them in their Connexions, and intensifying their Misery.

He has dissolved Representative Houses repeatedly, for opposing with manly Firmness his invasions on the Rights of the People.

He has refused for a long Time, after such Dissolutions, to call Others to fill their Vacancies, whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the meantime exposed to all the Dangers of Inversion from without, and Convulsions within.

He has endeavoured to prevent the Population of those States; for that Purpose obstructing the Laws of Naturalization of Foreigners; refusing to pass others to encourage their Migrations hither, and raising the Conditions of new Appropriations of Land.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judicature.

He has made Judges dependent on his Will alone, for the Tenure of their Office, and the Amount and Payment of their Salaries.

He has created Multitudes of new Offences, and multiplied the Punishments thereof; and has ended his Judges without the Consent of our Legislatures.

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with others to subject us to a Jurisdiction foreign to our Constitution, and unacknowledged by our Laws, giving his Assent to their Acts of pretended Legislation.

For quartering large Bodies of Armed Troops among us;

For protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States;

For doing all this in Open Contravention of Express Obligations, our Seal and our in open Treason of all Parts of the World;

For imposing Taxes on us without our Consent;

For depriving us in many Cases, of the Beneficent of Trial by Jury;

For transporting us beyond Seas, to be tried in foreign Parts of our Country;

For abolishing the free System of English Laws in a neighboring Province, establishing therein an arbitrary Government, and enlarging its Boundaries, so as to render it superior to our Province, and for introducing amongst us that cruel and inhuman Traffic of Slavery;

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments;

For suspending our own Laws, and8 declaring themselves invested with Power to legislative for us in all Cases whatsoever.

He has dissolved our Corporation Government, by declaring expiring of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our Towns, and destroyed the Lives of our People.

He is, at this Time, transporting large Armies of foreign Mercenaries to compleat the works of Destruction, and Tyranny, already begun with circumstances of Cruelty and Felonious, far exceeding the most barbarous Ages, and contrary to all the Usages of civilized Nations.

He has combined with our fellow Citizens taken Captive on the high seas to arms against our Country, to become the Executioners of our Friends and Brethren, or to fall themselves by their Hands.

He has excited domestic Insurrections amongst us, and has endeavoured to bring on the Inhabitants of our Frontier, the merciless Indian Savages, which he knows to be our Natural Enemies. In every Stage of these Oppressions, we have Petitions to Redress; our Petitions have been so often our Rights were, that we have Petitions to Redress. A Petition, which Character is not marked by every act which can disturb a Tyranny, is sent in to the Duke of a first People.

If we have been advancing to Americans to their Redskin Brothers. We have warned them from Time to Time to Assurances by their Legislatures to extend an unbounded Authority over us. We have reminded them of the Circumstances of our Emigration and Settlement here. We have appealed to their native Justice and Magnanimity, and we have conjured them by the Ties of our common Kindred to disavow these Usurpations, which, would inevitably interrupt our Connections and Correspondence. They too have been deaf to the Voice of Justice and of Congruity. We must, therefore, acquiesce in the Necessity, which deems our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace, Friends.

We, therefore, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the World for the rectitude of our Intentions; solemnly publish and declare, that these United Colonies are, and of right ought to be, Free and Independent States; that their union and Constitution, and all political Combination between them and the State of Great-Britain, is, and ought to be, totally dissolved; and that as FREE and INDEPENDENT STATES, they have full Power to levy War, contract Alliances, establish Commerce, and to do all other Acts and Things which INDEPENDENT STATES may do of right. And for the support of this Declaration, with a firm reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

Signed by Order and in Behalf of the Congress.

JHN HANCOCK, PRESIDENT.

Assistant CHARLES THOMSON, SECRETARY.

Philadelphia: Printed by John Dunlap.

Declaration of Independence (US 1776)
Currier, N. "Declaration of Independence: July 4th 1776". Prints and Photographs Division, Library of Congress.
http://www.loc.gov/pictures/resource/cph.3b50118/
“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”
### What Do You See? Note-catcher
#### Part I: Mystery Picture

**Name:**

**Date:**

<table>
<thead>
<tr>
<th>Observations (NOTICE)</th>
<th>Inferences</th>
<th>Knowledge</th>
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<tbody>
<tr>
<td>Describe exactly what you see in the photo.</td>
<td>Say what you conclude from what you see.</td>
<td>Summarize what you already know about the situation and time period shown, and the people and objects that appear.</td>
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<tr>
<td>• What people and objects are shown?</td>
<td>• What’s going on in the picture?</td>
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<td>• How are they arranged?</td>
<td>• Who are the people and what are they doing?</td>
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<td>• What is the physical setting?</td>
<td>• What might be the function of the objects?</td>
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<td>• What other details can you see?</td>
<td>• What can we conclude about the time period?</td>
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</tbody>
</table>

