







Prologue | 4 | Module 3

# The American Revolution

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



Great Minds® is the creator of *Eureka Math*®, *Eureka Math*<sup>2</sup>®, *Wit & Wisdom*®, *Arts & Letters*™, and *PhD Science*®.

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## Arc A | “Massacre in King Street”

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<b>Prologue to L4</b> . . . . .	<b>12</b>
• <b>Learning Goal</b>   Describe key details from “Massacre in King Street.”	
• <b>Language Progress</b>   Share about a topic or text in an organized way.	
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• <b>Learning Goal</b>   Analyze a metaphor from “Massacre in King Street.”	
• <b>Language Progress</b>   Ask questions to deepen your understanding.	



## Prologue to L6 . . . . . 24

- **Learning Goal** | Compare and contrast the opinions of John Adams and Samuel Adams.
- **Language Progress** | Ask questions to deepen your understanding.

## Prologue to L8 . . . . . 30

- **Learning Goal** | Explain how modals change the meaning of sentences from “Massacre in King Street.”
- **Language Progress** | Use a modal with another verb to express ability, possibility, or certainty.



## Arc B | *Colonial Voices: Hear Them Speak*

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## Prologue to L9 . . . . . 36

- **Learning Goal** | Identify reasons and evidence in the Writing Model for Module 3.
- **Language Progress** | Share about a topic or text in an organized way.

## Prologue to L11 . . . . . 44

- **Learning Goal** | Identify details that describe a character and his role in *Colonial Voices*.
- **Language Progress** | Ask questions to deepen your understanding.

## Prologue to L13 . . . . . 50

- **Learning Goal** | Explain the meaning of idioms in *Colonial Voices*.
- **Language Progress** | Share about a topic or text in an organized way.



**Prologue to L14** ..... 56

- **Learning Goal** | Discuss characters' opinions about the tea tax in *Colonial Voices*.
- **Language Progress** | Share about a topic or text in an organized way.

**Arc C | Declaration of Independence**

**Prologue to L17** ..... 64

- **Learning Goal** | Examine direct quotes and paraphrased sentences in the Writing Model for Module 3.
- **Language Progress** | Share about a topic or text in an organized way.

**Prologue to L18** ..... 70

- **Learning Goal** | Elaborate on details from "Detested Tea."
- **Language Progress** | Share about a topic or text in an organized way.

**Prologue to L20** ..... 76

- **Learning Goal** | Examine key details from the article "Declaration of Independence."
- **Language Progress** | Share about a topic or text in an organized way.

**Prologue to L21** ..... 82

- **Learning Goal** | Examine events that led to writing the Declaration of Independence.
- **Language Progress** | Use a transition word or phrase to connect ideas.



**Arc D | The Scarlet Stockings Spy**

**Prologue to L25** ..... 88

- **Learning Goal** | Examine Maddy Rose's actions as a spy in *The Scarlet Stockings Spy*.
- **Language Progress** | Ask questions to deepen your understanding.

**Prologue to L27** ..... 94

- **Learning Goal** | Describe the sacrifices Maddy Rose and her family make in *The Scarlet Stockings Spy*.
- **Language Progress** | Share about a topic or text in an organized way.

**Prologue to L28** ..... 100

- **Learning Goal** | Describe how Maddy Rose helps the Patriots in *The Scarlet Stockings Spy*.
- **Language Progress** | Use a transition word or phrase to connect ideas.



**Arc E | A Spy Called James**

**Prologue to L30** ..... 106

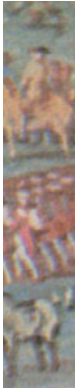
- **Learning Goal** | Describe key events in *A Spy Called James*.
- **Language Progress** | Answer questions to clarify what you mean.

**Prologue to L31** ..... 112

- **Learning Goal** | Analyze details in General Lafayette's letter.
- **Language Progress** | Share about a topic or text in an organized way.

**Prologue to L32** ..... 118

- **Learning Goal** | Examine key details about James's actions in *A Spy Called James*.
- **Language Progress** | Connect new ideas to the current discussion.



# Appendices

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## ESSENTIAL QUESTION

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

## PROLOGUE MODULE FOCUS

In module 3, *Arts & Letters Prologue*™ lessons focus on helping students deepen their understanding of how the pursuit of freedom changed the course of American history and continues to inspire action today.

- *Prologue* lessons support reading development by exploring literary texts about the contributions of fictional characters and lesser-known historical figures during the American Revolution. The lessons also help students analyze informational texts to identify key details about how people's opinions and historical events led to the Boston Massacre, the Boston Tea Party, and the creation of the Declaration of Independence.
- *Prologue* lessons support writing development by helping students understand the opinion essay structure. The lessons help students analyze how reasons and evidence are used to develop a point of view. This support prepares students to write opinion essays for the module tasks.
- *Prologue* lessons support speaking and listening development by providing more instruction and practice for the module's speaking and listening goals: Share about a topic or text in an organized way, ask questions to deepen your understanding, answer questions to clarify what you mean, and connect new ideas to current discussion. Use the Module 3 Speaking and Listening Goal Tracker to track progress toward these goals.
- *Prologue* lessons support language development by helping students use a modal with another verb to express ability, possibility, or certainty. Students also practice using transition words or phrases to connect ideas.



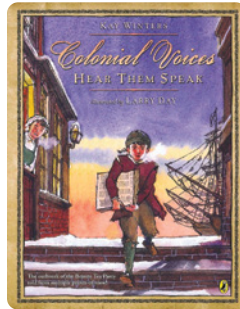
# PROLOGUE TEXTS

## Books

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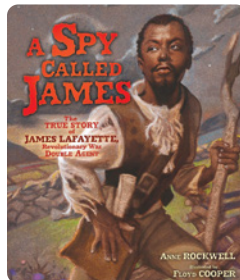
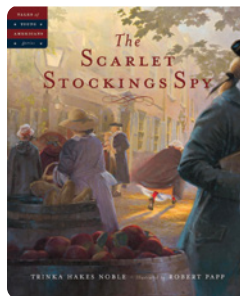
### Literary

- *Colonial Voices: Hear Them Speak*, Kay Winters and Larry Day
- *The Scarlet Stockings Spy*, Trinka Hakes Noble and Robert Papp



### Literary Nonfiction

- *A Spy Called James: The True Story of James Lafayette, Revolutionary War Double Agent*, Anne Rockwell and Floyd Cooper



## Articles

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- “Declaration of Independence,” *Britannica Kids*
- “Detested Tea,” Andrew Matthews
- “Massacre in King Street,” Mark Clemens



## Art

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- *The Boston Massacre*, Paul Revere Jr.



## KNOWLEDGE THREADS

- People's experiences during the American Revolution era shaped their opinions about liberty.
- People respond in a variety of ways when they think something is unfair or unjust.
- An author's or artist's choices in craft and composition can influence and persuade their audience.
- The Patriots were acting in the pursuit of ideals outlined in the Declaration of Independence.

## PROLOGUE MATERIALS AND PREPARATION

Prepare the following materials for use throughout the module.

- Determine how to access the module texts.
- Determine how to display *Prologue* reference charts, *Prologue* student resources, and select *Learn* book pages. These are listed in the Materials section of each lesson.
- Print or copy student resources from the *Prologue* Student Resources appendix. These are listed in the Materials section of each lesson.
- Determine how to access the Module 3 Speaking and Listening Goal Tracker from the Great Minds® Digital Platform.
- Ensure access to the module 3 Knowledge Cards.
- Ensure that students have paper for short responses. They can use their journals or other paper.
- For a comprehensive list of all the materials used in the module, see the digital platform.



# PROLOGUE ENGLISH LANGUAGE DEVELOPMENT STANDARDS

*Arts & Letters Prologue* lessons for module 3 provide additional language support to develop the following English Language Development (ELD) standards. Educators should consult their state's ELD standards and proficiency descriptors to identify the best ways to help multilingual learners reach the module's learning goals. See the Great Minds® Digital Platform for a lesson-by-lesson breakdown of ELD standards.

## WIDA Standards

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**ELD-SI.4-12.Narrate:** Multilingual learners will

- Share ideas about one's own and others' lived experiences and previous learning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward

**ELD-SI.4-12.Inform:** Multilingual learners will

- Report on explicit and inferred characteristics, patterns, or behavior
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

**ELD-SI.4-12.Explain:** Multilingual learners will

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects

**ELD-SI.4-12.Argue:** Multilingual learners will

- Support or challenge an opinion, premise, or interpretation

**ELD-LA.4-5.Narrate.Interpretive:** Multilingual learners will interpret language arts narratives by

- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

**ELD-LA.4-5.Inform.Interpretive:** Multilingual learners will interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details

**ELD-LA.4-5.Argue.Expressive:** Multilingual learners will construct language arts arguments that

- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

## ELP Standards

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**Standard 1:** An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

**Standard 2:** An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

**Standard 3:** An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

**Standard 4:** An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

**Standard 5:** An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

**Standard 6:** An ELL can analyze and critique the arguments of others orally and in writing.

**Standard 7:** An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

**Standard 8:** An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

**Standard 9:** An ELL can create clear and coherent grade-appropriate speech and text.

**Standard 10:** An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

## PROLOGUE LANGUAGE CONNECTIONS

Students’ home languages and cultures are assets that everyone in the school setting should value and celebrate. Teachers can support the strategic use of home languages to facilitate activating background knowledge, acquiring ELA knowledge and world knowledge, and engaging with grade-level content. This can happen individually or in groups. Teachers should encourage students to draw explicit metalinguistic connections between English and their home language through cognates and morphological awareness.

Multilingual learners in the United States speak a variety of languages at home, but an increasing majority speak Spanish at home. In 2019, more than 75 percent of students who were identified as “English learners” spoke Spanish as a home language (National Center for Education Statistics). For this reason, we offer a number of supports for the Spanish speakers.

### Contrastive Analysis

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This module focuses on helping students use a modal with another verb to express ability, possibility, or certainty. *Prologue* lessons help students understand how to use transition words or phrases to connect ideas. For students who also speak other language(s), the grammatical rules of English may be confusing. Here are some grammatical differences for which students may need extra explanation and modeling of this structure. In addition to Spanish, we compare English to Arabic and Mandarin Chinese, the second and third most common languages spoken among multilingual learners in the United States (National Center for Education Statistics).

Language	Similarity	Difference
Spanish	In Spanish, it is also possible to express ability, possibility, or certainty with modal verbs.	There is not a 1:1 correspondence between English and Spanish modal auxiliary verbs. There may be confusion between <i>can/may</i> and <i>could/might</i> .

Language	Similarity	Difference
Arabic	As in English, Arabic also uses modal verbs for ability and for possibility. Arabic also uses adverbs for certainty and for possibility.	Arabic can express ability by simply conjugating the main verb. A modal verb is not needed. Verbs expressing ability, possibility, or certainty come before the subject.
Chinese	As in English, Chinese also uses modal auxiliary verbs to express ability, possibility, or certainty.	In Chinese, modal auxiliary verbs do not change according to tense or formality. The Chinese characters for them remain the same.

## Spanish Cognates

Here are Spanish cognates for terms taught in module 3 *Prologue* lessons. Teacher notes in the lessons draw attention to Spanish cognates. Use an online Spanish dictionary for pronunciation guidance or to play a recording of the Spanish cognate for students.

Term	Cognate
elaboration (n.)	elaboración (s.)
massacre (n.)	masacre (s.)
paraphrase (v.)	parafrasear (v.)
propaganda (n.)	propaganda (s.)
sacrifice (v.)	sacrificar (v.)

<b>Term</b>	<b>Cognate</b>
similarly (adv.)	similarmente (adv.)
spy (n.)	espía (s.)
tyranny (n.)	tiranía (s.)

# MODULE PLAN




**Essential Question** | How does the pursuit of freedom inspire people’s actions?


## KEY

 = **assessment**

 = **Prologue lesson**

## Arc A | “Massacre in King Street”

Lesson 1 <b>Opening Bookend</b>	Lesson 2 <b>Know</b> “Seeds of Revolution”	Lesson 3 <b>Wonder</b> “Massacre in King Street” <i>The Boston Massacre</i>	Lesson 4 <b>Organize</b> “Massacre in King Street” <i>The Boston Massacre</i> 	Lesson 5 <b>Reveal</b> “Massacre in King Street” <i>The Boston Massacre</i> 	Lesson 6 <b>Distill</b> “Massacre in King Street” <i>The Boston Massacre</i> 	Lesson 7 <b>Know</b> “On the Affray in King Street”
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Lesson 8 <b>Know</b> “Massacre in King Street” <i>The Boston Massacre</i> 
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## Arc B | Colonial Voices: Hear Them Speak

<p>Lesson 9</p> <p><b>Know</b> "Detested Tea"</p> <p><b>P</b></p>	<p>Lesson 10</p> <p><b>Wonder</b> <i>Colonial Voices</i></p>	<p>Lesson 11</p> <p><b>Organize</b> <i>Colonial Voices</i></p> <p><b>P</b></p>	<p>Lesson 12</p> <p><b>Reveal</b> <i>Colonial Voices</i></p>	<p>Lesson 13</p> <p><b>Reveal</b> <i>Colonial Voices</i></p> <p><b>P</b></p>	<p>Lesson 14</p> <p><b>Distill</b> <i>Colonial Voices</i></p> <p><b>Module Task 1 completed</b></p> <p><b>P</b></p>	<p>Lesson 15</p> <p><b>Know</b> "Ballad of the Tea Party"</p>
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<p>Lesson 16</p> <p><b>Know</b> <i>Colonial Voices</i></p>
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## Arc C | Declaration of Independence

<p>Lesson 17</p> <p><b>Wonder</b> Declaration of Independence</p> <p><b>P</b></p>	<p>Lesson 18</p> <p><b>Organize</b> Declaration of Independence</p> <p><b>P</b></p>	<p>Lesson 19</p> <p><b>Reveal</b> Declaration of Independence</p>	<p>Lesson 20</p> <p><b>Reveal</b> Declaration of Independence</p> <p><b>P</b></p>	<p>Lesson 21</p> <p><b>Know</b> Declaration of Independence</p> <p><b>Module Task 2 completed</b></p> <p><b>P</b></p>	<p>Lesson 22</p> <p><b>Reading Comprehension Assessment 1</b></p>	<p>Lesson 23</p> <p><b>Responsive Teaching</b></p>
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## Arc D | *The Scarlet Stockings Spy*

Lesson 24 <b>Wonder</b> <i>The Scarlet Stockings Spy</i> <i>Washington Crossing the Delaware</i>	Lesson 25 <b>Organize</b> <i>The Scarlet Stockings Spy</i> <i>Washington Crossing the Delaware</i> <b>P</b>	Lesson 26 <b>Reveal</b> <i>The Scarlet Stockings Spy</i> <i>Washington Crossing the Delaware</i>	Lesson 27 <b>Distill</b> <i>The Scarlet Stockings Spy</i> <i>Washington Crossing the Delaware</i> <b>P</b>	Lesson 28 <b>Know</b> <i>The Scarlet Stockings Spy</i> <i>Washington Crossing the Delaware</i> <b>P</b>
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## Arc E | *A Spy Called James*

Lesson 29 <b>Wonder</b> <i>A Spy Called James</i>	Lesson 30 <b>Organize</b> <i>A Spy Called James</i> <b>P</b>	Lesson 31 <b>Reveal</b> <i>A Spy Called James</i> <b>P</b>	Lesson 32 <b>Distill</b> <i>A Spy Called James</i> <b>P</b>	Lesson 33 <b>Know</b> <i>A Spy Called James</i>	Lesson 34 <b>Reading Comprehension Assessment 2</b>	Lesson 35 <b>Responsive Teaching</b>
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## Module Finale

Lesson 36 <b>Know</b> module texts	Lesson 37 <b>Know</b> module texts	Lesson 38 <b>Know</b> module texts	Lesson 39 <b>Know</b> module texts <b>End-of-Module Task completed</b>	Lesson 40 <b>Closing Bookend</b>
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# Prologue to Lesson 4

**Essential Question** | How does the pursuit of freedom inspire people's actions?


## OVERVIEW

### Preview

Students describe what happened at the Boston Massacre. As they discuss key details, students practice sharing about a text in an organized way. This work prepares students to summarize “Massacre in King Street” in lesson 4.

### Learning Goal

Describe key details from “Massacre in King Street.”

 **LEARNING TASK:** Share two key details about what happened at the Boston Massacre.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Share about a topic or text in an organized way.

To support students with beginning English proficiency, invite one student to share a *who* from the first four paragraphs of “Massacre in King Street” and invite another to share a *what* for an action for that person or group.

To support students with intermediate English proficiency, invite them to answer *how* and *why* questions about the Boston Massacre.

### Vocabulary

massacre (n.)

### Materials

#### TEACHER

- *The Boston Massacre* (digital platform)
- “Massacre in King Street” (digital platform)
- Boston Massacre Details Chart (*Prologue* Reference Charts appendix)

#### STUDENTS

- “Massacre in King Street” (*Learn* book)

### Preparation

- Determine how to display and add to the Boston Massacre Details Chart. See the Learn section for details.

## LAUNCH 5 minutes

### Discuss Prior Knowledge

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1. Display *The Boston Massacre*. Ask this question:

 **Who are the people in this image?**

2. Reinforce the correct response: British soldiers and colonists. Remind students that colonists were people living in the city of Boston and other areas under the control of Great Britain.
3. Instruct students to Think–Pair–Share to answer this question:

 **What are the people in this image doing?**

#### Language Support

If possible, pair students who speak the same home language, and instruct them to discuss this question.

