

5th

Grade

Making Inferences: The Fox and The Goat



READ

Name _____ Date _____

An inference is an educated guess. When you infer, you "read between the lines."

Directions: Read the fable below. As you read, look for details and evidence to help you reach a logical conclusion.

Making Inferences

THE FOX and The GOAT

An Adaptation of Aesop's Fable

A fox once happened to fall into a deep well. He tried in every way to get out. At last, he began to think that it was impossible and that he must die there, a prisoner. While he was thinking how sad that would be, a thirsty goat looked down into the well, wishing that he could get some water. He soon saw the fox.

"Hello," said the goat, "what are you doing down there? Is the water good?"

"The best I ever tasted," answered the fox. "It is cool, and clear, and delicious. Come down and try it yourself."

"I will," said the goat, "for I am nearly dead with thirst."

So, the goat jumped down and drank as much water as he wanted. "Oh, how refreshing!" he cried.

"Yes," said the fox, "and now, if you have finished drinking, let me ask how you expect to get out of this well again."

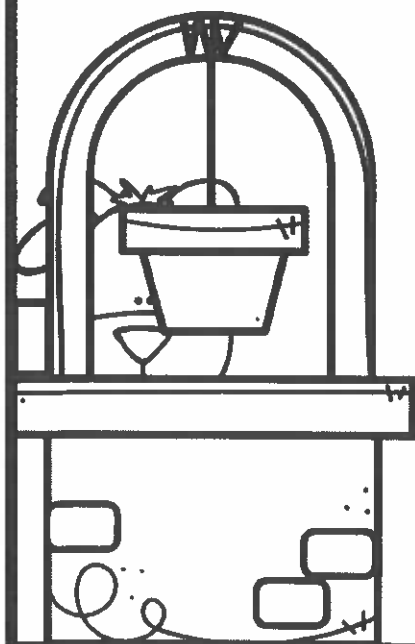
"Oh, I don't know," replied the goat. "How do you expect to get out?"

"That is what I have been wondering about for the last hour," said the fox. "I have just now thought of a good plan." If you put your forefeet high up on the wall, I will climb up your back," suggested the fox. "If I can get out then, of course, I can help you out."

"Very well," said the goat, who was a simple creature and thought that was a good plan. "How I wish I had your brains!" exclaimed the goat as he placed his forefeet on the wall. The fox easily climbed out and started about his way into the woods.

"Wait a moment," called the goat, "you forgot to help me out of this well."

"You foolish fellow!" said the fox with a mocking laugh. "You ought to have thought about how you would get out before you jumped down. I fell in, but you went down on your own accord. You should check something for yourself before you listen to someone else," and off the fox ran.



Making Inferences: The Fox and The Goat



Remember: To infer means that you figure out what the author doesn't tell you by using details from the story and what you already know.

Directions: Use the fable The Fox and The Goat to answer the questions below.

CIRCLE

1. Based on this story, what can the reader infer about the goat?
 - A. The goat is selfish and only wants the water in the well for himself.
 - B. The goat is very believable and usually gets what he wants.
 - C. The goat is unwise and does not think before he acts.
2. Fables teach a lesson. Finding the lesson of a fable can help you find the theme. What is the overarching theme of this story?
 - A. Look before you leap.
 - B. Don't judge a book by its cover.
 - C. To succeed, we must first believe that we can.
3. Which of the following is evidence from the text that supports the overarching theme that you should look before you leap?
 - A. At last, he began to think that it was impossible and that he must die there, a prisoner.
 - B. You should check something for yourself before you listen to someone else.
 - C. A thirsty goat looked down into the well, wishing that he could get some water.
4. Which detail from the story leads you to the conclusion that the fox had no intention of helping the goat out of the well?
 - A. "If I can get out then, of course, I can help you out."
 - B. The fox easily climbed out and started about his way into the woods.
 - C. "It is cool, and clear, and delicious. Come down and try it yourself."
5. After reading the story, the reader can infer that...
 - A. The fox only wanted to use the goat to get out of the well.
 - B. The fox wanted to play with the goat.
 - C. The fox wanted to share the well water with the goat.
6. After reading the story, what conclusion can you make about the goat?
 - A. The goat is a clever character.
 - B. The goat was selfish.
 - C. The goat was very foolish and didn't think for himself.
7. Based on the story, what can the reader infer about the fox?
 - A. The fox was easily tricked.
 - B. The fox was dishonest and only thought about himself.
 - C. The fox blindly listened to the goat.