### Further Research (WONDER)

**What questions has the photo raised?**

**What are some sources I can use to find answers?**
<table>
<thead>
<tr>
<th>Document</th>
<th>Observations (NOTICE)</th>
<th>Inferences</th>
<th>Knowledge</th>
<th>Further Research (WONDER)</th>
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<tbody>
<tr>
<td>Picture/text you are looking at/reading.</td>
<td>Describe exactly what you see/read in the photo/text.</td>
<td>Say what you conclude from what you see/read.</td>
<td>Summarize what you know about the situation and time period shown/described.</td>
<td>What questions has the photo/text raised?</td>
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April 19, 1775, marked the end of an era. At dawn that day, British troops fired on American colonists in Lexington and Concord, Massachusetts. This was the beginning of the American Revolution. The war started as a fight for the rights of English people in Britain’s 13 American colonies. But those people soon declared—and won—their independence from Britain. They created a new nation—the United States of America.

**The Founders**

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

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

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

**Events Leading to the Revolution**

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

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

The British Parliament passed the Stamp Act in 1765. It taxed newspapers and almost everything else that was printed. This angered the colonists. Why, they asked, should we pay taxes to Britain? The colonists decided to fight against the taxes. Representatives of nine of the colonies met in New York in 1765. They formed the Stamp Act Congress. It said the colonists should boycott (refuse to buy) British goods. Groups called the Sons of Liberty also fought against British taxes. They often used violence against British tax collectors.

The colonists’ opposition forced Parliament to repeal (withdraw) the Stamp Act. This made the colonists aware of their power. Other British attempts to impose new taxes only made things worse. Boston was the center of opposition to Britain’s tax policies. In 1770, a raggedy crowd of people taunted some British soldiers. The frightened soldiers shot into the crowd, killing five Americans. The Boston Massacre, as it was called, led to a new boycott.

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

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

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

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

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

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

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

Starting in 1778, the British focused their efforts on the southern colonies. In the Carolinas and Virginia, British general Charles Cornwallis defeated the Americans in one battle after another. The situation there seemed hopeless.

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

At that time, General Cornwallis had an army of more than 6,000 British troops at Yorktown, Virginia. Washington led his American and French troops there. For the first time in the war, Washington had a larger military force than the British.

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

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

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

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

5. The colonists who wanted independence from Britain were called *Patriots*. Why did the Patriots feel so strongly about breaking from the British rule in order to form their own nation?
Vocabulary Notebook Criteria for Adding Words: Determine if a word should be added to your notebook using the following criteria:

- The word is important for understanding the topic.
- The word is likely to be in another text on this topic.
- I am likely to use this word when writing about the topic.

<table>
<thead>
<tr>
<th>Word/Phrase</th>
<th>Definition</th>
<th>Vocabulary strategy I used to learn this word:</th>
<th>Sketch/Diagram</th>
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What Happened and Why Graphic Organizer

Name:

Date:

Source: _______________________________________

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<th>When  (When did it happen?)</th>
<th>What  (What happened? Describe the event outlined in the text.)</th>
<th>Why  (Why was this event important? How did it impact others? How did it impact other events?)</th>
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What Happened and Why Graphic Organizer

Summary:

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

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

Who Were the Loyalists?

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

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

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

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

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

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

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

Mohawk chief Joseph Brant was not one of them. He fled to Canada with thousands of Mohawks and other Native Americans. The British government gave him a large area of land in what is now Ontario. Loyalists did not support American independence. But they were an important part of American history. The British called the American Revolution a rebellion. The patriots called it a war for independence. The Loyalists made the war into a civil war.

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

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

   Text Evidence

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

   Text Evidence
3. The text says: “Loyalists fleeing other states gathered there (New York City).” Why does the text say that many Loyalists went to live in New York City?

A. The British army occupied New York City during much of the Revolutionary War
B. Loyalists were more likely to be merchants and therefore wanted to live near the New York City harbor
C. The mayor of New York City put out a decree welcoming Loyalists to stay in the city
D. The King of Britain came to visit New York City

Text Evidence

<table>
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<tr>
<th>Text Evidence</th>
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</table>

4. Speaking about Mohawk chief Joseph Brant, the text says: “The British government gave him a large area of land in what is now Ontario (Canada).” Use evidence from the text to make an inference: *Why* do think the British gave this loyalist land after the war ended?

