



**Unit 6**  
**American Revolution**  
**Digital Components**

**GRADE 4**

Core Knowledge Language Arts®



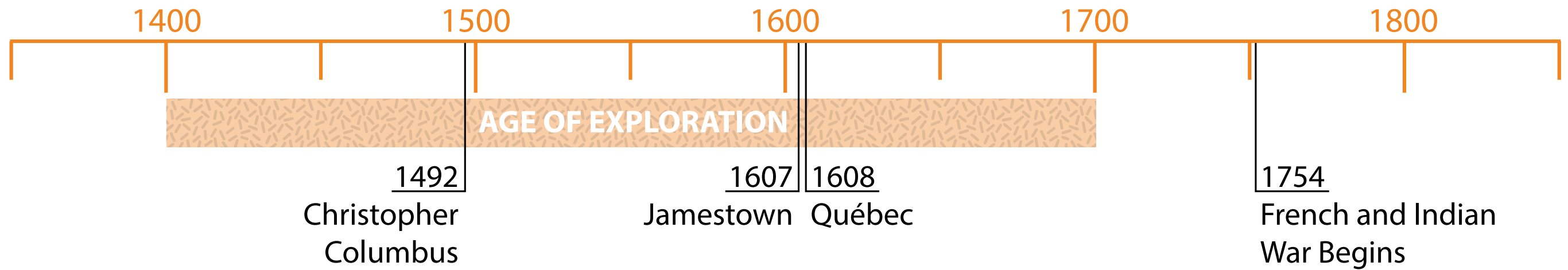
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American Revolution

Digital Components

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## CORE CONNECTIONS TIMELINE