#### Key Ideas

- The British soldiers are pointing their guns at the colonists; some of them are shooting their guns.
- The colonists are throwing things at the soldiers.
- A crowd of people is standing around.

4. Introduce the vocabulary term *massacre* by displaying the term and definition. Engage students in Vocabulary Exploration.

#### Language Support

The term *massacre* has a Spanish cognate: *masacre*. Share this language connection with students whose home language is Spanish.

5. Tell students that they will discuss what happened between the colonists and the British soldiers during this conflict.

#### Definition

**massacre (n.):** the violent killing of many people

**LEARN** 20 minutes**Examine Details**

1. Direct students to “Massacre in King Street,” located in the *Learn* book. Remind students that paragraphs 1–2 tell where and when the massacre happened: the city of Boston in the year 1770. Annotate these details and instruct students to do the same on their copy.

2. Display the Boston Massacre Details Chart and read aloud the column labels. Add these details to the Where and When columns of the chart.

Where	When	Who	What

3. Tell students that they will look for key details in paragraph 3 to add to the chart. Remind them that a good way to think about key details is to ask questions (e.g., Where did this happen? Who is this about? What happened?). Read aloud paragraph 3, starting with “The city was.” Define unknown terms (e.g., *apprentice*, *insult*, *struck*) as needed.

4. Ask this question:

 **What specific detail from paragraph 3 tells us more about where the massacre happened?**

5. Reinforce the correct response: outside the Customs House on King Street. Annotate this detail and instruct students to do the same. Add this detail to the Where column.
6. Think aloud to identify the *who* in paragraph 3. Instruct students to annotate these details on their copy. Add “Edward Garrick—colonist” and “Hugh White—British soldier” to the Who column of the chart.

**Sample Think Aloud**

I will think about *who* next. So I'll look for names in this paragraph. I see the names Edward Garrick and Hugh White. I see that Garrick is a barber's apprentice, so I think he lives in Boston and is a colonist. I see that White is a British soldier. I will circle these names because they tell me who this paragraph is about.

7. Ask this question:

 **What are these two people doing?**

Remind students to look for verbs, or action words, near the names to help answer the question. Reinforce the correct responses: Garrick shouted at White; White struck Garrick; Garrick yelled for help; White called for help. Annotate these details and instruct students to do the same. Add these details to the What column.

8. Read aloud the last three sentences of paragraph 3, starting with “Garrick yelled for.”

9. Ask this question:

 **Who else is in this scene by the end of the paragraph?**

10. Reinforce the correct responses: a crowd of people; eight more soldiers. Annotate these details and instruct students to do the same. Add these details to the Who column.

11. Instruct students to draw a picture to show what happens in paragraph 3. Refer them to the chart for details. Instruct students to share their drawing with a partner and explain who they included, where they are, and what is happening.

12. Read aloud paragraph 4, starting with “By some estimates.” Define unknown terms (e.g., *dispersed*, *insults*, *menacing*, *mob*, *tried*) as needed.

13. Instruct students to Think–Pair–Share to answer this question:

 **Who is this paragraph about?**

14. Reinforce the correct response: mob of 400 colonists; British soldiers and their captain; Hutchinson. Annotate *mob* and instruct students to do the same. Add *mob* to the Who column and draw arrows between *mob*, *crowd*, and *colonists* to show the correlation among the three.

**15.** Direct attention to paragraph 1 and remind students that Thomas Hutchinson was the acting governor of the state of Massachusetts, where the city of Boston is. Annotate his name and instruct students to do the same. Add *Hutchinson* to the Who column. Annotate *captain* and instruct students to do the same. Add *captain* to the Who column.

**16.** Instruct students to Think–Pair–Share to answer these questions:

 **What new actions did the mob, or crowd, of colonists do?**

 **What are the soldiers doing?**

 **What is Hutchinson doing?**

Remind students to look for verbs, or action words, to help answer the questions.

#### **Language Support**

For students with beginning English proficiency, rephrase the passive sentences to more clearly show the subjects and actions (e.g., the soldiers fired their guns; the soldiers wounded six colonists).

**17.** Reinforce the correct responses:

- The colonists crowded around the soldiers; they yelled insults and threw things at the soldiers.
- The soldiers fired their guns; they killed five colonists and wounded six.
- Hutchinson promised that the soldiers would be arrested and tried in court for their actions.

#### **Language Expansion**

For students with intermediate English proficiency, invite them to expand their responses by explaining what the colonists did after the soldiers fired their guns and why they did that.


**18.** Annotate these key details and instruct students to do the same. Add these details to the What column.

**19.** Instruct students to draw a picture to show who paragraph 4 is about and what is happening. Refer them to the chart for details.

**LAND** 5 minutes

## Demonstrate Learning

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1.  **Introduce the learning task.** Form pairs and instruct students to explain two key details about what happened at the Boston Massacre.

Remind students to use their drawings to support their responses.

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### Analyze Student Progress

**Monitor:** Do students share accurate details about the people and events involved in the Boston Massacre?

**Offer Immediate Support:** If students need additional support sharing details about the Boston Massacre, refer them to the chart and sections of the article as needed.

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2. Invite a few students to share their responses.

### Key Ideas

- A mob of almost 400 people surrounded the British soldiers.
- The angry crowd shouted insults at the soldiers and threw things at them.
- The soldiers fired their guns at the colonists.
- Five colonists were killed, and six others were wounded.

3. Summarize that asking questions and identifying key details help readers understand what is happening in a text.



# Prologue to Lesson 5

**Essential Question** | How does the pursuit of freedom inspire people's actions?


## OVERVIEW

### Preview

Students discuss a metaphor from “Massacre in King Street.” As they discuss figurative language, students practice asking questions to deepen their understanding. This work prepares students to analyze figurative language in “Massacre in King Street” in lesson 5.

### Learning Goal

Analyze a metaphor from “Massacre in King Street.”


 **LEARNING TASK:** Explain the meaning of the phrase *a complete break* when referring to what happened between the colonies and Great Britain.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Ask questions to deepen your understanding.

To support students with beginning English proficiency, model with a student how to use the Talking Tool to ask questions in a discussion about “a complete break.” To support students with intermediate English proficiency, invite two students to model how to use the Talking Tool to discuss “a complete break.”

### Vocabulary

break (n.) 

### Materials

#### TEACHER

- “Massacre in King Street” (digital platform)
- Broken Chain photograph (digital platform)
- Map showing Great Britain and the colonies

#### STUDENTS

- Fluency Practice for “Massacre in King Street” (*Learn* book, Fluency)
- Talking Tool (*Learn* book)

### Preparation

- Locate a map or globe to help students understand the distance between the colonies and Great Britain.

**LAUNCH** 5 minutes

## Practice Vocabulary

1. Display the Broken Chain photograph. Instruct students to Think–Pair–Share to answer these questions:

 **What do you notice about this image?**

 **What do you wonder?**

**Key Ideas**

- I notice that this is a chain.
  - I notice that the chain is broken.
  - I wonder how the chain broke.
2. Emphasize that the image shows a broken chain that was once linked, or connected. Introduce the vocabulary term *break* by displaying the term and definitions. Engage students in Vocabulary Exploration. Explain that a break can be literal, like a break in a chain or bone, or figurative, such as a broken relationship resulting in a broken heart.
  3. Remind students that figurative language is used to add details so that the reader can picture something in their minds more clearly.
  4. Tell students that they will read about a figurative break in “Massacre in King Street.”

**Definitions****break (n.):**

1. an opening or space in something
2. a sudden ending of a relationship

# LEARN 20 minutes

## Examine Figurative Language

1. Display a map that shows Great Britain and the colonies. Instruct students to point to Great Britain and then point to the colonies. Ask this question:

 **What do you notice about Great Britain and the colonies?**

### Key Ideas

- They are on opposite sides of the ocean.
  - They are far apart.
  - They are not connected by land.
2. Explain that even though the colonies were very far away from Great Britain and were separated by an ocean, the colonies and Great Britain were once linked, or connected. Emphasize that the connection was figurative, not literal, since the two places were on opposite sides of the ocean.

### Language Expansion


For students with intermediate English proficiency, invite them to describe how the colonies and Great Britain were once linked, or closely connected.

3. Direct students to Fluency Practice for “Massacre in King Street,” located in the *Learn* book. Read aloud the first sentence of paragraph 1, starting with “British soldiers had.” Define unknown terms (e.g., *complete*, *contributed*, *massacre*) as needed, and instruct students to annotate the passage with brief definitions.

4. Ask this question:

 **Who broke away from Great Britain?**

5. Reinforce the correct response: the colonists.



**Fluency Practice**  
“Massacre in King Street”

© Module 3, Fluency

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 divide the words.

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

**Expression:** Use voice to show feeling.

**Rate:** Read at an appropriate speed.

AP.1.1.17.18.19.20.21.22.23.24.25.26.27.28.29.30.31.32.33.34.35.36.37.38.39.40.41.42.43.44.45.46.47.48.49.50.51.52.53.54.55.56.57.58.59.60.61.62.63.64.65.66.67.68.69.70.71.72.73.74.75.76.77.78.79.80.81.82.83.84.85.86.87.88.89.90.91.92.93.94.95.96.97.98.99.100
117

6. Instruct students to Think–Pair–Share to answer this question:

 **What do you think “a complete break” means in this sentence?**

#### Key Ideas

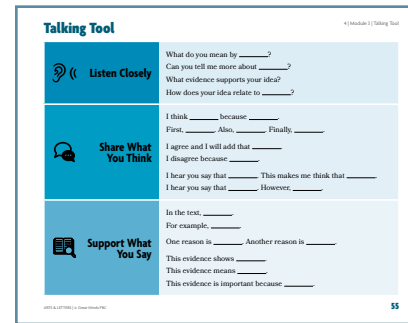
- a complete, or whole, separation
- to be fully broken away or separated from
- that the colonists separated completely from Great Britain

7. Direct students to the Talking Tool, located in the *Learn* book.

Echo Read these sentence frames:

- What do you mean by \_\_\_\_\_?
- Can you tell me more about \_\_\_\_\_?

8. Tell students they will use these questions in their discussions with a partner. With a student, model how to use the questions in a discussion.



**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 \_\_\_\_\_

55

9. Explain that if something is just a partial break, pieces of it may still be holding together. Share an example, such as a shoelace that has just one broken strand, so it’s still hanging on by a thread. Emphasize that a complete break means there is nothing left holding the pieces together.

10. Instruct students to Think–Pair–Share to answer this question:

 **What does the phrase *a complete break* reveal about the relationship between the colonies and Great Britain?**

#### Key Ideas

- They were once tied together but would eventually be completely broken apart.
- They are not getting along.
- The colonists want to be separated from Great Britain. They no longer want to be controlled.

**11.** Direct attention to Fluency Practice for “Massacre in King Street.” Read aloud the first two sentences of paragraph 1, starting with “The Boston Massacre.” Explain what the phrase *stand out* means.

**12.** Ask this question:

 **What event between Great Britain and the colonies stood out and contributed to a complete break?**

**Language Support**

For students with beginning English proficiency, refer them to *The Boston Massacre* and invite them to orally describe what is happening in the image.

**13.** Reinforce the correct response: the Boston Massacre.


**14.** Ask this question:

 **Why did the Boston Massacre stand out?**

**15.** Reinforce the correct response: because of the loss of life of the colonists.

**LAND** 5 minutes**Demonstrate Learning**

---

1.  **Introduce the learning task.** Form pairs. Instruct students to explain the meaning of the phrase *a complete break* when referring to what happened between the colonies and Great Britain.

Direct attention to the Talking Tool. Instruct students to use these sentence frames in their discussions:

- What do you mean by \_\_\_\_\_?
- Can you tell me more about \_\_\_\_\_?

---

**Analyze Student Progress**

**Monitor:** Do students explain the meaning of a *complete break*?

**Offer Immediate Support:** If students need additional support explaining a complete break, refer them to the Broken Chain photograph.

---

2. Invite a few students to share their responses.
3. Summarize that figurative language describes something and helps the reader see it in their mind.



# Prologue to Lesson 6

**Essential Question** | How does the pursuit of freedom inspire people's actions?


## OVERVIEW

### Preview

Students compare and contrast the opinions of John Adams and Samuel Adams regarding the use of propaganda. As they discuss the similarities and differences between the men's opinions, students practice asking questions to deepen their understanding. This work prepares students to examine a print that is considered propaganda and to determine the effect of artistic elements on viewers of *The Boston Massacre* in lesson 6.

### Learning Goal

Compare and contrast the opinions of John Adams and Samuel Adams.

 **LEARNING TASK:** Explain how the opinions of John Adams and Samuel Adams about the use of propaganda were similar and different.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Ask questions to deepen your understanding.

To support students with beginning English proficiency, invite them to ask and answer questions about the text in their home language. To support students with intermediate English proficiency, invite them to model how to ask and answer questions about the text.

### Vocabulary

propaganda (n.)

### Materials

#### TEACHER

- “Massacre in King Street” (digital platform)
- Knowledge Card: *propaganda*
- Venn Diagram for John Adams and Samuel Adams (*Prologue* Reference Charts appendix)

#### STUDENTS

- “Massacre in King Street” (*Learn* book)
- Talking Tool (*Learn* book)

### Preparation

- none

# LAUNCH 5 minutes

## Practice Vocabulary

1. Instruct students to Think–Pair–Share to answer this question:

 **How would someone in a leadership position, such as president, governor, or mayor, try to get people to support their ideas?**

### Language Support

If possible, pair students who speak the same home language, and instruct them to discuss this question.

### Key Ideas

- They would use commercials, signs, and other materials.
- They might point out negative things about other ideas.
- They could walk around neighborhoods to talk to people and hand out materials about their ideas.
- They could promote their ideas online in social media.

2. Introduce the vocabulary term *propaganda* by displaying the Knowledge Card. Engage students in Vocabulary Exploration. Emphasize that people use propaganda to try to persuade others to believe or support their ideas.



### Definition

**propaganda (n.):** information, images, or statements used to persuade someone to support or oppose an idea or person

### Language Support

The term *propaganda* has a Spanish cognate: *propaganda*. Share this language connection with students whose home language is Spanish.

3. Explain that during colonial times, there was no TV or internet, so when people wanted to convince others of an idea, they had to present it in print materials.
4. Tell students that they will read about how many of the Sons of Liberty, a group fighting against unjust, or unfair, actions by the British wanted to use propaganda in their fight against British rule.

### Teacher Note

You may display or refer to *The Boston Massacre* during discussions about propaganda.

**LEARN** 20 minutes**Compare and Contrast Opinions of John Adams and Samuel Adams**

1. Direct students to “Massacre in King Street,” located in the *Learn* book. Read aloud paragraph 6, starting with “John Adams, Samuel.” Define unknown terms (e.g., *branded*, *defending*, *discharged*, *manslaughter*, *unjust*) as needed.
2. Remind students that John and Samuel Adams were members of the Sons of Liberty.

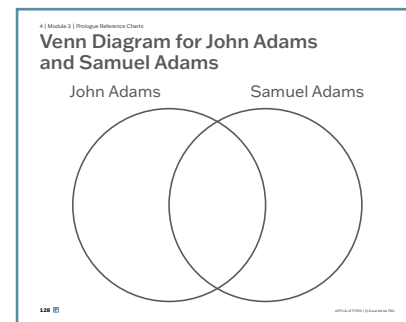
**Language Support**

For students with beginning English proficiency, establish context by reading aloud paragraphs 1–2 of “Massacre in King Street,” starting with “British soldiers had.”


3. Read aloud the first two sentences of paragraph 6, starting with “John Adams, Samuel.” Ask this question:

 **Who was John Adams?**

4. Reinforce the correct response: John Adams was Samuel Adams’s cousin and a lawyer—or a person who helps people with matters relating to the law. Direct students to the Venn Diagram for John Adams and Samuel Adams. Write Sons of Liberty in the overlapping section of the Venn diagram.



5. Ask this question:

 **What did John Adams and Samuel Adams think similarly about?**

6. Reinforce the correct response: John Adams and Samuel Adams both believed that the actions of the British were unjust.
7. Remind students that this was a belief held by all members of the Sons of Liberty. Write this opinion in the overlapping section of the Venn diagram.

8. Read aloud the second sentence of paragraph 6, starting with “But John was.” Annotate the word *but* and ask this question:

 **What does this transition word show?**


9. Reinforce the correct response: a different or opposing idea.

10. Direct students to the Talking Tool, located in the *Learn* book.

Echo Read these sentence frames:

- What do you mean by \_\_\_\_\_?
- Can you tell me more about \_\_\_\_\_?

11. Instruct students to Think–Pair–Share to answer this question:


 **How did John Adams and Samuel Adams think differently about solving the problem between Great Britain and the colonies?**

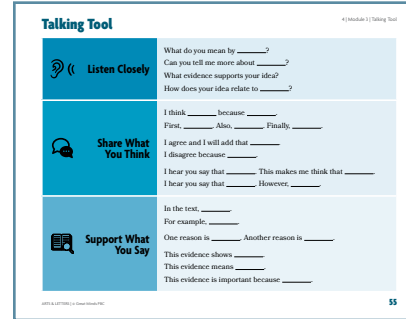
#### Key Ideas

- Samuel Adams thought that the use of propaganda would help solve the problem.
- John Adams thought that the use of propaganda would not help solve the problem.
- John Adams thought following the law would help solve the problem.