Text Evidence

<table>
<thead>
<tr>
<th>Text Evidence</th>
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</table>
5. This text uses different words to describe the American Revolution: “The British called the American Revolution a rebellion. The Patriots called it a war for independence. The Loyalists made the war into a civil war.” Discuss why they might have used different terms to describe the same event.
Main Idea and Supporting Details Graphic Organizer

Name: ________________________________ Date: _____________________________

Source: __________________________________________

<table>
<thead>
<tr>
<th>Section Title: Introduction</th>
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<td>Main Idea:</td>
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### Main Idea Statement:
Below, record the main idea of the entire text. What was the text about overall?

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<th>Main Idea Statement: Below, record the main idea of the entire text. What was the text about overall?</th>
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</table>

### Summary of “Loyalists”:

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31
Private Yankee Doodle

A soldier's vivid descriptions of the Revolutionary War earned him the title of...

On Sept. 15, 1776, 15-year-old American Army Private Joseph Plumb Martin found himself crouched in a trench near the East River in New York. Five British man-of-war ships were blasting cannonballs at him and his friends. Martin held his ears and wondered "which part of my carcass was to go first."

Through the tumultuous years of the Revolutionary War, Martin kept a diary. Many years after the war, he wrote in it the story of his experience as a private in George Washington's army. He starved at Valley Forge and froze at Morristown. Yet he never lost his sense of humor—or his patriotism.

The Fine Art of Retreating

Things got worse for Martin in that first battle. When thousands of British troops came in rowboats toward Martin and his compatriots, panic-stricken American officers ordered a retreat. It soon became a stampede. For the next 24 hours, Martin struggled through swamps and woods with nothing to eat. He finally found his regiment and the next day they fought a battle with the British, driving them back.

Martin was happy to discover they could make the enemy retreat, too.

Holding the Fort

A year later, Martin found himself in another trouble spot. His regiment was ordered to defend a fort on the Delaware River. The British had captured Philadelphia (it was the American capital then). But if they could not seize this fort, their ships would not be able to use the river and their army would starve.

It was. Martin later wrote, "in the cold month of November," and he had "not a scrap of either shoes or stockings to my feet or legs." The British pounded the fort day and night using heavy guns. Martin saw five men killed by a single cannonball.

Starvation Time

After three terrible weeks, General Washington ordered Martin and his regiment to evacuate the wrecked fort. They retreated to winter camp at Valley Forge. There they encountered another enemy: hunger. Night after night they dined, as Martin put it in his humorous way, "upon a leg of nothing and no turnips."

Even water was scarce. One night Martin paid another soldier three cents for a drink from his canteen.

Most of the army was barefoot. "They could be tracked by their blood on the rough frozen ground," Martin wrote.

Victory at Last

The war dragged on, and Martin fought bravely in several more battles. He was promoted to sergeant. In 1783, a few days after the key battle in Yorktown, Va., in which Martin also fought, the British Army surrendered.

After almost seven years in the army, Joseph Plumb Martin went home and wrote about his adventures. People liked his book so much they called him "Private Yankee Doodle."

—Thomas Fleming

READ MORE
You can read Martin's diaries in "Yankee Doodle Boy: A Young Soldier's Adventures in the American Revolution: Told by Himself" (School and Library Binding, 1996).
You can also find selections from the diaries at www.mrbooth.com/edu/constit/diaries.html.
Long-Term Learning Targets Assessed:
I can explain what a text says using specific details from the text. (RI.4.1)
I can make inferences using specific details from the text. (RI.4.1)
I can summarize informational. (RI.4.2)

Directions:
1. Read “Private Yankee Doodle.”
2. Answer the questions that follow.

1.) According to the text, how do we know what we know about Joseph Plumb Martin?
   A. A soldier in Martin’s regiment kept a diary about him.
   B. George Washington wrote a story about him.
   C. He kept a diary of his adventures during the war.
   D. A British soldier kept a diary about him.

2.) Read this line from section with the heading “Starvation Time”:
   “Night after night they dined, as Martin put it in his humorous way, ‘upon a leg of nothing and no turnips.’”
What does Martin mean by this?
   A. He and the regiment had nothing to eat.
   B. He and the regiment were thirsty.
   C. He and the regiment had plenty to eat.
   D. He and the regiment liked turnips.
3.) In the text, Thomas Fleming wrote, “Things got worse for Martin in that first battle.” How were things bad for Martin during the first battle?
   A. Martin had no shoes or socks.
   B. American officers ordered a retreat that turned into a stampede.
   C. American soldiers did not have much water to drink.
   D. The British army captured a fort on the Delaware River.

