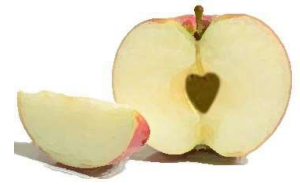




Getting to the Core



Making A Nation

5th Grade
Mini-Unit of Study
Student Journal



Lesson 1 Extended Anticipatory Guide

Opinion	Agree	Disagree	Evidence
A revolution unites citizens to fight for a cause.			
Citizens must be represented equally in their government.			
Kings are tyrants.			
A revolution can cause problems.			
Men, women, and older children should be part of a militia.			

Language for Agreeing	Language for Disagreeing
<ul style="list-style-type: none"> • I agree with the statement ____ because ____. • I have a similar opinion. I believe... • I agree with you that ____ because _____. 	<ul style="list-style-type: none"> • I disagree with the statement ____ because ____. • I have a different opinion. I believe _____. • I respectfully disagree with you, I believe ____ because _____.

Era Envelope

Directions: In a group of 3-4, analyze each picture and questions below.

Focus Questions	Document 1	Document 2	Document 3	Document 4	Document 5
Site the source.					
Describe what you see in the picture.					
List people, objects, words or activities.					
What questions do you have about the picture?					

Document 1



Source: "Join, or Die," by Benjamin Franklin, Pennsylvania Gazette (Philadelphia, PA), May 9, 1754.
Courtesy, Library of Congress <http://www.history.org/history/teaching/enewsletter/volume5/november06/primsources.cfm>

Document 2



Document 3



Source: The Pennsylvania Journal printed a skull and crossbones to protest the Stamp Act, passed by Parliament in 1765

http://college.cengage.com/history/primary_sources/us/stamp_act.htm

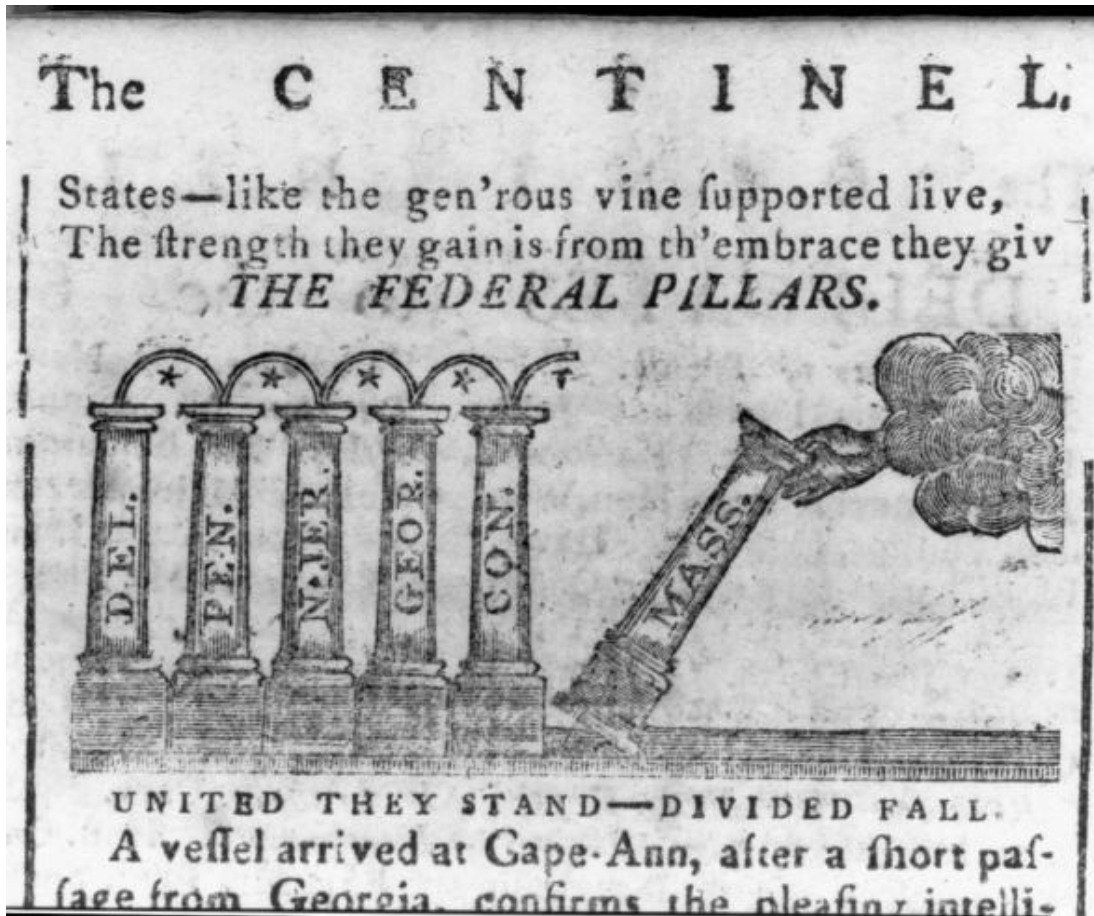
Document 4



Source: Washington Crossing the Delaware by Emanuel Leutze, 1851 (The Metropolitan Museum of Art)

<http://www.mountvernon.org/research-collections/digital-encyclopedia/article/crossing-of-the-delaware/>

Document 5



Source: *The Massachusetts Centinel* January 30, 1788.

<http://teachingamericanhistory.org/ratification/federalpillars/>



The American Revolution Video Note-Taking Guide


<p>Who fought in the American Revolution? What happened as a result of this war?</p>	
<p>How did King George III help pay for the cost of the French and Indian War?</p>	
<p>The colonists protested against King George's taxation because they thought it was unfair. What were some of the consequences of their protests? How did King George respond to their protests?</p>	
<p>Who was involved in the First Continental Congress? What did they want people to do?</p>	
<p>Why was Paul Revere's ride important?</p>	
<p>How did the Second Continental Congress officially declare their desire for independence from Great Britain? Who wrote this document?</p>	



Lesson 2

I Have an Opinion!

People have opinions about everything. When you are in an academic conversation, you must state your opinion. When you write an argumentative essay, you must state your claim in the first paragraph, as well as restate it in the last paragraph.

**State your claim:
Give your
Opinion:** 
about the argument

Phrases and Words you might use:

I believe _____ I think _____ In my opinion, _____ Without a doubt, _____
In my point of view _____ I've come to realize that _____ My position is _____
I don't think _____ I don't believe _____ _____ isn't right

Look at these statements. Which are opinions and how can you tell? Put an "x" by each opinion and circle words that show it's an opinion.

- Bernie ate 100 bananas in one month. _____
- I believe bananas are the best fruit in the world. _____
- In my opinion, homework is not necessary _____
- My position is clear; stop polluting the oceans! _____
- Polluting the oceans isn't right at all! _____
- My opinion doesn't matter much. _____

Practice making your own opinion statements. Take 3 of these ideas and write an opinion about each one. Use the phrases above to help you.

tests art recycling exercise dogs cats



Read with a Pencil



Key Words	Difficult Words
Questions	Comments/Thoughts



Choose a person from the past and create a journal from *their* point of view about an event in

Your beginning sentence



Describe

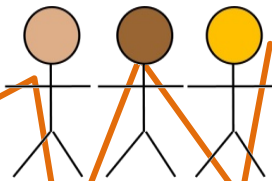


What were you doing?

What were you thinking?



What were the other people doing



How were you feeling?

Questions to Support Journal Writing



Students should be aware of word choice and the effect of the selected language on the reader. Use the following mini lessons with your students:

Vivid and Vague Language

Vague

The food was unappetizing.

The traffic was heavy.

Vivid

The pale turkey slices floated limply in a pool of murky fat.

Our old car puffed as the freeway became clogged with a line of clamoring motorists.

Connotative Language

Words can have either positive or negative connotations. Writers want to make sure that the reader feels certain way when reading a description of something. They want to create an overall general impression.

When I walked into the room, I noticed a smell. **neutral**

When I walked into the room, I noticed a stench. **negative**

When I walked into the room, I noticed an aroma. **positive**

a. Positive or Negative?

Gertrude’s long, wavy hair falls in a straight line down her back. Her cornflower blue eyes compliment her flowing hair. Her creamy skin is smooth and she has a short, button nose that compliments her facial features. Her rose red lips reveal her pearly white teeth when she smiles.

What were the words that helped to create this impression?

b. Positive or Negative?

Gertrude’s long, wavy hair is stringy. Her dull blue eyes are a match for her lackluster hair. Her pale, colorless skin is smooth and she has a short, pug nose that goes with the rest of her chubby face. Her chapped lips reveal her chalky teeth when she smiles.

What were the words that helped to create this impression?

c. Look at the word pairs. Which word is more negative and which word is more positive?

proud or stuck up

weak or wimpy

lazy or unmotivated

unusual or weird

stubborn or determined

sweat or perspire

fast food or junk food

slow or cautious

look or stare

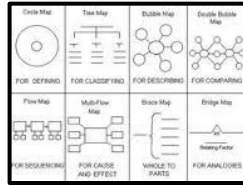
old or mature

tired or exhausted

"...If You Lived at the Time of the American Revolution"

Text Section	Who	Did What?	Because	Evidence and Details from the Text
<p>pp. 296-297</p> <p>How would your life have changed after the Declaration of Independence?</p>				
<p>pp. 297-298</p> <p>Did any women or children fight in the Continental Army?</p>				
<p>pp. 298-299</p> <p>Was it hard to get money during the war?</p>				

<p>pp. 299</p> <p>How did people get food and clothes?</p>				
<p>pp. 300-301</p> <p>How did you get news about the war and what was happening in other colonies?</p>				
<p>Skip: "Who were the famous Patriots?"</p> <p>You will return to this later.</p>				
<p>p. 305</p> <p>What ended the war?</p>				