Making Inferences: The Fox and The Goat

8. Which detail in the story supports the inference that the goat was kind and helpful?
 - A. "Wait a moment," called the goat, "you forgot to help me out of this well."
 - B. "You foolish fellow!" said the fox with a mocking laugh.
 - C. "How I wish I had your brains!" exclaimed the goat as he placed his forefeet on the wall.
9. Based on the story, what can you infer about the goat after reading the last paragraph?
 - A. The goat will climb out of the well.
 - B. The goat is stuck in the well with no help from the fox.
 - C. The goat will continue to drink the water in the well.
10. What conclusion can you draw about the lesson the goat has likely learned?
 - A. The goat will be more cautious about trusting others in the future.
 - B. The goat will be more sneaky and try to trick the fox next time he sees him.
 - C. The goat will continue to be foolish.
11. How would the story be different if the goat thought about getting out of the well before he jumped in?

12-14 **Directions:** Finish the chart below.

Summary of What the Text Says (Evidence)	What I Know (Experience)	My Inference
		The fox lies to the goat to help him out of a bad situation.
	Sometimes people make impulsive decisions without thinking about the consequences.	
The goat compliments the fox on being so smart. He puts his forefeet on the wall of the well to help the fox climb out.		

Making Inferences: The Trojan Horse



READ

Name _____ Date _____

What is Schema?

Schema is the word to describe information we already have stored in our brain. It is our prior knowledge or experience.

When you make an inference, you use schema to think back to what you already know. You also look for evidence, or clues in the text.

Read the Greek myth below. Combine schema and evidence to make judgments, form opinions, and draw conclusions.

Making Inferences

The TROJAN HORSE

A Retelling of a Greek Myth

Once there was a woman named Helen. She was the most beautiful woman in ancient Greece, and many men wanted to win her heart. She chose to marry King Menelaus, and she became the Queen of Sparta.

② Unfortunately, Helen's marriage to King Menelaus did not stop other princes and kings from wanting to marry her as well. Young, handsome Paris, Prince of Troy was one of the men captivated by Helen's beauty. Paris kidnapped Helen and took her to his home in Troy. Helen became known as Helen of Troy.

③ King Menelaus was furious and was not going to tolerate the prince stealing his wife. He gathered an army of fifty thousand men to help him get his wife back. With these men, a thousand ships sailed to the shores of Troy, just outside the city walls. This was the beginning of one of the most terrible wars, known as the Trojan War.

④ After years of fighting, many of the men were dead. After countless battles, the Greeks had never made it inside the city walls to regain possession of their queen. The Greek soldiers were ready to surrender and return to Greece. However, one man named Odysseus, was unwilling to give up. He had a sneaky idea to get into the city. None of the soldiers thought it would work. However, they were desperate to end the war, so they were willing to give it a try.

Making Inferences: The Trojan Horse

One morning, the Trojans woke up and discovered that the beaches were deserted and there was nothing left but a giant wooden horse. The Trojan soldiers were puzzled by the strange horse. They debated about what it meant and what should be done with it.

