

IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one People to dissolve the political bands 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 the separation. — 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. — 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 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 mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute 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 inestimable to them and formidable to tyrants only. — He has called together legislative Bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures. — 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 cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within. — He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Strangers; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands. — He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing judiciary powers. — He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries. — He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance. — He has kept among us, in times of peace, Standing Armies 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 cutting off our Trade with all parts of the world: — For imposing Taxes on us without our Consent: — For depriving us in many cases, of the benefits of Trial by jury: — For transporting us beyond Seas to be tried for pretended offences: — For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies: — For taking away our Charters, abolishing our most valuable Laws, and



4 | Module 3

The American Revolution

How does the pursuit of freedom inspire
people's actions?

Name



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Knowledge Statements







Lessons







Seeds of Revolution

by Kathiann M. Kowalski

- 1 For years before the Declaration of Independence, the Colonies had felt wronged by Great Britain. During the French and Indian War (1754–1763), British leaders treated colonial soldiers, who fought and died alongside the British redcoats, as inferior. Then afterward, Great Britain expected the Colonies to help pay its massive war debts.
- 2 In 1764, Britain began to strictly enforce laws that taxed various items brought into colonial harbors. It added new taxes, too, on items like sugar and other goods coming into the country. Also, because laws limited where Americans could sell cargo, shippers were at the mercy of English buyers. Currency restrictions were another problem. Britain would not let the Colonies use paper money, and gold and silver needed for taxes and other business became scarce.
- 3 In 1765, Great Britain issued the Stamp Act, which imposed a tax on printed documents in the Colonies. This law covered everything from mortgages, wills, and shipping papers to newspapers and even playing cards.
- 4 The colonists were outraged. How dare Great Britain tax them directly when Americans could not even elect representatives to Parliament?
- 5 As James Otis of Massachusetts famously declared, “Taxation without representation is tyranny.”

Duties are taxes charged by a government, especially on goods coming into a country.

A **sentry** is a guard.

6 A Stamp Act Congress, consisting of delegates from nine colonies, gathered in New York to protest the law. Elsewhere, mobs rioted and destroyed the homes of several stamp masters, who worked for Great Britain. Almost no American merchants would sell stamps, and shippers would not buy them. The colonists' backlash basically halted all trade with Britain.

7 So, Parliament repealed the Stamp Act in 1766. But then it passed the Declaratory Act, which stated that Parliament could pass laws for the Colonies "in all cases whatsoever, including taxes. The next year, the Townshend Act imposed more **duties** on paper, glass, paint, lead, and even tea. Angry colonists vowed a boycott.

8 To maintain order, British soldiers patrolled colonial towns. Then, adding insult to injury, Parliament ordered the Colonies to pay for the English soldiers' housing!

9 Then on March 5, 1770, tragedy struck in Boston, Massachusetts. After a British **sentry** struck a boy for offending him, a furious crowd of colonists gathered. More soldiers arrived as the mob's shouts continued. Someone threw something at a soldier, and in the confusion, the British opened fire and killed five colonists.

10 In 1773, Great Britain enacted the Tea Act. It declared that only certain shops, chosen by Great Britain, were allowed to sell tea and forced colonists to pay the Townshend Act tax on tea.

11 Angry colonists refused to let ships unload tea. But Massachusetts governor Thomas Hutchinson, a British servant, would not let the ships leave the harbor with their cargo. On December 16, 1773, colonists staged the Boston Tea Party and resolved the deadlock. Disguised as Mohawk Indians, they boarded the ships at night and dumped 342 cases of tea into Boston Harbor.

- 12 Britain responded with what the Americans called the Intolerable Acts in 1774. This set of laws closed the port of Boston and greatly limited Massachusetts' colonial charter, particularly by banning town meetings. It also reasserted the order that forced the Colonies to house British troops in their cities.
- 13 Alarmed by all these developments, the First Continental Congress, consisting of representatives from all the colonies except Georgia, met in Philadelphia, Pennsylvania, in September 1774. It wrote a Declaration of Rights, which detailed the Colonies' complaints.
- 14 In addition, the Congress renewed America's boycott of British goods. Towns were to elect Committees of Inspection to enforce the boycott. These groups turned into the local governments when the Revolutionary War began. And, indeed, fighting broke out on April 19, 1775, in the Battles of Lexington and Concord.
- 15 In July 1775, the Second Continental Congress asked King George III to resolve the problems between the Colonies and Great Britain. The king, however, declared that the Colonies were in open rebellion.
- 16 What would be the Colonies' next step?







L2 | Gallery

“King George III of Great Britain”



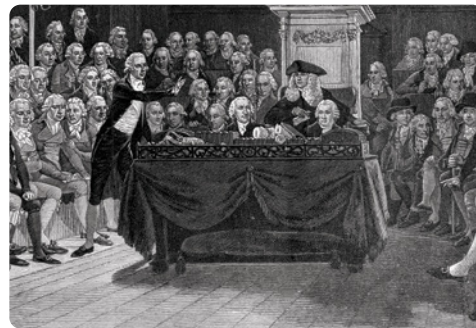
The coronation of George III in 1761



Colonists unloading goods from ships at a busy wharf



Jacques-François Chereau's depiction of British troops marching through New York City during the American Revolution



The interior of the British House of Commons, where the government argued about taxing American colonists



John Trumbull's depiction of the Second Continental Congress



Massacre in King Street

by Mark Clemens

- 1 British soldiers had been taunted by Boston's residents since their arrival in the city in October 1768. The troops had been sent to help Massachusetts acting governor Thomas Hutchinson keep law and order in the rebellious city. But Boston citizens resented their presence.
- 2 The Sons of Liberty met often to talk about what they should do. Samuel Adams felt that if the townspeople became angry enough, they might be ready to separate from Britain. Small fights between soldiers and citizens began to occur with some frequency. On March 5, 1770, events reached a boiling point.
- 3 The city was covered with a layer of new snow. Outside the Customs House on King Street, a barber's apprentice, Edward Garrick, shouted at a British soldier, Hugh White. Angered by the insult, White struck Garrick with the butt of his rifle. Garrick yelled for help, and a crowd gathered. Bells in a nearby church started ringing, sounding an alarm in the city, and more people rushed to the scene. White called for help, and eight additional soldiers came to his aid.



John Adams

- 4 By some estimates, a mob of almost 400 people crowded around the British soldiers outside the Customs House. In addition to shouting insults at the soldiers, the crowd began throwing things—a stone, some ice, a snowball. The soldiers had been ordered not to fire, but the colonists grew more menacing. One gun went off, followed by others. The crowd dispersed only when Hutchinson promised that the eight soldiers and their captain would be arrested and tried for their actions. By morning, five colonists were dead, and six others were wounded.
- 5 For the soldiers' own safety, their trials were postponed a few months so that the Boston citizens could calm down. Hutchinson was forced to remove the troops from the city, which was a victory for the Sons of Liberty. However, the troops did not return to Britain. Instead, they moved to Castle William, an island in Boston Harbor.
- 6 John Adams, Samuel Adams' cousin, believed that Britain's actions in the Colonies were unjust. But John was a lawyer, and he believed that laws, not propaganda, would solve the problems. John and Josiah Quincy agreed to be the defending lawyers at the soldiers' trials. They convinced the jury that the soldiers had fired in self-defense. Only two of the men were found guilty of manslaughter. They were branded on the hand, a common form of punishment in those days, and discharged from the army.
- 7 The Boston Massacre, known at the time as the Bloody Massacre in King Street, was just one of a number of events that contributed toward a complete break with Great Britain. The loss of life that occurred made it stand out. And the Sons of Liberty organized a propaganda effort to put the blame for the deaths on the shoulders of the British soldiers.
- 8 After the trials, life in Boston settled down and seemed almost normal for a couple of years. Trade between Great Britain and the Colonies resumed. But, by 1773, more taxes and a problem with tea resulted in another confrontation—the Boston Tea Party.