12. Write these differing opinions in the sections of the Venn diagram under John Adams and Samuel Adams.

13. Read aloud paragraph 7, starting with “The Boston Massacre.” Define unknown terms (e.g., *effort*, *occurred*, *organized*) as needed. Ask this question:

 **What does a *complete break* reveal about what Samuel Adams and other Sons of Liberty wanted to happen?**



**Talking Tool**

4 | Module 3 | 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 \_\_\_\_\_.

55

14. Reinforce the correct response: They wanted the colonies and Great Britain to be completely separated, or no longer connected.
15. Echo Read the last sentence of paragraph 7, starting with “And the sons.” Instruct students to Think–Pair–Share to answer this question:

 **What do you think it means to “put the blame for the deaths on the shoulders of the British soldiers”?**


Remind students to use the sentence frames from the Talking Tool in their discussions.

16. Reinforce the correct response: Samuel Adams and other Sons of Liberty wanted to blame everything, including the deaths of colonists, on the British. Add this information to the Venn diagram under Samuel Adams.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Form pairs. Instruct students to explain how the opinions of John Adams and Samuel Adams were similar and how they were different.

Refer students to the Venn diagram. Display these sentence frames:

- Their ideas were similar because \_\_\_\_\_.
- Their ideas were different because \_\_\_\_\_.

Remind students to ask their partner questions to deepen their understanding.

---

### Analyze Student Progress

**Monitor:** Do students explain how John Adams and Samuel Adams agreed and disagreed?

**Offer Immediate Support:** If students need additional support explaining how the opinions were similar and different, read aloud key sections of the text and help students annotate important details.

---

## 2. Invite a few students to share their responses.

### Key Ideas

- Their ideas were similar because they were both Sons of Liberty. They both thought the actions of the British soldiers were unjust.
- Samuel Adams's ideas were different because he and other Sons of Liberty wanted to organize a propaganda effort; they wanted to use propaganda to blame the British.
- John Adams's ideas were different because he thought laws, not propaganda, would solve things.

## 3. Summarize that people can have different opinions, and that propaganda is often used to try to make people think one way or another.



# Prologue to Lesson 8

**Essential Question** | How does the pursuit of freedom inspire people's actions?


## OVERVIEW

### Preview

Students explain how modals change the meaning of sentences about the events leading up to the Boston Massacre. As they discuss modals in “Massacre in King Street,” students practice using modal auxiliaries in writing. This work prepares students to express knowledge gained from studying “Massacre in King Street” and *The Boston Massacre* in lesson 8.

### Learning Goal

Explain how modals change the meaning of sentences from “Massacre in King Street.”

-  **LEARNING TASK:** Choose modals to complete sentences about the Boston Massacre.

### Language Progress

In this lesson, students work on this module language goal: Use a modal with another verb to express ability, possibility, or certainty.

To support students with beginning English proficiency, provide additional sentences with modals and instruct students to annotate the verbs that the modals modify. To support students with intermediate English proficiency, invite them to use the modal *can* or *could* in a sentence about the British and the colonists.

### Vocabulary

none

### Materials

#### TEACHER

- “Massacre in King Street” (digital platform)

#### STUDENTS

- “Massacre in King Street” (*Learn* book)
- Modal Categories and Sentences (*Prologue* Student Resources appendix)

### Preparation

- none

## LAUNCH 5 minutes

### Build Knowledge About Modals

1. Display and Echo Read these sentences:

- I will go to the store.
- I may go to the store.

2. Instruct students to Think–Pair–Share to answer this question:

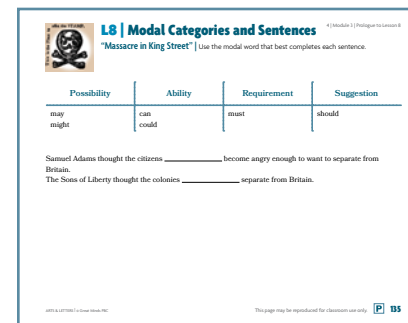
 **How are these two sentences different?**

3. Use responses to emphasize that in the first sentence the person has decided that they will go to the store, but in the second sentence the person is unsure; they might go to the store and they might not go to the store.
4. Explain that adding words such as *may* and *will* before a verb can change the meaning of a sentence.
5. Tell students that they will look at more examples of these types of words.

## LEARN 20 minutes

### Examine Modals and Meaning

1. Display Modal Categories and Sentences. Read aloud the headings and modals. Define the terms *possibility*, *ability*, *requirement*, and *suggestion*. Annotate the terms by adding a question mark above *possibility*, a muscled arm above *ability*, an exclamation point above *requirement*, and a thumbs-up above *suggestion*.



**LB | Modal Categories and Sentences** | Module 3 | Prologue to Lesson 8  
 "Massacre in King Street" | Use the modal word that best completes each sentence.

Possibility	Ability	Requirement	Suggestion
may might	can could	must	should

Samuel Adams thought the citizens \_\_\_\_\_ become angry enough to want to separate from Britain.  
 The Sons of Liberty thought the colonies \_\_\_\_\_ separate from Britain.

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2. Explain that a modal is a specific type of helping verb that helps another verb express an action more clearly. Redirect students to the sentence *I may go to the store*. Annotate the modal and verb by circling the modal *may* and then drawing an arrow from the modal to the verb *go*.

### Language Support

For students with beginning English proficiency, refer to the chart and emphasize that *may* shows possibility.

3. Direct students to “Massacre in King Street.” Read aloud the first sentence of paragraph 2, starting with “The Sons of.”

4. Ask this question:

 **Why were the Sons of Liberty meeting?**

5. Reinforce the correct response: to talk about what they should do about the British.

6. Think aloud as you identify the modal *should* and the verb *do*. Circle the modal *should* and draw an arrow to the verb *do*. Instruct students to do the same.

7. Ask this question:

 **What does *should do* express?**

8. Reinforce the correct response: The phrase *should do* shows that the Sons of Liberty talked about suggestions of what to do.

9. Ask this question:

 **How is the phrase *should do* different from *must do*?**

10. Reinforce the correct response: *Should do* is a suggestion; *must do* expresses a requirement, or something they have to do. Refer to the chart and emphasize the thumbs-up as a suggestion and the exclamation point as a requirement. Instruct students to draw a thumbs-up next to the word *should* on their page.

### Sample Think Aloud

I see the word *should* in this sentence, which I recognize from the chart. I see that it helps the verb *do*. I remember that helping verbs come before the verb.

- 11.** Echo Read the second sentence of paragraph 2, starting with “Samuel Adams felt.” Clarify that the townspeople were the colonists living in the town. Instruct students to Think–Pair–Share to discuss this question:

 **Why did Samuel Adams think the colonists might separate from Britain?**

- 12.** Reinforce the correct response: because the colonists were angry.

**Language Expansion**

For students with intermediate English proficiency, invite them to explain why the colonists were angry with the British.

- 13.** Instruct students to find the modal in the sentence and annotate it with the correct symbol. Ask this question:

 **What verb does the modal help?**

- 14.** Reinforce the correct response: *Might* helps the verb *be*. Instruct students to circle *might* and to draw an arrow to the verb *be*. Emphasize that they should have drawn a question mark to show possibility.

- 15.** Ask this question:

 **How is the phrase *might be ready* different from *must be ready*?**

- 16.** Reinforce the correct response: “Might be ready” means that they are possibly ready, while “must be ready” means that they are required to be ready. Emphasize that students should draw an exclamation point to show a requirement.

- 17.** Read aloud the portion of paragraph 2 from “Small fights between” to “a boiling point.” Define unknown terms (e.g., *boiling point*, *citizens*, *frequency*) as needed.

- 18.** Instruct students to Think–Pair–Share to answer this question:


 **What events led to the Boston Massacre on March 5?**

19. Reinforce the correct responses: The Sons of Liberty had meetings about what to do; the townspeople became angry; British soldiers and colonists fought more often.
20. Direct students to Modal Categories and Sentences. Echo Read the words in the bank and the sentence frames. Instruct students to choose a word from the bank to complete each sentence. Explain that more than one word could work in the sentences. Instruct students to prepare to explain why they chose each word.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Instruct students to work with a partner to discuss the modals they chose and why.
- 

#### Analyze Student Progress

**Monitor:** Do students explain why they chose the modals?

**Offer Immediate Support:** If students need additional support explaining why they chose certain modals, ask these questions: Is this sentence about a suggestion, or something that should happen? Is this sentence about a possibility, or something that may happen? Is this sentence about a requirement, or something that must happen?

---

2. Reinforce the correct responses:
  - Samuel Adams thought the citizens may/might become angry enough to want to separate from Britain.
  - The Sons of Liberty thought the colonies must/should separate from Britain.

- 3.** Refer to Modal Categories and Sentences and each annotated image as you discuss responses. Emphasize that *may* and *might* both work for the first sentence because they show possibility. Explain that *must* and *should* could work for the second sentence because some people could consider separating from Britain as a requirement and some could consider it as a strong suggestion.
- 4.** Summarize that modals help verbs describe actions more clearly and can change the meaning of sentences.



# Prologue to Lesson 9

**Essential Question** | How does the pursuit of freedom inspire people's actions?


## OVERVIEW

### Preview

Students identify reasons and evidence in the Writing Model for Module 3. As they annotate and discuss the reasons and evidence the author uses to support their opinion, students practice sharing about a topic or text in an organized way. This work prepares students to analyze how the Painted Essay®—Opinion helps a writer share an opinion in lesson 9.

### Learning Goal

Identify reasons and evidence in the Writing Model for Module 3.

 **LEARNING TASK:** Share two reasons the author uses to support their opinion about requiring the colonists to pay taxes.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Share about a topic or text in an organized way.

To support students with beginning English proficiency, invite them to orally share an opinion about a familiar topic and two supporting reasons for their opinion.

To support students with intermediate English proficiency, invite them to label the elaboration on the writing model.

### Vocabulary

none

### Materials

#### TEACHER

- Painted Essay®—Opinion (*Learn* book, Writing)
- Writing Model for Module 3 (digital platform)

#### STUDENTS

- Writing Model for Module 3 (*Learn* book, Writing)

### Preparation

- none

# LAUNCH

5 minutes

## Discuss Prior Knowledge

---

1. Instruct students to Think–Pair–Share to answer these questions:


 **What is your favorite sport or school subject?**

 **Why do you think that?**

### Language Support

If possible, pair students who speak the same home language, and instruct them to discuss these questions.

2. Emphasize that what students think or believe is the best sport or school subject is an opinion.
3. Ask this question:

 **Why do you need to provide reasons for your opinion?**
4. Use responses to emphasize that you need to support what you say with reasons if you want others to believe you or agree with you.
5. Tell students that they will examine how an opinion is supported with reasons and evidence in a writing model.

**LEARN** 20 minutes

## Examine a Writing Model

1. Display the Painted Essay®—Opinion. Ask this question:

 **What do the colors in this essay show us?**

2. Reinforce the correct response: the different parts of the essay and how they work together. Emphasize that the red part includes the introduction that gets the reader’s attention; the green parts include the thesis that states the opinion and the conclusion that restates it; the yellow parts include the first reason and the first proof paragraph, which supports the opinion thesis and includes evidence; and the blue parts include the second reason and the second proof paragraph, which supports the opinion thesis and includes more evidence.
3. Display the Writing Model for Module 3 and direct students to the page in their *Learn* book. Read aloud the prompt: “Was it right for Great Britain to require the colonists to pay taxes?” Review terms (e.g., *colonists*, *Great Britain*, *require*, *right*) as needed.
4. Tell students to follow along as you read aloud the writing model. Instruct them to look and listen for the opinion and reasons as you read.

**Painted Essay®—Opinion** © Module 3 | 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

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**On-Target Writing Model** © Module 3 | Writing

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 “Speeches 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

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**Advanced Writing Model** © Module 3 | Writing

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

Before the American Revolution, Great Britain overruled 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 “Speeches 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

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5. Read aloud the introductory paragraph, starting with “Before the American.” Define unknown terms (e.g., *Parliament*, *representation*, *unfair*) as needed. Ask this question:

 **What opinion does the writer include in this first paragraph?**

6. Reinforce the correct response: that Britain was wrong to require the colonists to pay taxes. Emphasize that this opinion answers the prompt. Instruct students to annotate this line by writing an *O* in the margin.

7. Ask this question:

 **What is the first reason that the writer provides in this introductory paragraph?**

#### Language Support

For students with beginning English proficiency, remind them that the reasons usually follow directly after the thesis and often include the word *because*.

8. Reinforce the correct response: Great Britain was wrong because the colonists did not have representation in Parliament. Instruct students to annotate this phrase by underlining it and writing *R1* in the margin.

9. Ask this question:

 **What is the second reason that the writer provides in this paragraph?**

10. Reinforce the correct response: because the number of items being taxed was unfair. Instruct students to annotate this phrase by underlining it and writing *R2* in the margin.

11. Read aloud the first body paragraph, starting with “Great Britain was.” Define unknown terms (e.g., *dare*, *elect*, *tyranny*, *unfair*) as needed. Ask these questions:

 **Where is the reason in this paragraph?**

 **Where is the evidence?**

12. Reinforce the correct responses: The reason is in the first sentence; the evidence follows directly after the reason to support it.
13. Think aloud as you model how to find supporting evidence.
14. Remind students that evidence is often in quotation marks because it comes directly from the text. Instruct students to underline the reason and evidence and write *R1* and *EV* in the margin.
15. Read aloud the second body paragraph, starting with “Another reason Great.” Define unknown terms (e.g., *products*, *Townshend Act*) as needed.
16. Instruct students to Think–Pair–Share to answer these questions:

 **What is the reason in the second body paragraph? How do you know?**

Direct students to their *Learn* book and instruct them to annotate the evidence.

#### Key Ideas

- **reason:** Great Britain taxed too many items.
- It's the first sentence in the paragraph.
- It uses the words *another reason*.
- It restates the second reason from the introduction.

#### Sample Think Aloud

I see that the reason uses the word *because*, which helps me find a reason for the writer's opinion. The evidence in this paragraph talks about the colonists being taxed without representation. I can see how this evidence connects to and supports why the writer thinks taxing the colonists was wrong.

17. Instruct students to Think–Pair–Share to answer these questions:

 **What is the evidence to support this reason? How do you know?**

Instruct students to annotate the evidence.

#### **Key Ideas**

- **evidence:** One tax act taxed all printed papers in the colonies; other acts taxed glass and tea.
- The evidence comes after the reason.
- The evidence connects to and supports the reason about the many taxed items.
- The evidence connects to and supports the opinion that it was wrong to tax the colonists.


#### **Language Expansion**

For students with intermediate English proficiency, invite them to explain why this evidence is not in quotation marks.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Instruct students to work with a partner and share two reasons that the author uses to support their opinion about requiring the colonists to pay taxes.

---

#### Analyze Student Progress

**Monitor:** Do students identify two reasons that the writer provides for why Great Britain was wrong to tax the colonists?

**Offer Immediate Support:** If students need additional support discussing two reasons, provide these sentence frames: The first reason that the writer gives is \_\_\_\_\_; the second reason is \_\_\_\_\_.

---

2. Summarize that identifying reasons and evidence in an opinion essay helps students learn how to write an effective opinion essay.





# Prologue to Lesson 11

**Essential Question** | How does the pursuit of freedom inspire people's actions?


## OVERVIEW

### Preview

Students identify details that describe a character and his role in the story. As they discuss who Ethan is and what he is doing, students practice the oral language goal of asking questions to deepen understanding. This work prepares students to organize story elements from *Colonial Voices* in lesson 11.

### Learning Goal

Identify details that describe a character and his role in *Colonial Voices*.

-  **LEARNING TASK:** Describe who Ethan is and what he is doing on December 16, 1773.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Ask questions to deepen your understanding.

To support students with beginning English proficiency, model how to use the Talking Tool to ask and answer questions with a student. To support students with intermediate English proficiency, invite them to work with a partner to ask and answer questions about what is happening in the illustrations, using information from the chart.

### Vocabulary

none

### Materials

#### TEACHER

- *Colonial Voices*
- The Errand Boy Chart (*Prologue* Reference Charts appendix)

#### STUDENTS

- *Colonial Voices*
- Talking Tool (*Learn* book)

### Preparation

- Determine how to display and add to The Errand Boy Chart. See the Learn section for details.

**LAUNCH** 5 minutesBuild Knowledge About *Colonial Voices*

1. Display *Colonial Voices*. Instruct students to Think–Pair–Share to answer these questions:

 **Whose voices does the title *Colonial Voices* refer to?**

 **Who is “them” in the subtitle *Hear Them Speak*?**

**Language Support**

If possible, pair students who speak the same home language, and instruct them to discuss these questions.

2. Reinforce the correct responses: The voices are those of the colonists; the word *them* refers to the different people in the colonies. Emphasize that *colonial* refers to the colonists living in America and that the plural word *voices* refers to the multiple narrators who share their story about a single day.
3. Direct students to the table of contents page. Direct attention to the list of names, the date in history, and the time stamps. Emphasize that this story begins by following Ethan during a specific day starting at 5:30 a.m.
4. Tell students that they will start by examining the first narrator, Ethan.