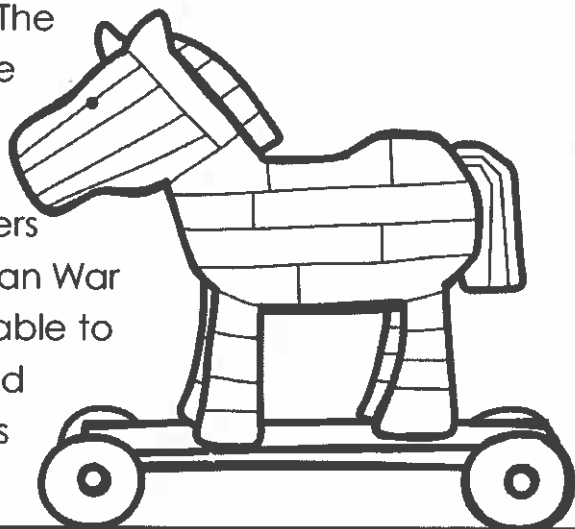
"It's a tribute to our great city...The City of Horses," some said. "It's a trick," others voiced.

⑦ The Trojans began to celebrate. They pulled the enormous wooden horse inside the city walls to serve as a reminder that the Greeks had surrendered to the mighty Trojans. The celebrations lasted late into the night.

⑧ Meanwhile, the Greek soldiers sat inside the hollow body of the horse, patiently waiting for the last of the Trojans to go to bed. Once the city was sound asleep, a small door on the horse's belly opened. The Greek soldiers leaped out of the huge hollow horse. Just as Odysseus had predicted, the Trojans had carried the Greeks right into the center of the city!

⑨ During the night, the Greeks opened the city gates and signaled to the army of ships hiding just over the sea's horizon. The ships quickly sailed back to shore. It did not take long before the entire Greek army flooded the city of Troy.

All of this happened while the Trojan soldiers slept soundly. In no time at all, the ten-year Trojan War had come to an end. The Greek soldiers were able to sail away happily because they had recaptured their queen. She was returned to King Menelaus where they lived the rest of their days happily.



WRITE

Directions: Use the myth *The Trojan Horse* to answer the questions below.

1. There is a famous phrase that states... *Don't trust the Greeks bearing gifts.* After reading this story, what can you infer about this famous phrase? In your own words, tell what this phrase means as it relates to the story.

Making Inferences: The Trojan Horse



CIRCLE

Remember: To infer means that you figure out what the author doesn't tell you using details from the story and what you already know.

Directions: Use the myth The Trojan Horse to answer the questions below.

2. Based on the story, what can the reader infer about Odysseus?
 - A. Odysseus was very cowardly and lack the strength to be a good leader.
 - B. Odysseus was brave and willing to fight for his wife.
 - C. Odysseus was a strong leader who had courage and great wit.
3. What is the overarching theme of this story?
 - A. Never give up.
 - B. Honesty is the best policy.
 - C. Accept others differences.
4. Which detail from the passage leads you to the conclusion that the Greek army had outsmarted the Trojan army?
 - A. After countless battles, the Greeks had never made it inside the city walls to regain possession of their queen.
 - B. Paris kidnapped Helen and took her to his home in Troy.
 - C. Just as Odysseus had predicted, the Trojans had carried the Greeks right into the center of the city!
5. Based on the story, which statement would you most likely agree with?
 - A. King Menelaus was outsmarted by the Trojan soldiers.
 - B. Paris, Prince of Troy was greedy.
 - C. The Greek soldiers were careless.
6. Reread paragraph #2. Which of the following would be a good example of schema you could use to support the inference that Paris was greedy?
 - A. Sometimes people fight for things that aren't theirs.
 - B. People will fight to regain possession of things they own.
 - C. When people take things that don't belong to them, they are being selfish.
7. Why did the author write this passage?
 - A. To entertain
 - B. To persuade
 - C. To inform
8. Which detail from the passage supports the inference that Odysseus had a sneaky plan that worked?
 - A. The Greek soldiers were ready to surrender and return to Greece.
 - B. The Greek soldiers leaped out of the huge hollow horse.
 - C. The Trojan soldiers were puzzled by the strange horse.
9. Where in the text can you infer that the Greek army had taken over the city of Troy?
 - A. Paragraph #4
 - B. Paragraph #7
 - C. Paragraph #9

Making Inferences: The Trojan Horse

10. Reread paragraph #3. Which of the following would be a good example of schema you could use to support the inference that King Menelaus was ready for revenge?