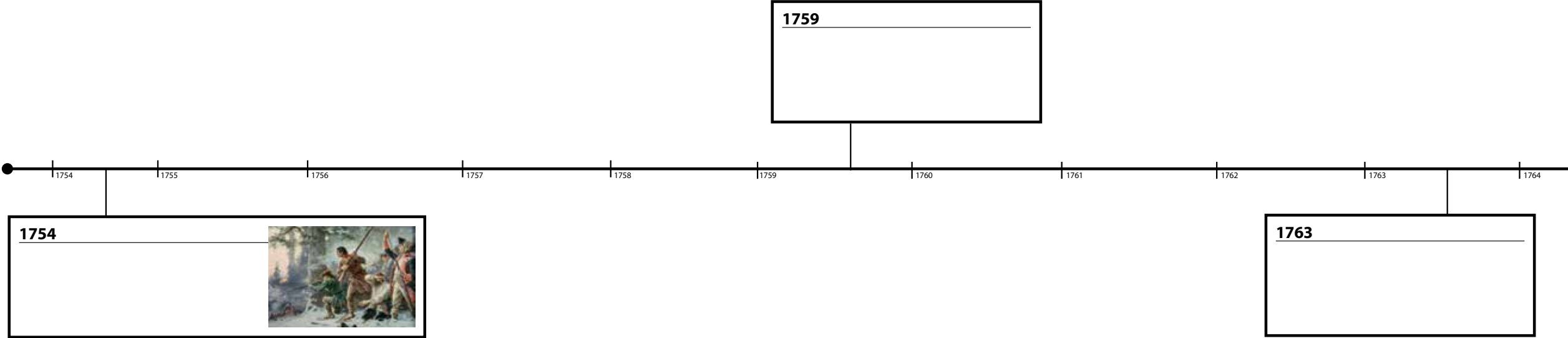
## PURPOSE FOR READING

**Read to learn why the British government taxed the colonists and why doing so angered the colonists.**

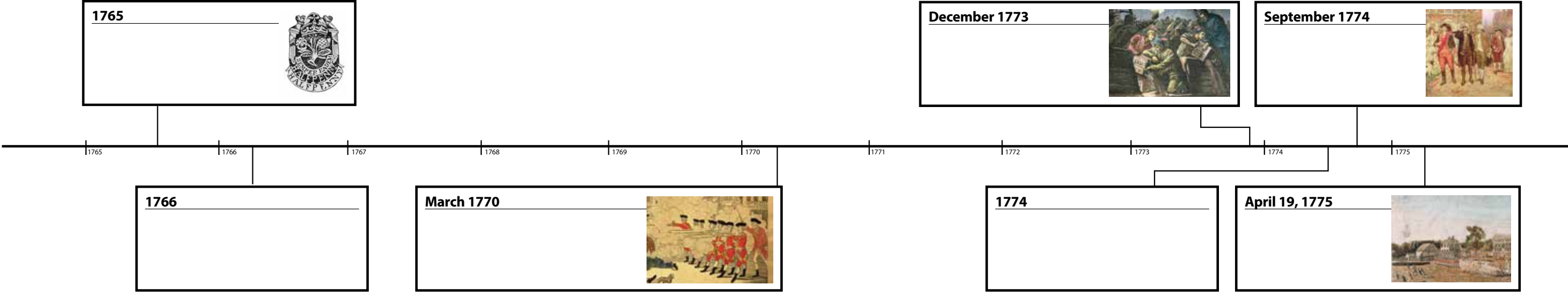
## THE BIG QUESTION

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

TIMELINE I



TIMELINE I



## PURPOSE FOR READING

**Read to learn what the British Parliament did in response to the colonists' opposition to the Stamp Act, and how the colonists reacted.**

## THE BIG QUESTION

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

Commas

Example

**For dates:** Place commas between the day of the month and the year.

The Boston Tea Party happened on December 16, 1773.

**For addresses:** Place a comma between the name of a city and a state or country.

The Treaty of Paris was signed in Paris, France.

**For items in a series:** Use commas to separate three or more words/phrases in a series.

Colonists were required to pay a tax when they bought newspapers, pamphlets, and playing cards.

CAUSE AND EFFECT POSTER

**Cause**

An event or circumstance that makes something happen  
The reason something happens  
Answers the question **why?**

**Effect**

Something that happens as a result of, or because of, a cause  
Tells **what** happened

CAUSE AND EFFECT CHART

| Cause                                              | Effect             |
|----------------------------------------------------|--------------------|
| I stayed out in the sun too long without sunscreen |                    |
|                                                    | the balloon popped |

## PURPOSE FOR READING

**Read to better understand the roles various people played as the colonists' discontent with Great Britain grew.**

## THE BIG QUESTION

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

# TRANSITION WORDS POSTER

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

#### PURPOSE FOR READING

**Read to learn how the British Parliament angered the colonists further, and what the colonists did in response.**

#### THE BIG QUESTION

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

| Quotation Marks                                                                                                     | Example                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quotation marks are used to show exactly what a person says or has said. (dialogue)                                 | The Sons of Liberty cried, “No taxation without representation!” OR<br>“No taxation without representation!” the Sons of Liberty cried.                                               |
| Quotation marks are used when copying exact words from a written text.                                              | The text states, “During the French and Indian War, many Native Americans chose sides.” OR<br>“During the French and Indian War, many Native Americans chose sides,” the text states. |
| When a quotation is split within one sentence, quotation marks indicate which part of the sentence is being quoted. | “During the French and Indian War,” the text states, “many Native Americans chose sides.”                                                                                             |

PURPOSE FOR READING

**Read closely to examine the author's words, sentences, and literary devices for a deeper understanding of "The Fight Begins" and the poem "Paul Revere's Ride."**