4.) The last section has the heading “Victory at Last.” Why is this a good heading for this section?
   A. The section is about how the British won the war.
   B. The section is about how Martin was promoted to sergeant.
   C. The section is about how Martin wrote about his adventures.
   D. The section is about how the British surrendered and the Americans won the war.

5.) Read this line from section with the heading “Holding the Fort”:
   “It was, Martin later wrote, ‘in the cold month of November,’ and he had ‘not a scrap of either shoes or stockings to my feet or legs.’”

Based on this statement, how did Martin and the regiment feel while defending the fort on the Delaware River?
   A. He and the regiment were hungry because food and water were scarce.
   B. He and the regiment were comfortable because they had shoes and socks.
   C. He and the regiment were scared while defending the fort from the British.
   D. He and the regiment were cold because they didn’t have any shoes or socks.
6.) Which word below has a similar meaning to the word retreat as it is used in the following line from the text?:

“When thousands of British troops came in rowboats toward Martin and his compatriots, panicky American officers ordered a retreat.”

A. to leave  
B. move forward  
C. battle  
D. continue

7.) Which line from the text helps you to infer the meaning of the word retreat?

A. “He finally found his regiment, and the next day they fought a battle with the British, driving them back.”
B. “After three terrible weeks, General Washington ordered Martin and his regiment to evacuate the wrecked fort.”
C. “His regiment was ordered to defend a fort on the Delaware River.”
D. “The war dragged on, and Martin fought bravely in several more battles.”

Short Response:

8.) After reading the article “Private Yankee Doodle,” write a paragraph that summarizes what the text is about. Be sure to include the main idea of the text with supporting details.
Learning Target: I can explain what happens in a text about the Revolutionary War using details from the text.

1. The target in my own words is:

2. How am I doing? Circle one.

   I need more help to learn this       I understand some of this       I am on my way!

3. The evidence to support my self-assessment is:

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
Learning Target: I can summarize an informational text about the Revolutionary War.

1. The target in my own words is:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3. The evidence to support my self-assessment is:

________________________________________________________________________
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____________________________
Thousands of American blacks, both slave and free, fought in the American Revolution. Many slaves hoped the war would bring about their emancipation. But their struggle for freedom had just begun. March 5, 1770, began like any other day in Boston, Massachusetts. Outside the city’s Custom House, British soldiers stood guard as they had for two years. Many colonists hated the soldiers, who were a reminder that they had to obey British laws.

On that day, Crispus Attucks, a tall “near giant of a man,” joined a crowd gathering at the Custom House. A young boy was shouting rude remarks at a British soldier. Suddenly, the soldier lost his temper and struck the boy with the butt of his gun.

The scene soon got out of hand. More colonists, armed with sticks and clubs, joined the mob. Frightened British soldiers fired into the crowd. When it was over, Attucks and four other Americans lay dead or dying.

The skirmish, known as the Boston Massacre, was one of several incidents that led to the American Revolution (1775–1783). Crispus Attucks, an escaped slave, was the first of many blacks to die in the long struggle for American independence.

The Struggle Begins

The American Revolution began in 1775 when American soldiers calling themselves “patriots” fired at British soldiers in Lexington and Concord, Massachusetts, sparking full-fledged battles. Approximately 25,000 to 30,000 blacks, slave and free, took part in the major battles of the Revolution. But they fought for different reasons than white colonists.

Most white colonists who fought in the Revolution were angry because they had to pay taxes to Britain yet had no representatives in Britain’s parliament. They believed they had a God-given right to self-government and freedom. King George III was taking away those rights, they believed.

Many black Americans, however, fought because they wanted freedom from slavery. They were willing to fight for whichever side promised them independence. “Whoever invoked the image of liberty, be he American or British,” wrote historian Benjamin Quarles, “could count on a ready response from the blacks.”
An Offer of Freedom

In 1775, the British, in desperate need of soldiers, promised liberty and protection to slaves who would fight on their side. Between 10,000 and 20,000 black men offered their services to the king. The British used them as laborers, orderlies, scouts, and spies. Slaves made excellent scouts and spies because they knew the location of local roads and rivers, which British soldiers did not.

The British also gave guns to blacks. Lord Dunmore, British governor of the colony of Virginia, enlisted 500 slaves in what became known as “Lord Dunmore’s Ethiopian Regiment.” In a letter to England, Dunmore wrote, “My Negroes fought with skill and valor. Daily, new men arrive to join us.” It was the first black regiment raised by either side during the Revolution.

Jupiter Charles was one of the slaves who fought in Lord Dunmore’s regiment. Jupiter told his mother why he wanted to fight for the British: “Mama, I could stay and let them [his masters] work me into a young grave, or I can fight my way and see how I end up. Besides, I have a score to settle.”