L3 | Notice and Wonder Chart

“Massacre in King Street” | Write what you notice and wonder about the text.

Notice

Wonder



L3 | Notice and Wonder Chart

Work of Art 1 | Write what you notice and wonder about the work of art.

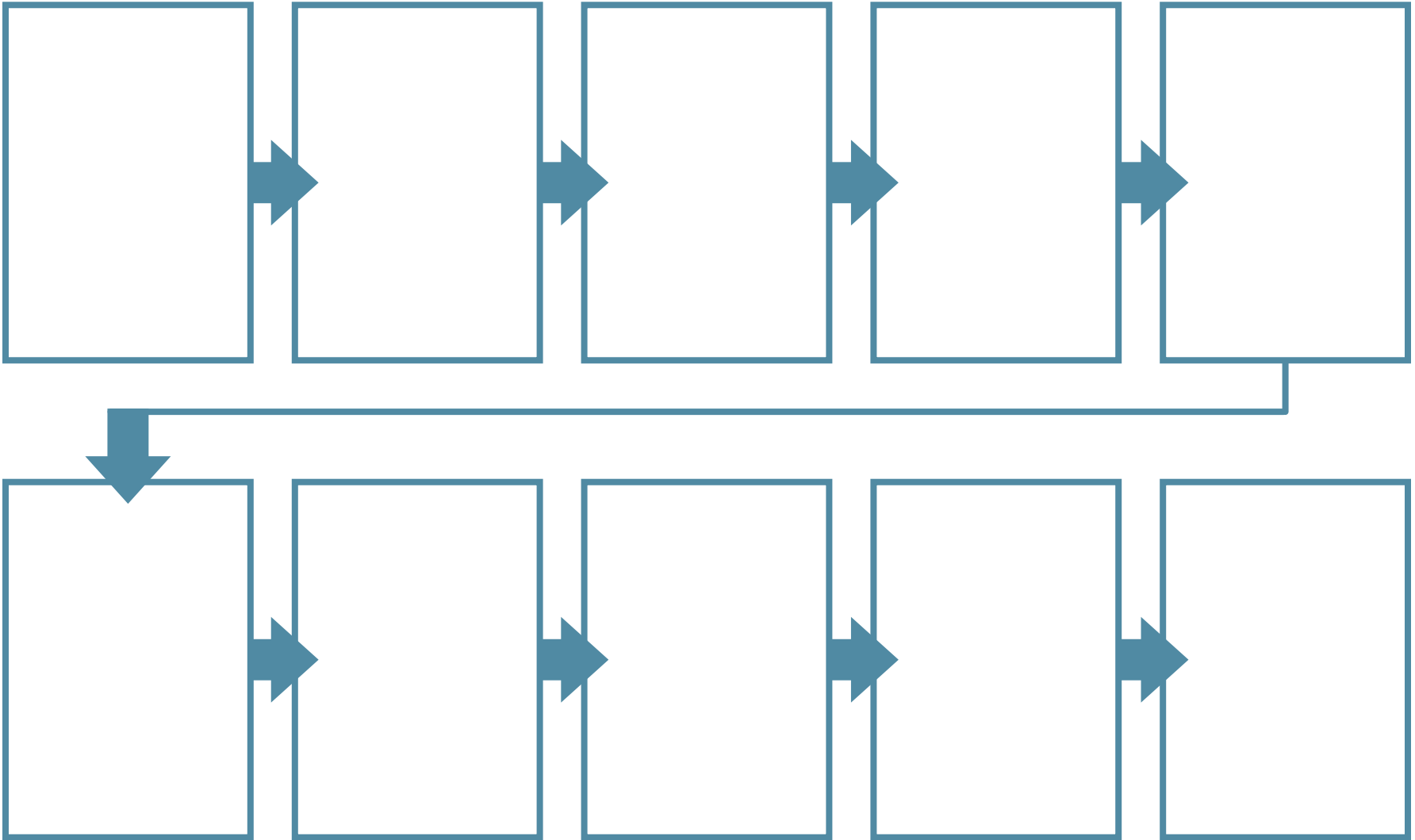
Notice

Wonder



L4 | Sequence Chart 1

“Massacre in King Street” | In the boxes, write the actions that took place on March 5, 1770, in the order in which they occurred.





L4 | Sequence Chart 2

“Massacre in King Street” | In the boxes, write the actions that took place after March 5, 1770, in the order in which they occurred.

A sequence chart consisting of four empty rectangular boxes arranged horizontally. Each box is connected to the next one by a blue arrow pointing to the right, indicating a chronological sequence of events.

On the Affray in King Street

by Phillis Wheatley

With Fire enwrap't, surcharg'd with sudden Death,
 Lo, the pois'd Tube convolves its fatal breath!
 The flying Ball with heaven-directed Force,
 4 Rids the Spirit of the fallen corse.
 Well sated Shades! let no unwomanly Tear
 From Pity's Eye, disdain in your honour'd Bier;
 Lost to their View, surviving Friends may mourn,
 8 Yet on thy Pile shall Flames celestial burn;
 Long as in *Freedom's* Cause the wise contend,
 Dear to your unity shall Fame extend;
 While to the World, the letter'd *Stone* shall tell,
 12 How *Caldwell, Attucks, Gray,* and *Mav'rick* fell.







Crispus Attucks

Crispus Attucks was killed by British soldiers during an event called the Boston Massacre. The event helped to turn American colonists against British rule, leading to the American Revolution. Many people consider Attucks to be the first person to lose his life in the struggle for independence.

Crispus Attucks was of African and Native American ancestry. He was born in about 1723 and probably grew up in a Natick Indian settlement. He may have escaped from slavery in 1750. Most likely he became a sailor on whaling ships.

By 1770 many people in Boston, Massachusetts, were unhappy with British rule. When a crowd gathered on March 5 to challenge British troops, Attucks quickly came to the front of the group.

As the Americans waved their weapons and shouted, the British opened fire. Attucks was shot twice. He was the first to die, but four others were also killed and six were injured.

Attucks was immediately recognized as a hero. It is said that 10,000 people joined his funeral procession. In 1888 Attucks was honored with a monument in Boston.