- A. People will do strange things when they are mad.
- B. Some people celebrate their victories.
- C. People will fight to regain possession of things they own.

11. Which detail from the passage supports the inference that the Greeks had won the Trojan War?

- A. Once the city was sound asleep, a small door on the horse's belly opened.
- B. The Greek soldiers were able to sail away happily because they had recaptured their queen.
- C. They pulled the enormous wooden horse inside the city walls to serve as a reminder that the Greeks had surrendered to the mighty Trojans.

12. Which of the following are lessons the reader can learn by reading this story? Check all that apply.

- ☐ Determination can help you overcome any obstacle.
- ☐ Friendship can come in the most unlikely form.
- ☐ Greed leads to negative outcomes.
- ☐ Happiness depends on ourselves.
- ☐ Beware of gifts from the enemy.
- ☐ Never give up.
- ☐ Help those in need.

13. Reread paragraph #4. Use evidence from the text and your schema (prior knowledge) to make an inference about the Trojan army.

Evidence From the Text (Summary)

Prior Knowledge (Schema)

My Inference About the Trojan Army

14. Reread paragraph #8. Use evidence from the text and your schema (prior knowledge) to make an inference about Odysseus' plan.

Evidence From the Text (Summary)

Prior Knowledge (Schema)

My Inference About Odysseus' Plan

Text Features: Towering Giraffes



READ

Name _____ Date _____

Text features can help you find important information quickly and easily. Read this article about giraffes. Look for text features to help you better understand facts and details.

TEXT FEATURES

TOWERING Giraffes

The View From the Top

Giraffes are the world's tallest land animals, and they are well known for their long necks. These gentle giants can grow up to 18 feet tall. Their super long neck and towering height gives them one amazing view!

Always on the Look Out

The giraffes' height and excellent vision give them a wide view of the grasslands where they live. They roam around in groups called **towers**. This gives them the ability to rest in shifts so that at least one giraffe is always on the look out for approaching predators.



FUN FACTS

- A giraffe's foot is the size of a dinner plate!
- Giraffes eat a lot! They spend most of their time eating leaves and twigs.
- While they may eat a lot, they only drink water once every few days.

Key Vocabulary

title

heading

keyword

sidebar

photograph

Directions: Read the article about giraffes again. Then look at the key vocabulary and complete the following.



TAKE
ACTION

1. Draw a box around the title.
2. Circle the keyword.
3. Underline a heading.
4. Draw an arrow towards the sidebar.
5. Draw a star beside the photograph.

Text Features: Towering Giraffes



WRITE

Directions: Use the article about giraffes and the key vocabulary to answer the following questions.

Key Vocabulary

title

heading

keyword

sidebar

photograph

6. Which text feature tells what the whole passage is about?

7. Which text feature calls attention to an important word that you should pay attention to?

8. Which text feature gives you more information related to the main article?

9. Which text feature shows what part of the passage is about?

10. Which text feature helps you visualize the text?

11. Imagine you are doing a report on giraffes. You need some facts about how giraffes roam together. Where would you look in the article? Why?

12. Describe the size of a giraffe's foot. Tell where you found this information in the article.



Digital Text Features: Giant Pandas



READ

Name _____ Date _____

Digital texts that you read online have search tools such as hyperlinks and clickable buttons. These text features help you learn more about a topic by clicking on a link. Read this article about giant pandas. Look for text features to help you better understand facts and details.