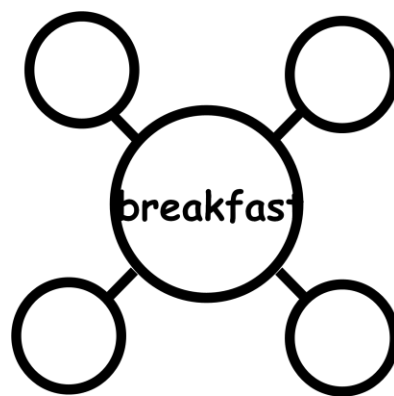
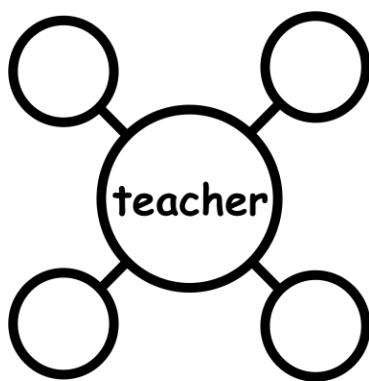
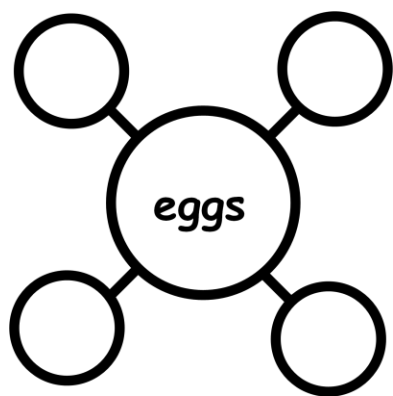
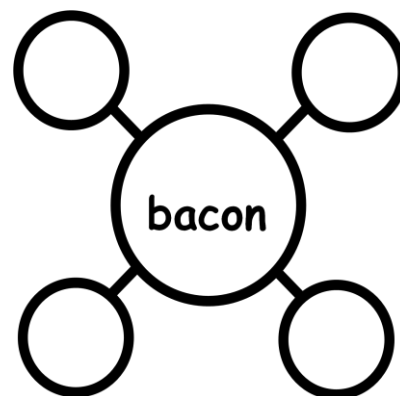
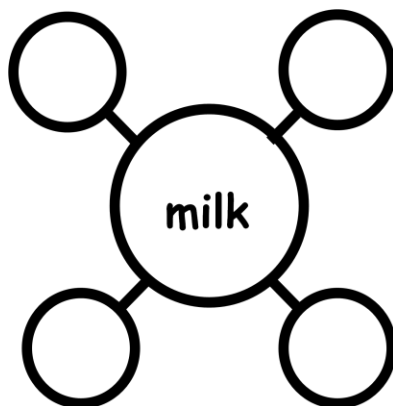
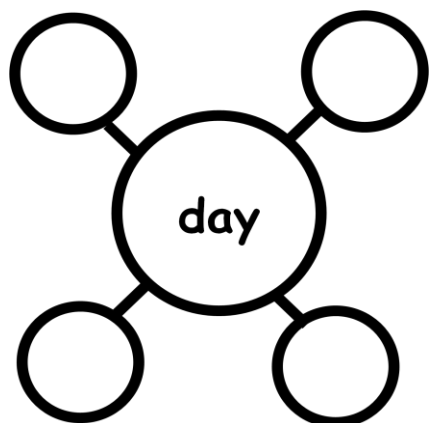
Thinking Map Workspace



Use deliberate words

Use word choice to build better persuasion and learn “Point of View”:

Use the bubble maps from the following page to create negative and positive descriptions of the subjects of each sentence. Use your writing handbook.



Choose one of the situations below. Write a short paragraph (3 sentences) about the situation you've selected, choosing details to create either a **favorable** or an **unfavorable** mood. Be prepared to share with your group tomorrow.

- a rainy day
- eating breakfast
- staying up late
- dressing up in your best clothes

Thomas Jefferson

Quick Facts

Birth Date: April 13, 1743

Death Date: July 4, 1826

Place of Birth: Shadwell, Virginia

Place of Death: Charlottesville, Virginia

Quotes

“We in America do not have government by the majority. We have government by the majority who participate.”

– Thomas Jefferson



Early Years

Thomas Jefferson’s goals were shaped by his boyhood experiences. He was born in Shadwell, Virginia and lived there until his death in 1826. His father was a successful planter. His mother came from a well-known Virginia family.

Jefferson was the oldest of eight children. He worked on his family’s farm until he entered William and Mary College when he was 16 years old. He enjoyed studying and practicing the violin. Throughout his life Jefferson was known for his reserved manner.

During college, Thomas Jefferson studied to become a lawyer. In 1772, Jefferson married Martha Wayles Skelton. The couple had six children. Only two daughters survived into adulthood. Martha died at 33 following complications from childbirth. Jefferson was distraught by her death and never remarried.

He had a keen interest in architecture and gardening. Over the course of his life, he remodeled and expanded the gardens of Monticello. Monticello was an elegant brick mansion that he built on his property. Jefferson filled Monticello with fine art and furnishings. He kept detailed records of everything that happened on the plantation. This included weather reports, gardening, and information about his livestock and slaves.

Revolutionary War Years

Thomas Jefferson was greatly influenced by patriots such as Patrick Henry and Sam Adams. He listened to them speak about how the Britain treated the colonists unfairly by imposing heavy taxes on them. Jefferson was selected as a delegate to the Second Continental Congress in 1775. He drafted the Declaration of Independence and explained why the 13 colonies wanted to be free of British rule. It also detailed the importance of individual rights and freedoms. The Declaration of Independence was adopted on July 4th, 1776.

He worked tirelessly for important things like freedom of speech, freedom of the press, and freedom of religion. Jefferson thought the national government should have a limited role in citizens' lives. He accepted George Washington's appointment and became the nation's first Secretary of State.

Legacy

Thomas Jefferson was elected the 3rd President of the United States in 1800. During his two terms as President, the U.S. purchased the Louisiana Territory, and sent Lewis and Clark to explore the vast new land.

Slavery was a contradictory issue in Jefferson's life. Although he was an advocate for individual liberty, he owned slaves throughout his life. Jefferson wrote in the Declaration of Independence that "all men were created equal," but he believed that African Americans were biologically inferior to whites.

Jefferson helped found the University of Virginia, which help its first classes in 1825. Jefferson was involved with designing the school's buildings and curriculum. Unlike other American colleges at the time, he ensured that the school had no religious affiliation.

Thomas Jefferson died at Monticello, on July 4, 1823. It was the 50th Anniversary of the signing of the Declaration of Independence. Jefferson remains an American icon today. His face appears on the U.S. nickel and is carved in stone at Mount Rushmore. The Jefferson Memorial was dedicated in Washington, D.C. on April 13, 1943. It was the anniversary of Jefferson's birth.

Patrick Henry

Quick Facts

Birth Date: May 29, 1736

Death Date: June 6, 1799

Place of Birth: Studley, Virginia

Place of Death: Brookneal, Virginia

Quotes

“Give me liberty or give me death.”

“If this be treason, make the most of it.”

– Patrick Henry



Early Years

Patrick Henry was a famous patriot who helped kick-start the American Revolution. He was born in Hanover County, Virginia where his mother had strong roots in the region. His father had immigrated to the colony from Scotland.

Patrick was the second oldest out of nine children. He received much of his schooling from his father. He was a musical child and liked playing both the fiddle and the flute. At the age of 15, Patrick ran a store for his father, but the business didn't last very long. It was then that he had his first taste of failure.

In 1754, he married Sarah Shelton, the daughter of a local innkeeper. Patrick received some farm land from his wife's family. He tried growing tobacco there for three years, but was not very successful in this new business either. A couple of years later, Patrick and his wife lost their farmhouse in a fire. After that he decided to return to school and become a lawyer. Patrick secured his law license in 1760. He and his wife Sarah had six children together.

Revolutionary War Years

Patrick Henry was an active force in the growing rebellion against Britain. He had the ability to translate his political ideas into the language of the common man. Patrick was selected to serve as a delegate to the Continental Congress in Philadelphia in 1774. It was

there that he met a patriot named Sam Adams. Patrick and Sam worked together to stoke the fires of the revolution. They called for the colonists to unite in their opposition against British rule. He said, “The distinctions between Virginians, Pennsylvanians, New Yorkers and New Englanders, are no more. I am not a Virginian, but an American.”

One year later Patrick gave the most famous speech of his career. He attended the Virginia Convention in March of 1775. The group was debating how to end the crisis with Great Britain-through force or through peaceful ends. Patrick Henry sounded the call to arms, saying, “Give me liberty, or give me death!”

A short time later, the first shots were fired, and the American Revolution was under way. Patrick became the Commander in Chief of Virginia’s forces, but resigned his post after six months. He had decided to change his focus to statesmanship. Patrick Henry was instrumental in writing the state’s constitution in 1776. He won the election as Virginia’s first governor that same year. After three terms as governor, he left the post in 1779. He remained active in politics as a member of the state assembly. In the mid-1780s, he served two more terms as governor.

Legacy

In 1790, Patrick left public service and returned to his profession as a lawyer. Over the years he received many appointments to positions as Supreme Court Justice, Secretary of State, and Attorney General. He decided to turn them all down and leave the world of politics, so he could spend time with his wife and many children. While he never held national office, Patrick Henry is remembered as one of the great revolutionary leaders. He has been called the “trumpet” and “voice” of the American Revolution. His powerful speeches served as a call for the rebellion. His political proposals helped create a new nation.

Paul Revere

Quick Facts

Birth Date: January 1, 1735

Death Date: May 10, 1818

Place of Birth: Boston, Massachusetts

Place of Death: Boston, Massachusetts

Quotes

"The British are coming. One if by land, two if by sea." –Paul Revere



Early Years

Paul Revere was a serious and committed artisan. When he was 19, tragedy struck when Revere's father died. Revere had to take over his father's business and support his mother and siblings. Soon, Revere also had his own family to care for. Revere had a total of 16 children.

Revere was also an engraver, dentist, and a goldsmith. His clients included both artisans like himself and the city's upper class. Many homes were adorned with Revere-made tea sets and spoons.

Revolutionary War Years

Even as his business did well, Revere paid a lot of attention to the situation around him. As others struggled, he sensed that his own career could soon be affected unless issues with the British were soon addressed.

As his leadership skill grew, so did his responsibilities. As tensions between the colonies and the British deepened, Revere was asked to spy on British soldiers and report back. In addition, he worked as a courier for the Boston Committee of

Correspondence and the Massachusetts Committee of Safety. In an act of defiance, he and others dressed as Indians and dumped tea into Boston Harbor. The event came to be known as the Boston Tea Party. During the war, he also manufactured gunpowder and cannons for the Continental Army, and printed the country's first money.

But it was his ride on April 18, 1775, that was his most significant contribution. At 10pm that night, Revere rode to Lexington to warn John Hancock and Samuel Adams of the approaching British. It was that warning that gave the Patriots time to prepare.

Legacy

Following the war, Revere continued to build on his reputation as a master craftsman and industrialist. He learned to roll copper and opened the country's first copper-rolling mill. In addition, he operated a hardware store and later a foundry, a place where glass and metal are cast. He was respected for his work and charitable contributions. Revere retired from working life in 1811 at the age of 76. He died in his home city of Boston on May 10, 1818.