DETESTED TEA

by Andrew Matthews



- 1 **T**he three ships tied up to Griffin's Wharf in Boston Harbor contained 342 chests that held 92,000 pounds of tea. Massachusetts governor Thomas Hutchinson was determined to get the cargo unloaded. Boston residents were equally determined to prevent that from happening. It turned into a historic standoff with dramatic results.
- 2 At issue was whether Great Britain had a right to collect a tax on certain items coming into the Colonies. In this case, the taxable item was tea—specifically, tea owned by The British East India Company had been around since the turn of the 17th century. But by the 1770s, it was heavily in debt, and the company held large amounts of surplus tea—about 17 million pounds—in its warehouses.
- 3 Parliament decided to help the struggling company. The Tea Act of 1773 gave the British East India Company the right to ship tea directly to the Colonies instead of going to Great Britain first. It eliminated any duties to be paid by the company. It gave exclusive control for the sale of tea in the Colonies to specific agents who were chosen by the king.

- 4 The law eliminated competition in the Colonies and enforced the Townshend Acts from 1767, which included a tax on tea. Payment of the tax was expected to be made when the tea was unloaded or within 20 days of a ship's arrival. Parliament believed that when the colonists accepted this tax, they also would have to accept Parliament's right to impose taxes on them.
- 5 Except ... the colonists refused to pay the tax. Colonists convinced British East India Company agents and merchants to resign their positions. In New York, Philadelphia, Annapolis, and Charleston (South Carolina), the colonists refused the shipments of tea. They either sent them back to London, or they left the unloaded tea to rot on the docks.
- 6 But in Boston, Hutchinson and his sons, who had been appointed company agents, were not intimidated. When the first of three ships carrying tea arrived in late November, the citizens of Boston would not accept the cargo. They tried to send the ships back to Great Britain. But the ships were unable to leave without a pass from the governor, which Hutchinson refused to give until the tea was unloaded. So the ships sat in Boston Harbor.
- 7 As the 20-day deadline approached, Boston's Sons of Liberty mobilized. On the evening of December 16, 1773,



a crowd of men dressed as Mohawk Indians (to keep their identities a secret) approached the wharf. They instructed the men guarding the ships to step aside and asked for the keys to the holds. Working quickly and efficiently for three hours, they threw all the tea overboard. Only the tea and the chests it was in were destroyed. No other damage was done, except for a padlock owned by one of the ship captains. And that was replaced the next day.



8 The harbor was described as being so thick with tea that citizens later went out in small boats to slap the tea with oars to make sure it sank. The Boston Tea Party was the first major act of defiance by colonists. The reaction from London was swift and severe. Parliament passed the Coercive Acts, which aimed to punish Boston. The port of Boston was closed until the value of the tea and the tax due on it was paid in full. For a city that relied on shipping and trade, it was a harsh blow. The Massachusetts colonial assembly was disbanded, ending the colony's ability to have a role in its government. And 4,000 British regulars were sent to Boston to police the colony. Boston citizens were expected to provide room and board for the soldiers.

9 By December 21, Sons of Liberty member Paul Revere set out from Boston for New York City with word of the Boston Tea Party. News of Great Britain's reaction followed shortly. The Boston Tea Party helped unify the Colonies behind a common goal. Not only did the other colonies rally and send supplies to Boston's citizens, but they came together in their desire to resist British oppression. When Virginia's House of Burgesses voted to support Boston in 1774, Virginia's royal governor ordered that the colonial assembly be disbanded. In response, Virginia's leaders called for a meeting of delegates from all the Colonies to discuss an organized plan of action. The First Continental Congress met in Philadelphia later that fall.

Thomas Hutchinson

by Marcia Amidon Lusted

Serving as lieutenant governor and then governor of Massachusetts from 1758 to 1774, Thomas Hutchinson became the focal point of colonial anger. While he had deep colonial roots, Hutchinson remained loyal to Great Britain. He thought the patriots were “hotheads” who used minor incidents to inflame public opinion against Britain. After his home was looted by an angry mob in 1765, Hutchinson secretly wrote to friends in Great Britain, urging the use of force to restrain the unruly Colonies. Some of his correspondence was released to the public, which further enraged Boston residents. Hutchinson's enforcement of the Tea Act in 1773, which led to the Boston Tea Party and the passage of the Coercive Acts, resulted in his exile to England.





L9 | 5 W's and 1 H

“Detested Tea” | Read “Detested Tea,” and answer the questions.

Who?

What?

Where? When?

Why?

How?



L10 | Notice and Wonder Chart

Colonial Voices | Write what you notice and wonder about the text.

Notice

Wonder

Notice	Wonder

L10 | Gallery

“Difficult Choices”



“Drumming Out a Tory” depicts American Patriots forcing a Loyalist out of town



Four African American Patriots of the American Revolution: Phillis Wheatley, James Armistead Lafayette, Crispus Attucks, and Agrippa Hull



John Hancock after signing the Declaration of Independence



Native Americans sign a treaty with early European settlers



British colonies in North America



L11 | Story Map

Colonial Voices | Read the text. Then fill in the events that happened during the beginning, middle, and end of the story.

Beginning B

Middle M

End E





L12 | Characters' Opinions Chart

Colonial Voices | Read the text. Then use each character's words and actions to determine their opinion about the tea tax.

Who?	Are they a Patriot, a Loyalist, or neutral?
The Printer	
The Basket Trader	
The Barber/Wigmaker	

What words and actions reveal their opinion?

What do the character's words and actions reveal?



L13 | Idiom Chart

Colonial Voices | Analyze the idioms from *Colonial Voices*. Then determine what each idiom reveals about the character.

Idiom	Meaning	What does the use of the idiom(s) reveal?
times are changing (page 13)		
take a stand (page 13)		

Idiom	Meaning	What does the use of the idiom(s) reveal?
come to their senses (page 14)		
count your blessings (page 14)		
spirits soar (page 34)		



Ballad of the Tea Party



- 1 Tea ships near to Boston lying
On the wharf a numerous crew.
Sons of Freedom, never dying,
Then appear'd in view.

CHORUS

With a rink-tum, dink-tum
Fa-la-link tum, there appeared in view.
With a rink-tum, dink-tum
Fa-la-link tum, there appeared in view.

- 2 Arm'd with hammers, axes, chisels,
Weapons new for warlike deed,
Toward the taxed freighted vessels
On they came with speed.

(CHORUS)

- 3 Overboard she goes my boys heave ho!
Where darkling waters roar.
We love our cup of tea full well,
But love our freedom more.

(CHORUS)

- 4 Deep, into the sea descended
Cursed weed of China's coast;
Thus at once our fears were ended!
Rights shall ne'er be lost!



DECLARATION OF INDEPENDENCE

Introduction and Preamble

In Congress, July 4, 1776

Introduction

(1) **The unanimous Declaration of the thirteen united States of America,** When in the Course of human events, it becomes necessary for one people to dissolve the political bands 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 the separation.

Preamble

(2) 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. (3)—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, (4)—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 seem most likely to effect their Safety and Happiness. (5) Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. (6) But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.