GIANT Pandas



Fascinating FACTS

- ✓ Giant pandas are very flexible and like to do somersaults.
- ✓ They seem quiet, but they can roar and growl loudly!
- ✓ Giant pandas are only about the size of a stick of butter at birth.
- ✓ Pandas do not hibernate like some bears.

High in the dense bamboo forests of southwestern China lives one of the world's rarest mammals – the giant panda, also called the panda.

The Bamboo Bear

The giant panda spends up to 12 hours a day eating bamboo. They have a special bone that extends from their wrists called a "pseudo-thumb," which helps them grasp bamboo stalks. Pandas peel off the tough outer layers of the stalk with their teeth. Their strong jawbones and cheek muscles help pandas crush and chew the thick stalks. Pandas like to strip the leaves off the stalks, wad them up, and eat them. However, the soft inner tissue of the bamboo is their favorite part! Sometimes they eat other vegetation, fish, or small animals, but bamboo makes up 99 percent of their diet.



Pandas can climb as high as 13,000 feet, and they enjoy relaxing on the branches of trees.

Key Vocabulary

title

heading

keyword

sidebar

photograph

caption

hyperlink

search tool

Directions: Read the article about giant pandas again. Then look at the key vocabulary and complete the following.



TAKE
ACTION

1. Draw a box around the title.
2. Circle the keyword.
3. Underline the heading.
4. Draw an arrow towards the sidebar.
5. Draw a star beside the photograph.
6. Highlight the caption.
7. Color the search tool blue.
8. Underline a hyperlink twice.

Digital Text Features: Giant Pandas



WRITE

Directions: Use the article about pandas and the key vocabulary to finish the chart below.

Key Vocabulary

title	heading	keyword	sidebar
photograph	caption	hyperlink	search tool

Write examples of text features found in the article and tell how they help the reader. The first one has been done for you.

	Text Feature	Example from the Article	How it Helps the Reader
9.	title	Giant Pandas	shows the article will be about pandas
10.	heading		
11.	keyword		
12.	sidebar		
13.	photograph		
14.	caption		
15.	hyperlink		
16.	search tool		

Name _____

LESSON 11.1

More Practice/ Homework



ONLINE

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Relate Multiplication and Division of Fractions

MP **Model with Mathematics** Represent the situation with a visual model. Then write a division equation and a related multiplication equation.

- 1** Marcos has 4 gallons of gasoline for a lawn mower. How many lawns can he mow if each lawn uses $\frac{1}{4}$ gallon of gasoline?

- 2** Mrs. Sorel has $\frac{1}{2}$ ton of topsoil delivered to use in 5 gardens. If each garden gets the same amount, how much topsoil does each garden get?

Divide. Write a related multiplication equation to solve.

3 $7 \div \frac{1}{5} = x$

4 $x = 9 \div \frac{1}{9}$

5 $\frac{1}{6} \div 5 = x$

6 $3 \div \frac{1}{10} = x$

7 $x = \frac{1}{8} \div 2$

8 $x = \frac{1}{2} \div 10$

- 9 Math on the Spot** The slowest mammal is the three-toed sloth. The top speed of a three-toed sloth on the ground is about $\frac{1}{4}$ foot per second. The top speed of a giant tortoise on the ground is about $\frac{1}{3}$ foot per second. How much longer would it take a three-toed sloth than a giant tortoise to travel 12 feet on the ground?

Test Prep

- 10** Jorge drew a visual model to represent dividing a whole number by a unit fraction. Which equation represents the visual model?