Many states desperately tried to prevent slaves from helping the British. The Virginia Gazette published frantic appeals for the loyalty of slaves tempted by Britain’s offer: “Be not then, ye negroes, tempted by the proclamation to ruin yourselves.”

American appeals often fell on deaf ears. A Baltimore newspaper described one incident in which 21 Maryland slaves stole their master’s boat and sailed away to the British.

Patriot Soldiers

Britain’s policy of recruiting slaves terrified many American slave owners. When the Revolution began, blacks could not enlist in the Continental Army. Slave owners feared that slaves might rebel if they were given guns. But as the need for soldiers grew, free blacks, as well as slaves, were allowed to enlist.

Between 5,000 and 7,000 blacks joined the Continental Army. Some did so because they believed in the ideals of freedom and liberty. Jehu Grant, who fled slavery and joined the patriots, remembered, “When I saw liberty poles and people engaged for support of freedom, I could not but like and be pleased with such a thing.” For slaves like Grant, the words of the Declaration of Independence had special meaning. “All men are created equal,” proclaims the Declaration, with rights to “Life, Liberty, and the Pursuit of Happiness.”
“An Incomplete Revolution”

For slaves who could get to Rhode Island, fighting for the patriots brought freedom. In 1778, Rhode Island did not have enough white soldiers to send to the Continental Army. So the state declared that any slave who volunteered for the Rhode Island regiment would be set free.

Many blacks responded to the call. One observer wrote, “Three quarters of the Rhode Island regiment consists of Negroes, and that regiment is the most neatly dressed, the best under arms, and the most precise in its maneuvers.”

Many slaves did not win freedom by fighting for the Americans. Some Northern slave owners sent their slaves to fight in their place. In some states, the master would receive the slave soldier’s pay or even be reimbursed (paid back) if his “property” were killed. Only in a few states did a master have to free a slave before sending him to fight.

Whatever their reasons for joining the patriots’ cause, many blacks were rewarded for their courage and bravery. At the Battle of Bunker Hill, Peter Salem reportedly killed an important British officer and became a hero. Salem Poor, a free black man, showed extraordinary courage during battle. Fourteen officers asked Congress to give Poor “the Reward due to so great and Distinguished a Character.”

James Armistead was a servant to General Charles Cornwallis, leader of the British forces. Armistead also was a patriot spy who reported everything he saw and heard to General Lafayette of the Continental Army. The information Armistead provided helped the patriots defeat Cornwallis at the Battle of Yorktown (1781), the final battle of the Revolution. On the recommendation of General Lafayette, the state of Virginia bought Armistead from his master and set him free. From that day on, he called himself James Armistead Lafayette.

Free at Last?

These are just a few of the many stories of black Americans who served in the American Revolution. The stories of many more may never be found or told. What is known is that by the end of the war, more than 100,000 slaves were either freed or had escaped.

American blacks would not forget their experiences in the Revolution. The American victory established the colonists’ right to self-government. But one important question remained unanswered: When would blacks enjoy the freedoms they had fought so hard to win?
**Directions:** Answer the following questions using specific evidence from the text to support your thinking.

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

<table>
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<th>Text Evidence</th>
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2. What was important about the Boston Massacre? Cite two reasons given by the text.

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<th>Text Evidence</th>
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3. According to the text, how did the Revolutionary War begin and who was responsible?

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<th>Text Evidence</th>
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</table>
4. Compare and contrast: The text explains that white colonists and blacks had different reasons for fighting in the Revolution. Use the Venn diagram below to compare these reasons. Use evidence from the text to complete the diagram.
5. For what reasons did blacks fight for the British during the Revolution?

<table>
<thead>
<tr>
<th>Text Evidence</th>
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6. In the section “Patriot Soldiers,” the text says, “Britain’s policy of recruiting slaves terrified many American slave owners.” What does the term *recruiting* mean? Which context clues help you figure out the meaning of this word?

<table>
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<tr>
<th>Text Evidence</th>
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</table>

7. Why weren’t blacks allowed to join the Continental (Patriot’s) Army at the beginning of the Revolution?

<table>
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<tr>
<th>Text Evidence</th>
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8. For what reasons did blacks fight for the Patriots during the Revolution?

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<th>Text Evidence</th>
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9. Name one black Patriot named in the article and what he is known for.

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<th>Text Evidence</th>
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10. Did African Americans win their freedom at the end of the American Revolution?