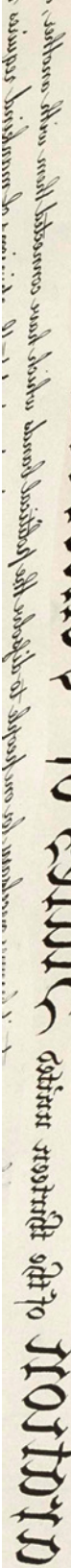
L17 | Notice and Wonder Chart

Declaration of Independence | Write what you notice and wonder about the text.

Notice

Wonder

Notice	Wonder





L18 | Terms to Know

Declaration of Independence | Parts of Speech Key: **(n.)** noun, **(v.)** verb, **(adj.)** adjective

abolish (v.)

to officially end or stop something; to completely do away with something

alter (v.)

to change

consent (v.)

to agree to do; to allow something; to give permission for something to happen or be done

derive (v.)

to come from something

despotism (n.)

rule by an authority who has total power and often uses that power in cruel and unfair ways

dictate (v.)

to make something necessary

dispose (v.)

to cause someone to be likely to do or have something

dissolve (v.)

to officially end

endow (v.)

to freely or naturally provide someone or something with something

entitle (v.)

to give a right to someone

evince (v.)

to show something clearly; to make evident or prove

impel (v.)

to cause someone to feel a strong need or desire to do something

institute (v.)

to begin or create something, such as a new rule, law, or system

political bands

governmental ties that connect one group to another

prudence (n.)

the quality of being prudent or wise; careful good judgment that allows someone to avoid danger or risks

transient (adj.)

not lasting long

unalienable (adj.)

impossible to take away or give up

unanimous (adj.)

agreed to by everyone, of one mind

usurpation (n.)

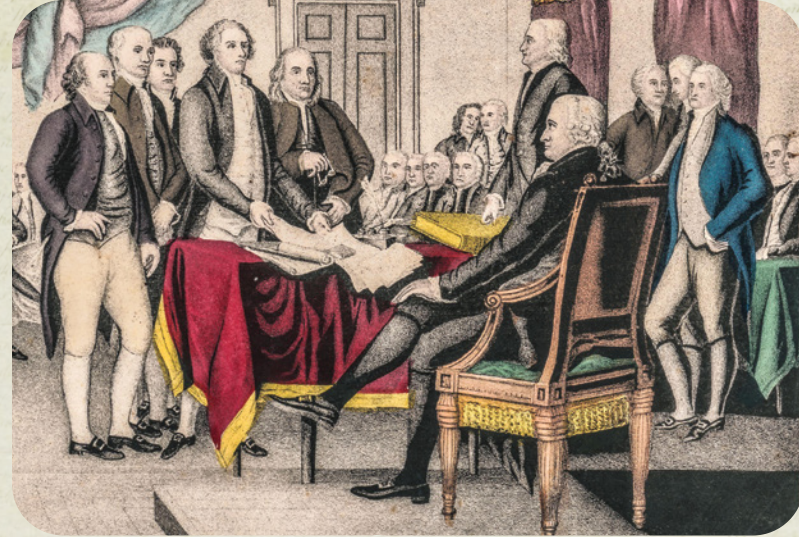
an act of usurping; taking and keeping something, such as power, in a forceful or violent way—and especially without the right to do so

ration of the thirteen united States of America

At the time the American Revolution began with Great Britain in April 1775 most colonists were not seeking independence. They simply wanted the British government to listen to their complaints. But as the war continued, many colonists began to favor freedom from British rule.

New reasons for independence from Great Britain appeared regularly. In August 1775 King George III declared that the colonists were rebels and hired foreign troops to fight them. The British attacked the coast of Maine and did great damage in Virginia. In January 1776 Thomas Paine published the pamphlet *Common Sense*. It pointed out how the colonists were being mistreated by the king. Many copies of the pamphlet were sold, and support for independence grew.

On June 7 Richard Henry Lee, a Virginian, asked the Continental Congress to consider declaring independence from Great Britain. The Congress appointed a committee of five to write the formal declaration. Thomas Jefferson wrote the first draft. A few changes were suggested by other members of the committee: John Adams, Benjamin Franklin, Roger Sherman, and Robert R. Livingston.



On July 2, 1776, Congress accepted the idea of independence. Congress then debated the content of the declaration over the next two days. On July 4 the Declaration of Independence was accepted by the representatives of 12 states. The New York delegation accepted it 11 days later. It was first published in newspapers and read aloud to crowds in towns throughout the colonies. Members of Congress signed the official parchment document on August 2. The document first lists the complaints against the English king and then makes the actual declaration.



L23 | Word Construction

liber and loyal | Combine word parts to create new words. Write at least three words and definitions on the lines below.

Prefixes

de-
down, away from
dis-
apart, not

Roots

liber
free
loyal
true to

Suffixes

-ation
action, process
-ty
state, condition, quality
-al
relating to
-ate
state, quality
-ist
a person, one who does
an action
-ly
in what manner

Words:

Definitions:



L24 | Notice and Wonder Chart

The Scarlet Stockings Spy | Write what you notice and wonder about the text.

Notice

Wonder



L24 | Notice and Wonder Chart

Work of Art 2 | Write what you notice and wonder about the work of art.

Notice

Wonder



L29 | Notice and Wonder Chart

A Spy Called James | Write what you notice and wonder about the text.

Notice

Wonder

Notice	Wonder



L30 | 5 W's and 1 H

A Spy Called James | Answer the questions about the text.

When? Where?

Who?

What?