- (A) $3 \div \frac{1}{15} = 45$
(B) $15 \div \frac{1}{3} = 45$
(C) $3 \div \frac{1}{5} = 15$
(D) $15 \div \frac{1}{5} = 75$
- 11** Select all the quotients that are greater than 1.
- (A) $1 \div \frac{1}{3}$
(B) $\frac{1}{4} \div 3$
(C) $\frac{1}{5} \div 7$
(D) $5 \div \frac{1}{10}$
(E) $2 \div \frac{1}{2}$
- 12** There is $\frac{1}{5}$ of a cartridge of color printer ink left in a printer. The printer program shows that this is enough to print 4 more color photographs. If each photograph uses the same amount of ink, how much of a cartridge is used for each photograph?
-

Spiral Review

- 13** Five students in a class take turns speaking during a 6-minute presentation. If each student speaks for an equal amount of time, how long does each student speak?
- 14** Find the product.
- $$4 \times 1\frac{3}{4}$$

Name _____

LESSON 11.2

More Practice/ Homework



ONLINE

Video Tutorials and
Interactive Examples

Divide Whole Numbers by Unit Fractions

- 1** **(MP) Model with Mathematics** A hiking trail has a marker every $\frac{1}{4}$ mile. How many markers are on the trail? Write a division equation to model the situation. Then write a related multiplication equation to solve.



- 2** Jesse uses about $\frac{1}{3}$ pound of chalk for each gymnastics tournament he attends. For how many tournaments will 7 pounds of chalk last? Write a division equation to model the situation. Then write a related multiplication equation to solve.

Divide. Write a related multiplication equation to solve.

3 $9 \div \frac{1}{5} = n$

4 $n = 3 \div \frac{1}{8}$

5 $n = 2 \div \frac{1}{12}$

- 6** **(MP) Use Structure** Jessica uses a number line to represent the division of a whole number by a unit fraction.



What division equation could be represented by the number line?

- 7** **STEM** The time it takes a planet to spin around its axis is called the rotation period. It takes about 1 day for Earth to complete a rotation. Each time Earth completes one rotation, Saturn completes about $\frac{1}{2}$ of its rotation. How many rotations has Earth made in 15 Saturn days? Write a division equation to model the situation. Then write a related multiplication equation to solve.

Test Prep

- 8** Jake feeds some chickens $\frac{1}{8}$ of a bag of chicken feed each day. If he has 8 bags of feed, how many days will the feed last? Which equation models the problem?
- (A) $\frac{1}{8} \div 8 = \frac{1}{64}$ (C) $8 \div \frac{1}{8} = 64$
(B) $64 \div 8 = 8$ (D) $8 \times \frac{1}{8} = \frac{8}{8}$
- 9** Jake makes sure that each chicken has at least $\frac{1}{2}$ square yard for a nesting space. How many nesting spaces are available in 22 square yards?
- (A) 11 (B) 22 (C) 44 (D) 66
- 10** Jake uses a 10-foot board to build a chicken coop. He needs to cut the board into $\frac{1}{2}$ foot pieces. How many $\frac{1}{2}$ foot pieces can he make from the 10-foot board? Write a division equation to model the situation. Then write a multiplication equation to solve.
-
- 11** Clarissa has an 8-gallon can of hydraulic fluid. Each tractor she services requires $\frac{1}{3}$ gallon of hydraulic fluid. How many tractors can Clarissa service with the hydraulic fluid that she has? _____

Divide. Write a related multiplication equation to solve.

12 $9 \div \frac{1}{5} = t$

13 $t = 6 \div \frac{1}{8}$

Spiral Review

14 Divide.

$\frac{1}{6} \div 3 =$ _____

$\frac{1}{8} \div 4 =$ _____

15 Find the product.

$2\frac{1}{2} \times 2\frac{2}{3}$

Name _____

LESSON 11.3
More Practice/
Homework



ONLINE
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Interpret and Solve Division of a Whole Number by a Unit Fraction

- 1** **Use Tools** Write and solve a division word problem for the visual model.



- 2** **Model with Mathematics** Explain how you can use the squares to make a visual model for the division equation $4 \div \frac{1}{3} = n$. Then write and solve a word problem for the visual model.



Write and solve a word problem that can be represented by the equation.