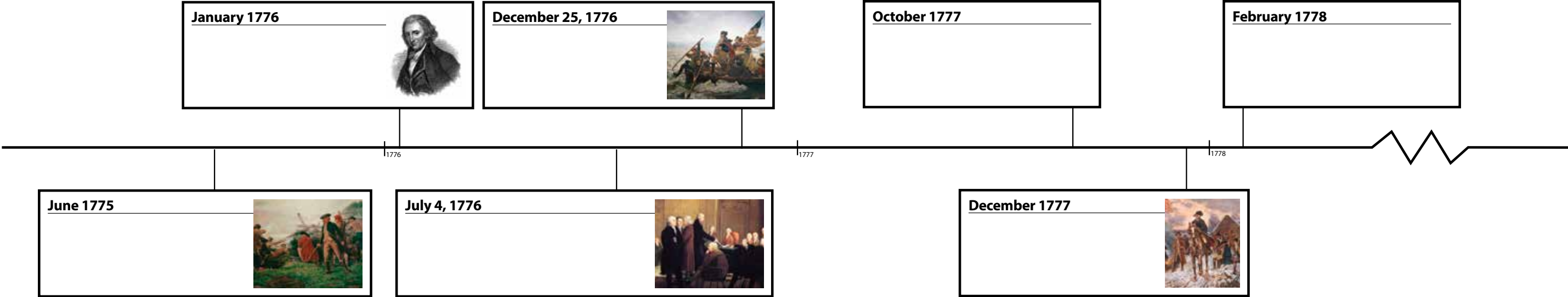
#### PURPOSE FOR READING

**Read to learn what was happening in Philadelphia while battles continued outside Boston.**

#### THE BIG QUESTION

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

TIMELINE II



TIMELINE II

October 1781



September 1783



SUBJECT-ACTION VERB AGREEMENT POSTER

| Subject  | Agreement in the Present Tense                                                   | Example                                            |
|----------|----------------------------------------------------------------------------------|----------------------------------------------------|
| Singular | verbs ending in 's', 'sh', 'ch', 'x', and 'z',<br>add <b>-es</b>                 | The government <i>passes</i> laws.                 |
|          | verbs ending with 'y', change ' <b>y</b> ' to ' <b>i</b> ' and<br>add <b>-es</b> | Paul Revere <i>spies</i> on the British soldiers.  |
|          | add <b>-s</b>                                                                    | The farmer <i>plows</i> his field.                 |
| Plural   | verb does not change                                                             | The colonists <i>fight</i> for their independence. |

SUBJECT-ACTION VERB AGREEMENT CHART

| Noun Subject       | Action Verb | Agreement |
|--------------------|-------------|-----------|
| the king           | rule        |           |
| the king and queen | rule        |           |
| the soldier        | march       |           |
| the soldiers       | march       |           |
| the colonist       | try         |           |
| the colonists      | try         |           |

#### PURPOSE FOR READING

**Read to gain a better understanding of the events that led the colonists to declare independence from Great Britain.**

#### THE BIG QUESTION

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

#### PURPOSE FOR READING

**Read to learn the challenges the Continental Army faced in its battle against the British army and Mother Nature.**

#### 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?**

#### PURPOSE FOR READING

**Read closely to analyze the author's language for a better understanding of how Washington's troops confronted the British and Mother Nature.**

#### 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?**

PRONOUN-ACTION VERB AGREEMENT POSTER

| Pronoun          | Agreement in the Present Tense                                | Example                                   |
|------------------|---------------------------------------------------------------|-------------------------------------------|
| it, he, she      | verbs ending in ‘s’, ‘sh’, ‘ch’, ‘x’, and ‘z’, add <b>-es</b> | It <i><b>catches</b></i> on fire.         |
|                  | verbs ending with ‘y’, change ‘y’ to ‘i’ and add <b>-es</b>   | He <i><b>dries</b></i> the dishes.        |
|                  | add <b>-s</b>                                                 | She <i><b>hums</b></i> a melody.          |
| I, we, you, they | verb does not change                                          | We <i><b>prepare</b></i> to go to school. |

PRONOUN-ACTION VERB AGREEMENT CHART

| Pronoun Subject |      | Action Verb | Agreement |
|-----------------|------|-------------|-----------|
| Singular        | I    | learn       |           |
|                 | you  | work        |           |
|                 | he   | march       |           |
|                 | she  | dry         |           |
|                 | it   | sail        |           |
| Plural          | we   | wash        |           |
|                 | you  | talk        |           |
|                 | they | fight       |           |

#### PURPOSE FOR READING

**Read to learn how the situation began to improve for the Continental Army after the harsh winter at Valley Forge.**

#### 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?**

#### SAMPLE WRITING PROMPT RESPONSE

By 1773, the colonists had been living with unfair taxation for many years. The Stamp Act had been repealed, but the British government imposed new taxes on the colonists. When the British imposed a tax on tea, the colonists boycotted, refusing to buy British tea. Led by the Sons of Liberty, a group of patriots protested and tossed tea into Boston Harbor.