**LEARN** 20 minutes

## Examine the First Narrator and His Role

1. Direct students to the first vignette on page 5. Read aloud the portion of page 5 from “The Errand Boy” to “drowned at sea.”
2. Emphasize the date and ask this question:

 **Is this story set before or after the Boston Massacre?**

3. Reinforce the correct response: after. Clarify that 1773 comes after 1770, the year of the Boston Massacre.

**Teacher Note**

You may refer to the timeline for this module.

4. Explain that an errand is a short journey taken to do or get something, like going to the store to get milk. Ask this question:

 **What kinds of errands does Ethan do?**

5. Reinforce the correct responses: chops wood, delivers messages, delivers papers. Show the image of Ethan delivering paper notices from the printer on pages 6–7.
6. Display The Errand Boy Chart. Read aloud the headers. Add “paperboy,” “messenger,” “woodchopper,” and “errand runner” to the left column. Tell students that you will add more details to the chart as you read.
7. Read aloud the portion of page 5 from “Now I sleep” to “and trouble’s brewing.” Define unknown terms (e.g., *invisible*, *cloak*, *alert*) as needed. Tell students that if trouble is brewing, that means something bad is about to happen.

Who Is Ethan?	What Is Ethan Doing?

**Language Expansion**

For students with intermediate English proficiency, invite them to predict the trouble that is brewing.

8. Ask this question:

 **What do you think it means to *live by your wits*?**

9. Explain that to *live by your wits* means “to be smart or clever.”

**10.** Instruct students to Think–Pair–Share to answer this question:

 **Why do you think Ethan would need to live this way?**

**Key Ideas**

- He needs to be smart to be able to do all his jobs.
- Ethan needs to be quick to do his jobs well.
- He needs to be smart because he is on his own.

**11.** Direct students to the map at the beginning of the book of Ethan’s Route. Ask these questions:

 **Where does Ethan live?**

 **Whom does he share a building with?**

**Language Support**

For students with beginning English proficiency, explain that the map key shows where each narrator lives and where each part of the story takes place. Read aloud the first two entries and explain that the times show when Ethan is at each place.

**12.** Reinforce the correct responses: in the building, labeled *A* on the map, by the water; with the printer, labeled *B*. Add “lives above printer” to the left column of the chart.

**13.** Direct students to the Talking Tool in the *Learn* book. Echo Read these sentence frames:

- What do you mean by \_\_\_\_\_?
- Can you tell me more about \_\_\_\_\_?

Instruct students to use these sentence frames as they Think–Pair–Share to answer this question:

 **Why do you think Ethan would want to be invisible?**

**Key Ideas**

- so he can move about easily and do his jobs
- so he can listen to conversations and get information

14. Emphasize that the word *cloak* shows that Ethan feels like he's hidden from view as he moves from place to place.
15. Read aloud the portion of page 5 from “The *Dartmouth*, the” to “Let Them Try!” Define unknown terms (e.g., *crammed*, *custom men*, *wharf*) as needed. Explain that the *Dartmouth*, the *Eleanor*, and the *Beaver* are ships. Ask this question:

 **What is happening with the ships at the wharf?**

16. Reinforce the correct response: The ships, which hold the tea, wait in the wharf. Ask this question:

 **What do people want to know about the tea?**

17. Reinforce the correct response: The colonists want to know whether the tea is taxed and whether the tax has been paid so that the tea can be unloaded.
18. Direct attention to the heading for the right column of the chart: What Is Ethan Doing? Tell students to think about this question as you read aloud the portion of page 5 from “The Sons of” to “to the Patriots.” Define unknown terms (e.g., *notice*, *Old South*, *Patriots*) as needed. Instruct students to Think–Pair–Share to answer this question:


 **What is Ethan doing?**

**Key Ideas**

- He is going to shops and houses.
  - He is sharing notices about a meeting.
  - He is passing secrets to the Patriots.
19. Record strong responses in the right column of the chart.
  20. Echo Read the information in both columns of the chart.

**LAND** 5 minutesDemonstrate Learning

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1.  **Introduce the learning task.** Instruct students to work with a partner and discuss one thing they learned about Ethan and one thing that he is doing on December 16, 1773.

Provide these sentence frames: Ethan is a(n) \_\_\_\_\_. On this day, Ethan is \_\_\_\_\_.

Remind students to ask questions to deepen their understanding.

---

**Analyze Student Progress**

**Monitor:** Do students identify one detail about Ethan and one detail about what Ethan is doing?

**Offer Immediate Support:** If students need additional support identifying Ethan's role and an event, direct them to the chart and read aloud pertinent sections.

---

2. Invite a few students to share their responses.

**Key Ideas**

- Ethan is an errand boy.
- On this day, Ethan is delivering messages around town for the Patriots.

3. Summarize that identifying details about the narrator and plot helps the reader understand what is happening in a story.



# Prologue to Lesson 13

**Essential Question** | How does the pursuit of freedom inspire people's actions?

## OVERVIEW

### Preview

Students explain the meaning of idioms in *Colonial Voices*. As they discuss idioms about Ethan, students practice the oral language goal of sharing about a topic or text in an organized way. This work prepares students to use the Idiom Chart for *Colonial Voices* to explain how the figurative meaning of an idiom deepens understanding of characters in lesson 13.

### Learning Goal

Explain the meaning of idioms in *Colonial Voices*.

 **LEARNING TASK:** Discuss what an idiom reveals about Ethan.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Share about a topic or text in an organized way.

To support students with beginning English proficiency, provide a word bank to help them explain their drawings. To support students with intermediate English proficiency, invite them to include a caption with their drawing to explain the idiom.

### Vocabulary

idiom (n.)

### Materials

#### TEACHER

- *Colonial Voices*

#### STUDENTS

- *Colonial Voices*

### Preparation

- Determine how to draw and display a picture to illustrate the idiom *live by your wits*. See the Learn section for details.

## LAUNCH 5 minutes

### Practice Vocabulary

---

1. Instruct students to Think–Pair–Share to answer this question:

 **What does it mean when someone says they have a broken heart?**

#### Language Support

If possible, pair students who speak the same home language, and instruct them to discuss this question.

#### Key Ideas

- They are sad.
  - Their heart feels broken or in pain because of something that has happened.
2. Draw a heart symbol with a crack down the middle. Explain that *broken heart* is an idiom.
  3. Review the vocabulary term *idiom* by displaying the term and definition. Engage students in Vocabulary Exploration.
  4. Tell students that they will look at some idioms in *Colonial Voices* to learn more about Ethan.

#### Definition

**idiom (n.):** an expression that cannot be understood from the meanings of its individual words but that has a separate meaning of its own

## LEARN 20 minutes

### Examine Idioms About Ethan

---

1. Direct students to page 5 of *Colonial Voices*. Read aloud the first three stanzas, starting with “Today is December” and ending with “and trouble’s brewing.”
2. Ask this question:

 **What jobs does Ethan have?**

3. Reinforce the correct responses: paperboy, messenger, woodchopper, errand boy.

**Language Support**

For students with beginning English proficiency, review the meaning of these terms and refer to or add images as needed.

4. Echo Read the portion of the third stanza from “Now I sleep” to “by my wits.” Explain that *wits* means “the ability to quickly think and reason.” Ask this question:

 **Why do you think Ethan needs to be able to quickly think and reason?**

5. Invite a few students to share their responses.

**Key Ideas**

- He doesn't have parents and needs to take care of himself.
- He lives on his own and needs to be safe.
- He has a lot of jobs and needs to be smart to do them all.

6. Ask this question:

 **What do we learn about Ethan when he says, “live by my wits”?**

7. Invite a few students to share their responses.

**Key Ideas**

- that he depends on his thinking and reasoning to be able to make a living
- that he is really smart or clever
- that he survives by being smart

8. Emphasize that to *live by your wits* is an idiom that means to be smart and to use your wits, or quick thinking and reasoning, to survive. Explain that a witty person thinks fast and can make quick jokes or statements.

9. Draw a sketch to illustrate the idiom *live by your wits*—such as a stick figure with a thought bubble with light bulbs inside to show ideas and swirling shapes to show quick thinking.

#### Language Expansion

For students with intermediate English proficiency, invite them to explain how the images connect to the idiom *live by your wits*.

10. Read aloud the portion of the seventh stanza on page 5 from “The Sons of” to “from the Loyalists.” Explain that “tittle-tattle” is gossip, or what people are saying to each other.
11. Ask this question:

 **What is Ethan doing in this stanza?**

Remind students to look for verbs that show action.

12. Reinforce the correct responses:
- He’s slipping in and out of shops and houses.
  - He’s sharing the notice about the meeting.
  - He’s passing the secret to the Patriots.
  - He’s listening to what the Loyalists are saying to each other.
13. Instruct students to Think–Pair–Share to answer this question:

 **What do you think it means to “count on someone”?**

#### Key Ideas


- to trust someone
- to depend on someone
- to call on someone for something you need

14. Emphasize that when you count on someone, you depend on them to do something; you count them as a person who is reliable, or who will do what they say they will do. Explain that this is another idiom that is used to describe Ethan.
15. Instruct students to draw a picture to illustrate what they think Ethan means when he says, “The Sons of Liberty are counting on me.”

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Instruct students to share with a partner what the phrase “The Sons of Liberty are counting on me” reveals about Ethan.

Invite students to use their drawings to support their explanation of what the idiom reveals about Ethan.

---

#### Analyze Student Progress

**Monitor:** Do students explain what the idiom reveals about Ethan’s character or role?

**Offer Immediate Support:** If students need additional support explaining what the idiom reveals about Ethan, refer them to other students’ drawings as examples.

---

2. Listen for students to address key ideas in their discussions.

#### Key Ideas

- The Sons of Liberty can depend on Ethan because he is reliable.
- Ethan is on the side of the Sons of Liberty.
- Ethan has an important job to deliver messages for the Sons of Liberty.

3. Summarize that idioms can more fully describe characters and other elements of stories.





# Prologue to Lesson 14

**Essential Question** | How does the pursuit of freedom inspire people's actions?


## OVERVIEW

### Preview

Students discuss characters' opinions in *Colonial Voices*. As they discuss what evidence reveals about opinions on the tea tax, students practice the oral language goal of sharing about a topic or text in an organized way. This work prepares students to discuss a theme of *Colonial Voices* in lesson 14.

### Learning Goal

Discuss characters' opinions about the tea tax in *Colonial Voices*.

 **LEARNING TASK:** Discuss what the text evidence reveals about the Mistress of the Dame School's opinion about the tea tax.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Share about a topic or text in an organized way.

To support students with beginning English proficiency, provide these sentence frames for each character's opinion: \_\_\_\_\_ supports/opposes/is neutral about the tea tax. I know this because \_\_\_\_\_. To support students with intermediate English proficiency, invite them to elaborate on the evidence about each opinion by telling what this shows about the character's opinion.

### Vocabulary

none

### Materials

#### TEACHER

- *Colonial Voices*
- Characters' Opinions Chart for *Colonial Voices* (*Learn* book)
- Support, Neutral, Oppose Chart

#### STUDENTS

- *Colonial Voices*

### Preparation

- Create a Support, Neutral, Oppose Chart. See the Learn section for details.

## LAUNCH 5 minutes

### Discuss Prior Knowledge

---

1. Display and read aloud this statement: The school year should be longer, and summers should be shorter.

2. Ask this question:



**Do you agree with this statement?**

3. Instruct students to use a nonverbal signal to show their opinion about the statement (e.g., thumbs-up if they agree, thumbs-down if they disagree, and thumbs-to-the-side if they don't feel strongly one way or the other).

4. Instruct students to Think–Pair–Share to answer this question:



**Why do you support, oppose, or feel neutral about this statement?**

5. Tell students they can use the nonverbal signals when explaining that to agree with something is to support it, to disagree is to oppose it, and to not feel strongly about either side is to be neutral.

6. Tell students that they will discuss which characters in *Colonial Voices* support, oppose, or are neutral about the tea tax.

**LEARN** 20 minutes

## Examine Text Evidence for Opinions

1. Direct students to the Characters' Opinions Chart for *Colonial Voices*, located in the *Learn* book. Instruct students to Think–Pair–Share to answer these questions:

Who supports the tea tax, or is for it?

Who opposes it, or is against it?

Who is neutral, or not taking a side?

Remind students to use the nonverbal signals when sharing.

2. Reinforce the correct responses:

- supports—Barber/Wigmaker
- opposes—Printer
- neutral—Basket Trader

3. Ask this question:

How do we know these characters' opinions?

4. Reinforce the correct response: by the words they use in the text, or the text evidence.

L12   Characters' Opinions Chart	
<small>Colonial Voices   Read the text. Then use each character's words and actions to determine their opinion about the tea tax.</small>	
Who?	Are they a Patriot, a Loyalist, or neutral?
The Printer	
The Basket Trader	
The Barber/Wigmaker	

5. Tell students that they will look at some more characters to see if they support the tax, oppose it, or are neutral. Display the Support, Neutral, Oppose Chart. Instruct students to listen carefully for evidence of opinions as you read excerpts from *Colonial Voices*.

6. Direct students to page 14, “The Milliner.” Read aloud the portion of the fourth through sixth stanzas from “And once the” to “a rabble-rousing mob!” Based on your students’ needs, pause to define select words with a synonym (e.g., *chitter-chatter*, *fragile*, *rabble-rousing*). Explain that “come to their senses” means to start thinking clearly and make sense.

Support	Neutral	Oppose

7. Ask this question:

 **Does the Milliner support the tax, oppose the tax, or is she neutral?**

Instruct students to use a nonverbal signal to answer.

8. Reinforce the correct response: She supports it. Add Milliner to the chart in the Support column.

9. Think aloud to model how to identify the text evidence that shows the Milliner’s opinion about the tea tax.

10. Ask this question:

 **What other evidence reveals the Milliner’s opinion about the tea tax?**

Instruct students to annotate the evidence on the page.

11. Reinforce the correct responses: In the fifth stanza, she calls the tax “tiny,” which shows that she doesn’t think it’s a big deal to pay; in the sixth stanza, she says to pay the tax and that she prefers the King to the “mob.”

### Sample Think Aloud

I see in the fourth stanza that the Milliner does not agree with the Patriots. I know this because she says they need to “come to their senses,” or start thinking more clearly about the tea tax. I also see that she wants her customers to be able to drink tea while they talk about the clothes in her shop. This shows that the tea is important to her and her customers. I will underline this stanza as text evidence.

**12.** Instruct students to Think–Pair–Share to answer this question:

 **How do you know that the Milliner supports the tea tax?**

Provide this sentence frame: I know that the Milliner supports the tea tax because \_\_\_\_\_.

**Key Ideas**

- I know that the Milliner supports the tea tax because she calls it “tiny,” and I think this shows that she thinks it’s not a big deal.
- I know that the Milliner supports the tea tax because she says to pay it.
- I know that the Milliner supports the tea tax because she says she prefers the King to the “mob” of colonists.

**13.** Direct students to page 25, “The Blacksmith’s Slave.” Read aloud the portion of the page from “Men sit in” to “always be bound.” Based on your students’ needs, pause to define select words with a synonym (e.g., *bound*). Remind students that people who were enslaved did not have the freedom to leave. They were forced to work for other people.

**14.** Instruct students to Think–Pair–Share to answer this question:

 **Does this character support the tax, oppose it, or is he neutral?**

**15.** Instruct students to annotate the text for evidence of the Blacksmith’s Slave’s opinion. Instruct them to use a nonverbal signal to indicate whether he supports, opposes, or is neutral about the tax.

**16.** Reinforce the correct response: He is neutral. Add Blacksmith’s Slave to the Neutral column of the chart.

**17.** Ask this question:

 **How do you know he is neutral?**

Provide this sentence frame: I know he is neutral because \_\_\_\_\_.

#### **Key Ideas**

- I know he is neutral because he doesn't mention supporting or opposing the tax.
- I know he is neutral because he says, "Freedom for them, but not for me." This disagreement does not affect him.
- I know he is neutral because he says that he will always be bound; whether the British or colonists win does not affect him or his situation.

#### **Language Expansion**


For students with intermediate English proficiency, invite them to explain how the opinion and situation of the Blacksmith's Slave is similar to and different from the Basket Trader.

- 18.** Direct students to page 10, "The Mistress of the Dame School." Read aloud the last stanza, starting with "Back to our" and ending with "nor do we." Based on your students' needs, pause to define select words with a synonym (e.g., *lurking*, *harbor*).
- 19.** Instruct students to work with a partner to annotate the text for evidence that shows the Mistress of the Dame School's opinion. Instruct them to use a nonverbal signal to indicate whether she supports, opposes, or is neutral about the tax.

## LAND 5 minutes

### Demonstrate Learning

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1.  **Introduce the learning task.** With a partner, discuss what the text evidence reveals about the Mistress of the Dame School’s opinion about the tea tax.

Provide these sentence frames: The Mistress of the Dame School supports/opposes/is neutral about the tea tax. I know this because \_\_\_\_\_.

---

#### Analyze Student Progress

**Monitor:** Do students use evidence to explain how they know that the Mistress of the Dame School opposes the tea tax?

**Offer Immediate Support:** If students need additional help explaining how they know the Mistress of the Dame School opposes the tax, focus attention on the term *lurking* and the last two sentences on page 10 by highlighting the transition *but*.