Marquis de Lafayette

Quick Facts

Birth Date: September 6, 1757

Death Date: May 20, 1834

Place of Birth: Chavaniac, France

Place of Death: Paris, France



Early Years

Marquis de Lafayette was born into a family of noble military lineage on September 6, 1757. Lafayette's father was killed in battle during the Seven Years War. His mother and grandmother both died in 1770. He joined the Royal Army the following year.

Revolutionary War Years

He entered the French army at an early age, rising to the rank of captain. Lafayette had an enthusiasm for the ideals put forth in America's Declaration of Independence. He was inspired by stories of the colonists' struggles against British oppression, so Lafayette sailed to United States in 1777 to join the uprising.

He impressed colonial leaders, with his passion and willingness to serve for free. He was named a major-general in the Continental Army. During a battle, he was shot in the leg. General George Washington requested doctors to take special care of Lafayette.

He became the commander of the Virginia Continental forces in 1781. His troops surrounded the British and forced surrender in the last major battle of the Revolutionary War.

Lexile 850L

Legacy

Lafayette was known as the "Hero of Two Worlds" after returning home to France. He rejoined the French army. He worked with Thomas Jefferson to organized trade agreements between the United States and France. The U.S. Congress provided him with a cash gift of \$200,000 in appreciation of his valuable services. Following a battle with pneumonia, he died on May 20, 1834.

John Adams

Quick Facts

Birth Date: October 30, 1735

Death Date: July 4, 1826

Place of Birth: Quincy, Massachusetts

Place of Death: Quincy, Massachusetts

Quotes

“Let us tenderly and kindly cherish, therefore, the means of knowledge. Let us dare to read, think, speak, and write.”-John Adams



Early Years

At age 16, Adams earned a scholarship to attend Harvard University. In 1758, he earned a master's degree from Harvard and was admitted to the bar. On October 25, 1764, Adams married Abigail Smith, his third cousin. They had six children.

Revolutionary War Years

Adams quickly became connected with the patriot cause. This was the result of his opposition to the Stamp Act of 1765. In 1770, Adams agreed to represent the British soldiers on trial for killing five civilians in what became known as the Boston Massacre. He believed that every person deserved a defense. He took the case without hesitation. During the trial, Adams presented information that suggested blame also lay with the mob that had gathered. He argued that the first soldier who fired upon the crowd was simply responding the way anyone would when faced with a similar life-threatening situation.

That same year, Adams was elected to the Massachusetts Assembly and was one of five to represent the colony at the First Continental Congress. In May 1776, Congress approved Adams's resolution proposing that the colonies each adopt independent governments. He wrote the preamble to this resolution, which was approved on May 15, setting the stage for the formal passage of the Declaration of

Lexile 1000L

Independence. Congress appointed Adams, along with Thomas Jefferson, Benjamin Franklin, and others to draft the declaration. Jefferson would write the first draft, which was approved on July 4.

Legacy

Adams was soon serving on as many as 90 committees in the new government, more than any other Congressman. In 1781, Adams was one of the American diplomats sent to negotiate the Treaty of Paris, which brought an end to the Revolutionary War. After the war, Adams remained in Europe, and he became the first U.S. minister to England.

In 1789, he voted in America's first presidential election. As expected, George Washington received the highest number of electoral votes and was elected president. Adams was designated Vice-President. They won again in the 1792 election.

In 1796, Adams was elected second President of the United States. Adams served only one term. After his presidency, Adams lived quietly with Abigail on their family farm in Quincy, where he continued to write and to correspond with his friend, Thomas Jefferson. Both Adams and Jefferson died on July 4, 1826, the 50th anniversary of American independence.

George Washington

Quick Facts

Birth Date: February 22, 1732

Death Date: December 14, 1799

Place of Birth: Westmoreland County, Virginia

Place of Death: Mount Vernon, Virginia

Quotes

“It is better to be alone, than in bad company.”

“Liberty, when it begins to take root, is a plant of rapid growth.”

-George Washington



Early Years

From age seven to fifteen, George was home schooled and studied with the local church. He also studied with a teacher in math, geography, Latin and classics. By his early teens, he had mastered growing tobacco and raising animals.

Washington married Martha Dandridge Custis. Washington became one of the more wealthy landowners in Virginia. Washington devoted himself to the care and development of his land, crops, managing livestock, and keeping up with the latest scientific advances. He loved horseback riding, fox hunts, and fishing. He worked six days a week. He kept over 100 slaves. He was said to dislike slavery, but accepted the fact that slavery was the law. He entered politics and was elected to Virginia's House of Burgesses in 1758.

Revolutionary War Years

Washington did not take a leading role in the growing colonial resistance against the British until the widespread protest of the Townshend Acts in 1767. His letters at this time show he was totally opposed to the colonies declaring independence.

In 1769, Washington introduced a resolution calling for Virginia to boycott British goods until the Acts were repealed. Washington also called for the Continental Congress to meet. He was selected as a delegate to the First Continental Congress in March 1775.

Lexile 930L

Washington traveled to the Second Continental Congress in Philadelphia dressed in a military uniform, sending a message to the British that he was prepared for war. He was appointed Major General and Commander-in-Chief of the colonial forces against Great Britain. Washington was the best choice for a number of reasons: he had the prestige, military experience, and charisma for the job. He had been advising Congress for months. Washington went on to lead the troops through many battles of the American Revolution.

Legacy

Washington was involved in the Constitutional Convention that created the United States Constitution. He was elected to serve as the first President of the United States.

After his presidency, Washington felt a sense of relief and accomplishment. He had left the government in capable hands, at peace, its debts well-managed, and set on a course to succeed. He devoted much of his time to tending the farm's operations and management. Although he was perceived to be wealthy, his land holdings were only marginally profitable.

He died in the evening of December 14, 1799. The news of his death spread throughout the country, plunging the nation into a deep mourning. Many towns and cities held mock funerals to honor their fallen hero.

Washington could have been a king. Instead, he chose to be a citizen. He set many precedents for the national government and the presidency. He was not only considered a military and revolutionary war hero, but a man of great personal integrity, with a deep sense of duty, honor, and patriotism. For over 200 years, Washington has been remembered for the success of the Revolution and the birth of the nation. But his most important legacy may be that he insisted he was dispensable, asserting that the cause of liberty was larger than any single individual.

Crispus Attucks

Quick Facts

Birth Date: c. 1723

Death Date: March 5, 1770

Place of Birth: Framingham, Massachusetts

Place of Death: Boston, Massachusetts



Early Years

Crispus Attucks was born into slavery. He was the son of Prince Yonger and Nancy Attucks. As a young man he, had a skill for buying and trading goods. He spent the next twenty years on trading ships in Boston. He also worked as a rope maker.

Revolutionary War Years

On March 2, 1770, a fight broke out between a group of Boston rope makers and three British soldiers. Tensions increased three nights later. A British soldier looking for work entered a Boston pub, only to be greeted by a group of angry sailors. One of them was Attucks.

The details about what followed have always been the source of debate. On that evening, a group of Bostonians approached a guard in front of the customs house and started teasing him. The situation quickly worsened. When a group of British redcoats came to the defense of their fellow soldier, more angry colonists joined in, throwing snowballs at the soldiers.

Attucks was in the middle of the fight, and when the British opened fire he was the first of five men killed. His murder made him the first casualty of the American Revolution.

Lexile 950L

This event became known as the Boston Massacre. This increased tensions between the colonies and the British. The situation worsened when the soldiers involved in the incident were freed because it was considered self defense. John Adams, who went on to become the second U.S. president, defended the soldiers in court.

Legacy

In the years since his death, Attucks's legacy has continued to last, first with the American colonists eager to break from British rule, and later among 19th century abolitionists and 20th century civil rights activists.

Benjamin Franklin

Quick Facts

Birth Date: January 17, 1706

Death Date: April 17, 1790

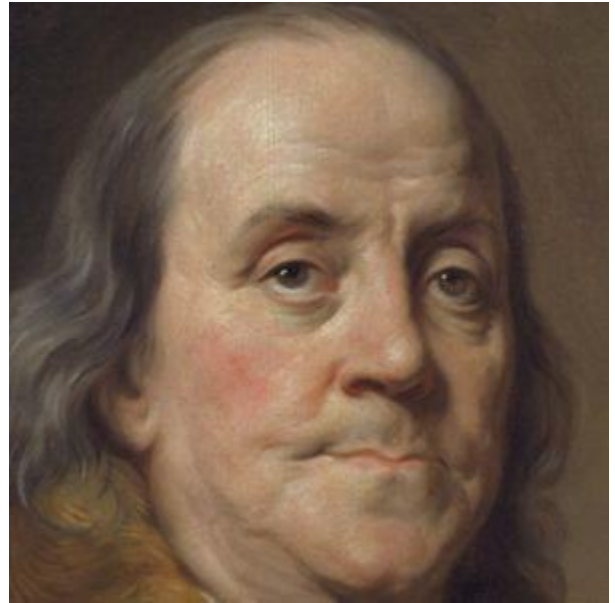
Place of Birth: Boston, Massachusetts

Place of Death: Philadelphia, Pennsylvania

Quotes

“Tell me and I forget. Teach me and I remember.
Involve me and I learn.”

“There never was a good war or a bad peace.”
-Benjamin Franklin



Early Years

Benjamin Franklin was born on January 17, 1706, in Boston in what was then known as the Massachusetts Bay Colony. His father, Josiah Franklin was a soap and candle maker. Benjamin was his 15th child and the last son.

Despite his success at the Boston Latin School, Ben left school at age 10 to work with his father at candle making. When he was 12, he went to work with his brother at his print shop. Eventually, Franklin left the print shop and moved to New York. He settled in Philadelphia, which was his home for the rest of his life.

Revolutionary War Years

Franklin was tapped as a foreign diplomat and represented the Pennsylvania Assembly, and subsequently Massachusetts, Georgia and New Jersey, in England. However, he continued to work toward colonial union and in 1766, he supported the repeal of the Stamp Act.

In 1775, Franklin was elected to be a representative at the Second Continental Congress. In 1776, he was one of five men to draft the Declaration of Independence. Franklin was also one of the 13 men who drafted the Articles of Confederation.

Lexile 990L

He also served as the first U.S. ambassador to France. After almost a decade in France, Franklin returned to America in 1785. He was elected to represent Pennsylvania at the Constitutional Convention, which drafted and ratified the new U.S Constitution. He worked on getting George Washington elected as the country's first president in 1789.

Legacy

Benjamin Franklin died on April 17, 1790. He was 84. His image is on the \$100 bill. Franklin is remembered for many things. He founded universities and libraries, the post office, drafting the Declaration of Independence, publishing newspapers, advances in science, and inventing glasses. He even discovered electricity. He is often called the First American.