#### PURPOSE FOR READING

**Read to learn how long the Revolutionary War lasted, and over what great distances the war was fought.**

#### 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?**

|          | Subject-to be Verb Agreement                                                                              |                                |                                                                         |
|----------|-----------------------------------------------------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------|
|          | To be verbs are linking verbs that link, or connect, the subject to the predicate without showing action. |                                |                                                                         |
|          | Subject                                                                                                   | Agreement in the Present Tense | Example                                                                 |
| Singular | I                                                                                                         | am                             | I <b>am</b> hungry.                                                     |
|          | you                                                                                                       | are                            | You <b>are</b> excited.                                                 |
|          | he, she, it,<br>George Washington,<br>the girl, tea                                                       | is                             | She <b>is</b> tired.<br>It <b>is</b> cute.<br>The tea <b>is</b> bitter. |
| Plural   | we                                                                                                        | are                            | We <b>are</b> helpful.                                                  |
|          | you                                                                                                       | are                            | You <b>are</b> noisy.                                                   |
|          | they, laws, colonists                                                                                     | are                            | The colonists <b>are</b> angry.                                         |

## PURPOSE FOR READING

**Read to learn about nonmilitary people who supported the colonies during their war for independence.**

## THE BIG QUESTION

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

## PURPOSE FOR READING

**Read to learn why the local people believe a headless horseman haunts the village of Sleepy Hollow.**

## THE BIG QUESTION

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

#### PURPOSE FOR READING

**Read independently to gain a deeper understanding of the classic short story, “The Legend of Sleepy Hollow,” and identify literary devices, such as simile, metaphor, and hyperbole.**

#### THE BIG QUESTION

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

# Modal Auxiliary Verbs

- A **modal auxiliary verb**:
- is a helping verb and cannot stand alone
  - never changes form—you do not need to add –s for the third person singular subject
  - is followed by a verb which also does not change in form
- She **can speak** French.
- It **will rain** tomorrow.

## Modal Auxiliary Verbs Used to Express Ability

| PRESENT      |                                       | PAST               |                                      |
|--------------|---------------------------------------|--------------------|--------------------------------------|
| can          | I <b>can</b> read long chapter books. | could              | I <b>could</b> read three years ago. |
| cannot/can't | I <b>can't</b> speak German.          | could not/couldn't | Last summer, I <b>couldn't</b> swim. |

## Modal Auxiliary Verbs Used to Express Possibility

|                                                                    |                |                                |
|--------------------------------------------------------------------|----------------|--------------------------------|
| <div>HIGH POSSIBILITY</div> <div>↑↓</div> <div>IMPOSSIBILITY</div> | will           | It <b>will</b> rain tomorrow.  |
|                                                                    | may            | It <b>may</b> rain tomorrow.   |
|                                                                    | might          | It <b>might</b> rain tomorrow. |
|                                                                    | will not/won't | It <b>won't</b> rain tomorrow. |

#### PURPOSE FOR READING

**Read to learn the historical context in which Washington Irving sets another one of his fictional characters.**

#### THE BIG QUESTION

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

#### PURPOSE FOR READING

**Read closely to compare Rip Van Winkle’s life before and after his adventure in the Catskill Mountains.**

#### THE BIG QUESTION

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

## COLONIAL NORTH AMERICA MAP



## REVOLUTIONARY WAR BATTLES MAP



## CHESAPEAKE BAY, VIRGINIA, MAP



## Recommended Resources for American Revolution

### Books

#### For Students

##### General Information About the American Revolution

*George vs. George: The American Revolution as Seen from Both Sides*, by Rosalyn Schanzer (National Geographic Children's Books) ISBN 978-1426300424

*King George: What Was His Problem?: Everything Your Schoolbooks Didn't Tell You About the American Revolution*, by Steve Sheinkin (Flash Point, 2008) ISBN 978-1596433199