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<th>Text Evidence</th>
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<tr>
<td>Text Structure</td>
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<tr>
<td><strong>Description:</strong></td>
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<td><strong>Chronology:</strong></td>
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<td><strong>Comparison:</strong></td>
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<tr>
<td>Text Structure</td>
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<tr>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>Cause/Effect:</strong> the relationship between two events</td>
</tr>
<tr>
<td><strong>Problem/Solution:</strong> solving something that needs to be fixed or changed</td>
</tr>
</tbody>
</table>
Directions: In the circles below, record evidence from the text in order to compare and contrast reasons why American blacks fought during the Revolutionary War.
“Thomas Jefferson and the Declaration of Independence”
Thomas Jefferson and the Declaration of Independence

For Thomas Jefferson, the pen truly was mightier than the sword

by Kathy Wilmore

As a boy, Thomas Jefferson was shy and often tongue-tied. He had a habit of always singing or humming to himself, and preferred the company of books to that of most people. Yet this quiet young man’s passion for freedom carried him into a very public life.

For Thomas Jefferson, the pen truly was mightier than the sword. From his pen flowed some of the world’s most famous and influential words: “We hold these truths to be self-evident, that all men are created equal.”

For more than two centuries, those simple words from the preamble (introduction) to the Declaration of Independence have inspired lovers of freedom everywhere.

Thomas Jefferson was born on April 13, 1743, in Shadwell, Albemarle County, Virginia. A studious young man with freckles and thick red hair, he spent 15 hours a day reading and writing, and 3 hours practicing his violin.

He had a way with words—on paper, anyway. Young Tom once hoped to impress a girl he loved with his talk. As he wrote to a friend: “I had dressed up in my own mind such thoughts as occurred to me, in as moving language as I knew how, and expected to have performed in a tolerably creditable manner.” Unfortunately, he failed miserably with the girl.

Jefferson soon found a way to use his “moving language” to greater effect. For some time, the American Colonies had been buzzing with rebellion against their rulers, King George III of Great Britain. On April 19, 1775, the buzzing turned into battles in Lexington and Concord, Massa-
chusetts. The nation was at war. A few weeks later, the Colony of Virginia sent Jefferson to Philadelphia, as a delegate to the Second Continental Congress.

Jefferson was one of the youngest delegates—and probably the quietest. "During the whole time I sat with him in the Congress," wrote Massachusetts delegate John Adams, "I never heard him utter three sentences together."

Not everyone in Congress wanted independence from Britain. As the war dragged on, though, more colonists and Congress members talked of making a clean and total break. On April 12, 1776, North Carolina gave its delegates the go-ahead to vote for independence. Virginia soon did the same.

On June 7, Richard Henry Lee, a Virginia delegate, proposed: "That these United Colonies are, and of right ought to be, free and independent states... and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved." Congress appointed a committee to write up that proposal for further debate: John Adams, Benjamin Franklin, Roger Sherman, Robert R. Livingston, and Thomas Jefferson.

For several days, the men hashed out ideas. (Only four took part; Franklin was sick at the time.) Once they decided on a framework, someone had to fill in the gaps and write the proposal. The group chose Jefferson, who was known as a fine writer.

Being chosen was no special honor. Writing congressional proposals was a common task. At the time, no one had any idea how important the one would turn out to be.

**Expressing the American Mind**

The Declaration of Independence did not spring from Jefferson's mind alone. Jefferson drew on the writings and ideas of others, including English philosopher John Locke, political writer Thomas Paine—whose popular pamphlet, "Common Sense," argued for independence—and fellow Congress members.

Jefferson also reworked some of his own writings, such as *A Sum-
“Thomas Jefferson and the Declaration of Independence”

mary View of the Rights of British America, which had been published two years earlier. As he wrote to a friend: “This was the object of the Declaration. Not to find out new principles, or new arguments… but to place before mankind the common sense of the subject, in terms so plain and firm as to command their assent [agreement], and to justify ourselves in the independent stand we are compelled to take…. [It] was intended to be an expression of the American mind.”

Even so, it was Jefferson’s brilliant, fact-crammed mind and flair for drama that gave the Declaration its poetic punch. He expressed the ideals in a way that people could take to heart—even be willing to die for.

Within a matter of days, Jefferson had a draft for the committee. Adams and Franklin made some changes. Then it went to the full Congress, where members made more changes.

After the Declaration’s stirring opening, Jefferson listed King George’s offenses against the American people. Some points sparked debates in Congress. One of the honest issues was slavery. Should the Declaration call to end it? Adams, Franklin, and Jefferson argued yes. Other delegates argued no, refusing to accept the proposal unless mention of slavery was cut. In the end, it was.