---

#### Key Ideas

- The Mistress of the Dame School opposes the tea tax. I know this because she describes the British ships as “lurking,” which is a negative word.
  - The Mistress of the Dame School opposes the tea tax. I know this because she says the colonists are not going to give up either; she disagrees with King George.
2. Summarize that examining text evidence helps readers better understand characters.





# Prologue to Lesson 17

**Essential Question** | How does the pursuit of freedom inspire people's actions?

## OVERVIEW

### Preview

Students examine a writing model that uses direct quotes and paraphrased evidence. As they practice using their own words to paraphrase, students practice the language goal of sharing about a topic in an organized way. This work prepares students to add at least two pieces of evidence for each reason and related sources to the Evidence Organizer for Module Task 2 in lesson 17.

### Learning Goal

Examine direct quotes and paraphrased sentences in the Writing Model for Module 3.

 **LEARNING TASK:** Paraphrase Otis's opinion about taxation.


### Language Progress

In this lesson, students work on this module language goal: Share about a topic or text in an organized way.

To support students with beginning English proficiency, provide additional models of paraphrasing direct quotes from the text. To support students with intermediate English proficiency, invite them to paraphrase additional quotations from texts by using synonyms and their own words.

### Vocabulary

paraphrase (v.) 

tyranny (n.) 

### Materials

#### TEACHER

- class Writing Model for Module 3 (digital platform)

#### STUDENTS

- Writing Model for Module 3 (*Learn* book, Writing)

### Preparation

- Determine how to display sentences. See the Launch and Learn sections for details.

# LAUNCH 5 minutes

## Practice Vocabulary

---

1. Display and read aloud these sentences:

- In “Seeds of Revolution,” the text says, “The colonists were outraged.”
- The text says that the colonists were really mad.

2. Explain that *outraged* means “really mad.” Instruct students to Think–Pair–Share to answer this question:

 **How are these sentences similar or different?**

### Language Support

If possible, pair students who speak the same home language, and instruct them to discuss this question.

### Key Ideas

- Both describe a detail from the text about the colonists feeling mad.
- The first sentence has quotation marks around the words that come directly from the text.
- The second sentence uses different words to say the same thing as the first.

3. Introduce the vocabulary term *paraphrase* by displaying the term and definition. Engage students in Vocabulary Exploration. Clarify that the second sentence paraphrases the information in the first sentence by using different words to restate it (e.g., *really mad* instead of *outraged*).

### Language Support

The term *paraphrase* has a Spanish cognate: *parafrasear*. Share this language connection with students whose home language is Spanish.

### Definition

**paraphrase (v.):** to use different words to rewrite something that someone else has written

## 4. Ask this question:

 **Why do writers paraphrase?****Key Ideas**

- Quoting directly every time could be too long.
- Using your own words shows that you understand what is being said.
- Paraphrasing helps the reader better understand what is being said.

## 5. Tell students that they will look at examples of evidence that is directly quoted and at examples of evidence that is paraphrased.

**LEARN** 20 minutes

## Explore Paraphrasing

1. Display and direct students to the Writing Model for Module 3. Read aloud the prompt: Was it right for Great Britain to require the colonists to pay taxes?
2. Remind students that the writer's opinion was that Britain was wrong to tax the colonists.
3. Read aloud the portion of the first paragraph from "Great Britain was wrong" to "taxed was unfair." Based on your students' needs, pause to define select words with a synonym (e.g., *Parliament*, *representation*, *unfair*). Ask this question:

 **What are the two reasons the author gives for their opinion?**


**On-Target Writing Model** 4 | Module 3 | Writing

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 "Swords 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 Act passed, and they

Notes 

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**Advanced Writing Model** 4 | Module 3 | Writing

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 "Swords of Revolution," it says, "How dare Great Britain tax them directly when Americans could not even elect representatives to Parliament?" Without representation 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 

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4. Reinforce the correct responses:

- The colonists did not have representation in Parliament.
- It was unfair that there were taxes on so many things.

5. Read aloud the portion of the second paragraph from “James Otis said” to “of British power.”

6. Facilitate a brief discussion of these questions:

 **Which sentence uses a direct quote from the text?**

 **Which sentence paraphrases the quote?**

 **How do you know?**

#### Key Ideas

- The first sentence, starting with “James Otis said,” is a direct quote because it uses quotation marks and Otis’s direct words from the text.
- The second sentence, starting with “This means taxing,” is paraphrased because the writer is using their own words to describe what the quote means.

7. Emphasize that writers often use *said* followed by a comma to introduce a direct quotation. Then annotate the text by labeling the first sentence Quotation and the second sentence Paraphrased. Instruct students to do the same on their page.

8. Direct attention to the word *taxation*. Annotate the word parts, and explain that the root word in *taxation* is the word *tax*, which means “to make people pay money to the government.” The suffix *-tion* means “the act of.” So *taxation* means “the act of taxing, or making people pay taxes.”

9. Read aloud the elaboration sentence, starting with “This means taxing.” Ask this question:

 **What part of this sentence uses the writer’s own words to describe taxation?**

10. Reinforce the correct response: “This means taxing the colonists.”

**11.** Direct attention to the word *representation* in the quote. Annotate the word parts, and explain that the root word in *representation* is *represent*, which means “to speak for someone.” Explain that the suffix *-tion* means “the act of.” So *representation* means “the act of having someone speak for someone else.”

**12.** Direct attention to the elaboration sentence that starts with “This means taxing.” Ask this question:

 **What part of this sentence uses the writer’s own words to describe the phrase “without representation”?**

**13.** Reinforce the correct response: “without allowing them a voice in Parliament.” Clarify that Parliament is a part of the British government that makes laws.

**14.** Instruct students to Think–Pair–Share to answer this question:

 **What is another way to use your own words to paraphrase the idea that the colonists were “without representation”?**

#### Key Ideas

- change “without representation” to “not having someone speak for them”
- change “without representation” to “not having someone represent them”
- change “without representation” to “not having a say in making laws”

#### Language Expansion

For students with intermediate English proficiency, invite them to use a resource to look up synonyms for terms such as *represent*.

**15.** Direct attention to the word *tyranny* in the quote. Introduce the vocabulary term *tyranny* by displaying the term and definition. Engage students in Vocabulary Exploration.

#### Language Support

The term *tyranny* has a Spanish cognate: *tiranía*. Share this language connection with students whose home language is Spanish.

#### Definition

**tyranny (n.):** cruel and unfair treatment by people with power over others

16. Instruct students to Think–Pair–Share to answer this question:


 **What part of this sentence uses the writer’s own words to describe tyranny?**

17. Reinforce the correct response: “unfair use of British power.”

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Instruct students to work with a partner, taking turns paraphrasing Otis’s opinion when he says, “Taxation without representation is tyranny.”

---

#### Analyze Student Progress

**Monitor:** Do students use their own words to paraphrase Otis’s opinion?

**Offer Immediate Support:** If students need additional support paraphrasing, refer them to the annotated writing model and definition of *tyranny*.

---

2. Invite a few students to share their responses.

#### Key Ideas

- Otis says that asking the colonists to pay taxes without having a voice in Parliament is cruel and unfair.
- Otis says that taxing the colonists while they have no say in making the laws is unfair.

3. Summarize that writers paraphrase by using their own words to restate a direct quote.



# Prologue to Lesson 18

**Essential Question** | How does the pursuit of freedom inspire people's actions?

## OVERVIEW

### Preview

Students examine details about why Hutchinson supported the British. As they elaborate on evidence, students practice sharing about a topic or text in an organized way. This work prepares students to write elaboration sentences for the evidence in the Evidence Organizer for Module Task 2 in lesson 18.

### Learning Goal

Elaborate on details from “Detested Tea.”

**LEARNING TASK:** Write a sentence that elaborates on reasons Hutchinson supported the British.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Share about a topic or text in an organized way.

To support students with beginning English proficiency, model how to describe a favorite item or possession, such as a book, movie, or toy, and provide two additional details that elaborate on the description. Then invite students to describe their favorite item and prompt them to elaborate by providing additional details. To support students with intermediate English proficiency, encourage them to elaborate by having a brief discussion about themselves with a partner. For example, Partner A says, “I am a curious person.” Partner B says, “Can you say more about that?” or “What makes you say that?”

### Vocabulary

elaboration (n.)

### Materials

#### TEACHER

- “Detested Tea” (digital platform)
- Evidence and Elaboration Chart (*Prologue* Reference Charts appendix)

#### STUDENTS

- “Detested Tea” (*Learn* book)
- Talking Tool (*Learn* book)

### Preparation

- none

**LAUNCH** 5 minutes**Build Knowledge About Elaboration**

---

1. Instruct students to Think–Pair–Share to answer these questions:

 **Would you rather be a child now or back in the time of the American Revolution? Why?**

**Language Support**

If possible, pair students who speak the same home language, and instruct them to discuss these questions.

2. Prompt students to ask their partner a follow-up question, such as “Can you say more about that?” or “What do you mean by that?”
3. Explain that when students say more about their responses, they are elaborating. Review the vocabulary term *elaboration* by displaying the term and definition. Engage students in Vocabulary Exploration. Remind students that elaboration is an important part of the writing process.

**Language Support**

The term *elaboration* has a Spanish cognate: *elaboración*. Share this language connection with students whose home language is Spanish.

4. Tell students that they will examine evidence about Governor Hutchinson’s position on supporting the British and then practice elaboration.

**Definition**

**elaboration (n.):** details that develop evidence and connect it to a point

## LEARN 20 minutes

### Elaborate on Evidence

---

1. Display “Detested Tea” and direct students to the page in their *Learn* book. Direct students to the article “Thomas Hutchinson.” Read aloud the first sentence, starting with “Serving as lieutenant.” Explain that a *focal point* is a center of attention, or what people focus on or pay attention to.

2. Ask these questions:

 **Why do you think the colonists were focused on Governor Hutchinson?**

 **Why were they angry with him?**

#### Key Ideas

- He was the governor, so he was an important person in the colony.
- He supported a tea tax that many colonists were against.

3. Read aloud the next sentence, starting with “While he had.” Explain that *deep colonial roots* means that the colonies were important to Hutchinson, and he had spent a lot of time there. Define *loyal* as “having or showing complete and constant support for someone or something.”

#### Language Support

For students with beginning English proficiency, provide examples of someone being loyal to something or someone else.

#### Language Expansion

For students with intermediate English proficiency, prompt them to explain why it may be difficult to choose between supporting Great Britain or the colonies for somebody like Hutchinson.

4. Instruct students to Think–Pair–Share to answer this question:

 **Which detail from this sentence explains why Hutchinson supported the British side?**

5. Reinforce the correct response: He was loyal to Great Britain.
6. Display the Evidence and Elaboration Chart. Write “He was loyal to Great Britain” in the Evidence column.
7. Think aloud to model how you would elaborate on this sentence.
8. Write this sentence in the Elaboration column: “This means that Hutchinson completely supported Great Britain.”
9. Display the Talking Tool. Explain that another way to introduce elaboration is by using the sentence frame “This evidence shows \_\_\_\_\_.” Ask this question:

4 | Module 3 | Prologue to Lesson 18

**Evidence and Elaboration Chart**

Evidence	Elaboration

120 20

### Sample Think Aloud

When elaborating, I want to think about adding more information or details explaining the evidence. I could explain more about what it means to be loyal. I'll use the words “This means” and then explain more about how Hutchinson felt toward Great Britain.

 **How could we use the words “This evidence shows” to tell more about this evidence?**

10. Invite a few students to share their responses.

#### Key Ideas

- This evidence shows that Great Britain was important to Hutchinson.
- This evidence shows that Hutchinson chose Great Britain over the colonies.
- This evidence shows that Hutchinson would continue to support Britain’s decision to tax the colonists no matter what.

11. Add responses to the Elaboration column of the chart.
12. Direct attention back to the “Thomas Hutchinson” article. Read aloud the third sentence, starting with “He thought the.” Define *incidents* as “events that are usually not good.” Explain that when you inflame something, you make it stronger or more violent.
13. Instruct students to discuss this question with a partner:

 **What do you think it means when the text says Hutchinson “thought the patriots were ‘hotheads’”?**

14. Invite a few students to share their responses.

**Key Ideas**

- The patriots had a short temper.
- The patriots were quick to anger.

15. Instruct students to Think–Pair–Share to answer this question:


 **What is another piece of evidence for why Hutchinson supported the British side?**

16. Invite a few students to share their responses, and reinforce the correct response: He was on the side of Britain instead of the patriots because he thought the patriots became angry too easily without enough reason. Write this reason in the Evidence column of the chart.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Write a sentence elaborating on evidence that explains why Hutchinson supported the British. Direct students to the Talking Tool, located in the *Learn* book. Echo Read the following sentence frames: “This evidence shows \_\_\_\_\_” and “This evidence means \_\_\_\_\_.” Instruct students to share their sentence with a partner.

---

#### Analyze Student Progress

**Monitor:** Do students elaborate on why Hutchinson supported the British?

**Offer Immediate Support:** If students need additional support elaborating, ask these questions: What does looting mean? What does the evidence that Hutchinson urged Britain to restrain the colonists show?

---

**2.** Invite a few students to share their responses.

**Key Ideas**

- This evidence shows that Hutchinson didn't think the patriots had reason to be angry.
- This evidence shows that Hutchinson thought the patriots should control their anger and pay the tax.

**3.** Write responses in the Elaboration column of the chart.

**4.** Summarize that elaboration expands on the evidence by adding details and explaining more about the opinion and reasons connected to the evidence.



# Prologue to Lesson 20

**Essential Question** | How does the pursuit of freedom inspire people's actions?

## OVERVIEW

### Preview

Students examine events that led to the creation of the Declaration of Independence. As they discuss the steps in the writing of the document, students practice sharing about a topic in an organized way. This work prepares students to compare primary and secondary sources in lesson 20.

### Learning Goal

Examine key details from the article “Declaration of Independence.”

- 🎯 **LEARNING TASK:** Describe three steps that led to the creation of the Declaration of Independence.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Share about a topic or text in an organized way.

To support students with beginning English proficiency, help them annotate the article by numbering the events in chronological order. To support students with intermediate English proficiency, invite them to use transition words to describe events in chronological order.

### Vocabulary

none

### Materials

#### TEACHER

- “Declaration of Independence” (digital platform)

#### STUDENTS

- “Declaration of Independence” (*Learn* book)

### Preparation

- none

# LAUNCH

5 minutes

## Discuss Prior Knowledge

---

1. Instruct students to Think–Pair–Share to answer this question:

 **What steps do authors go through before they publish their writing?**

### Key Ideas

- They plan their ideas.
- They write a draft.
- They revise and edit their work.

2. Emphasize responses that use key words of the writing process such as *plan*, *draft*, and *edit*. Review the meaning of these terms as needed.

### Language Support

For students with beginning English proficiency, provide visual support of the sequence and meaning of words in the writing process (e.g., *draft*, *edit*, *publish*, *revise*) to help them understand the steps in the writing process.

3. Remind students that the Declaration of Independence is a primary document, which means that it provides firsthand information; it was created by someone who lived at the time of an event, such as the American Revolution.
4. Tell students that they will read an article together to learn more about the steps that the authors of the Declaration of Independence took to write this document.

**LEARN** 20 minutes**Examine Events in an Article**

1. Direct students to the “Declaration of Independence” article, located in the *Learn* book. Read aloud the third sentence of the first paragraph, starting with “The document proclaimed.” Define unknown words (e.g., *independent*, *proclaimed*) as needed. Ask this question:

☰ **What was the purpose of writing the Declaration of Independence?**

2. Reinforce the correct response: to announce that the 13 colonies were free and independent states.
3. Explain that authors begin the writing process by determining their purpose, or the reason that they will write something. In this case, wanting freedom from the British was the authors’ purpose for writing the Declaration of Independence.
4. Model how to annotate the text by writing “Purpose = Freedom” in the margin of the first paragraph. Instruct students to do the same.

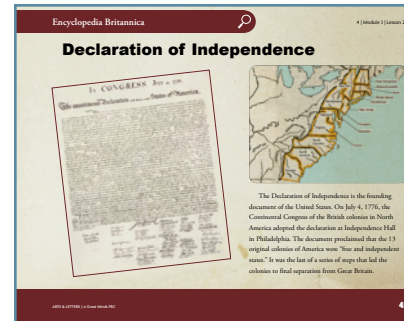
**Language Support**

For students with beginning English proficiency, instruct them to annotate the text in their home language if possible to help them understand the process of creating the Declaration of Independence.

5. Read aloud the portion of the fourth paragraph from “The Congress appointed” to “the first draft.” Define unknown words (e.g., *appointed*, *committee*, *formal*) as needed. Ask these questions:

☰ **What word do you notice in these sentences that describes a step in the writing process?**

☰ **What did Thomas Jefferson do?**



6. Reinforce the correct responses:

- **word**—*draft*
- **Jefferson**—wrote the first draft of the Declaration of Independence

7. Emphasize that when writers draft, they write the first version of something. Annotate the text by writing a note such as “Thomas Jefferson = 1st Draft” in the margin near these sentences. Instruct students to do the same.

8. Read aloud the portion of the fourth paragraph from “a few changes” to “Robert R. Livingston.” Ask this question:

 **What did the other members of the committee do to help write the Declaration of Independence?**

9. Reinforce the correct response: They suggested changes.

10. Instruct students to Think–Pair–Share to answer this question:

 **What step in the writing process does this part of the text describe?**

**Key Ideas**

- giving feedback
- connects with revising or editing
- writing a second draft

11. Annotate the text by writing a note such as “Members of the Committee = Revise and Edit” in the margin near these sentences. Instruct students to do the same.