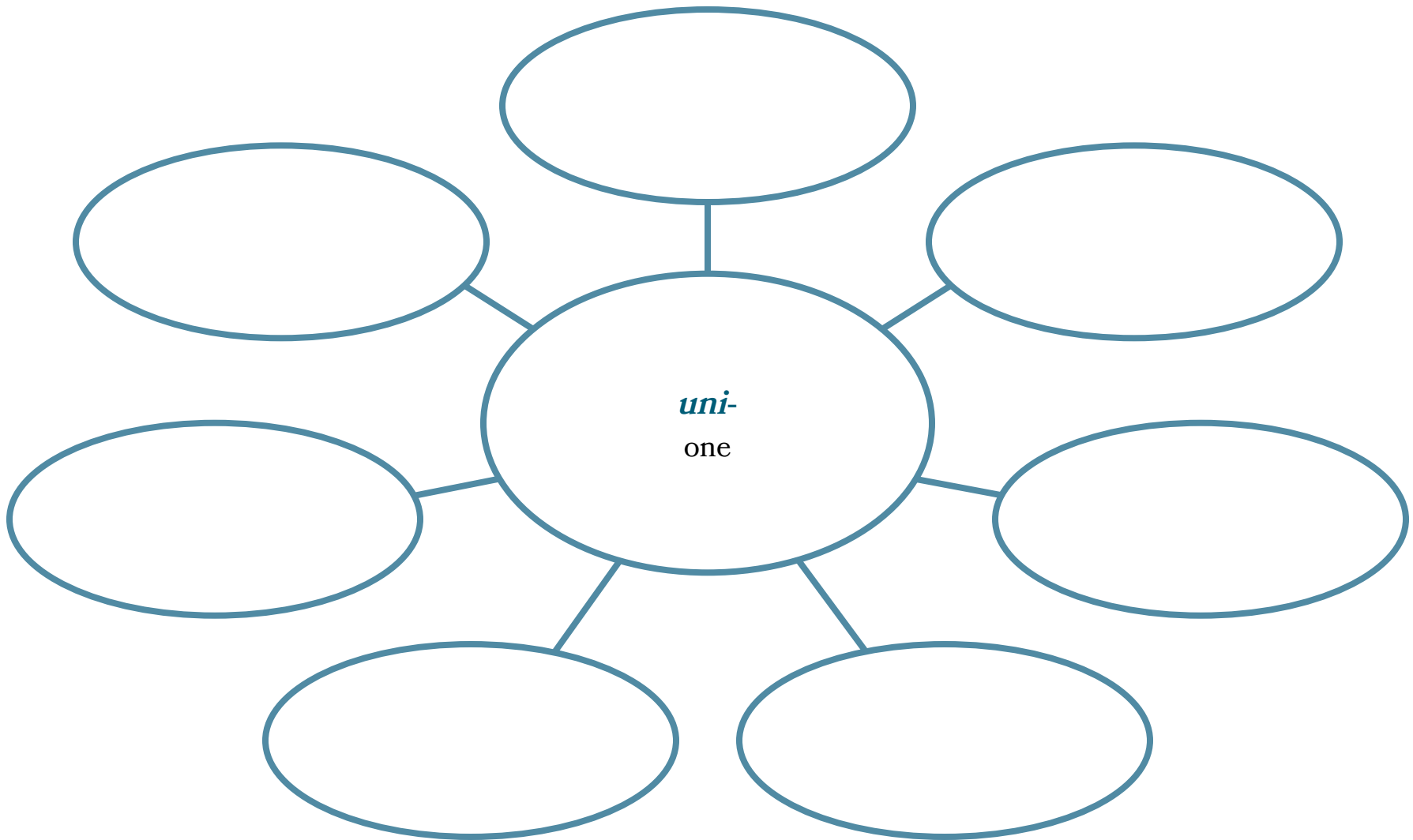
Why?

How?



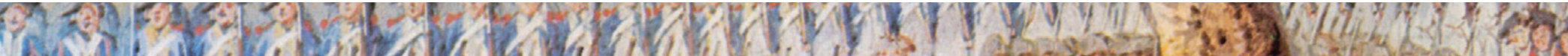
L35 | Word Parts Web

uni- | In the ovals, write words that contain the prefix *uni-*.





Talking Tool





Talking Tool



Listen Closely

What do you mean by _____?

Can you tell me more about _____?

What evidence supports your idea?

How does your idea relate to _____?



Share What You Think

I think _____ because _____.

First, _____. Also, _____. Finally, _____.

I agree and I will add that _____.

I disagree because _____.

I hear you say that _____. This makes me think that _____.

I hear you say that _____. However, _____.



Support What You Say

In the text, _____.

For example, _____.

One reason is _____. Another reason is _____.

This evidence shows _____.

This evidence means _____.

This evidence is important because _____.





Writing





Introduction

catches the reader's attention, gives some background context

Thesis

reason # 1

reason # 2

Proof Paragraph # 1

(evidence)

transition

Proof Paragraph # 2

(evidence)

Conclusion

What? (restate your thesis)

So What? (reflect)

Key: ∷ red, ▣ green, ≡ yellow, ||| blue





On-Target Writing Model

Prompt: Was it right for Great Britain to require the colonists to pay taxes?

Before the American Revolution, Great Britain was in charge of the colonies. Great Britain was not right when it required the colonists to pay taxes. Great Britain was wrong because the colonists did not have representation in Parliament, and because the number of items being taxed was unfair.

Great Britain was wrong to require that the colonists pay taxes because the colonists did not have representation in Parliament. In “Seeds of Revolution” it says, “How dare Great Britain tax them directly when Americans could not even elect representatives to Parliament?” This shows that none of the colonists could share their opinion with Parliament before they were required to pay taxes. James Otis said, “Taxation without representation is tyranny.” This means taxing the colonists without allowing them a voice in Parliament was an unfair use of British power.

Another reason Great Britain was wrong when it required that colonists pay taxes is that they taxed too many items. One of the tax acts taxed all printed papers in the colonies. The act taxed papers such as stamps and newspapers. Later, the Townshend Acts passed, and they

Notes 

included taxes for other things like glass and tea. Great Britain was wrong because it was collecting taxes on too many products.

Great Britain was wrong when it tried to require colonists to pay taxes because the colonists had no say in the taxes, and Great Britain was unfair because it taxed so many things. This matters because the colonists wanted to be treated fairly.

Notes 





On-Target Writing Model

Prompt: Was it right for Great Britain to require the colonists to pay taxes?

Before the American Revolution, Great Britain was in charge of the colonies. Great Britain was not right when it required the colonists to pay taxes. Great Britain was wrong because the colonists did not have representation in Parliament, and because the number of items being taxed was unfair.

Great Britain was wrong to require that the colonists pay taxes because the colonists did not have representation in Parliament. In “Seeds of Revolution” it says, “How dare Great Britain tax them directly when Americans could not even elect representatives to Parliament?” This shows that none of the colonists could share their opinion with Parliament before they were required to pay taxes. James Otis said, “Taxation without representation is tyranny.” This means taxing the colonists without allowing them a voice in Parliament was an unfair use of British power.

Another reason Great Britain was wrong when it required that colonists pay taxes is that they taxed too many items. One of the tax acts taxed all printed papers in the colonies. The act taxed papers such as stamps and newspapers. Later, the Townshend Acts passed, and they

Notes 

included taxes for other things like glass and tea. Great Britain was wrong because it was collecting taxes on too many products.

Great Britain was wrong when it tried to require colonists to pay taxes because the colonists had no say in the taxes, and Great Britain was unfair because it taxed so many things. This matters because the colonists wanted to be treated fairly.

Notes 





Advanced Writing Model

Prompt: Was it right for Great Britain to require the colonists to pay taxes?

Before the American Revolution, Great Britain oversaw the colonies. Was Great Britain right to require the colonists to pay taxes? No, Great Britain was not right when it required that the colonists pay taxes. Great Britain was wrong because the colonists did not have any representation in Parliament, and because the number of items being taxed was unfair.

Great Britain was wrong to require that the colonists pay taxes because the colonists did not have representation in Parliament. In “Seeds of Revolution,” it says, “How dare Great Britain tax them directly when Americans could not even elect representatives to Parliament?” Without representatives in Parliament, none of the colonists could share their opinion with Parliament, but they were required to pay taxes. James Otis said, “Taxation without representation is tyranny.” Without a doubt, taxing the colonists without allowing them a voice in Parliament was an unfair use of British power.

Another reason Great Britain was wrong when requiring that colonists pay taxes is that too many goods were being taxed. One of the tax acts, the Stamp Act, taxed all printed papers in the colonies. The act taxed

Notes 

papers such as stamps and newspapers. Additionally, the Townshend Acts were later passed, and these acts included taxes for other items including glass and tea. Great Britain was wrong because Parliament was trying to collect taxes on too many products.