3 $8 \div \frac{1}{3} = p$

4 $c = 4 \div \frac{1}{8}$

- 5** **Use Tools** Write a word problem that can be modeled by the equation $s = 5 \div \frac{1}{4}$. Draw a visual model to represent the equation. Then solve.

Test Prep

- 6 Which word problem can be represented by the equation?

$$5 \div \frac{1}{2} = n$$

- (A) Daniel has 5 ounces of rice. He uses one half of the rice for a recipe. How much rice does he have left?
- (B) Danielle is putting sugar into a container that holds 5 cups. If she uses a $\frac{1}{2}$ -cup scoop, how many full scoops will she need to fill the container?
- (C) Boris gives $\frac{1}{2}$ muffin to each of his 5 friends. How many muffins does Boris have?
- (D) Abby has $\frac{1}{2}$ gallon of milk. She needs 5 times as much milk to bake several loaves of bread. How much milk does she need?

- 7 Write an equation that represents the visual model. Then write and solve a word problem that can be represented by the equation.



Spiral Review

- 8 Joanie has $\frac{1}{4}$ hour left in her day at work. She has 3 shelves to restock. If she spends an equal amount of time on each shelf, how long will it take her to restock one shelf? Draw a visual model to represent the problem and solve.

- 9 Find the product.

$$4\frac{2}{3} \times \frac{3}{4} \underline{\hspace{2cm}}$$

$$2\frac{5}{6} \times 1\frac{1}{3} \underline{\hspace{2cm}}$$



Divide Unit Fractions by Whole Numbers

- 1 Social Studies** Citizens in the United States must register to vote for local, state, and national elections. Farris helps with voter registration. He delivers $\frac{1}{2}$ box of registration forms equally to 3 voter sites. What fraction of the box does Farris deliver to each site? Draw a visual model and write an equation to represent the problem.

- 2 (MP) Use Tools** Cal orders $\frac{1}{4}$ ton of gravel to use in 2 cactus beds. If he uses the same amount in each bed, how much gravel does he use in one bed? Write an equation to model the situation. Then represent the problem on the number line.



Divide. Write a related multiplication equation to solve.

3 $\frac{1}{3} \div 3 = n$

4 $n = \frac{1}{7} \div 5$

5 $\frac{1}{9} \div 2 = n$

6 $\frac{1}{6} \div 8 = n$

7 $n = \frac{1}{2} \div 7$

8 $n = \frac{1}{8} \div 9$

- 9 (MP) Reason** Devin has $\frac{1}{2}$ pound of butter. He divides the butter into 2 equal parts. He then divides one of the parts into 5 equal parts to make butter pats for a dinner gathering. What fraction of a pound is one butter pat? Write two equations to model the problem.
- _____

Test Prep

- 10** Kelli has a wooden rod that is $\frac{1}{3}$ yard long. She cuts the rod into 4 equal-sized pieces. What is the size of each piece?

(A) $\frac{3}{4}$ yd (B) $\frac{1}{5}$ yd (C) $\frac{1}{7}$ yd (D) $\frac{1}{12}$ yd

- 11** Divide. Write a related multiplication equation to solve.
 $\frac{1}{10} \div 5 = x$

- 12** Wade has $\frac{1}{2}$ pound of silver. He makes 10 medallions from the silver. If he uses the same amount in each medallion, how much silver is used in one medallion? Represent the problem on the number line.