- 12.** Read aloud the portion of the fifth paragraph from “Congress then debated” to “of 12 states.” Define unknown words (e.g., *accepted*, *content*, *representative*) as needed. Remind students that Congress is the branch of government that makes laws. Ask these questions:

 **What did Congress do when they first read the document?**

 **What does it mean when the text says the Declaration of Independence was accepted?**

- 13.** Reinforce the correct responses: They debated the content of the document; they approved the document.
- 14.** Read aloud the portion of the fifth paragraph from “It was first” to “on August 2.” Instruct students to annotate a word in the text that connects to the writing process and a detail describing the final step in creating the Declaration of Independence.
- 15.** Instruct students to Think–Pair–Share to answer this question:

 **What was the final step in writing the Declaration of Independence?**

#### **Key Ideas**

- It was published in newspapers.
- It was read aloud to crowds and towns in the colonies.
- Members of Congress signed the document.

#### **Language Expansion**

For students with intermediate English proficiency, ask them to describe how the steps in this article relate to their own experience of writing.

- 16.** Instruct students to annotate the text by writing a note in the margin such as “DOI = Published and Signed” near the last paragraph.

**LAND** 5 minutesDemonstrate Learning

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1.  **Introduce the learning task.** With a partner, describe three steps that led to the creation of the Declaration of Independence.

---

**Analyze Student Progress**

**Monitor:** Do students describe the steps in the process in the correct order?

**Offer Immediate Support:** If students need additional support identifying details, refer them to the notes in the margin of the text.

---

2. Listen for students to address key ideas in their discussions.

**Key Ideas**

- Thomas Jefferson wrote the first draft.
- Members of the committee suggested changes.
- Congress approved and signed the document.

3. Summarize that identifying key details in an article helps the reader understand events that led to the creation of historical documents.



# Prologue to Lesson 21

**Essential Question** | How does the pursuit of freedom inspire people's actions?

## OVERVIEW

### Preview

Students write a sentence about the signing of the Declaration of Independence by using language that reflects cause and effect. As they discuss causes that led to the creation of the Declaration of Independence, students practice using transition words or phrases to connect ideas. This work prepares students to write three knowledge statements about the Declaration of Independence by using a transition word or phrase in lesson 21.

### Learning Goal

Examine events that led to writing the Declaration of Independence.

**LEARNING TASK:** Write a sentence using the transition *as a result* to explain what caused the colonists to write the Declaration of Independence.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use a transition word or phrase to connect ideas.

To support students with beginning English proficiency, provide more practice with sentence frames and the transition *as a result* to show cause and effect related to familiar topics. To support students with intermediate English proficiency, invite them to use additional transition words such as *therefore* to show cause and effect.

### Vocabulary

none

### Materials

#### TEACHER

- “Declaration of Independence” (digital platform)

#### STUDENTS

- “Declaration of Independence” (*Learn* book)

### Preparation

- Determine how to display sentences and annotations. See the Learn section for details.

**LAUNCH** 5 minutes**Build Knowledge About Cause and Effect**

---

1. Display and read aloud this sentence: If you don't get enough sleep, then you will be tired the next day.
2. Instruct students to Think–Pair–Share to answer this question:



**What is the connection between not getting enough sleep and being tired?**

**Language Support**

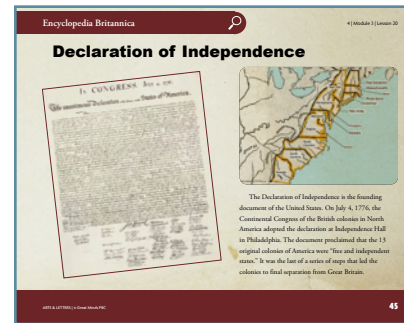
If possible, pair students who speak the same home language, and instruct them to discuss this question.

3. Reinforce the correct responses: not sleeping enough at night and being tired the next day; not getting enough sleep causes you to feel tired.
4. Emphasize that not sleeping enough at night is the cause, and feeling tired the next day is the effect. Write “cause” above the first part of the sentence and “effect” above the second part. Draw an arrow from the cause to the effect. Explain that *cause and effect* is a phrase that describes how one thing can make something else happen.
5. Tell students that they will discuss the causes that led to the creation of the Declaration of Independence.

**LEARN** 20 minutes

## Identify Causes That Led to the Creation of the Declaration of Independence

1. Direct students to the “Declaration of Independence” article, located in the *Learn* book. Remind students that the Declaration of Independence was a formal document that declared the 13 original American colonies free from British rule. Tell students to listen for details that describe events that caused the colonists to write the document.
2. Read aloud the second paragraph, starting with “At the time.” Define unknown words (e.g., *complaints*, *favor*, *seeking*, *rule*) as needed.
3. Echo Read the third sentence of the second paragraph, starting with “But as the.” Think aloud as you identify a cause and effect in this section.
4. Annotate the sentence by underlining “war continued” and “many colonists began to favor freedom.” Label “war continued” as the cause and “many colonists began to favor freedom” as the effect. Draw an arrow from the cause to the effect.
5. Display and Echo Read these sentences:
  - The war continued.
  - As a result, many colonists wanted freedom from Britain.
6. Explain that the transition *as a result* helps show the cause-and-effect relationship between these two events.

**Sample Think Aloud**

I see that at the beginning of the American Revolution, most colonists did not want to separate from Britain. But as the war continued, more colonists started wanting independence, or to be free. I think the cause of colonists wanting freedom was the continuing war. Many colonists wanting freedom would be the result, or effect.

**Language Support**

For students with beginning English proficiency, label the first event with a 1 and the second with a 2 to reinforce chronology as part of the cause and effect.

7. Read aloud the first sentence of the third paragraph, starting with “New reasons for.” Define unknown words (e.g., *appeared*, *regularly*) as needed.
8. Annotate the phrase “reasons for independence.” Explain that a reason is similar to a cause—it explains why something happened or why someone did something. Tell students to listen for reasons that would cause the colonists to want independence.
9. Echo Read the portion of the third paragraph from “In August 1775” to “damage in Virginia.” Instruct students to Think–Pair–Share to answer this question:

 **What British actions caused the colonists to want freedom?**

10. Reinforce the correct responses: King George hired foreign troops to fight the colonists, and the British attacked the coast of Maine and did great damage in Virginia.

#### Language Expansion

For students with intermediate English proficiency, invite them to paraphrase the sentences in their own words by using *as a result* to connect the two events.

11. Underline the phrases “hired foreign troops” and “the British attacked the coast of Maine” and label the events with a “C” for cause. Instruct students to annotate these phrases in their text.
12. Instruct students to work with a partner to orally share two sentences by using the transition *as a result* to show the cause of colonists wanting independence from Britain. Provide this sentence frame:  
\_\_\_\_\_. As a result, the colonists wanted independence from Britain.
13. Listen for students to address key ideas in their discussions.

#### Key Ideas


- The king hired foreign troops to fight the colonists. As a result, the colonists wanted independence from Britain.
- The British troops attacked Maine. As a result, the colonists wanted independence from Britain.
- The British troops did a lot of damage in Virginia. As a result, the colonists wanted independence from Britain.

14. Echo Read the last sentence of the third paragraph, starting with “Many copies of.”
15. Instruct students to work with a partner to identify and annotate the sentence for words or phrases that describe a cause-and-effect relationship.
16. Listen for students to determine the correct response:
  - **cause**—Many copies of the pamphlets were sold.
  - **effect**—Support for independence grew.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Instruct students to work with a partner to write two sentences by using the transition *as a result* to show the cause-and-effect connection between the two events in the sentence.

#### Language Support

For students with beginning English proficiency, provide this sentence frame:

\_\_\_\_\_. As a result, the colonists wrote the Declaration of Independence.

---

#### Analyze Student Progress

**Monitor:** Do students explain a cause that led to the growing support for independence?

**Offer Immediate Support:** If students need additional support explaining what caused the colonists to write the Declaration of Independence, ask these questions: What events happened leading up to the signing? Why did more colonists decide they wanted freedom from Britain?

---

**2.** Look for students to address key ideas in their responses.

**Key Ideas**

- Many copies of the pamphlets were sold. As a result, support for independence grew.
- The pamphlets pointed out how the colonists were being mistreated by the king. As a result, support for independence grew.

**3.** Summarize that the transition *as a result* connects a cause and an effect to explain why something has happened.



# Prologue to Lesson 25

**Essential Question** | How does the pursuit of freedom inspire people's actions?


## OVERVIEW

### Preview

Students examine Maddy Rose's actions as a spy in *The Scarlet Stockings Spy*. As they discuss how Maddy Rose uses the clothesline to send secret messages, students practice asking questions to deepen understanding. This work prepares students to describe how Maddy Rose shows she is a loyal Patriot in *The Scarlet Stockings Spy* in lesson 25.

### Learning Goal

Examine Maddy Rose's actions as a spy in *The Scarlet Stockings Spy*.


-  **LEARNING TASK:** Explain how Maddy Rose uses the clothesline to send secret messages.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Ask questions to deepen your understanding.

To support students with beginning English proficiency, provide additional questions or sentence frames for asking questions, such as the following: How do you know that? Can you explain that in a different way? To support students with intermediate English proficiency, invite them to model with a partner how to ask and answer questions to deepen and clarify understanding.

### Vocabulary

spy (n.) 

### Materials

#### TEACHER

- *The Scarlet Stockings Spy*

#### STUDENTS

- *The Scarlet Stockings Spy*

### Preparation


- none

**LAUNCH** 5 minutes

## Practice Vocabulary

1. Display *The Scarlet Stockings Spy*, and read aloud the title. Direct attention to the word *spy* in the title. Instruct students to Think–Pair–Share to answer these questions:

 **What do you think of when you hear the word *spy*?**

 **What do you think a spy does?**

**Language Support**

If possible, pair students who speak the same home language to discuss these questions.

2. Introduce the vocabulary term *spy* by displaying the term and definition. Engage students in Vocabulary Exploration.

**Language Support**

The term *spy* has a Spanish cognate: *espía*. Share this language connection with students whose home language is Spanish.

3. Explain that Maddy Rose is a spy for the Patriots, or colonists who want to separate from Britain.
4. Tell students that they will read about how Maddy Rose shares information regarding Britain with the Patriots during the Revolutionary War.

**Definition**

**spy (n.):** a person who tries secretly to get information about a country or organization for another country or organization

**LEARN** 20 minutes

## Examine Maddy Rose’s Actions

1. Direct students to page 13 of *The Scarlet Stockings Spy*. Read aloud from “But that’s where” to “a secret code.” Tell students that *secret code* means “a message that is hidden and understood by only a few.” Direct attention to the image in the illustration to help students understand the meaning of *clothesline*.

2. Ask this question:

 **What do you see hanging from the clothesline?**

3. Reinforce the correct responses: clothes and stockings, or long socks.

4. Instruct students to Think–Pair–Share to answer this question:

 **Why do you think a spy uses a code to send a message?**

**Key Ideas**

- so that it can be kept secret
- so that it is only understood by certain people
- so that the message is hidden

5. Tell students they will read about how Maddy Rose uses the items on the clothesline to share a secret code. Direct attention to page 16. Read aloud the first sentence, starting with “So once a.” Define unknown terms (e.g., *dusk*, *petticoats*, *wharf*) as needed. Ask these questions:

 **What two items does Maddy Rose hang out on the clothesline?**

 **Why does she hang them in a certain order?**

6. Reinforce the correct responses: She hangs red stockings and white petticoats. The order is a secret code that matches the order of the ships at the wharf.

7. Think aloud to model how to ask a question to deepen understanding.




**Language Support**

For students with beginning English proficiency, help them understand the term *matching order* by drawing a quick sketch of the types of boats in the harbor and another sketch of the clothesline with arrows showing how the stockings match the order of boats.

8. Read aloud the portion of page 16 from “A petticoat was” to “or foreign port.” Define unknown terms (e.g., *foreign port*, *lightweight*, *merchant*, *vessel*) as needed.

**Sample Think Aloud**

I wonder what this part of the text means: “in the same order as the real ships along the wharf.” (16)  
What does it mean that the code matches the order of the ships?  
I think it means that the clothes are organized in the same way as the ships.

9. Think aloud to explain the meaning of the code. Draw a stocking hanging from the toe up and a faraway ship with an equal sign between them to clarify the meaning of the code.
10. Invite students to ask these questions to deepen their understanding: What do you mean by that? Can you say more?
11. Read aloud the portion of page 16 from “When the toe” to “with a cobblestone.” Define unknown terms (e.g., *cobblestones*, *firearms*, *suspicious*, *weight*) as needed. Ask this question:
-  **What does it mean when Maddy Rose hangs the stocking with the toe down?**
12. Reinforce the correct response: that the ship is suspicious and should be watched closely. Draw a stocking hanging toe down and a pair of eyes with an equal sign between them to clarify the meaning of the code.
13. Ask this question:
-  **What does it mean when Maddy Rose weighs down the stocking with a cobblestone?**
14. Reinforce the correct response: a ship was riding low in the water because it was carrying heavy firearms for the British. Draw a stocking weighted down and a large ship with an equal sign between them to clarify the meaning of the code.
15. Read aloud the portion of page 29 from “Quickly she fetched” to “a British man-of-war!” Define unknown terms (e.g., *fetched*, *moored*) as needed. Explain that a *man-of-war* is a large warship. Direct attention to the image of the warship with the British flag on page 28.
16. Echo Read the last two paragraphs on page 29, starting with “Jonathan must know.” Instruct students to Think–Pair–Share to answer these questions:
-  **What does Maddy Rose do when she sees the British man-of-war? Why?**
- Instruct students to ask each other questions to deepen their understanding (e.g., What do you mean by that? Can you say more?).
17. Reinforce the correct responses: She races back to hang the heaviest clothesline she had ever hung. She is warning the Patriots of the large ship with weapons.


**Sample Think Aloud**

I see the word *code* used again for the petticoat. In the next sentence, I see the word *meant* used for the stocking. I know that a code is a message or something that means something else. The petticoat means, or is code for, a friendly ship. The stocking hanging toe up means, or is code for, a ship from the islands or a faraway place.

## LAND 5 minutes

### Demonstrate Learning

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1.  **Introduce the learning task.** Instruct students to Mix and Mingle to answer this question:

 **How does Maddy Rose use the clothesline to send secret messages?**

Provide this sentence frame: Maddy Rose uses the clothesline to show \_\_\_\_\_.

Instruct students to ask each other questions to deepen their understanding (e.g., What do you mean by that? Can you say more?).

---

#### Analyze Student Progress

**Monitor:** Do students explain how Maddy Rose uses the clothesline to send secret messages?

**Offer Immediate Support:** If students need additional support explaining how Maddy Rose uses the clothesline to communicate messages, ask these questions: What do the stockings mean? Why do they sometimes have stones in them?

---

2. Invite a few students to share their responses.

#### Key Ideas

- Maddy Rose uses the clothesline to show the order of the ships.
- Maddy Rose uses the clothesline to show when a ship is heavy with firearms.
- Maddy Rose uses the clothesline to tell the Patriots when there is a friendly or suspicious ship.

3. Summarize that Maddy Rose's actions throughout the story show her support for the Patriots in the fight against the British.





# Prologue to Lesson 27

**Essential Question** | How does the pursuit of freedom inspire people's actions?


## OVERVIEW

### Preview

Students describe the sacrifices Maddy Rose makes in *The Scarlet Stockings Spy*. As they discuss Maddy Rose's sacrifices, students practice sharing about a topic or text in an organized way. This work prepares students to share what *The Scarlet Stockings Spy* conveys about the lived experience of the Patriots during the American Revolution in lesson 27.

### Learning Goal

Describe the sacrifices Maddy Rose and her family make in *The Scarlet Stockings Spy*.


-  **LEARNING TASK:** Share one sacrifice that Maddy Rose makes during the Revolutionary War.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Share about a topic or text in an organized way.

To support students with beginning English proficiency, provide additional examples of people or characters who have made sacrifices and why with this sentence frame: \_\_\_\_\_ sacrifices \_\_\_\_\_ so that \_\_\_\_\_. To support students with intermediate English proficiency, invite them to complete the sentence frame with additional people or characters who have made sacrifices.

### Vocabulary

sacrifice (v.) 

### Materials

#### TEACHER

- *The Scarlet Stockings Spy*

#### STUDENTS

- *The Scarlet Stockings Spy*

### Preparation

- none

## LAUNCH 5 minutes

### Practice Vocabulary

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1. Instruct students to Think–Pair–Share to answer this question:

 **Have you ever had to give something up that you wanted to keep?**

2. Introduce the vocabulary term *sacrifice* by displaying the term and definition. Engage students in Vocabulary Exploration.

#### Language Support

The term *sacrifice* has a Spanish cognate: *sacrificar*. Share this language connection with students whose home language is Spanish.