Great Britain was wrong when it required colonists to pay taxes because the colonists had no say in the taxes. Great Britain was also unfair because it taxed so many things. This matters because the colonists wanted to be treated fairly. Because many colonists felt that they were being treated poorly, they revolted against Great Britain.

Notes





Advanced Writing Model

Prompt: Was it right for Great Britain to require the colonists to pay taxes?

Before the American Revolution, Great Britain oversaw the colonies. Was Great Britain right to require the colonists to pay taxes? No, Great Britain was not right when it required that the colonists pay taxes. Great Britain was wrong because the colonists did not have any representation in Parliament, and because the number of items being taxed was unfair.

Great Britain was wrong to require that the colonists pay taxes because the colonists did not have representation in Parliament. In “Seeds of Revolution,” it says, “How dare Great Britain tax them directly when Americans could not even elect representatives to Parliament?” Without representatives in Parliament, none of the colonists could share their opinion with Parliament, but they were required to pay taxes. James Otis said, “Taxation without representation is tyranny.” Without a doubt, taxing the colonists without allowing them a voice in Parliament was an unfair use of British power.

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Notes 

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Great Britain was wrong when it required colonists to pay taxes because the colonists had no say in the taxes. Great Britain was also unfair because it taxed so many things. This matters because the colonists wanted to be treated fairly. Because many colonists felt that they were being treated poorly, they revolted against Great Britain.

Notes



Checklist

Writing Model | Prompt: Was it right for Great Britain to require the colonists to pay taxes?

	Review 1	Review 2
Knowledge		
shows knowledge about how the British taxed the colonists	<input type="checkbox"/>	<input type="checkbox"/>
shows knowledge of the effects of Great Britain's taxes on the colonists	<input type="checkbox"/>	<input type="checkbox"/>
Writing		
uses a hook to catch the reader's attention	<input type="checkbox"/>	<input type="checkbox"/>
uses the first sentence of the thesis to state a clear opinion	<input type="checkbox"/>	<input type="checkbox"/>
uses the second sentence of the thesis to name two main reasons	<input type="checkbox"/>	<input type="checkbox"/>
writes about each reason in a proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to begin proof paragraph 2	<input type="checkbox"/>	<input type="checkbox"/>
uses a topic sentence to begin each proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>

	Review 1	Review 2
uses textual evidence to support each reason	<input type="checkbox"/>	<input type="checkbox"/>
uses elaboration to develop each piece of evidence	<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to connect ideas within proof paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
has a concluding paragraph that answers the <i>so what?</i> question	<input type="checkbox"/>	<input type="checkbox"/>
Language		
uses topic-specific vocabulary to support each reason	<input type="checkbox"/>	<input type="checkbox"/>
uses words to show ability, possibility, and certainty (<i>can, may, must</i>)	<input type="checkbox"/>	<input type="checkbox"/>
uses a comma and quotation marks to punctuate a direct quote	<input type="checkbox"/>	<input type="checkbox"/>
uses a comma before a coordinating conjunction in a compound sentence	<input type="checkbox"/>	<input type="checkbox"/>
spells grade-level-appropriate words correctly	<input type="checkbox"/>	<input type="checkbox"/>

Checklist

Module Task 1 | Prompt: Should the British soldiers have been held accountable for the Boston Massacre? Write an essay to support your opinion.

	Review 1	Review 2
Knowledge		
shows knowledge of the Boston Massacre	<input type="checkbox"/>	<input type="checkbox"/>
shows knowledge about the actions of those involved in the Boston Massacre	<input type="checkbox"/>	<input type="checkbox"/>
Writing		
uses a hook to catch the reader's attention	<input type="checkbox"/>	<input type="checkbox"/>
uses the first sentence of the thesis to state a clear opinion	<input type="checkbox"/>	<input type="checkbox"/>
uses the second sentence of the thesis to name two main reasons	<input type="checkbox"/>	<input type="checkbox"/>
writes about each reason in a proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to begin proof paragraph 2	<input type="checkbox"/>	<input type="checkbox"/>

	Review 1	Review 2
uses a topic sentence to begin each proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>
uses evidence from <i>The Boston Massacre</i> , “Massacre in King Street,” or other module texts to support each reason	<input type="checkbox"/>	<input type="checkbox"/>
uses elaboration to develop each piece of evidence	<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to connect ideas within proof paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
has a concluding paragraph that answers the <i>so what?</i> question	<input type="checkbox"/>	<input type="checkbox"/>
Language		
uses topic-specific vocabulary to support each reason	<input type="checkbox"/>	<input type="checkbox"/>
uses a comma and quotation marks to punctuate a direct quote	<input type="checkbox"/>	<input type="checkbox"/>
spells grade-level-appropriate words correctly	<input type="checkbox"/>	<input type="checkbox"/>

Review 1 Comments

Review 2 Comments





Accountability Chart

Module Task 1 | Complete the chart by adding information about why the British soldiers should or should not have been held accountable for the Boston Massacre.

SHOULD have been held accountable

SHOULD NOT have been held accountable





Evidence Organizer

Module Task 1 | Write a thesis to answer the prompt. Collect evidence to support each reason in your thesis.

Elaborate on the evidence.

Prompt: Should the British soldiers have been held accountable for the Boston Massacre? Write an essay to support your opinion.

Thesis: _____

Reason	Source	Evidence	Elaboration

Reason	Source	Evidence	Elaboration

Reason	Source	Evidence	Elaboration





Checklist

Module Task 2 | Prompt: Did Governor Hutchinson make the right decision by insisting that the colonists pay the tea tax? Write an essay to support your opinion.

	Review 1	Review 2
Knowledge		
shows knowledge of Governor Hutchinson's actions	<input type="checkbox"/>	<input type="checkbox"/>
shows knowledge of the Tea Act	<input type="checkbox"/>	<input type="checkbox"/>
Writing		
uses a hook to catch the reader's attention	<input type="checkbox"/>	<input type="checkbox"/>
uses the first sentence of the thesis to state a clear opinion	<input type="checkbox"/>	<input type="checkbox"/>
uses the second sentence of the thesis to name two main reasons	<input type="checkbox"/>	<input type="checkbox"/>
writes about each reason in a proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>

	Review 1	Review 2
uses a transition word or phrase to begin proof paragraph 2	<input type="checkbox"/>	<input type="checkbox"/>
uses a topic sentence to begin each proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>
uses evidence from <i>Colonial Voices</i> , “Detested Tea,” or other module texts to support each reason	<input type="checkbox"/>	<input type="checkbox"/>
uses elaboration to develop each piece of evidence	<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to connect ideas within proof paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
has a concluding paragraph that answers the <i>so what?</i> question	<input type="checkbox"/>	<input type="checkbox"/>
Language		
uses topic-specific vocabulary to support each reason	<input type="checkbox"/>	<input type="checkbox"/>
uses words to show ability, possibility, and certainty (<i>can, may, must</i>)	<input type="checkbox"/>	<input type="checkbox"/>

Review 1

Review 2

uses a comma before a coordinating conjunction in a compound sentence

spells grade-level-appropriate words correctly

Review 1 Comments

Review 2 Comments



Hutchinson's Decision Chart

Module Task 2 | Complete the chart by adding information about whether Governor Hutchinson made the right decision by insisting that the colonists pay the tea tax.

