

Interactive Reading & Notetaking QUESTION PAGE

SOL USI.6c PART 2,6d Key Events of the American Revolution

Ask Questions, Show & Tell, Make Inferences or Predictions, Making Connections

*All links should be previewed first for content, commercials, and comments.

→**Building Background Knowledge:** <https://www.youtube.com/watch?v=IcaeUpAHaY>

Paragraph 1

Make Inferences or Predictions (Teacher generated):

- *Think!* What “rights” is the author referring to? *Show us the evidence!*
- *Think!* Could this war have been avoided? Why or why not? *Show us the evidence!*

→**Building Background Knowledge:** <https://www.youtube.com/watch?v=K3J8bs2Rufw>

Paragraph 2

Ask questions (Student generated; answers can be found in the paragraph):

- What was the Boston Massacre?
- Why was the Boston Massacre given this title or name?

Show & Tell:

- Have students use a picture to store the information in their brain folder.
- Have students retell their graphic to a partner!

Make Inferences or Predictions (Teacher generated):

- *Think!* “The king said the soldiers had been sent to protect the western territories won in the French and Indian War. The colonists, however, believed that they had been sent to keep them under control.” *Who* do you think was correct? *Show us the evidence!*

Making Connections (T & S generated):

- Students may make connections to their questioning of their parents’ rules versus motives.

→**Building Background Knowledge:** <https://www.youtube.com/watch?v=-h5Nh7mgx0>

Paragraph 3

Ask questions (Student generated; answers can be found in the paragraph):

- Where did the Boston Tea Party occur?
- What was the Boston Tea Party?

Show & Tell:

- Have students use a picture to store the information in their brain folder.
- Have students retell their graphic to a partner!

Make Inferences or Predictions (Teacher generated):

- *Predict!* How do you think England will react to the colonists after this act of disobedience? *Show us the evidence!*

Making Connections (T & S generated):

- Students can connect with being disobedient to a parent or adult and the consequences of that action.

→**Building Background Knowledge:** <https://www.youtube.com/watch?v=wINSdGHdfkw> (Stop at 1:54)

Paragraph 4

Ask questions (Student generated; answers can be found in the paragraph):

- What was the First Continental Congress?

Show & Tell:

- Have students use a picture to store the information in their brain folder.
- Have students retell their graphic to a partner!

Make Inferences or Predictions (Teacher generated):

- *Think!* Did the meeting of the First Continental Congress improve relations with England? *Show us the evidence!*

Making Connections (T & S generated):

- Students may connect to a time when they have asked permission to go somewhere and their parents did not answer. They decide to go without permission. What was the outcome?
- After viewing the video, students may make a connection to our Congress today.

Interactive Reading & Notetaking QUESTION PAGE (cont'd)

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➔**Building Background Knowledge:** <http://www.pbs.org/ktca/liberty/chronicle.html>

Paragraph 5

Ask questions (Student generated; answers can be found in the paragraph):

- What did the royal governor of Massachusetts hear about the colonists?
- What happened *next*?
- Who was sent to warn the people of Lexington and Concord?
- What happened *after* the British arrived in Lexington?
- What happened *after* the British returned to Boston?
- What is important about this battle?

Show & Tell:

- Have students use a picture to store the information in their brain folder.
- Have students retell their graphic to a partner!

Make Inferences or Predictions (Teacher generated):

- *Think!* Who has an advantage in this conflict: the British soldiers or the colonial militia? *Show us the evidence!*

Making Connections (T & S generated):

- Students may connect to a sport and having the home team advantage.

Paragraph 6

Ask questions (Student generated; answers can be found in the paragraph):

- What was the first major battle of the Revolutionary War?
- Who was chosen as Commander of the Continental Army?

Show & Tell:

- Have students use a picture to store the information in their brain folder.
- Have students retell their graphic to a partner!

Make Inferences or Predictions (Teacher generated):

- *Think!* Why would George Washington be a good choice to command the new Continental Army? *Show us the evidence!*
- *Research!* Who won the Battle of Bunker Hill? *Show us the evidence!*

Paragraph 7

Ask questions (Student generated; answers can be found in the paragraph):

- What happened after nearly a year of fighting?
- What did the committee draft?
- When was the Declaration of Independence approved?
- What did the Declaration of Independence officially declare?

Show & Tell:

- Have students use a picture to store the information in their brain folder.
- Have students retell their graphic to a partner!

Make Inferences or Predictions (Teacher generated):

- *Think!* Why do you think it took nearly a year of fighting to finally *act* on declaring independence from Great Britain? *Show us the evidence!*
- *Think!* Who was the major author of the Declaration of Independence? *Show us the evidence!*

Making Connections (T & S generated):

- Students may connect to a time they took sides in an argument with friends.

➔**Building Background Knowledge:** <https://www.youtube.com/watch?v=IoExfvcqz8Y>

Paragraph 8

Ask questions (Student generated; answers can be found in the paragraph):

- Why did the British army march south from Canada in the fall of 1777?
- What happened at the Battle of Saratoga?
- Who won the battle?
- What made the Battle of Saratoga *really* important?
- Why was it the *turning point* in the war?

Show & Tell:

- Have students use a picture to store the information in their brain folder.
- Have students retell their graphic to a partner!