3. Tell students that they will discuss the sacrifices Maddy Rose and her family make to help the Patriots.

#### Definition

**sacrifice (v.):** to give up something that you want to keep, especially in order to do or get something else or to help someone

## LEARN 20 minutes

### Describe Maddy Rose’s Sacrifices

---

1. Distribute *The Scarlet Stockings Spy* to pairs. Direct students to page 6. Read aloud the fourth paragraph, starting with “Each morning before.” Define unknown terms (e.g., *crushed*, *imported*) as needed.
2. Direct attention to the word *disloyal*. Annotate the word parts, and remind students that when a person is loyal, they show complete support for something. Explain that the prefix *dis-* changes the meaning of a word to mean “not” or “the opposite.”
3. Instruct students to Think–Pair–Share to answer this question:

 **What do you think *disloyal* means?**

4. Reinforce the correct response: not loyal, or not supportive of someone or something. Remind students that the Patriots were loyal to the idea of America having its own freedom, while the Loyalists were loyal to Great Britain.

#### Language Support

The prefix *dis-* has a Spanish equivalent: *des-*. Share this language connection with students whose home language is Spanish.

5. Think aloud to model how Maddy Rose makes a sacrifice by drinking Liberty tea.
6. Display and read aloud this sentence frame: Maddy Rose sacrifices \_\_\_\_\_ so that \_\_\_\_\_. Explain that the first blank describes what Maddy Rose gives up, and the second blank describes why. Ask this question:

 **How would you complete this sentence frame?**

7. Reinforce the correct response: Maddy Rose sacrifices drinking English tea so that she is not considered disloyal to the Patriots.
8. Read aloud the last paragraph on page 6, starting with “Maddy Rose knew.” Define unknown terms (e.g., *fallen*, *lay*, *soil*) as needed. Ask this question:

 **What happened to Maddy Rose’s father and brother?**

9. Reinforce the correct response: Her father died in battle, and her brother joined the army at age 15.
10. Instruct students to Think–Pair–Share to answer these questions:

 **What does Maddy Rose’s father sacrifice during the war? Why?**

Provide this sentence frame: \_\_\_\_\_ sacrifices \_\_\_\_\_ so that he can fight for the Patriots.

#### Key Ideas

- Her father sacrifices his life so that he can fight for the Patriots.
- Her father sacrifices being with his family so that he can fight for the Patriots.
- Her father sacrifices his safety so that he can fight for the Patriots.

#### Sample Think Aloud

I see that Maddy Rose makes her tea by crushing dried leaves. She doesn’t drink imported English tea because that is considered disloyal. Like many others, Maddy Rose is giving up drinking imported English tea so she is not considered disloyal to the Patriots. Drinking Liberty tea is a sacrifice.

**11.** Instruct students to Think–Pair–Share to answer these questions:

 **What does Maddy Rose’s brother sacrifice during the war? Why?**

**Key Ideas**

- Her brother sacrifices being home with his family so that he can fight for the Patriots.
- Her brother sacrifices being with friends so that he can fight for the Patriots.
- Her brother sacrifices being home with his family so that he can fight for the Patriots.

**12.** Emphasize that many people made sacrifices during the war and lost their own lives or the lives of those they loved.

**13.** Direct attention to page 10. Read aloud the last paragraph, starting with “Such poppycock! she’d.” Define unknown terms (e.g., *brocades*, *cluck*, *finery*, *poppycock*) as needed.

**14.** Instruct students to Think–Pair–Share to answer these questions:

 **What types of clothes does Maddy Rose sacrifice wearing? Why?**

**Language Support**

For students with beginning English proficiency, review the term *sacrifice* and direct attention to the image on page 11 to show the difference between Maddy Rose’s clothes and the fancy clothes of the women in the background.

Provide this sentence frame: Maddy Rose sacrifices wearing \_\_\_\_\_ so that \_\_\_\_\_.


**Key Ideas**

- Maddy Rose sacrifices wearing fancy clothing from London so that she does not show loyalty to the king.
- Maddy Rose sacrifices wearing silk, satin, and fancy threads so that she does not show loyalty to the king.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Instruct students to Mix and Mingle to answer this question:

 **What is one sacrifice Maddy Rose makes during the American Revolution in order to support the Patriots?**

---

#### Analyze Student Progress

**Monitor:** Do students discuss at least one sacrifice that Maddy Rose makes?

**Offer Immediate Support:** If students need additional support describing sacrifices that Maddy Rose makes, review text excerpts and images to aid recall.

---

2. Invite a few students to share their responses.

#### Key Ideas

- Maddy Rose sacrifices drinking imported English tea so that she is not disloyal to the Patriots.
- Maddy Rose sacrifices having her family nearby so that they can join the war effort.
- Maddy Rose sacrifices wearing fancy clothes from London so that she can show her loyalty to the Patriots.

3. Summarize that Maddy Rose makes many sacrifices to help support the Patriots during the Revolutionary War.





# Prologue to Lesson 28

**Essential Question** | How does the pursuit of freedom inspire people's actions?


## OVERVIEW

### Preview

Students describe how Maddy Rose helps the Patriots in *The Scarlet Stockings Spy*. As they examine her actions, students practice using transition words or phrases to connect ideas within proof paragraphs. This work prepares students to use transition words or phrases to connect knowledge statements about *The Scarlet Stockings Spy* in lesson 28.

### Learning Goal

Describe how Maddy Rose helps the Patriots in *The Scarlet Stockings Spy*.

 **LEARNING TASK:** Use the transition words *also* or *similarly* to connect ideas about how Maddy Rose helps the Patriots during the Revolutionary War.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use a transition word or phrase to connect ideas.

To support students with beginning English proficiency, model how to use *also* and *similarly* to connect ideas about a familiar topic, such as favorite hobbies or foods. Add symbols, such as a plus sign for *also* and an equal sign for *similarly*. To support students with intermediate English proficiency, invite them to provide more examples of a familiar topic and connect them by using *also* and *similarly*.

### Vocabulary

none

### Materials

#### TEACHER

- *The Scarlet Stockings Spy*

#### STUDENTS

- *The Scarlet Stockings Spy*

### Preparation

- none

**LAUNCH** 5 minutes**Build Knowledge About Transitions**

---

1. Instruct students to Think–Pair–Share to answer this question:

 **What are some things we do to help keep our classroom clean?**

**Language Support**

If possible, pair students who speak the same home language to discuss this question.

**Key Ideas**

- Throw trash away in the trash can.
- Hang up our coats.
- Organize our workspace.
- Hang up our backpacks.

2. Invite students to share responses. Begin a list (e.g., on chart paper) of responses, and read them aloud.
3. Read aloud one activity, say the word *also*, and read aloud another activity. Remind students that *also* is a transition word that connects ideas by adding information. Draw a plus sign between the two sentences.
4. Tell students that *similarly* is another transition word that connects ideas. Explain that *similarly* is used to add information that is similar, or alike. Read aloud one activity, and say the word *similarly* before reading aloud the next activity. Draw an equal sign between them, and explain that the actions are similar because they are both ways to keep the classroom clean.

**Language Support**

The term *similarly* has a Spanish cognate: *similarmente*. Share this language connection with students whose home language is Spanish.

5. Tell students that they will use the transition words *also* and *similarly* to review how Maddy Rose helps the Patriots during the American Revolution.

## LEARN 20 minutes

### Describe Maddy Rose's Actions

---

1. Direct students to page 6 of *The Scarlet Stockings Spy*. Read aloud the fourth paragraph, starting with “Each morning before.” Define unknown terms (e.g., *crushed*, *disloyal*, *hearth*, *imported*, *seams*) as needed.
2. Think aloud to model how to identify ways that Maddy Rose helps the Patriots.
3. Direct attention to page 10. Read aloud the last paragraph, starting with “‘Such poppycock!’ she’d.” Define unknown terms (e.g., *brocades*, *cluck*, *finery*, *imported*, *poppycock*) as needed. Ask this question:

 **Why doesn't Maddy Rose wear fancy clothes that are imported, or brought in, from London?**

4. Reinforce the correct response: She doesn't want to show loyalty to the king.

#### Language Expansion

For students with intermediate English proficiency, invite them to explain how *loyalty* and *disloyalty* are opposites.

5. Display and read aloud these sentences:
  - Maddy Rose doesn't drink English tea.
  - She doesn't wear clothes from London.
6. Instruct students to work with a partner to connect these two sentences by using the transition words *also* or *similarly*.
7. Reinforce the correct responses:
  - Maddy Rose doesn't drink English tea.
  - Also, she doesn't wear clothes from London.
  - Similarly, she doesn't wear clothes from London.

#### Sample Think Aloud

I see that Maddy Rose is making Liberty tea at home because she doesn't want to drink English tea. The text says that drinking tea from Britain would be “disloyal.” I know Maddy Rose is loyal to the Patriots, so she makes her own tea instead of buying British tea.

8. Write the word *also* between the sentences, and add a plus sign. Write the word *similarly*, and add an equal sign. Tell students that both words add information. Explain that the word *similarly* can be used in this example because it identifies that the second action is similar to the first since they both include things Maddy Rose doesn't buy because she wants to support the Patriots.
9. Direct attention to page 16. Read aloud the portion of page 16 from "When the toe" to "with a cobblestone." Define unknown terms (e.g., *cobblestone*, *firearms*, *suspicious*, *vessel*, *weight*) as needed. Instruct students to discuss this question with a partner:




**How does Maddy Rose use her clothesline to help the Patriots?**

10. Reinforce the correct responses: She hangs her stockings with the toe facing down to show when a ship is suspicious; she weighs down the toe with a stone to show when it is heavy with weapons.
11. Display and read aloud these sentences:
  - Maddy Rose hangs stockings toe down to show suspicious ships.
  - She puts a stone in the toe to show the ships are heavy with weapons.
12. Instruct students to work with a partner to use the transition word *similarly* to connect these two sentences.
13. Reinforce the correct responses:
  - Maddy Rose hangs stockings toe down to show suspicious ships.
  - Similarly, she puts a stone in the toe to show the ships are heavy with weapons.
14. Write the word *similarly* between the sentences, and add an equal sign. Explain that *similarly* identifies the second action is similar to the first because they both include things Maddy Rose does with the clothesline to help the Patriots.
15. Instruct students to draw a picture of something Maddy Rose does to help the Patriots.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Instruct students to Mix and Mingle to discuss this prompt:

 **Describe what Maddy Rose does to help the Patriots.**

Tell students to add on to their partner's idea by using the transition word *similarly*.

---

#### Analyze Student Progress

**Monitor:** Do students add another action Maddy Rose takes by using a transition word?

**Offer Immediate Support:** If students need additional support using the transition words, display two drawings of different actions together and insert the word *also* between them with a plus sign or the word *similarly* with an equal sign.

---

2. Invite a few students to share their responses.

#### Key Ideas

- Maddy Rose doesn't drink English tea.
- Similarly, she doesn't wear clothes from London.
- Maddy Rose hangs stockings toe down to show suspicious ships.
- Similarly, she puts a stone in the toe to show the ships are heavy with weapons.

3. Summarize that transition words can be used to add more information and show how things are similar.





# Prologue to Lesson 30

**Essential Question** | How does the pursuit of freedom inspire people's actions?


## OVERVIEW

### Preview

Students describe key events in *A Spy Called James*. As they discuss how James gained his freedom, students practice answering questions to clarify what they mean. This work prepares students to write a summary of *A Spy Called James* in lesson 30.

### Learning Goal

Describe key events in *A Spy Called James*.

 **LEARNING TASK:** Discuss what happened to James at the end of the story.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Answer questions to clarify what you mean.

To support students with beginning English proficiency, invite them to ask questions about James, and model how to answer.

To support students with intermediate English proficiency, invite them to ask and answer additional questions about James from the text.

### Vocabulary

none

### Materials

#### TEACHER

- *A Spy Called James*
- Somebody–Wanted–But–So–Then chart (*Prologue* Reference Charts appendix)

#### STUDENTS

- *A Spy Called James*

### Preparation

- *A Spy Called James* is an unpaginated text. Number your text; begin with the title page as page 1. Pages on the left will be even, and pages on the right will be odd.

## LAUNCH 5 minutes

### Discuss Prior Knowledge

1. Instruct students to Think–Pair–Share to answer these questions:

 **What were the two sides that fought in the Revolutionary War?**

 **Who won?**

#### Language Support

If possible, pair students who speak the same home language to discuss these questions.

2. Reinforce the correct responses:

- **two sides**—the Patriots and Great Britain
- **won**—the Patriots

3. Tell students that they will discuss an important figure who helped the Patriots win the Revolutionary War—James Lafayette.

## LEARN 20 minutes

### Examine Key Events

1. Display the Somebody–Wanted–But–So–Then chart. Read aloud the headers. Tell students that they will listen to you read aloud sections of *A Spy Called James*, and they will complete the chart as a class.

Somebody–Wanted–But–So–Then				
Somebody	Wanted	But	So	Then

2. Direct students to page 12 of *A Spy Called James*. Read aloud the first paragraph, starting with “His name was.” Define unknown terms (e.g., *defeat*, *enslaved*, *granted*, *tobacco*) as needed. Ask this question:

 **Who is this text about?**

3. Reinforce the correct response: James. Write “James” in the Somebody column of the chart.

#### **Language Support**

For students with beginning English proficiency, add visual supports to each column of the chart to help with comprehension.

4. Think aloud to model how to add more details about James to the Somebody column.
5. Add “enslaved man working on a tobacco farm in Virginia” in parentheses to the Somebody column of the chart.
6. Echo Read the portion of page 12 from “James heard that” to “defeat the British.” Ask this question:

 **What did James want?**

7. Reinforce the correct responses: to be granted his freedom; to fight for the colonies. Add responses to the Wanted column of the chart.
8. Direct attention to page 26. Read aloud page 26, starting with “The war officially.” Define unknown terms (e.g., *ceased*, *credit*, *officially*, *reserved*, *victory*) as needed.
9. Refer to the But column of the chart. Instruct students to Think–Pair–Share to answer this question:

 **Why didn’t James earn his freedom?**

#### **Sample Think Aloud**

I see that James was an enslaved man who lived on a tobacco farm in Virginia. I’m going to add these details to the Somebody column.

- 10.** Reinforce the correct response: because he was a spy instead of a fighting soldier. Remind students that *but* is used to show a different, or opposing, idea. Add the response to the But column of the chart.

#### Language Expansion

For students with intermediate English proficiency, invite them to use the transition word *however* instead of *but* to show the contrasting idea.

- 11.** Direct attention to pages 28–29. Read aloud page 28, starting with “When Lafayette learned.” Define unknown terms (e.g., *certificate*, *circumstances*, *declaring*, *outraged*) as needed. Direct attention to the handwritten letter on page 29. Instruct students to Think–Pair–Share to answer this question:



**What did General Lafayette do when he learned what happened to James?**

- 12.** Instruct students to take turns asking and answering questions such as these to deepen and clarify understanding: What do you mean by that? How do you know that? Can you say more?
- 13.** Reinforce the correct response: General Lafayette gave James a certificate, or letter, to say that he should be free. Remind students that *so* is used to show cause and effect, or something that happens as a result of something else. Explain that because James was not freed, General Lafayette wrote the certificate. Add the response to the So column of the chart.
- 14.** Summarize the chart by reading aloud the recorded information.

#### Key Ideas


- James wanted to fight for the colonies to be free.
- But he was not given his freedom because he was a spy.
- So General Lafayette gave James a certificate saying that he should be free.

- 15.** Direct attention to page 30. Tell students to listen for what happened to James at the end of the story. Read aloud page 30, starting with “Two years later.”

## LAND 5 minutes

### Demonstrate Learning

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1.  **Introduce the learning task.** Instruct students to work with a partner to discuss what happened to James at the end of the story.

Instruct students to take turns asking and answering questions such as these to deepen and clarify understanding: What do you mean by that? How do you know that? Can you say more?

---

#### Analyze Student Progress

**Monitor:** Do students explain that James became free?

**Offer Immediate Support:** If students need additional support explaining what happened to James, read aloud the text on page 30.

---

2. Invite a few students to share their responses.

#### Key Ideas

- James was finally free.
- The legislature made James a free man.
- James took the name Lafayette as his last name.

Add responses to the Then column of the chart.

3. Summarize that reviewing key events helps the reader understand and remember what is happening in a text.





# Prologue to Lesson 31

**Essential Question** | How does the pursuit of freedom inspire people's actions?


## OVERVIEW

### Preview

Students analyze details in General Lafayette's letter in *A Spy Called James*. As they discuss how General Lafayette helped James, students practice sharing about a topic or text in an organized way. This work prepares students to explain how a primary source adds to a complete understanding of a historical figure in lesson 31.

### Learning Goal

Analyze details in General Lafayette's letter.

 **LEARNING TASK:** Describe how General Lafayette's letter helped James.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Share about a topic or text in an organized way.

To support students with beginning English proficiency, create a word wall with images of vocabulary from the letter and encourage students to use the words. To support students with intermediate English proficiency, invite them to explain why James Lafayette took General Lafayette's name by citing evidence from the text.

### Vocabulary

none

### Materials

#### TEACHER

- *A Spy Called James*

#### STUDENTS

- *A Spy Called James*

### Preparation

- *A Spy Called James* is an unpaginated text. Number your text; begin with the title page as page 1. Pages on the left will be even, and pages on the right will be odd.

## LAUNCH 5 minutes

### Build Knowledge About a Letter

---

1. Direct students to page 29 of *A Spy Called James*. Instruct students to Think–Pair–Share to answer these questions:

 **What do you notice about this page?**

 **What do you wonder?**

#### Language Support

If possible, pair students who speak the same home language to discuss these questions.

2. Use responses to emphasize that this page is a certificate, or letter, made to look like it is handwritten.
3. Direct attention to the signature and date at the bottom of the letter. Explain that it was written and signed by General Lafayette, who is illustrated on page 28. Direct attention to the date in the last sentence, and remind students that this letter was written after the Revolutionary War ended.