Deborah Sampson

Quick Facts

Birth Date: December 1, 1760

Death Date: April 29, 1827

Place of Birth: Plymton, Massachusetts

Place of Death: Sharon, Massachusetts



Early Years

Deborah Sampson was born into a poor family. When Deborah's father failed to return from a sea voyage, her mother, unable to provide for her seven children, placed them in various households as servants. At age 18, when her time as an indentured servant was over, she made a living by teaching school during the summer sessions in 1779 and 1780.

Revolutionary War Years

Slowly, the idea of joining the army dressed as a man took hold. After trying out her disguise, she decided to join the army in the spring of 1781. In May, she arrived at West Point, New York, where she was assigned to the Company of Light Infantry and issued a uniform and supplies. Sampson fought in the American Revolution disguised as the soldier Robert Shurtleiff. Soon after joining the army she had her first taste of battle when her group was attacked by British troops.

Legacy

For over two years, Deborah's true gender had been a secret. She had some close calls with being discovered and death. She fainted on that first march to West Point. She lied and said she had had smallpox, a highly contagious disease, when the soldiers were to get a vaccination in the winter of 1782. She nearly drowned in river. However, she knew that being unconscious was her greatest threat to being discovered because then she could not rely on quick thinking to get her out of trouble. She also feared being in a hospital where she could be subjected to the

Lexile 1000L

unwanted probing of the doctor. But soon, a doctor discovered her secret. The doctor wrote a letter to General Peterson on Deborah's return to the army.

Receiving an honorable discharge on October 23, 1783, Deborah traveled home to Massachusetts. On April 7, 1785 she married Benjamin Gannet and they had three children. Deborah's life after the army was mostly typical of a farmer's wife. She was also the first woman in the country to go on a lecture tour, dressing in her uniform and speaking to audiences about her experience in the war. This lasted almost a year.

She died on April 29, 1827 at the age of 66. Benjamin later petitioned for pay as the spouse of a soldier. Although he was not married to Deborah at the time of her service, the committee concluded that the history of the Revolution "furnished no other similar example of female heroism, loyalty and courage" and he was awarded the money.

Abigail Adams

Quick Facts

Birth Date: November 11, 1744

Death Date: October 28, 1818

Place of Birth: Weymouth, Massachusetts

Place of Death: Quincy, Massachusetts

Quotes

“Remember the ladies...”

-Abigail Adams



Early Years

Abigail Smith was born in Weymouth, Massachusetts. Adams is best known as the wife of President John Adams. She was also the mother of John Quincy Adams who became the sixth president of the United States. She also loved to read.

Revolutionary War Years

John Adams spent a lot of time away from home during the Revolutionary War. The couple remained close by writing letters to each other. It is believed that they exchanged more than 1,100 letters.

Abigail Adams expressed concern about how women would be treated. In one of her many letters to her husband, she requested that he “remember the ladies” when creating the new government. She often expressed her thoughts on political matters with her husband. She was his unofficial adviser. Their letters show him seeking her thoughts on many issues.

After the revolution, Abigail Adams joined her husband in France and later in England, where he served from from 1785 to 1788 as the first American minister to the Court of St. James.

Lexile 870L

Legacy

Abigail Adams remained a supportive spouse and confidante after her husband became the president in 1797. Some critics did not like her influence over her husband, calling her “Mrs. President.” The nation’s second first lady kept a busy schedule when she was in Philadelphia, the country’s capitol at the time. She still spent a lot of time back in Massachusetts because of her poor health. Adams had a stroke in October 1818 and died at home with her family on October 28, 1818.

Mercy Otis Warren

Quick Facts

Birth: 1728

Death: 1814

Born In: Massachusetts, United States of America

Died In: Massachusetts, United States of America

Quote

“Democratic principles are the result of equality of condition.”

-Mercy Otis Warren



Early Years

Mercy was the third of thirteen children born to James and Mary Otis. She received no formal education. She was tutored by a local pastor. She read a lot, particularly Shakespeare, Pope, and Raleigh. She applied what she read to help the patriotic cause. She was a friend of Abigail and John Adams. She wrote letters to both throughout her life. Her husband, James Warren, was a member of the Massachusetts House of Representatives. He also was an outspoken revolutionary activist. These connections gave Mercy Otis Warren a political involvement highly unusual for a woman of her time.

Revolutionary War Years

Mercy Otis Warren was a staunch advocate, or supporter, of independence from the tyranny of 18th century English monarchic rule. She was a poet, dramatist, and historian. Her voice was one of the early calls in America for revolt against the British and their policies.

From 1765 to 1789, she was near the center of revolutionary political events in Massachusetts. It is believed that her 1788 pamphlet: *Observations on the New Constitution*, played a role in the design and adoption of the Bill of Rights. She wrote letters, poems, and a series of plays. She was the first American woman to write a play. The plays focused on the faults with the British government and at the same time making an outstanding case for the support of the revolutionary cause.

Lexile 930L

The plays were printed, not performed on stage. At that time, Puritan Boston prohibited staging plays.

Legacy

In 1805, after twenty-five years of research and writing, her three volume *History of the Rise, Progress and Termination of the American Revolution* appeared. It contains information and observations about the events, leaders and campaigns of the period, and is the only full-scale history of the American Revolution written by a woman of the time. Warren wrote in her preface, every domestic enjoyment depends on the unimpaired possession of civil and religious liberty.

Mercy Otis Warren died on October 19, 1814, at the age of 86. She is buried at Burial Hill, Plymouth, Massachusetts. The SS Mercy Warren, a World War II Liberty ship launched in 1943, was named in her honor. In 2002, she was inducted into the National Women's Hall of Fame in Seneca Falls, New York.

Lesson 3 Day 1

Famous Patriots Process Grid

Famous Patriot	Early Years	Revolutionary War Years	Legacy
Thomas Jefferson			
Patrick Henry			
Paul Revere			

John Adams			
Benjamin Franklin			
Marquis de Lafayette			

Crispus Attucks			
Abigail Adams			
Mercy Otis Warren			

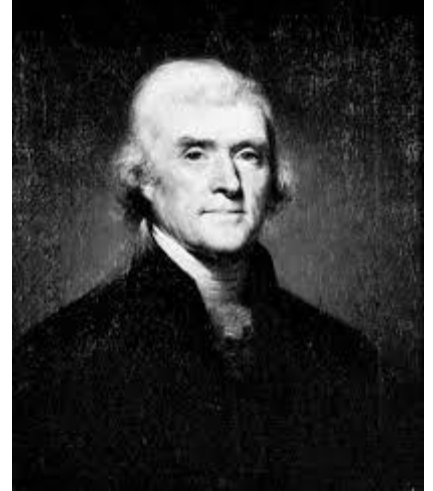
Deborah Sampson			
------------------------	--	--	--

Lesson 3: Argumentative Writing: Persuasion

1. Scenario: Dinner Party

You are having a dinner party, and you can invite one famous Patriot from the Revolutionary War. Your teacher believes that Thomas Jefferson is the most famous Patriot and that he should be invited for the following reasons:

- He wrote the Declaration of Independence
- He was the third President of the United States
- He was an architect, an inventor, a mathematician, and a family man.
- He worked tirelessly for important things like freedom of speech, press, and religion.
- He nearly doubled the size of our nation with the Louisiana Purchase when he bought a huge region of land between the Mississippi River and the Rocky Mountains from the French.
- He designed the Virginia Capitol and his famous home, Monticello.
- He founded the University of Virginia.
- He sold all of the books in his library to Congress, which started the Library of Congress.



2. You believe that a different famous Patriot should be invited. You may choose any Patriot from the ones that you have studied. Your task is to persuade your teacher that the Patriot you have chosen should be the guest for dinner based upon his many contributions to the Revolutionary War. You must use evidence from your reading to support your claim.
3. Choose a famous Patriot.

Patriot's Name _____

4. Select three reasons why this Patriot is a more worthy candidate for the dinner party.

Reason 1

Reason 2

Reason 3

Name _____

Flee Map for Persuasive Essay

Date _____

Expository Hook

State your claim:
Give your
Opinion:
about the argument

State your 3 reasons

T	T	T
1 Reason #1	2 Reason #2	3 Reason #3
Evidence From Research	Evidence From Research	Evidence From Research
Elaborate the Evidence	Elaborate the Evidence	Elaborate the Evidence

Sum it up + (1, 2, 3)



Lesson 3

Learning How to Counter an Argument

Students should be able to show that they are aware of both sides of an issue in order to create counter arguments.



Use the following mini lessons with your students:

Issue: You want a new expensive pair of shoes

- **Mom says** – They are too expensive or you do not need new shoes
- **You say** – I realize that they are expensive; however, I would be willing to put some of my allowance towards the cost.

While I understand that my old shoes still have a lot of wear left in them, buying a new pair of shoes will extend the life of both pairs as I alternate when I wear each pair.

Issue: You want to stay up one hour past your bedtime to watch a TV program

- **Mom says** – You need your rest and it is not good for your health for you not to get enough sleep.
- **You say** – You have always cared about my health and I appreciate that; but, I will not make a habit of making this request. It is just for this one night and this one TV program.

Student Practice

Issue: You want a TV in your own room

- **Dad says** – If you have a TV in your room you may end up not doing your homework and getting lower grades.
- **You say** – It is easy to see why... _____

_____.

Issue: Your teacher decides to cut recess from 30 minutes to 20 minutes

- **Teacher says** – We have to prepare for our state assessments and we need extra time in class.
- **Student says** – I can understand the point of view that... _____

_____.

Issue: The principal decides to eliminate chocolate milk from the lunch menu

- **Principal says** – Too many students are drinking only this sweet syrupy drink and not eating their lunches.
- **Student says** – It is easy to see why _____

_____.

Lesson 3 Collaborative FLEE MapWorkspace

Women on the Battlefield

Women camp followers provided all of the services to the army, while remaining within their **traditional female role**. However, some women chose to defend their country by taking up arms against the enemy. A few examples existed of women who fought the enemy as women – not disguised.