Make Inferences or Predictions (Teacher generated):

- *Think!* Why was it important to show foreign powers that the colonies were capable of winning the war? *Show us the evidence!*

Making Connections (T & S generated):

- Students may connect to a sport and being the underdog.

Interactive Reading & Notetaking QUESTION PAGE (cont'd)

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Paragraph 9

Ask questions (Student generated; answers can be found in the paragraph):

- Where did the last battle of the Revolutionary War take place?
- Who won?
- Who led the British Army?
- What did Lord Cornwallis do in Yorktown?

Show & Tell:

- Have students use a picture to store the information in their brain folder.
- Have students retell their graphic to a partner!

Make Inferences or Predictions (Teacher generated):

- *Think!* Did the colonists defeat the British Army all by themselves? *Show us the evidence!*

Making Connections (T & S generated):

- Students may connect to a sport and the role teamwork plays in winning.
- Students may connect to an argument and how difficult it is to bring all sides to agreement.

→**Building Background Knowledge:** <https://www.youtube.com/watch?v=xHHYX6FJgOM>

Paragraph 10

Ask questions (Student generated; answers can be found in the paragraph):

- What did the Americans and British sign nearly two years after the Battle of Yorktown?
- According to the treaty, what did Great Britain agree to?

Show & Tell:

- Have students use a picture to store the information in their brain folder.
- Have students retell their graphic to a partner!

Make Inferences or Predictions (Teacher generated):

- *Think!* Why do you think it took so long to sign the treaty between the Americans and the British? *Show us the evidence!*

Paragraph 11

Make Inferences or Predictions (Teacher generated):

- *Think!!* What could be one *advantage* that helped the Americans defeat the British and win the war for independence? *Show us the evidence!*

Paragraph 12

Ask questions (Student generated; answers can be found in the paragraph):

- What advantage helped the Americans win their war for independence?
- What countries helped the Americans win the war?

Show & Tell:

- Have students use a picture to store the information in their brain folder.
- Have students retell their graphic to a partner!

Make Inferences or Predictions (Teacher generated):

- *Think!* Why would France and Spain be interested in helping the colonists win the war against England? *Show us the evidence!*

Making Connections (T & S generated):

- Students may connect to a time they sided with someone that held opposite views or opinions. Why did they do that?

Paragraph 13

Ask questions (Student generated; answers can be found in the paragraph):

- What was another advantage that helped the Americans win their war for independence?
- What strong beliefs did the colonists have?

Show & Tell:

- Have students use a picture to store the information in their brain folder.
- Have students retell their graphic to a partner!

Make Inferences or Predictions (Teacher generated):

- *Think!* Why would the colonists have strong beliefs regarding the rights of people and the limited powers of government? *Show us the evidence!*

Making Connections (T & S generated):

- Students may connect to a time when their strong beliefs were being challenged.

Interactive Reading & Notetaking QUESTION PAGE (cont'd)

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Paragraph 14

Ask questions (Student generated; answers can be found in the paragraph):

- What was the last advantage that helped the colonists win the war for independence?

Show & Tell:

- Have students use a picture to store the information in their brain folder.
- Have students retell their graphic to a partner!

Make Inferences or Predictions (Teacher generated):

- *Think!* Who is the *world power* to which the author is referring?
- *Think!* What did Patrick Henry, John Adams, Benjamin Franklin, Thomas Jefferson, George Washington, Thomas Paine, and the Marquis de Lafayette all have in common?
- *Predict!* How might life be different today if the British had won the war? *Show us the evidence!*

Making Connections (T & S generated):

- Students may connect to past wars or the wars in Iraq and Afghanistan.

Summarizing the Text*:

Key events in the Revolutionary War helped to make the colonists stronger and more committed to their cause. Their strong beliefs, familiarity with the land, and strong leadership finally led to their freedom from England.

*The summary statement provides students with another opportunity for feedback - what do they know they know and what do they know they don't know?

Suggested Word Cards or Word Wall:

The words below are intended to give students *multiple and varied exposure* to the vocabulary in this unit. Students keep cards or their own Word Wall (glossary) inside their interactive textbook for practice & review opportunities (i.e., sorting, mind mapping, etc.).

- Ⓢ Boston Massacre
- Ⓢ Boston Tea Party
- Ⓢ First Continental Congress
- Ⓢ Battles at Lexington and Concord
- Ⓢ Battle of Bunker Hill
- Ⓢ Declaration of Independence
- Ⓢ Battle of Saratoga
- Ⓢ Yorktown
- Ⓢ Treaty of Paris
- Ⓢ Advantages

Suggested Practice:

- Give students a choice of diagram in order to organize and plot events. Choices could include a *Comparison Matrix*, *Cause & Effect* chart, *Plot Structure* diagram, or *Story Map*. Make sure students use the notepage and their graphics as their guide for sequencing the key events. Encourage students to use words, symbols, icons, and pictures to represent the key events.

Suggested Writing Activities:

- *I Spy!* Ask students which one of these *key events* would they have wanted to witness? Students will then write about any one of the events in the notepage using their choice of style or mode of writing (descriptive, narrative, persuasive, or expository). Students will need to support their ideas by using the information from the notepage and their prior knowledge, experiences, and opinions.