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Lesson 1
Unit 6

Core Connections Timeline

1400 - 1800

**Age of Exploration**

- 1492: Christopher Columbus
- 1607: Jamestown
- 1608: Québec
- 1754: French and Indian War Begins
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

1754

1759

1763
Read to learn what the British Parliament did in response to the colonists’ opposition to the Stamp Act, and how the colonists reacted.

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

| 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 |
<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>I stayed out in the sun too long without sunscreen</td>
<td>the balloon popped</td>
</tr>
</tbody>
</table>
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?
<table>
<thead>
<tr>
<th>Cause Transition Words</th>
<th>Effect Transition Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>because</td>
<td>consequently</td>
</tr>
<tr>
<td>due to</td>
<td>as a result</td>
</tr>
<tr>
<td>one cause is, another is</td>
<td>thus</td>
</tr>
<tr>
<td>since</td>
<td>resulted in</td>
</tr>
<tr>
<td>for</td>
<td>one reason is, another is</td>
</tr>
<tr>
<td>first, second</td>
<td>so</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Sons of Liberty cried, “No taxation without representation!” OR “No taxation without representation!” the Sons of Liberty cried.</td>
</tr>
<tr>
<td>The text states, “During the French and Indian War, many Native Americans chose sides.” OR “During the French and Indian War, many Native Americans chose sides,” the text states.</td>
</tr>
</tbody>
</table>

**Quotation Marks**

<table>
<thead>
<tr>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>“During the French and Indian War,” the text states, “many Native Americans chose sides.”</td>
</tr>
</tbody>
</table>

Quotation marks are used to show exactly what a person says or has said. (dialogue)

Quotation marks are used when copying exact words from a written text.

When a quotation is split within one sentence, quotation marks indicate which part of the sentence is being quoted.
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?
#### Subject-Agreement Verb Agreement Poster

<table>
<thead>
<tr>
<th>Subject</th>
<th>Agreement in the Present Tense</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>verbs ending with ‘y’, change ‘y’ to ‘i’ and add –es</td>
<td>Paul Revere <em>spies</em> on the British soldiers.</td>
<td></td>
</tr>
<tr>
<td>add –s</td>
<td>The farmer <em>plows</em> his field.</td>
<td></td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td>verb does not change</td>
<td>The colonists <em>fight</em> for their independence.</td>
</tr>
<tr>
<td>Noun Subject</td>
<td>Action Verb</td>
<td>Agreement</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>the king</td>
<td>rule</td>
<td></td>
</tr>
<tr>
<td>the king and queen</td>
<td>rule</td>
<td></td>
</tr>
<tr>
<td>the soldier</td>
<td>march</td>
<td></td>
</tr>
<tr>
<td>the soldiers</td>
<td>march</td>
<td></td>
</tr>
<tr>
<td>the colonist</td>
<td>try</td>
<td></td>
</tr>
<tr>
<td>the colonists</td>
<td>try</td>
<td></td>
</tr>
</tbody>
</table>
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?
<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Agreement in the Present Tense</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>it, he, she</td>
<td>verbs ending in ‘s’, ‘sh’, ‘ch’, ‘x’, and ‘z’, add –es</td>
<td>It <em>catches</em> on fire.</td>
</tr>
<tr>
<td></td>
<td>verbs ending with ‘y’, change ‘y’ to ‘i’ and add –es</td>
<td>He <em>dries</em> the dishes.</td>
</tr>
<tr>
<td></td>
<td>add –s</td>
<td>She <em>hums</em> a melody.</td>
</tr>
<tr>
<td>I, we, you, they</td>
<td>verb does not change</td>
<td>We <em>prepare</em> to go to school.</td>
</tr>
<tr>
<td>Pronoun Subject</td>
<td>Action Verb</td>
<td>Agreement</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>learn</td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>work</td>
<td></td>
</tr>
<tr>
<td>he</td>
<td>march</td>
<td></td>
</tr>
<tr>
<td>she</td>
<td>dry</td>
<td></td>
</tr>
<tr>
<td>it</td>
<td>sail</td>
<td></td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>wash</td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>talk</td>
<td></td>
</tr>
<tr>
<td>they</td>
<td>fight</td>
<td></td>
</tr>
</tbody>
</table>
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?
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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Agreement in the Present Tense</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>am</td>
<td>I <em>am</em> hungry.</td>
</tr>
<tr>
<td>you</td>
<td>are</td>
<td>You <em>are</em> excited.</td>
</tr>
<tr>
<td>he, she, it, George Washington, the girl, tea</td>
<td>is</td>
<td>She <em>is</em> tired. It <em>is</em> cute. The tea <em>is</em> bitter.</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>are</td>
<td>We <em>are</em> helpful.</td>
</tr>
<tr>
<td>you</td>
<td>are</td>
<td>You <em>are</em> noisy.</td>
</tr>
<tr>
<td>they, laws, colonists</td>
<td>are</td>
<td>The colonists <em>are</em> angry.</td>
</tr>
</tbody>
</table>
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?
Read to learn why the local people believe a headless horseman haunts the village of Sleepy Hollow.

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

<table>
<thead>
<tr>
<th></th>
<th>PRESENT</th>
<th></th>
<th>PAST</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>can</strong></td>
<td>I <strong>can</strong> read long chapter books.</td>
<td>could</td>
<td>I <strong>could</strong> read three years ago.</td>
<td></td>
</tr>
<tr>
<td><strong>cannot/can’t</strong></td>
<td>I <strong>can’t</strong> speak German.</td>
<td>could not/couldn’t</td>
<td>Last summer, I <strong>couldn’t</strong> swim.</td>
<td></td>
</tr>
</tbody>
</table>

### Modal Auxiliary Verbs Used to Express Possibility

**High Possibility**

- will
- may
- might

- It **will** rain tomorrow.
- It **may** rain tomorrow.
- It **might** rain tomorrow.

**Impossibility**

- will not/won’t

- It **won’t** 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”?
Read closely to compare Rip Van Winkle’s life before and after his adventure in the Catskill Mountains.

How does Washington Irving weave fact and fiction together in the telling of “Rip Van Winkle”?
REVOLUTIONARY WAR BATTLES MAP
Recommended Resources for American Revolution

Books

For Students

General Information About the American Revolution


Significant Events of the American Revolution


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


African Americans During the American Revolution


Women During the American Revolution


Historical Fiction: Children During the American Revolution


For Teachers

General Information About the American Revolution


Websites

For Students

General Information About the American Revolution


Significant Events of the American Revolution


Yorktown: Revolutionary War Animated—The Siege of Yorktown http://www.revolutionarywaranimated.com/YorktownAnimation.html
Recommended Resources for American Revolution, Continued

For Teachers

General Information About the American Revolution

Colonial Williamsburg: Colonial Reaction to the Stamp Act
http://www.history.org/history/teaching/tchcron.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