Hang Together—
or Separately

The delegates wanted approval of the Declaration to be unanimous (all in agreement). They realized that the Declaration would have an enormous impact on the future. They were waging rebellion against their King, and admitting it in writing. If they won the revolution, all well and good. However, if Britain won, anyone who had signed his name to the document would be branded a traitor to the Crown, and hanged for that crime. As Benjamin Franklin joked, “We must indeed all hang together, or most assuredly we shall all hang separately.”

By July 2, the delegates had reached a draft acceptable to all. On July 4, 1776, the Continental Congress officially adopted “The Unanimous Declaration of the Thirteen United States of America.” Eventually, all 56 delegates signed the document, which ends with the words, “We mutually pledge to each other our lives, our fortunes, and our sacred honor.”

The Test of Time

The Declaration of Independence gave a renewed sense of purpose to the war that Americans had been fighting for 16 months, and would wage for 7 more years. From the time it appeared, the people of the United States were able to see in writing the ideals they were defending. The Declaration of Indepen-

dence’s influence far outlasted that war. It gave heart to Abraham Lincoln as he strove to preserve the Union during the Civil War. Elizabeth Cady Stanton and other suffragists adapted it in demanding the right of women to vote. Martin Luther King Jr. used it to inspire African-Americans during their struggle for civil rights. Indeed, the Declaration’s call for “unalienable rights,” including “life, liberty, and the pursuit of happiness,” has been admired and adopted worldwide.

Thomas Jefferson went on to achieve many other triumphs. Besides serving as the third U.S. President, he was a brilliant inventor, scientist, and architect. Yet he is most remembered for one thing: putting the ideals of freedom into words that have withstood the test of time.

write it!

Write an essay describing what the words “all men are created equal” means to you. Tell how the Declaration of Independence may not have completely lived up to those words.

Your Turn

WORD MATCH
1. assent A. representative
2. delegate B. cannot be taken away
3. self-evident C. all in agreement
4. unalienable D. acceptance
5. unanimous E. obvious; unmistakable

THINK ABOUT IT
1. What was the purpose of the Declaration of Independence?
2. Could America have split from England without it? Explain.
**Focus question: How and why was the Declaration of Independence written?**

1. What is the gist of this article?

2. Examine the picture on page 8 and the caption for it on page 9. Then use details from the text to answer the questions on the right.

<table>
<thead>
<tr>
<th>Who is in the picture?</th>
<th>What are they reading?</th>
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<tbody>
<tr>
<td></td>
<td>There are many papers on the floor in the foreground of the picture. What might those papers be?</td>
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<tr>
<td></td>
<td>The caption says they were “reviewing a draft of the Declaration of Independence.” Why were there many drafts of the Declaration?</td>
</tr>
</tbody>
</table>
### Close Reading Note-Catcher: “Thomas Jefferson and the Declaration of Independence”

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>3. Now, reread the title, subtitle, and introduction silently. Then use details from the text to answer the questions on the right.</td>
<td>What do you think <em>mightier</em> means? What words in the text make you think so?</td>
</tr>
<tr>
<td></td>
<td>The text says, “For Thomas Jefferson, the pen truly was mightier than the sword.” How could a pen be mightier than a sword?</td>
</tr>
<tr>
<td>4. Reread the last sentence of the second paragraph. Then use details from the text to answer the questions on the right.</td>
<td>Use text features to determine what <em>self-evident</em> means.</td>
</tr>
<tr>
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<td>What is the main point of this sentence from the Declaration of Independence? What words in the text make you think so?</td>
</tr>
<tr>
<td>5. Now, reread the first two paragraphs in the section “A Gifted Writer.” Then use details from the text to answer the question on the right.</td>
<td>What words does the author use to describe Thomas Jefferson?</td>
</tr>
</tbody>
</table>
6. Take turns reading the third paragraph to your partner. Then, working together, use details from the text to answer the questions on the right.

<table>
<thead>
<tr>
<th>Use text features to determine what delegate means.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jefferson was sent to Philadelphia as a delegate to the Second Continental Congress. According to the text, what events led to the Second Continental Congress?</td>
</tr>
<tr>
<td>Why was there a Second Continental Congress?</td>
</tr>
<tr>
<td>What were the two main events described in these paragraphs?</td>
</tr>
<tr>
<td>1.)</td>
</tr>
<tr>
<td>2.)</td>
</tr>
</tbody>
</table>

7. Take turns reading the fourth and fifth paragraphs to your partner. Then, working together, use details from the text to answer the questions on the right.

<table>
<thead>
<tr>
<th>The text says, “Not everyone in Congress wanted independence from Britain.” Using what you have learned in this unit, what was the name of the group of people who did not want independence from Britain?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the main event described in these paragraphs?</td>
</tr>
</tbody>
</table>
8. Now, reread the first two paragraphs in the section “A Gifted Writer.” Then use details from the text to answer the question on the right.