#### Teacher Note

For ease of reading, consider creating a typed version of page 29 in a more accessible font.

4. Tell students that they will read this letter together to learn why General Lafayette wrote it.

## LEARN 20 minutes

### Examine a Letter

---

1. Remind students that after the war ended, James did not gain the freedom that he expected. Explain that Black soldiers who fought in the American army were granted their freedom, but Black spies like James were not.
2. Direct attention to page 28 of *A Spy Called James*. Read aloud page 28, starting with “When Lafayette learned.” Define unknown terms (e.g., *certificate*, *declaring*, *outraged*) as needed. Ask this question:

 **Why was General Lafayette outraged?**

3. Reinforce the correct response: because James was not freed from being enslaved after helping the Patriots win the war.
4. Direct attention to page 29. Read aloud the portion of page 29 from “This is to” to “in this State.” Define unknown terms (e.g., *bearer*, *certify*, *command*, *honour*, *services*) as needed.
5. Echo Read the portion of page 29 from “the Bearer by” to “Services to me.” Ask this question:

 **Who does General Lafayette refer to?**

6. Reinforce the correct response: James.
7. Direct attention to the pronoun *me* in the phrase “Services to me.” Ask this question:

 **Whom does *me* refer to?**

8. Reinforce the correct response: General Lafayette.
9. Direct attention to the phrase “Essential Services.” Ask this question:

 **What kind of services did James perform for General Lafayette?**

**10.** Reinforce the correct response: He was a spy for the Patriots. Explain that James performed essential, or necessary and important, services for General Lafayette.

**11.** Instruct students to Think–Pair–Share to answer this question:



**How were James’s services essential to General Lafayette and the Patriots?**

**Language Support**

For students with beginning English proficiency, read aloud excerpts from pages 16, 18, and 21 to review James’s actions as a spy.

**Key Ideas**

- He spied for them.
- He pretended to be a runaway slave and traveled with the British to learn their secrets.
- He passed important information to the Patriots and gave the British wrong information to confuse them.

**12.** Read aloud the portion of page 29 from “His Intelligences from” to “most faithfully deliver’d.” Define unknown terms (e.g., *collected*, *faithfully*, *industriously*) as needed. Direct attention to the phrase “Intelligences from the Enemy’s Camp.” Explain that *intelligences* refers to information that James collected from the enemy camp while he was a spy. Ask this question:



**How did the intelligences, or information, that James learned from the British help the Patriots?**

**13.** Reinforce the correct response: They helped the Patriots learn things about the British plans as well as win the war.

**Language Expansion**

For students with intermediate English proficiency, invite them to use the textual evidence on page 23 to support their answer.

- 14.** Read aloud the portion of page 29 from “He properly acquitted” to “can admit of.” Define unknown terms and phrases (e.g., *commissions, entitled to every reward, situation*) as needed. Ask this question:

 **What was James’s situation?**

- 15.** Reinforce the correct response: He was enslaved.

- 16.** Ask this question:

 **What reward was General Lafayette referring to when he wrote that James was “entitled to every reward his Situation can admit of”?**

- 17.** Reinforce the correct response: that James should be freed.

- 18.** Instruct students to Think–Pair–Share to answer this question:


 **Why did General Lafayette think James should be acquitted, or freed, from being enslaved?**

#### **Key Ideas**

- James did important commissions, or jobs, for General Lafayette.
- James helped the Patriots win the war.
- James did his job faithfully.

**LAND** 5 minutesDemonstrate Learning

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1.  **Introduce the learning task.** Instruct students to work with a partner to describe how General Lafayette’s letter helped James.

Provide this sentence frame: General Lafayette’s letter helped James because it \_\_\_\_\_.

---

**Analyze Student Progress**

**Monitor:** Do students explain how General Lafayette’s letter helped James become free?

**Offer Immediate Support:** If students need additional support explaining how General Lafayette’s letter helped James, read aloud the text on page 30. Ask this question: What does “declaring he should be free” mean?

---

2. Invite a few students to share their responses.

**Key Ideas**

- General Lafayette’s letter helped James because it explained why he should be free.
- General Lafayette’s letter helped James because it described what he did to help the Patriots.
- General Lafayette’s letter helped James because it explained how important his services were to Lafayette.

3. Summarize that General Lafayette’s letter helped explain why James deserved his freedom, and the letter helped James become free.



# Prologue to Lesson 32

**Essential Question** | How does the pursuit of freedom inspire people's actions?

## OVERVIEW

### Preview

Students examine key details about James's actions in *A Spy Called James*. As they discuss what James did as a spy, students practice connecting new ideas to the current discussion. This work prepares students to share an important idea about James from *A Spy Called James* in a class discussion in lesson 32.

### Learning Goal

Examine key details about James's actions in *A Spy Called James*.


 **LEARNING TASK:** Describe what James did as a spy to help the Patriots.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Connect new ideas to the current discussion.

To support students with beginning English proficiency, model how to connect new ideas to the discussion about whether students would want to be a spy. To support students with intermediate English proficiency, invite them to use a transition word, such as *however*, to connect a contrasting idea during a discussion with a partner about whether they would want to be a spy.

### Vocabulary

spy (n.) 

### Materials

#### TEACHER

- *A Spy Called James*

#### STUDENTS

- *A Spy Called James*
- Talking Tool (*Learn* book)

### Preparation

- *A Spy Called James* is an unpaginated text. Number your text; begin with the title page as page 1. Pages on the left will be even, and pages on the right will be odd.

## LAUNCH 5 minutes

### Discuss Prior Knowledge

---

1. Remind students that they have read about two figures who were spies during the American Revolution—the character Maddy Rose and the real person James Lafayette.
2. Introduce the vocabulary term *spy* by displaying the word and definition. Engage students in Vocabulary Exploration.

#### Language Support

The term *spy* has a Spanish cognate: *espía*. Share this language connection with students whose home language is Spanish.

3. Instruct students to Think–Pair–Share to answer these questions:



**Would you have wanted to be a spy during the Revolutionary War? Why or why not?**

4. Tell students that they will discuss how James’s work as a spy helped the Patriots win the Revolutionary War.

#### Definition

**spy (n.):** a person who tries secretly to get information about a country or organization for another country or organization

## LEARN 20 minutes

### Describe James’s Actions as a Spy

---

1. Direct students to page 11 of *A Spy Called James*. Read aloud page 11, starting with “The person Cornwallis.” Ask this question:



**Who is the person in this picture?**

2. Reinforce the correct response: James.

3. Instruct students to discuss this question with a partner:

 **How did the war end?**

4. Invite a few students to share their responses, and reinforce the correct response: The war ended with the Patriots winning. Tell students that they will explore what James did as a spy to help the Patriots win the war.
5. Direct attention to page 16. Read aloud page 16, starting with “On orders from.” Define unknown terms (e.g., *foraged*, *runaway*, *tatters*) as needed.
6. Remind students that General Charles Cornwallis and Benedict Arnold were officers in the British army.
7. Think aloud to identify things that James did as a spy.
8. Ask this question:

 **Why did James pretend to be a runaway slave?**

9. Invite a few students to share their responses.

#### Key Ideas

- James pretended to be a runaway slave so the British would accept his help.
  - James pretended to be a runaway slave so he could spy on the British.
  - James pretended to be a runaway slave so the British would trust him.
10. Direct students to the Talking Tool, located in the *Learn* book. Echo Read these sentence frames:
    - I hear you say that \_\_\_\_\_. This makes me think that \_\_\_\_\_.
    - I hear you say that \_\_\_\_\_. However, \_\_\_\_\_.

#### Sample Think Aloud

I see several verbs on this page: *dressed*, *presented*, *offered*, and *foraged*. I know these are actions, so I can read more closely to find out more about what James did as a spy. He dressed in old clothes and made himself look like a runaway slave. He guided the British along America’s roads. And he helped them forage, or find, food.

**11.** Think aloud to model how to use these sentence frames to connect new ideas to the discussion.

#### Language Expansion

For students with intermediate English proficiency, invite them to explain how the transition word *however* shows a contrasting, or different, idea.

**12.** Direct attention to page 18. Read aloud the first paragraph from “Cornwallis, Arnold, and” to “heard to Lafayette.” Define unknown terms (e.g., *passed on*, *snuck*, *troops*) as needed. Instruct students to Think–Pair–Share to answer this question:

 **What else did James do as a spy?**

Instruct students to use the same sentence frames from the Talking Tool in their discussion.

#### Language Support

For students with beginning English proficiency, help them locate the verbs throughout the text to identify James’s actions.

#### Key Ideas

- James shared information with General Lafayette about secret plans and maps.
- James told General Lafayette about things he overheard in the British camp.
- James got the British to have faith in him.

#### Sample Think Aloud

I hear you say that James tricked the British into trusting him.

This makes me think that James must have been a clever spy. I hear you say that James wanted to seem helpful to the British. However, we know that he was really helping the Patriots.

- 13.** Direct attention to page 21. Read the portion of page 21 from “He carried information” to “was incredibly risky.” Define unknown terms (e.g., *double agent*, *misleading*) as needed. Instruct students to Think–Pair–Share to answer this question:

 **What else did James do as a spy?**

Instruct students to use the same sentence frames from the Talking Tool in their discussion.


#### Key Ideas

- James carried information from the British to the Patriots.
- James gave the wrong information about the Patriots to confuse the British.
- James risked his life to carry out dangerous missions.

## LAND 5 minutes

### Demonstrate Learning

---

- 1.**  **Introduce the learning task.** Instruct students to work with a partner to describe what James did as a spy to help the Patriots win the war. Tell students to use the same sentence frames from the Talking Tool in their discussion.

---

#### Analyze Student Progress

**Monitor:** Do students summarize how James helped the Patriots win the war?

**Offer Immediate Support:** If students need additional support describing James’s actions as a spy, review excerpts or images on pages 16–17, 18–19, and 20–21 of the text.

---

**2.** Invite a few students to share their responses.

**Key Ideas**

- James dressed as a runaway slave so the British would accept his help.
- He saw secret British materials; he snuck off and told General Lafayette the secrets.
- He gave the British wrong information about the Patriots to confuse them.

**3.** Summarize that James's actions as a spy helped the Patriots win the war.

# Prologue Vocabulary

## break (n.)

1. an opening or space in something
2. a sudden ending of a relationship

**P** to lesson 5

## elaboration (n.)

details that develop evidence and connect it to a point

**P** to lesson 18 | lesson 10 (module 1)

## idiom (n.)

an expression that cannot be understood from the meanings of its individual words but that has a separate meaning of its own

**P** to lesson 13 | lesson 4 (module 1)

## massacre (n.)

the violent killing of many people

**P** to lesson 4 | lesson 4

## paraphrase (v.)

to use different words to rewrite something that someone else has written

**P** to lesson 17

## propaganda (n.)

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



**P** to lesson 6 | lesson 6

## sacrifice (v.)

to give up something that you want to keep, especially in order to do or get something else or to help someone

**P** to lesson 27

## spy (n.)

a person who tries secretly to get information about a country or organization for another country or organization

**P** to lessons 25 and 32

## tyranny (n.)

cruel and unfair treatment by people with power over others

**P** to lesson 17

# ***Prologue Reference Charts***





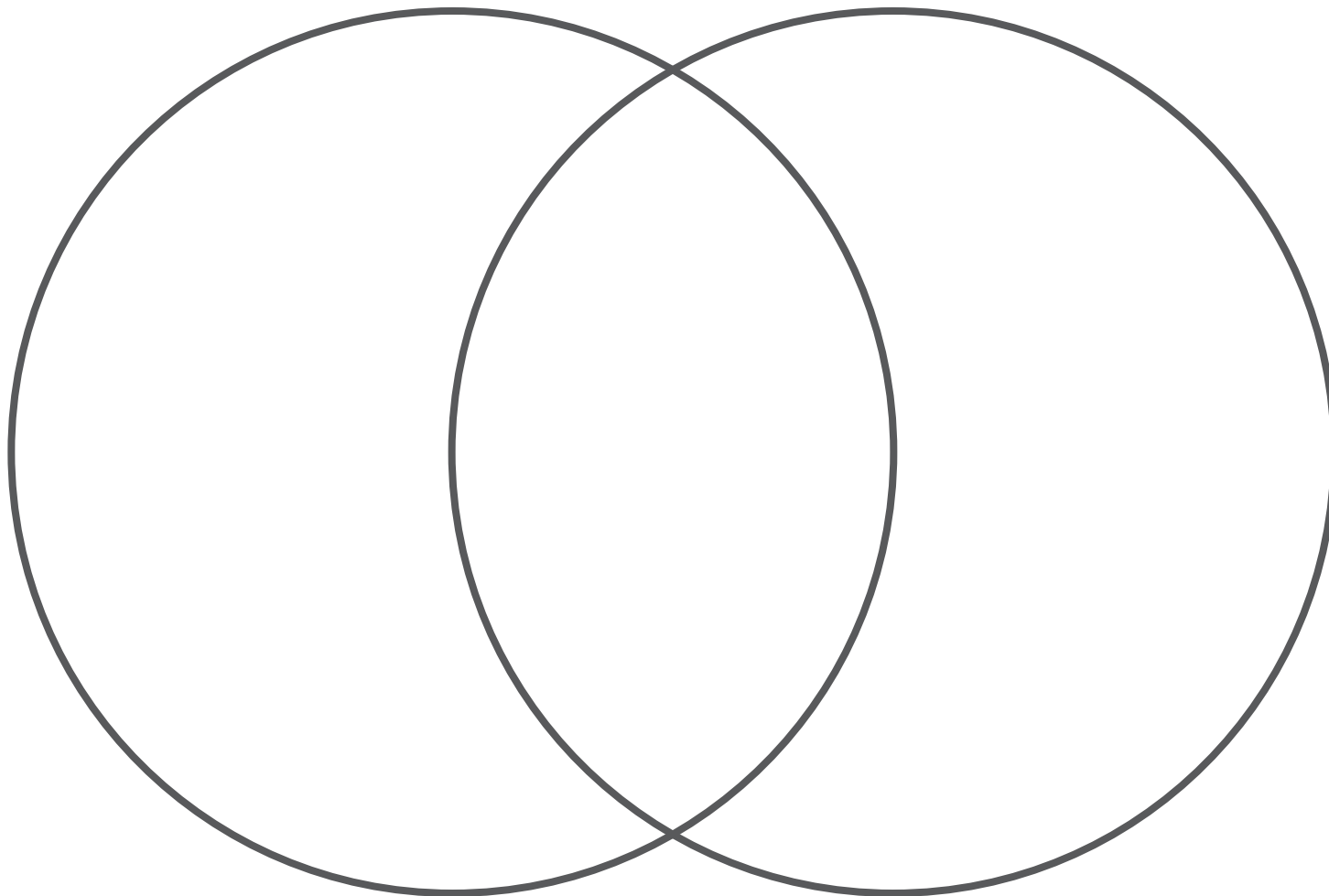
# Boston Massacre Details Chart

Where	When	Who	What

# Venn Diagram for John Adams and Samuel Adams

John Adams

Samuel Adams



# The Errand Boy Chart

Who Is Ethan?

What Is Ethan Doing?

# Evidence and Elaboration Chart

Evidence	Elaboration

# Somebody–Wanted–But–So–Then

Somebody	Wanted	But	So	Then





# ***Prologue Student Resources***







## L8 | Modal Categories and Sentences

“Massacre in King Street” | Use the modal word that best completes each sentence.

Possibility	Ability	Requirement	Suggestion
may might	can could	must	should

Samuel Adams thought the citizens \_\_\_\_\_ become angry enough to want to separate from Britain.

The Sons of Liberty thought the colonies \_\_\_\_\_ separate from Britain.

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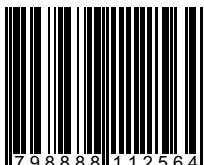
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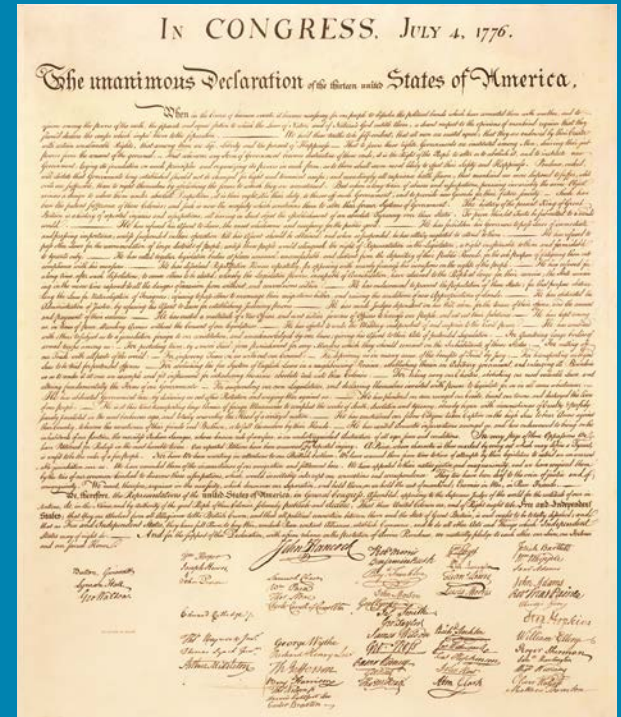
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