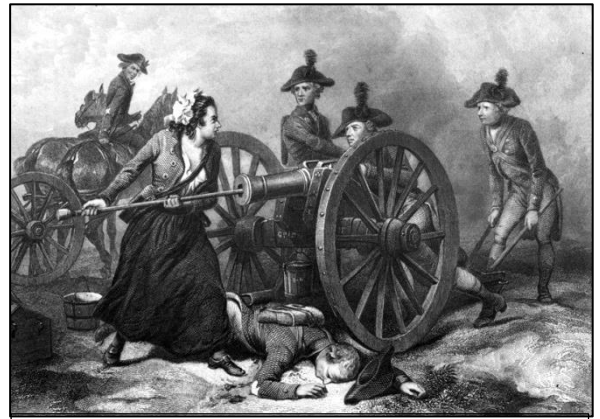
Some women hauled water to the battlefield for various purposes. **Mary McCauley** followed the Seventh

Pennsylvania Regiment. Her husband, John, was an artillery man. During the Battle of Monmouth, New Jersey, on June 28, 1778, Mary hauled water to the cannon so the sponger could swab out the barrel. John collapsed during the battle, either because of a wound or the extreme heat of the day, and Mary immediately took his place at the cannon. She assisted in firing it with the rest of the crew for the remainder of the battle.

Margaret Corbin was the wife of John Corbin, an artillery man, who was killed in the battle of Fort Mifflin in November 1776. Margaret stepped up to fill her husband's place at the cannon, assisting in sponging and loading. Margaret was wounded by in the arm and the chest, and as a result was disabled for the rest of her life. She was an original member of the Invalid Regiment that Congress created in 1777 to care for disabled soldiers. In 1779, Corbin was granted a stipend of \$30 and a lifelong pension of half a soldier's pay. She was the first American woman to receive a disabled veteran's pension.

There were also women who disguised themselves as men and joined the army. **Deborah Sampson** wanted to help the men in the American Revolution; she could not, because back then women were not allowed to fight in the war. Deborah knew that in order to help in the war, she would have to pretend to be a man. She practiced acting like a man and finally she was ready to fight with the soldiers. She enlisted in the army and thought up a new name for herself: Robert Shurtleff.

She was five feet and seven inches tall, which was tall for a woman, but her fellow soldiers simply thought that she was a short boy. They teased Deborah because "Robert" did not have to shave. She was a brave soldier and volunteered for dangerous missions. The other soldiers were proud of "Robert."



Margaret Corbin: loaded and fired the cannon after her husband died below her feet.



Everything was going smoothly until she got wounded in the head and leg. She let the doctor treat her head injury, but not her leg. If the doctor had treated her leg, she would have been found out! She took out the bullet in her leg by herself. Her leg never healed all the way, but her secret was safe. Deborah was afraid that if the other soldiers found out that "Robert" was a girl that they would shoot her.



Later, Deborah became sick with a fever and was put in the hospital. The doctor found out her secret--that "Robert" was a woman. The doctor took her to his home to recover from her illness. Sampson was honorably discharged and later granted a pension for her services. The Massachusetts legislature declared, "*that the Said Deborah exhibited an extraordinary instance of female heroism by discharging the duties of a faithful, gallant soldier.*"

Conclusion

Women who offered their services to the army made a difficult decision. They chose to give up the security of home and embark on a journey that offered discomfort, hardship, and danger. They worked hard to make a living for themselves and their families, in addition to supporting the army and its cause. Some even broke traditional gender roles in order to serve their country. They worked just as hard and suffered just as much as the men they worked beside.

Despite Abigail Adams's famous plea to "remember the ladies," many of the contributions of Revolutionary War era women have been forgotten. It is only appropriate now to remember their courage and sacrifice, honoring them as well as the fighting men they supported.



Lesson 4

Women on the Battlefield Process Grid

Names of the Women on the Battlefield	Description of Their Responsibilities/Role	Sacrifices

Lesson 4

Women on the Battlefield Summary Activity



Provide evidence in the boxes below to support the argument, “Women on the battlefield supported the male soldiers.” Add more evidence by creating more boxes.

*consequently
or
therefore*

Women on the battlefield supported the male soldiers.

Lesson 4

Women on the Battlefield Summary Activity

Oral Practice



Use the following linguistic patterns to create some evidence based arguments with your partner or group.

- _____(evidence)_____ therefore _____.
- _____(evidence)_____ consequently _____.
- **When** _____(evidence) _____, **it is evident that** _____.
- _____(evidence)_____ **is an example of** _____.


Lesson 4 Homework



The President of the United States does not believe that women should be allowed on the battlefield. You believe that women supported the male soldiers on the battlefield based upon evidence from your reading.

Fill in the information for an introductory paragraph on the FLEE Map below. Write an introductory paragraph using evidence from the text to support your opinion.

Expository Hook

State your claim:
Give your
Opinion: 
about the argument

State your 3 reasons

Write your introductory paragraph below.

Women and the Economy during the American Revolution



Boycotting

By the 1700's, Colonial America began to change. As the British continued to tax the colonists, resistance grew against them. The Colonists started to revolt. When more taxes were imposed on tea, the boycott of tea and the Boston Tea Party followed. Women, although they were not on the ship, assisted immensely in the boycott by not buying tea (**non-consumption**). If tea was not purchased, the British would not make any money at all. Women hoped that this would change the British's taxation on tea.

Many women also protested the price of tea and coffee, demanding that the price be lowered. As coffee and tea became scarce, merchants began to raise the prices unfairly.

Look at the primary and secondary sources provided below, including documents and stories from this historical era, to see how women participated in boycotts.

Secondary Source

One Story of Protest: Dramatic Moment Boston Women Protest



On a warm Boston afternoon in July 1777, Thomas Boylston stood at the door of his warehouse staring grimly at the crowd of determined women filling the street. Some gripped wheelbarrows or stood beside carts, others wearing fine silk held umbrellas against the afternoon sun. Most were women in clean homespun, plain but neat. Squarely in front stood Mrs. Colter, who when the crowd became silent said politely but firmly, "We know you have coffee Mr.

Boylston. Give it over to us at the Committee's price and we'll be pleased to pay."

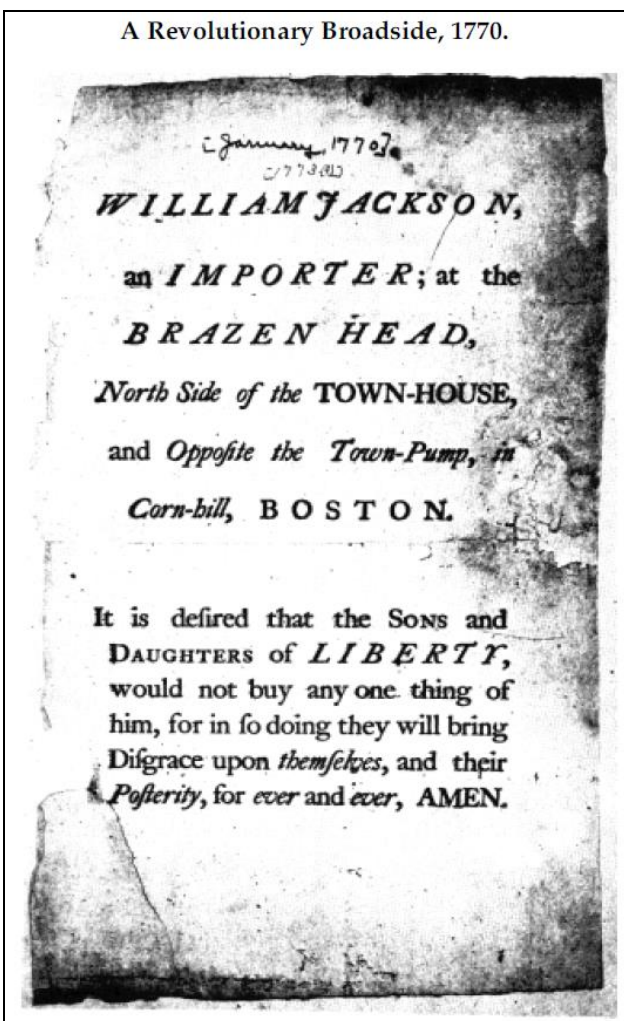
"On your way! You'll not be having my coffee at such prices. It's mine bought and paid for. Who's this so called Committee of Patriots to be telling me what I can and cannot sell and for how much? My business is trade—buying and selling. The goods are mine. There are plenty of folks with no stomach for war, but possessing a taste for coffee and the silver to satisfy it."

Mrs. Colter replied, "Mr. Boylston, the only hope for us is sharing. The soldiers need coffee and we need ours. There being so little going around, surely we must all look to help each other. We won't have you bleeding and squeezing decent folks. Give us the keys and we'll divide the goods fairly and pay what's right."

Trembling with fear and rage, Boylston edged back through the door. But a large framed woman standing next to Mrs. Colter saw this movement. Before he could slam the door, she stepped forward, seized him by his collar, and heaved the little man into a cart. Boylston's eyes got round as saucers and nearly popped from his head; he opened and closed his mouth like a fish, not making a sound; sweat glistened on his face.

Lying on his back staring up from the cart, Boylston found himself surrounded by a ring of women glaring down at him. Slowly he reached into his vest and drew out his keys. As Mrs. Colter took them, someone tipped the cart, dumping Boylston into the street. Boylston scrambled through the crowd. His retreating backside made an irresistible target for the slaps and kicks of women long tired of his arrogance and greed.

The rest of the women swept into the warehouse, found the hidden coffee, divided it into the carts, and left. Throughout this spectacle men stood at the edge of the crowd. Many smiled at Boylston's fate, but they kept quiet. Clearly, the women were not inclined to be teased, and the watching men were not quite sure they should be cheered. The war had changed Boston, but crowds of unaccompanied women taking public action was not a sight most men welcomed. Men depended on the support of women, but did not want them to forget their "proper" roles as wives and mothers.



Primary Source from the Library of Congress

When was this written?

Who published it?

What does it say?

What is the purpose of the notice?

The Edenton "Tea Party" in North Carolina

The 'Edenton Tea Party' took place in the North Carolina town of Edenton in October 1774. Fifty-one respectable women, led by a Mrs. Penelope Baker, the wife of a local merchant, wrote and signed a formal **resolution**, or petition, promising to **boycott** British imported tea and manufactured goods, until such time as the **coercive legislation**, taxation without representation, which Parliament had enacted against the colonies, was repealed.

The colonists then decided to send copies of the petition to London, apparently believing that an all-female petition would demonstrate the strength of colonial feeling and shock the British government into action.

Unfortunately the plan backfired badly. The ladies declaration, which was reproduced in full in the English newspaper, the *Morning Chronicle* of 31st January 1775, was greeted with laughter and **ridicule** from the British press and London's satirists.

This wonderful and extremely rare print refers to the so-called 'Edenton Tea Party'. It was produced by an English **satirist**, Phillip Dawes, to **ridicule** the American women.

1. In your own words, what does the petition written by the women say?

2. Look closely at the print. How does Phillip Dawes portray the American Women? What else do you see and why?

The Petition from the Ladies of Edenton,

We, the Ladys of Edenton do hereby solemnly Engage not to Conform to the Pernicious Custom of Drinking Tea. Or that we the above said Ladys will not promote ye wear of any Manufacture from England until such time that all Acts which tend to Enslave this our Native Country shall be repealed.