<table>
<thead>
<tr>
<th>The word <em>dissolved</em> means brought to an end. What did Richard Henry Lee mean when he said, “… that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the word <em>debate</em> mean? What words in the text make you think so?</td>
</tr>
<tr>
<td>What were the two main events described in these paragraphs?</td>
</tr>
<tr>
<td>1.)</td>
</tr>
<tr>
<td>2.)</td>
</tr>
</tbody>
</table>

9. Read the seventh paragraph. Then use details from the text to answer the question on the right.

| The text says, “At the time, no one had any idea how important *this* one would turn out to be.” Why did this proposal turn out to be so important? |
10. Examine the picture and caption on page 9. Then use details from the text to answer the questions on the right.

<table>
<thead>
<tr>
<th>What is this a picture of?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What inferences can you make about Thomas Jefferson based on this picture and caption?</td>
</tr>
<tr>
<td>I infer because ...</td>
</tr>
</tbody>
</table>

**TEXT STRUCTURE**

11. What is the structure of the section “A Gifted Writer”? What words in the text make you think so?

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**Summarize!**

After thinking more closely about this section of the text, summarize what you think the section “A Gifted Writer” is mostly about. Use several specific details from the text in your summary.

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Long-Term Learning Targets Assessed:
I can explain what a text says using specific details from the text. (RI.4.1)
I can make inferences using specific details from the text. (RI.4.1)
I can explain the main points in a historical, scientific, or technical text, using specific details in the text. (RI.4.3)
I can describe the organizational structure in an informational or persuasive text (chronology, comparison, cause/effect, problem/solution). (RI.4.5)

Directions:
2. Reread “Expressing the American Mind” through the end of the text and answer the questions that follow.
3. Use evidence from the text to support your answers.

1. According to the text, what point led to debates in Congress?
   A. That the colonies should be free and independent states
   B. King George’s offenses against the American people
   C. Ending slavery in America
   D. Demanding the right of women to vote

2. Read this sentence from the section titled “Hang Together—or Separately”:
   “The delegates wanted approval of the Declaration to be unanimous.”
   Why was it important that all of the delegates agree on the Declaration?
3. Read the sentence from the section titled “The Test of Time”:

“The Declaration of Independence gave a renewed sense of purpose to the war that Americans had been fighting for 16 months, and would wage for 7 more years.”

How did the Declaration give a renewed sense of purpose to the war?
A. They realized that the Declaration would have an enormous impact on the future.
B. The people of the United States were able to see in writing the ideals they were defending.
C. The Declaration of Independence’s influence far outlasted that war.
D. The Declaration’s call for “unalienable rights,” including “life, liberty, and the pursuit of happiness,” has been admired and adopted worldwide.

4. Which word below has a similar meaning to the word influence as it is used in the following line from the text:

“The Declaration of Independence’s influence far outlasted that war.”
A. effect
B. powerless
C. reason
D. weakness

5. Which line from the text helps you infer the meaning of the word influence in Question 4?
A. “On July 4, 1776, the Continental Congress officially adopted ‘The Unanimous Declaration of the Thirteen United States of America.’”
B. “The Declaration of Independence gave a renewed sense of purpose to the war that Americans had been fighting for 16 months, and would wage for 7 more years.”
C. “The Declaration’s call for ‘unalienable rights,’ including ‘life, liberty, and the pursuit of happiness,’ has been admired and adopted worldwide.”
D. “Thomas Jefferson went on to achieve many other triumphs.”
6. What is the structure of the section “A Test of Time”?
   A. chronology
   B. description
   C. cause/effect
   D. problem/solution

7. List three examples from the text that support your answer for Question 7.

8. Using evidence from the text, complete the graphic organizer below.

<table>
<thead>
<tr>
<th>What</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What happened? Describe the event outlined in the text.)</td>
<td>(Why was this event important? How did it impact others? How did it impact other events?)</td>
</tr>
<tr>
<td>The delegates of the Second Continental Congress debated the draft of the Declaration of Independence.</td>
<td></td>
</tr>
<tr>
<td>The Continental Congress officially adopted “The Unanimous Declaration of the Thirteen United States of America.”</td>
<td></td>
</tr>
</tbody>
</table>
Tracking My Progress End of Unit 1 Recording Form

Name: 
Date: 

Learning Target: I can use details and examples to explain explicit information and inferences in informational text.

1. The target in my own words is:
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. How am I doing? Circle one.
   
   I need more help to learn this       I understand some of this       I am on my way!
   
3. The evidence to support my self-assessment is:
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Learning Resources
CoSer 501
Educational Media

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