Right Decision	Wrong Decision





Evidence Organizer

Module Task 2 | Write a thesis to answer the prompt. Collect evidence to support each reason in your thesis. Elaborate on the evidence.

Prompt: Did Governor Hutchinson make the right decision by insisting that the colonists pay the tea tax? Write an essay to support your opinion.

Thesis: _____

Reason	Source	Evidence	Elaboration

Reason	Source	Evidence	Elaboration

Reason	Source	Evidence	Elaboration





Checklist

End-of-Module Task | Prompt: What was the most meaningful action the Patriots took in their pursuit of freedom?

Choose one action from the list. Write an essay to support your opinion.

- Protesting Great Britain's actions
- Providing military support
- Producing original works

	Review 1	Review 2
Knowledge		
shows knowledge of historic information about the American Revolutionary War era	<input type="checkbox"/>	<input type="checkbox"/>
shows knowledge about the actions of the Patriots during the American Revolutionary War era	<input type="checkbox"/>	<input type="checkbox"/>
Writing		
uses a hook to catch the reader's attention	<input type="checkbox"/>	<input type="checkbox"/>
uses the first sentence of the thesis to state a clear opinion	<input type="checkbox"/>	<input type="checkbox"/>
uses the second sentence of the thesis to name two main reasons	<input type="checkbox"/>	<input type="checkbox"/>
writes about each reason in a proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>

	Review 1	Review 2
uses a transition word or phrase to begin proof paragraph 2	<input type="checkbox"/>	<input type="checkbox"/>
uses a topic sentence to begin each proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>
uses textual evidence to support each reason	<input type="checkbox"/>	<input type="checkbox"/>
uses elaboration to develop each piece of evidence	<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to connect ideas within proof paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
has a concluding paragraph that answers the <i>so what?</i> question	<input type="checkbox"/>	<input type="checkbox"/>
Language		
uses topic-specific vocabulary to support each reason	<input type="checkbox"/>	<input type="checkbox"/>
uses words to show ability, possibility, and certainty (<i>can, may, must</i>)	<input type="checkbox"/>	<input type="checkbox"/>
uses a comma and quotation marks to punctuate a direct quote	<input type="checkbox"/>	<input type="checkbox"/>
uses a comma before a coordinating conjunction in a compound sentence	<input type="checkbox"/>	<input type="checkbox"/>
spells grade-level-appropriate words correctly	<input type="checkbox"/>	<input type="checkbox"/>

Review 1 Comments

Review 2 Comments





Patriots' Actions Chart

End-of-Module Task | Add evidence about each action and how it helped the Patriots pursue freedom.

Protesting Great Britain's actions	Providing military support	Producing original works





Evidence Organizer

End-of-Module Task | Write a thesis to answer the prompt. Collect evidence to support each reason in your thesis. Elaborate on the evidence.

Prompt: What was the most meaningful action the Patriots took in their pursuit of freedom? Choose one action from the list.

- Protesting Great Britain's actions
- Providing military support
- Producing original works

Thesis: _____

Reason	Source	Evidence	Elaboration

Reason	Source	Evidence	Elaboration

Reason	Source	Evidence	Elaboration





Sentence Strategies

Module 3

Strategy 1: Use a coordinating conjunction to expand or link ideas.

Examples: and, but, or, for, so, yet

Sample Sentences: Blood contains red blood cells **and** white blood cells.

Blood contains red blood cells, **and** it contains white blood cells.

Strategy 2: Use a relative pronoun to add more information about a noun.

Examples: that, which, who

Sample Sentence: Walter Dean Myers wrote books, **which** won many awards.

Strategy 3: Use a relative adverb to provide information about a time, place, or reason.

Examples: when, where, why

Sample Sentences: Walter Dean Myers was famous in New York City, **where** he was a popular speaker in schools.

Myers wrote about African American teens **when** few others were writing about them.

Myers cared about children's stories, and this is the reason **why** he wrote so many books about them.

Strategy 4: Use an adjective to tell more about a noun.

Examples: tiny, round, new, yellow, silver, Spanish

Sample Sentence: Myths are **popular** stories that have been passed through **many** generations.

Strategy 5: Use adverbs to tell “how” an action takes place.

Examples: quickly, slowly, secretly, easily, carefully

Sample Sentence: He **quickly** opened the bottle.

Strategy 6: Use a prepositional phrase to provide information about a time or place.

Examples: at, before, during, for, in, inside, on, to

Sample Sentence: **For one week**, Hugo and Isabelle worked alone **at the toy booth**.

Strategy 7: Use a modal with another verb to express ability, possibility, or certainty.

Examples: can, could, may, might, must, should

Sample Sentences: The colonists **can** protest.

The colonists **may** protest.

The colonists **must** protest.

Your Turn

The king said the colonists _____ pay taxes on goods.

The colonists _____ stop buying those goods.

Strategy 8: Use a transition word or phrase to show cause and effect.

Examples: As a result, Therefore

Sample Sentences: The Declaration of Independence was written over several days and finally accepted on July 4, 1776. **As a result**, July 4 is a national holiday in the United States.

Your Turn

King George III and the British Parliament controlled the American colonies. **Therefore**, _____

Some colonists did not like British rule. **As a result**, _____

Strategy 9: Use a transition word or phrase to add or contrast ideas.

Examples: Also, Similarly, However, On the other hand

Sample Sentences: The setting of *The Scarlet Stockings Spy* is real. **However**, the characters Maddy Rose and Jonathan are fictional.

Your Turn

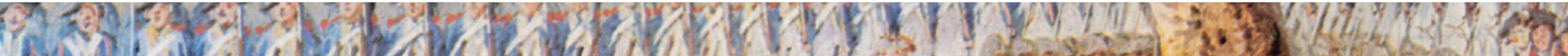
Maddy Rose wears homespun clothes to show her loyalty to the Patriots. **Also**, _____

Some spies are loyal to the king. **On the other hand**, _____





Fluency







Fluency Practice

“Massacre in King Street”

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day’s fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

Fluency Elements

Accuracy: Correctly decode the words.

Phrasing: Group words into phrases, and pause for punctuation.

Expression: Use voice to show feeling.

Rate: Read at an appropriate speed.

“Massacre in King Street”

by Mark Clemens

The Boston Massacre, known at the time as the Bloody Massacre in King Street, was just one of a number of events that contributed toward a complete break with Great Britain. The loss of life that occurred made it stand out. And the Sons of Liberty organized a propaganda effort to put the blame for the deaths on the shoulders of the British soldiers.

After the trials, life in Boston settled down and seemed almost normal for a couple of years. Trade between Great Britain and the Colonies resumed. But, by 1773, more taxes and a problem with tea resulted in another confrontation—the Boston Tea Party.



Fluency Practice

Colonial Voices

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day's fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

Fluency Elements

Accuracy: Correctly decode the words.

Phrasing: Group words into phrases, and pause for punctuation.

Expression: Use voice to show feeling.

Rate: Read at an appropriate speed.