*Struggle for a Continent: The French and Indian Wars*, by Betsy Maestro (HarperCollins, 2000) ISBN 978-0688134501

*US Kids History: Book of the American Revolution*, by Howard Egger-Bovet and Marlene Smith-Baranzini (Little, Brown Young Readers, 1994) ISBN 978-0316222044

##### Significant Events of the American Revolution

*Give Me Liberty! The Story of the Declaration of Independence*, by Russell Freedman (Holiday House, 2002). ISBN 978-0823417537

*Let It Begin Here!: April 19, 1775: The Day the American Revolution Began*, by Don Brown (Flash Point, 2010) ISBN 978-1596436459

*Let It Begin Here!: Lexington & Concord: First Battles of the American Revolution*, by Dennis Brindell Fradin (Walker Children's, 2009) ISBN 978-0802797117

*The Signers: The 56 Stories Behind the Declaration of Independence*, by Dennis Brindell Fradin (Walker & Company, 2002). ISBN 978-0802788498

*Washington at Valley Forge*, by Russell Freedman (Holiday House, 2008) ISBN 978-0823420698

##### African Americans During the American Revolution

*America's Black Founders: Revolutionary Heroes and Early Leaders*, by Nancy Sanders (Chicago Review Press, 2010) ISBN 978-1556528118

*Crispus Attucks: Black Leader of Colonial Patriots*, by Dharathula H. Millender (Aladdin Library, 1986). Paperback, ISBN 978-0020418108

*Liberty or Death: The Surprising Story of Runaway Slaves Who Sided with the British During the American Revolution*, by Margaret Blair (National Geographic Children's Book, 2010) ISBN 978-1426305900

### Women During the American Revolution

*Independent Dames: What You Never Knew About the Women and Girls of the Revolution*, by Laurie Halse Anderson (Simon & Schuster Books for Young Readers, 2008) ISBN 978-0689858086

*Heroines of the American Revolution: America's Founding Mothers*, by Diane Silcox-Jarrett (Green Angel Press, 1998) ISBN 978-0965806527

##### Historical Fiction: Children During the American Revolution

*Sophia's War: A Tale of the Revolution*, by Avi (Beach Lane Books, 2013) ISBN 978-1442414426

*Boys of Wartime: Daniel at the Siege of Boston: 1776*, by Laurie Calkhoven (Dutton Juvenile, 2010) ISBN 978-0525421443

#### For Teachers

##### General Information About the American Revolution

*From Colonies to Country*, by Joy Hakim (Oxford University Press, 2010) ISBN 978-0199767328

*In Pursuit of Liberty: Coming of Age in the American Revolution*, by Emmy E. Werner (Potomac Books, 2009) ISBN 978-1597972680

### Websites

#### For Students

##### General Information About the American Revolution

The National Park Service: Experience the Revolution  
[http://www.nps.gov/revwar/about\\_the\\_revolution/timeline\\_of\\_events.html](http://www.nps.gov/revwar/about_the_revolution/timeline_of_events.html)

##### Significant Events of the American Revolution

The Boston Tea Party Museum  
<http://www.bostonteatpartyship.com/sons-of-liberty>

The Boston Tea Party: Eyewitness History  
<http://www.eyewitnesstohistory.com/teaparty.htm>

Paul Revere: The Paul Revere Heritage Project  
<http://www.paul-revere-heritage.com/>

Yorktown: Revolutionary War Animated—The Siege of Yorktown  
<http://www.revolutionarywaranimated.com/YorktownAnimation.html>

## Recommended Resources for *American Revolution*, Continued

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### *For Teachers*

#### **General Information About the American Revolution**

Colonial Williamsburg: Colonial Reaction to the Stamp Act

<http://www.history.org/history/teaching/tchcrone.cfm>

History Channel: Famous Speeches & Audio

<http://www.history.com/speeches>

Mr. Nussbaum: People of the American Revolution

<http://mrnussbaum.com/ampeople/>

PBS: Liberty! The American Revolution

<http://www.pbs.org/ktca/liberty/chronicle.html>



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