October, 1774



Library of Congress

Britain, Phillip Dawes, Morning Chronicle, 1775

Boycotting Continued

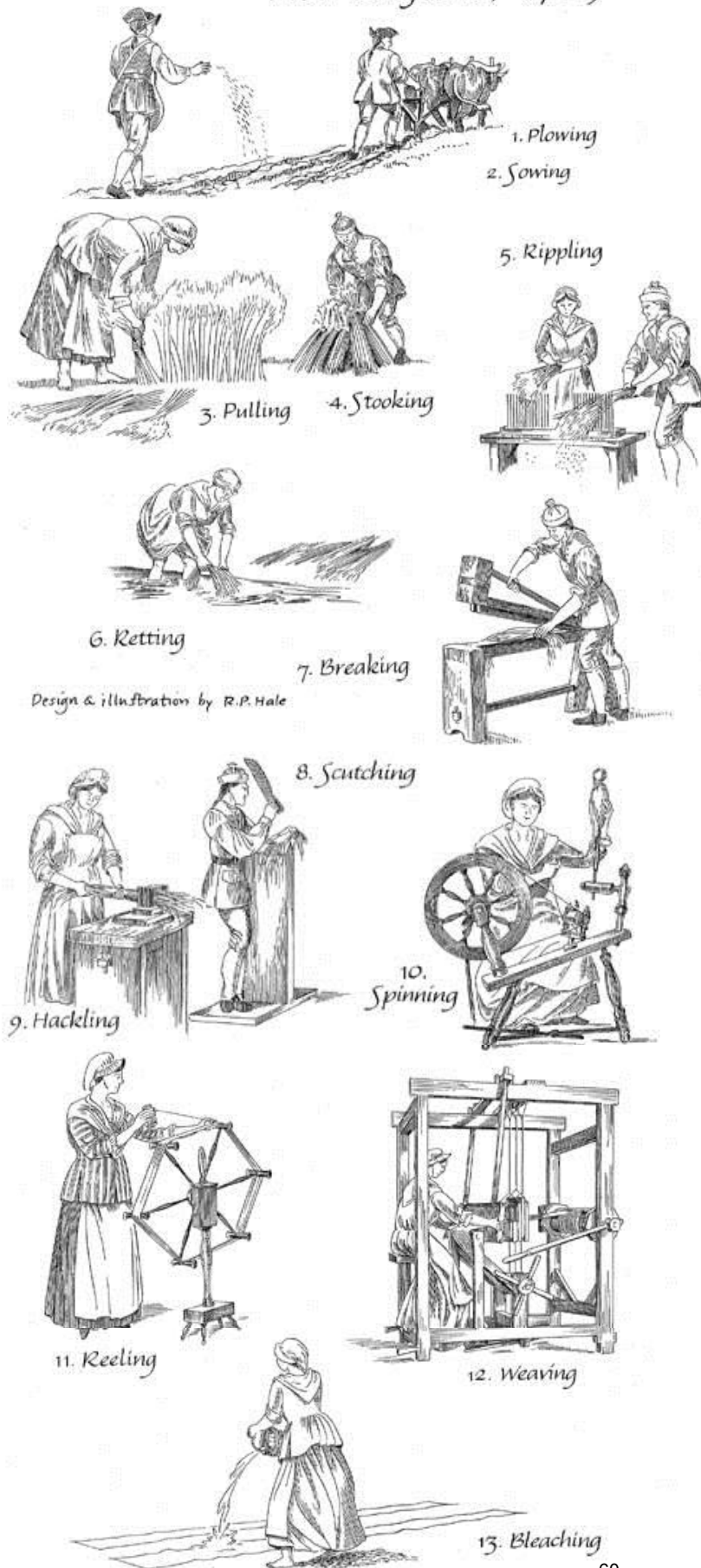
Women also took up the “**Homespun Movement.**” They played a major role in this **method of defiance** by **denouncing** silks, satins, and other luxuries in favor of homespun clothing generally made in spinning and quilting bees. Weaving their own flax into cloth or spinning wool into yarn, was time consuming and a difficult process. After the yarn was spun, it still had to be woven into cloth. From there, the woven cloth was sewn into clothing.

When the women colonists stopped purchasing cloth and made their own clothing and even the men’s uniforms for war, it sent a strong message of unity against the British **oppression.**

Thus, women helped with the **non-importation** and **non-consumption** of British goods. These actions by women became an important factor in the American resistance movement against the British. The British Empire could no longer count on the money and trade from its American colonies.

Look at the sequence on the right. What do you see and infer from the pictures?

MAKING LINEN FROM FLAX New England, 1785



Lesson 7

Y omen on the Geqqo { 'F wt kpi 'vj g'Co gtlecp'Tgxqnwkpp

....."Rt qegu'I t k "

Ugevkpp'qh'vj g'Ct vlerg	Description of Their Responsibilities/Role	Y c{s'Vj gug'Y qo gp'' J gr gf 'vj g'Y ct Ghhqv

Sentence Frames for Compare and Contrast

By comparison it is _____.

In comparison it is _____.

The things they have in common are _____.

They are similar because _____.

Both are the same because _____.

Their shared/common attributes are _____.

They are similar in that _____.

The differences between _____ and _____ are _____.

A distinction between _____ and _____ might be _____.

It is _____-er than _____.

It is the _____-est of all of them.

It is _____-er than _____, but _____-er than _____.

A _____ is _____-er than a _____.

_____ and _____ are similar because they both
(are/have) _____.

They are different because _____ is _____ and _____ is
_____.

The way they are alike is that they both are/have _____, but what's different is that
_____ are/have _____.

A notable difference (key distinction) between _____ and _____ is
_____.

Neither _____ nor _____ have/contain/demonstrate/show
_____.

_____ is/tends to be _____, whereas _____ is _____.

Name _____

Date _____

Time Magazine Patriot of the Year
Performance Task/Students' Page



Scenario: You have been asked to select a famous patriot from the American Revolution to be honored as the Patriot of the Year.

Directions: Part 1

1. Review the famous patriots that you have learned about in your Student Journal and Open Court text, “...If You Lived at the Time of the American Revolution”.
2. Choose one person to highlight based upon their contributions to the Revolutionary War effort.
3. Choose three contributions that this person made that would warrant their being named “Patriot of the Year”.
4. Create a FLEE Map with their contributions.

Directions: Part 2

Writing Prompt: Using both the Big Idea “Motivation, ideas, and actions cause changes in society” and the new knowledge you have learned about your patriot, write a persuasive essay explaining why the patriot you have chosen should be the *Time Magazine* Patriot of the Year. Cite evidence from any of the resources to justify your reasons.

As you write, make sure to use the writing checklist.

Use the following checklist to help you with your writing.

- Include a beginning that states your claim (what you are speaking about) while acknowledging that there are many worthy patriots.
- Include 3 reasons why the patriot you have chosen should be the Patriot of the Year.
- Cite evidence to support your 3 reasons.
- Add strong, persuasive language that helps to make your point.
- Finish with an ending that **STRONGLY** restates your opinion. Include your feelings and opinions about the patriot.

Create the *Time Magazine* cover to go with your writing.

Patriot of the Year Persuasive Writing and Magazine Cover Rubric



- Includes a beginning that states their position (what they are speaking about).

0 points	1 point	2 points	3 points
There is no opening statement.	There is an opening statement consisting of only 1-2 sentences that states their position.	There is an opening statement consisting of 2 sentences that states their opinion and acknowledges that there are many worthy patriots.	There is an opening statement consisting of 2 sentences that clearly and strongly states their position and acknowledges that there are many worthy patriots..

- Includes 3 reasons why their patriot is the Patriot of the Year.

0 points	1 point	2 points	3 points
There are no reasons stated.	There is only one reason stated that strongly supports position.	There are only two reasons stated that strongly supports position.	There are three reasons stated that strongly support position.

- Cites evidence from the reading to support their 3 reasons.

0 points	1 point	2 points	3 points	4 points
There is no evidence cited.	There is 1 piece of evidence cited .	There are 2 pieces of evidence cited.	There are 3 pieces of evidence cited.	There are 4 or more pieces of evidence cited.

- Adds strong, varied, persuasive language that clearly expresses the your position.

0 points	1 point	2 points
There is no strong, persuasive language.	There 1-2 strong, persuasive words.	There are 3 or more strong, persuasive words.

- Finishes with an ending that **STRONGLY** restates their position. Includes their feelings and opinions about the patriot.

0 points	1 point	2 points
There is no closing statement.	There is a closing statement consisting of only 1-2 sentences that states their position.	There is a closing statement consisting of 2 sentences that clearly and strongly states their position.

- Finishes with an ending that **STRONGLY** restates their position. Includes their feelings and opinions about the patriot.

0 points	1 point	2 points
There is no closing statement.	There is a closing statement consisting of only 1-2 sentences that states their position.	There is a closing statement consisting of 2 sentences that clearly and strongly states their position.

- Demonstrates command of the conventions of: Conventions of Standard English, Grammar and Usage

1 point	2 points	1 point	2 points
No more than 5 errors. There are some capitalization and punctuation errors that interfere with the readability.	Capitalization and punctuation errors do not interfere with the readability of the piece. No more than 4 errors	4 errors in the description to the right.	Only 3 errors: Correctly uses regular and irregular verbs, subject/verb agreement, adverbs, prepositions, & conjunctions.

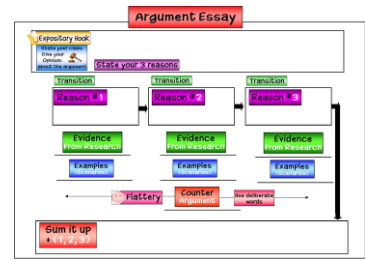
- Creates an effective *Time Magazine* cover to accompany the writing.



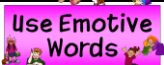



0 points	1 point	2 points	3 points	4 points
There is no magazine cover.	The cover's format and organization are incomplete and messy.	The cover's format and organization are incomplete or it is messy.	The cover's format is attractive, well-organized and neat.	The cover's format is exceptionally attractive, well-organized and neat.