Colonial Voices

by Kay Winters and illustrated by Larry Day

Circle the monologue you will read fluently.

- 1.** The Errand Boy
- 2.** The Printer
- 3.** The Baker
- 4.** The Mistress of the Dame School
- 5.** The Shoemaker
- 6.** The Milliner
- 7.** The Basket Trader
- 8.** The Tavern Keeper
- 9.** The Midwife
- 10.** The Barber/Wigmaker
- 11.** The Blacksmith's Slave
- 12.** The Clockmaker
- 13.** The Silversmith's Apprentice
- 14.** A Son of Liberty
- 15.** More than an Errand Boy
- 16.** The Patriots



Fluency Practice

Declaration of Independence: Preamble

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day's fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

Fluency Elements

Accuracy: Correctly decode the words.

Phrasing: Group words into phrases, and pause for punctuation.

Expression: Use voice to show feeling.

Rate: Read at an appropriate speed.

Declaration of Independence: Preamble

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.—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 seem most likely to effect their Safety and Happiness.



Fluency Practice

The Scarlet Stockings Spy

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day's fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

Fluency Elements

Accuracy: Correctly decode the words.

Phrasing: Group words into phrases, and pause for punctuation.

Expression: Use voice to show feeling.

Rate: Read at an appropriate speed.

The Scarlet Stockings Spy

by Trinka Hakes Noble and illustrated by Robert Papp

Uncertainty settled over the city like soot. Suspicions skulked through the cobblestone streets like hungry alley cats. Rumors multiplied like horseflies. Spies were everywhere.

Some spied for the British, loyal to the king. Others spied for the Patriots, loyal to Washington's army, now camped west of the city. Still other spies were loyal to lining their pockets.

But one little spy moved through the streets unnoticed, even though she wore scarlet stockings. Her name was Maddy Rose and she lived with her mother and brother in the Leather Apron District, next to the harbor, where the city's tradesfolk lived and worked in narrow brick row houses.



Fluency Practice

A Spy Called James

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day's fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

Fluency Elements

Accuracy: Correctly decode the words.

Phrasing: Group words into phrases, and pause for punctuation.

Expression: Use voice to show feeling.

Rate: Read at an appropriate speed.

A Spy Called James

by Anne Rockwell and illustrated by Floyd Cooper

When Lafayette learned about James's circumstances, he was outraged. He gave James a certificate, written in Lafayette's own hand, declaring he should be free:

This is to certify that the Bearer by the name of James has done Essential Services to me while I had the Honour to Command in this State. His Intelligences from the Enemy's Camp were industriously collected and most faithfully deliver'd. He properly acquitted himself with some important Commissions I gave him and appears to me entitled to every reward his Situation can admit of. Done under my hand, Richmond, November 21st, 1784.

Lafayette



Volume of Reading





Volume of Reading Questions

Module 3 | After reading or listening to a text, add to your reading log for module 3. Then follow your teacher's instructions for which questions to answer in your journal.

Wonder	What do I notice and wonder about this text?
Organize	What is happening in this text?
Reveal	What does a deeper look at figurative language reveal? What does a deeper look at word choice reveal?
Distill	What is a central idea in this text?
Know	How does this text build our knowledge?
Essential Question	How does the pursuit of freedom inspire people's actions?
Your Knowledge	What events in your life or community could be viewed from different perspectives?



Reading Log

After reading or listening to a text, write the date and text title. If you did not read a whole text, write the page numbers for the section that you did read.

Date	Title	Pages

Date	Title	Pages

Date	Title	Pages



Date	Title	Pages

Date	Title	Pages



Date	Title	Pages

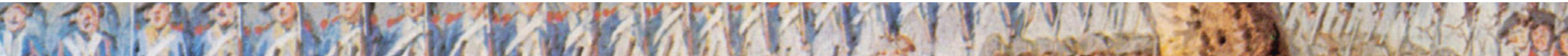
Date	Title	Pages



Date	Title	Pages



Glossary





Glossary

Module 3 | Parts of Speech Key: **(n.)** noun, **(v.)** verb, **(adj.)** adjective

accountable (adj.)

required to be responsible for something

Notes 

affray (n.)

a noisy fight between two or more people in a public place

Notes 

ballad (n.)

a song that tells a story in short stanzas, traditionally passed orally from one person to another

boycott

1. (v.) to refuse to buy, use, or participate in something as a way of protesting
 2. (n.) an often organized act of boycotting something
-

chorus (n.)

a part of a song that is repeated after each verse

colony (n.)

an area that is controlled by or belongs to a country and is usually far away from it

declare (v.)

to say or state something in an official or public way



defiance (n.)

a refusal to obey something or someone



Notes 

detest (v.)

to dislike somebody or something very strongly

double agent

a spy who pretends to act as a spy for one government while actually spying for another

independence (n.)

freedom from outside control or support



liberty (n.)

the state or condition of being able to act and speak freely



loyal (adj.)

having or showing complete and constant support for someone or something

Loyalist (n.)

a colonist who supported English rule over the colonies



Notes 

massacre (n.)

the violent killing of many people

neutral (adj.)

not supporting either side of an argument, fight, or war



Patriot (n.)

a colonist who wanted freedom from England



propaganda (n.)

information, images, or statements used to persuade someone to support or oppose an idea or person



protest (v.)

to show or express strong disagreement with something



rebellion (n.)

an effort by many people to change the government or leader of a country by the use of protest

Notes 

revolution (n.)

an attempt by many people to end the rule of one government and start a new one



right (n.)

something that a person is or should be morally or legally allowed to have, get, or do

unify (v.)

to cause people or things to be joined or brought together



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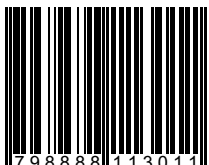
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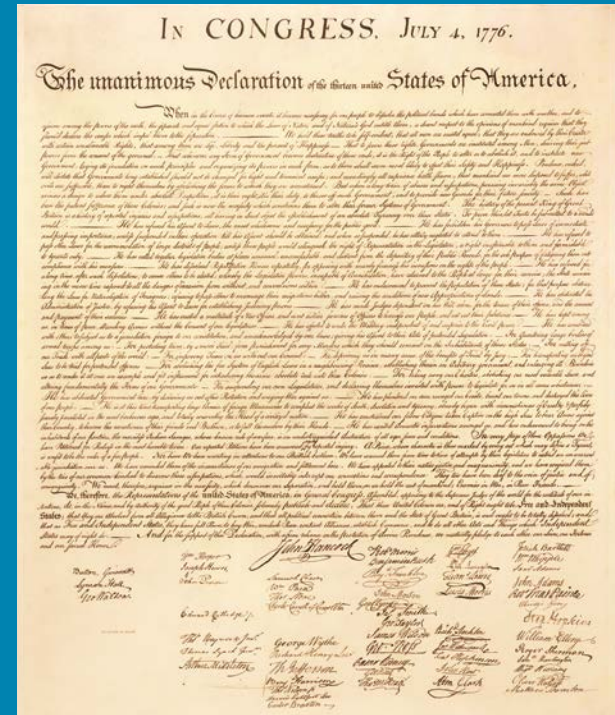
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