Argumentative Essay Checklist

Essay writer: _____

Essay reviewer: _____



Revising Content	You	Your Classmate	Teacher Comments
Do I have 5 paragraphs:			
Paragraph 1/ Introduction : Do I have a hook, opinion and three main ideas/reasons?			
Paragraph 2: Do I state my first reason and use evidence and elaboration to support the reason?			
Paragraph 3: Do I state my second reason and use evidence and elaboration to support the reason?			
Paragraph 4: Do I state my third reason and use evidence and elaboration to support the reason?			
Paragraph 5/ Conclusion : Do I re-state the opinion and three main ideas/reasons?			
Does my essay and opinion make sense?			
Can I make it clearer by using more evidence and elaboration?			
Can I make it more interesting by adding more emotive words to get my opinion across?			
Do I have a counter argument to “reach” the doubting reader?			
Do I use flattery to persuade the reader to come to my side?			
Editing	You	Your Classmate	Teacher
Do I have my name, number and date?			
Do I have an original title – underlined, centered and first letter of main words capitalized?			
Did I indent on all five paragraphs?			
Did I use correct punctuation in every sentence?			
Did I use capital letters at the beginning of every sentence?			
Did I capitalize all proper names?			
Did I remove any other capital letters that do NOT belong?			
Did I use correct spelling?			

Notes:

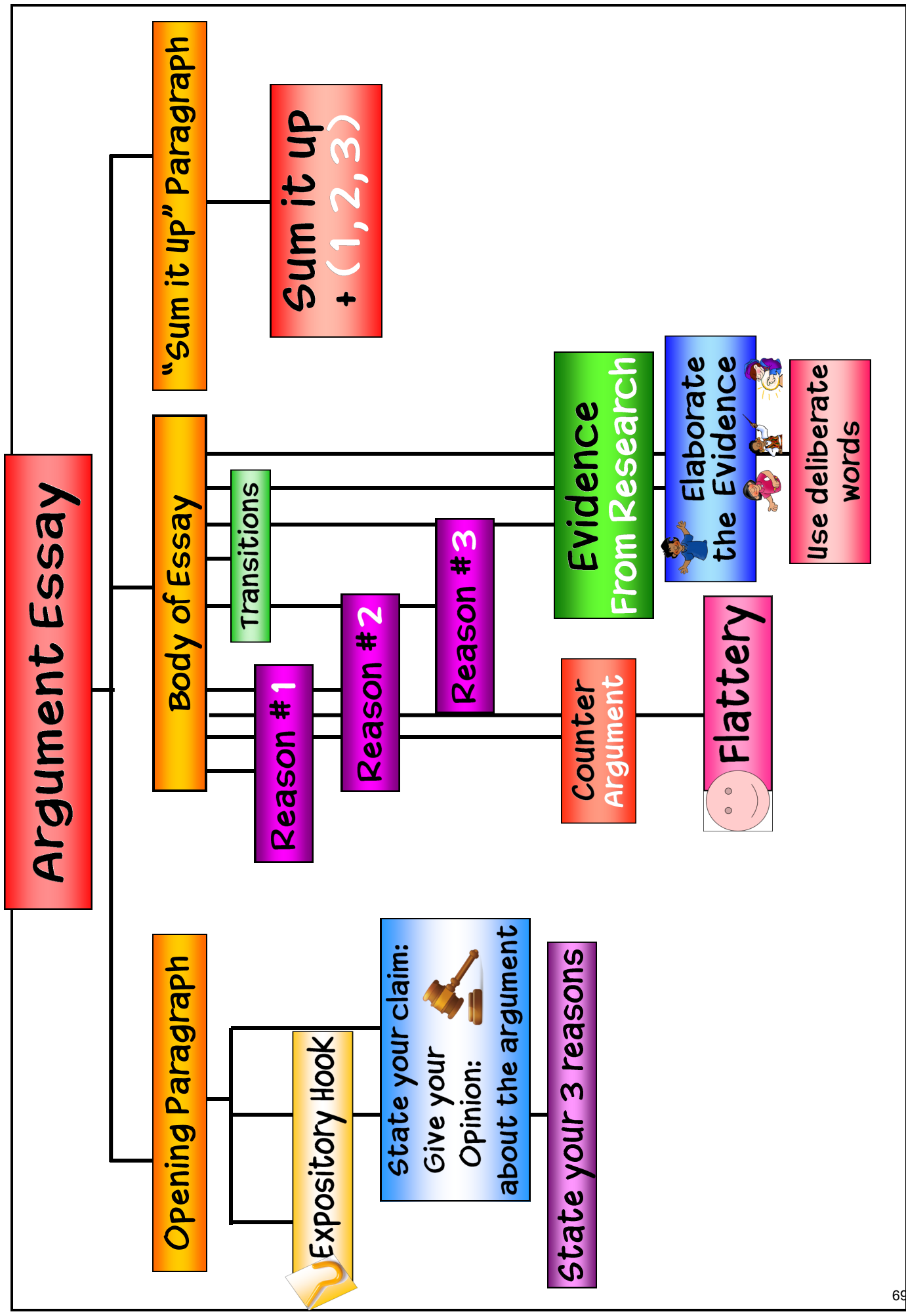
TIME

Patriot of the Year

Argumentative/ Persuasive Writing Resources

In my
opinion ...





Argument Essay

Expository Hook

State your claim:
Give your
Opinion:
about the argument

State your 3 reasons

Transition

Reason # 1

Transition

Reason # 2

Transition

Reason # 3

Evidence
From Research

Elaborate
the Evidence

Evidence
From Research

Elaborate
the Evidence

Evidence
From Research

Elaborate
the Evidence




Flattery

Counter
Argument

Use deliberate
words

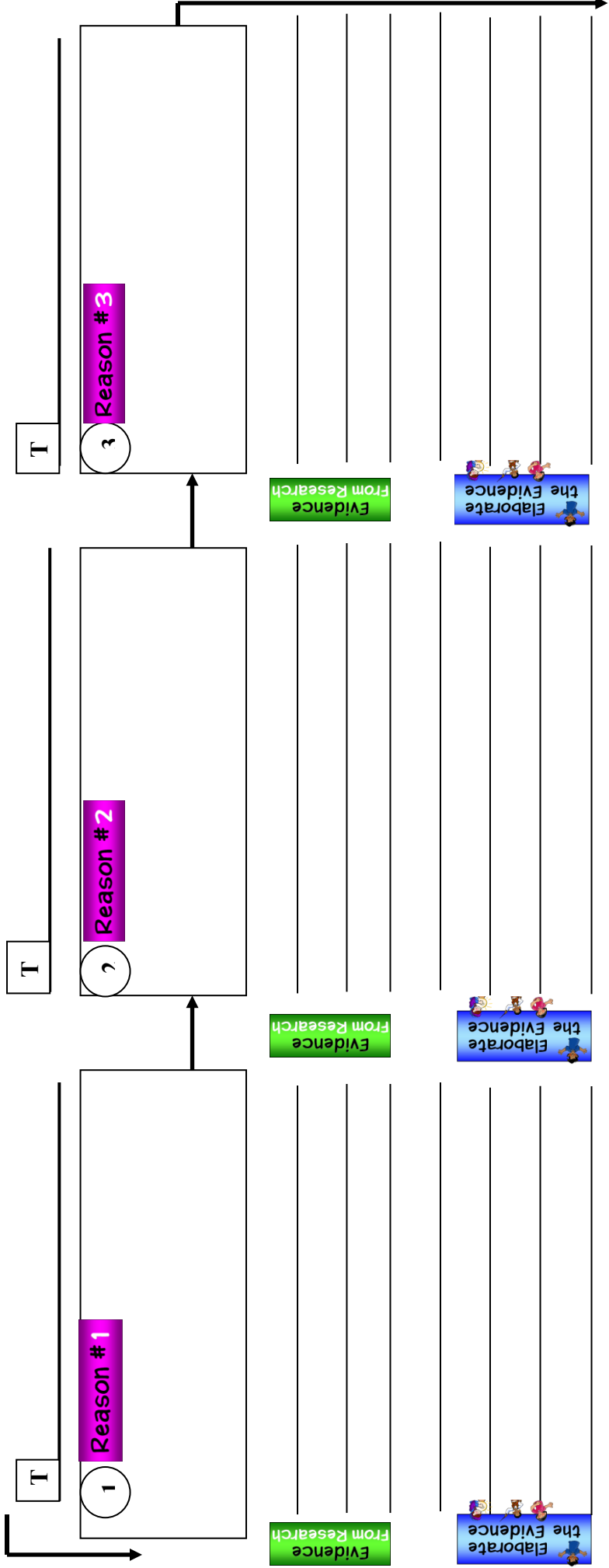
Sum it up
+ (1, 2, 3)

Flee Map for Persuasive Essay



State your claim:
Give your Opinion:
about the argument

State your 3 reasons

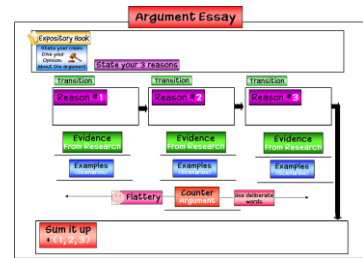




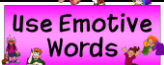



Sum it up
+ (1,2,3)

Argumentative Essay Checklist

Essay writer: _____

Essay reviewer: _____



Revising Content	You	Your Classmate	Teacher Comments
Do I have 5 paragraphs:			
Paragraph 1/ Introduction : Do I have a hook, opinion and three main ideas/reasons?			
Paragraph 2: Do I state my first reason and use evidence and elaboration to support the reason?			
Paragraph 3: Do I state my second reason and use evidence and elaboration to support the reason?			
Paragraph 4: Do I state my third reason and use evidence and elaboration to support the reason?			
Paragraph 5/ Conclusion : Do I re-state the opinion and three main ideas/reasons?			
Does my essay and opinion make sense?			
Can I make it clearer by using more evidence and elaboration?			
Can I make it more interesting by adding more emotive words to get my opinion across?			
Do I have a counter argument to “reach” the doubting reader?			
Do I use flattery to persuade the reader to come to my side?			
Editing	You	Your Classmate	Teacher
Do I have my name, number and date?			
Do I have an original title – underlined, centered and first letter of main words capitalized?			
Did I indent on all five paragraphs?			
Did I use correct punctuation in every sentence?			
Did I use capital letters at the beginning of every sentence?			
Did I capitalize all proper names?			
Did I remove any other capital letters that do NOT belong?			
Did I use correct spelling?			


Notes:

Persuasive Words and Phrases



Words To Use in Your Opening!

I think... In my opinion... I believe... Without a doubt... The best...
 My favorite... Don't you agree... You should agree with me that...
 You/We should always _____ because _____
 Think about it! _____ is the best _____ of all because _____

State your claim:
 Give your
 Opinion: 
 about the argument

Transitions You Can Use (you can combine)

Transition

A good example... First of all, For one thing... One reason...
 Another example... Another reason... Also... Secondly... Furthermore...
 Most of all... Last, but not least, Finally, Therefore.. Besides...

Use deliberate words
 should must extremely

Verbs should ought must reconsider need
 decide invest have determined choose resolve

Adverbs - PRO

extremely very
 absolutely sooo
 positively surely
 definitely really
 incredibly clearly
 really

Adverbs - CON

never rarely
 hardly awfully
 horribly very

Use Emotive Words

Adjectives—PRO

important fabulous
 incredible superb most
 greatest best superb
 super honorable
 tremendous delicious
 wonderful truthful
 respectful noble
 unique true fair

Nouns

truth, respect, joy,

Add more:

Adjectives—CON

atrocious cowardly
 disgusting appalling
 dreadful horrific
 horrendous unappealing
 awful unfair unjust
 deceitful dishonest
 false silly ridiculous
 unrealistic unjustified
 difficult sad hard

Nouns: sadness grief
 sorrow pain hardship

Add more:

Phrases for counter arguments:

Turn Against:

- The _____ is _____ ,
- I know you think _____
- Just because _____
- It's true that _____
- Someone might object here that _
- Of course _____
- It might seem that _____

Turn Back:

- but the _____ is _____
- yet _____
- doesn't mean _____
- however _____
- nevertheless _____
- still _____
- but _____

Counter Argument



Ways to Elaborate:

Explain

- This includes _____.
- To add _____

When you explain, you give more details to explain the evidence. The details you choose work in your favor—it makes your evidence sound really good!



Explain

Examples

- For example, _____
- For instance, _____
- One time, _____

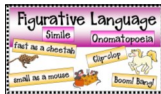
When you use examples, you tell a little story about the evidence. The story helps people understand your evidence more.

Examples



Description

You describe with adjectives, strong verbs and just the right emotive words to show a "picture" of what you want the reader to think the evidence "looks" like



Describe

Scenarios (projecting outcomes) Pro or Con

- Since the _____ (does) _____, all people will _____ (do it).
- Can you imagine _____? • What if _____, then _____.
- If the _____ (did) _____ it would _____.
- If _____ becomes _____, then _____.
- _____ will show _____ if it becomes _____
- Because _____, _____ (will happen).
- Do you really think _____ would _____?

Look into the crystal ball to see what the future will look like if my opinion/idea does or does not come true. You set a "scene" to exaggerate the evidence—pro or con.

Scenarios



Flattery

- You are such a _____. I know you will _____
- Because you are so _____, I know you will make the right choice.
- Because of your intelligence (or other characteristic), _____
- Please, _____, you are a (leader) of _____. Can you reconsider _____? or... Can you help _____?



Flattery

Phrases for your Conclusion!

Sum it up + (1, 2, 3)

- I hope you agree with me... • In conclusion... • Summing it up... • To Sum up,
- Therefore... • I believe... • Everyone ought to... • So... • As you can see...
- So if you think about • For all of these reasons... • How can you disagree...









Easy Linguistic Patterns for “To Explain Why” or Persuade.

Early Intermediate	Intermediate	Early Advanced to Advanced
Frames to show feelings or opinions		
<ul style="list-style-type: none"> ◆ I like _____ ◆ I don't like _____ ◆ I think _____ ◆ I believe _____ 	<ul style="list-style-type: none"> ◆ In my opinion _____ ◆ You should agree with me that _____ ◆ I think _____ because _____ ◆ I believe _____ because _____ 	<ul style="list-style-type: none"> ◆ In my point of view _____ ◆ Without a doubt, _____ ◆ You should agree with me _____ ◆ In my judgment, _____ ◆ In my perspective _____
Frames to show reasons and examples		
<ul style="list-style-type: none"> ◆ A good example is _____ ◆ One reason is _____ ◆ Another example is _____ 	<ul style="list-style-type: none"> ◆ For one thing, _____ is _____ ◆ Another important reason is _____ ◆ An ideal reason is _____ 	<ul style="list-style-type: none"> ◆ Another case in point is _____ ◆ One explanation is _____ ◆ An example to prove my point is _____
Frames to elaborate		
<ul style="list-style-type: none"> ◆ It is the best because _____ ◆ (You, We) should always _____. ◆ (You, We) should never _____. 	<ul style="list-style-type: none"> ◆ (You, We, or a name) always _____ ◆ It is the _____ -est of all ◆ It is the best _____ to _____. ◆ It is the worst _____ to _____ ◆ The greatest _____ is _____ because _____. <p><i>Use other words instead of greatest:</i> incredible, amazing, enjoyable, etc.</p>	<ul style="list-style-type: none"> ◆ It is absolutely essential _____ ◆ Furthermore _____ ◆ Clearly, _____
Frames for Conclusions		
<ul style="list-style-type: none"> ◆ I hope you agree with me _____ ◆ Don't you agree? ◆ So, my (idea, opinion, etc.) is _____ 	<ul style="list-style-type: none"> ◆ So, I think you should _____ ◆ In conclusion, _____ ◆ Think about it! _____ is the _____ of all! ◆ As you can see, _____ 	<ul style="list-style-type: none"> ◆ So please try to see my point of view about _____ ◆ It is clear to me that _____

Expository Grabbers

Name _____ Date _____

Who says grabbers are only for narratives? Some of the best expository pieces start out with sentences that capture the reader's attention. Here are some examples:

- 1  **Rhetorical Question**
Why do adults insist that kids have to go to bed so early on school nights?
- 2  **Dialogue**
"Touchdown! The Dallas Cowboys win the Super Bowl again!"
- 3  **Mystery Statement**
Deep down in the ocean lurks a dangerous killing machine.
- 4  **Shocking Statement**
Stone Cold Steve Austin, WWF superstar, is going to be our substitute teacher tomorrow!
- 5  **Humorous Statement**
Don't ask me why, but my little sister can get into more trouble than a bunch of monkeys on the loose.
- 6  **Onomatopoeia**
Crash! Ka-blam! Car wrecks can happen at any speed, so it's important to wear your seatbelt at all times.
- 7  **Personal Opinion**
In my opinion, mountain biking is more fun than going to the mall or playing video games.
- 8  **Strong Persuasive Statement**
Every kid who cares about the future of the Camera Club should vote for Jackson Tyler as our new club president.

Conclusions

Name _____ Date _____

Good expository writing is full of **information, descriptions, reasons, and supporting details**. Some writers, though, simply stop when they can't think of anything else to say. Others write boring endings that put the reader to sleep. A good writer adds a summary sentence that reminds the reader of the most important message in the piece.

For example:

So, the next time you see a great white shark, remember that behind the ferocious teeth and cold, staring eyes is an amazing creature to be spared from senseless slaughter.

Another example:

For the rest of my life I'll always remember Miss Beth Severson, my fourth-grade teacher, and how she made our year together so unforgettable.

There are a variety of ways to begin well-written conclusions. You can add your own important message to the end of these beginnings or sum up your thoughts for the reader with an original sentence of your own.

I hope I've convinced you about the importance of....

Now you can see why....

My life will never be the same because....

I hope next time you'll stop to remember....

Let's work together to make sure....

The world would be a different place if we all....

I learned the valuable lesson that....

From now on, I'll....

I hope you can agree with me that....

One thing I know for certain is....

The truth is....

We'd all be better off if....

I wish every kid could....

So you see, it's a good idea to....

The main thing is....

I'd like to sum up my thoughts by saying....



Elaborate the Evidence



Use deliberate words

Use Emotive Words

Explain

Examples



Describe

Scenarios

Evidence: Colonial women were responsible for all the household duties.

Explain: This included **much more** than we do today including weaving & sewing cloth, planting, harvesting and cooking **all** the food, raising and teaching small children, cleaning the dirty house and washing clothing with soap they had made!

Evidence: Colonial women were responsible for more household duties than women today.

Example: For example, Martha Ballard had to raise the sheep, or grow the flax before spinning it into thread. Then she had to weave the thread into cloth before she made it into clothing! This was just one of the hundreds of duties she wrote in her diary!

Evidence: Colonial women were responsible for many more household duties than women today.

Example: For instance, Martha Ballard toiled in her large garden in the hot, humid sun... sweat pouring from her brow. Her back ached as she bent over to plant, maintain, and harvest the food, prior to cooking it.

Evidence: Colonial women were responsible for all the household duties including spinning and making clothing for the soldiers.

Explain: Can you imagine what it would have been like if the soldiers did not have the women to help them? They would have been cold and tattered!





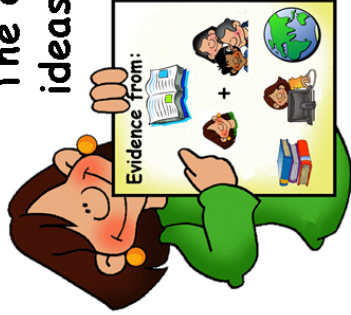
I can share my idea:

I think _____

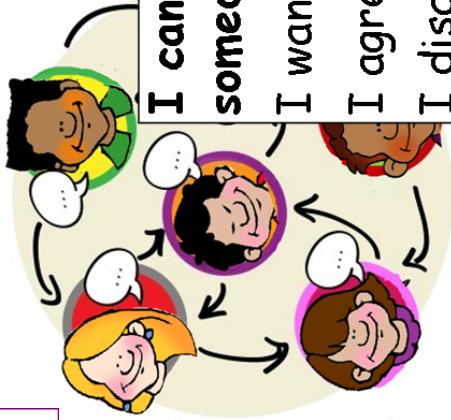
I believe _____

My idea is _____

The evidence for my ideas or opinion:



- In the story _____ said _____
- From the text I know _____
- I know _____ from _____
- I learned _____ from _____



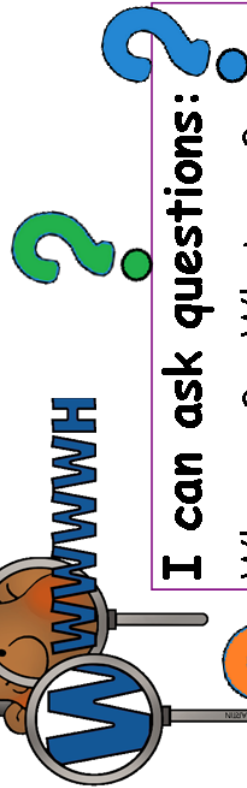
I can add to my idea or someone else's idea:

I want to say more about _____

I agree with _____ because _____

I disagree with _____ because _____

• In another book, it said _____



I can ask questions:

Who _____? What _____?

When _____? Where _____?

Why _____? How _____?

We can come to a conclusion:

We can say that _____

We can agree that _____

We conclude that _____