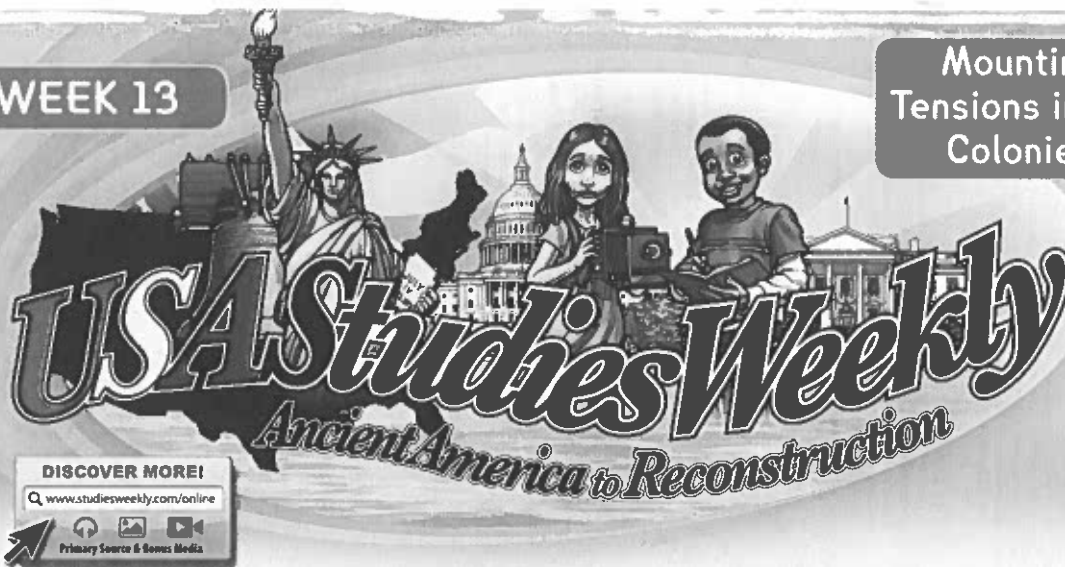


- 13** Lani has $\frac{1}{5}$ kilogram of cheese. She slices the cheese into 2 equal pieces. What is the weight of one piece of cheese?

Spiral Review

- 14** Max has a 4-pound bag of trail mix. He takes $\frac{1}{6}$ pound of trail mix to school for a snack each day. How many days will the bag last? Represent the situation with a visual model and then write a division equation to model the problem.

- 15** The pep rally committee has 12 students that regularly show up to meetings. By the time of the big game, the membership increases by $4\frac{2}{3}$ times as many students. How many students are members by the big game? Write an equation to model the situation.



A Party in the Harbor

"Why did we show up dressed as American Indians, Alana? Is this a costume party?"

"Not quite, Jackson."

"Well, you said your camera was taking us to a party in Boston. If it's not a costume party, what kind of party ... Hey, I know! We're at the Boston Tea Party!"

"Right. It's 1773. The colonists are angry about the British rules and taxes. They're also mad about being forced to buy tea from the East India Company. The Sons of Liberty are dumping all the tea stored on these three ships—90,000 pounds of it—into Boston Harbor. And it looks as if the party has already started. Look at all the people dumping tea!"

"Hey, Alana. Is that Paul Revere over there?"

"It might be, Jackson. The Sons of Liberty wanted to keep everyone's identity a secret, so the British wouldn't know who dumped the tea. If it's Revere, we can get some primary source information from him."

"Primary sources don't have to be from famous people, just someone who was at an event. C'mon. Excuse me, Mr. ..."

"Whoa, lad. No names are to be spoken this night."

"Right. Sorry, sir. We've come to help you at the tea party."

"You seem a bit young, but two more guests at this party are welcome. I've just returned from nearby seaports to warn others that these ships are planning to unload their cargo. 'Twas a frightfully long gallop."

"You rode a horse?"

"Of course, young sir. What else? Here, darken your face with this lampblack. And hold this tomahawk. Look sharp and mind that you don't break any crates. I must see to other business now. We're almost finished."

"What was that about not breaking crates, Jackson?"

"Well, the crates—and the ships—belong to Americans, not the British. The Sons of Liberty are only after the tea. They don't want to damage their fellow citizens' property."

"I see. This is peaceful, but powerful. Jackson, most of the tea is in the harbor now and people are starting to leave. I think we should get off the ship and get out of here before the British catch us."

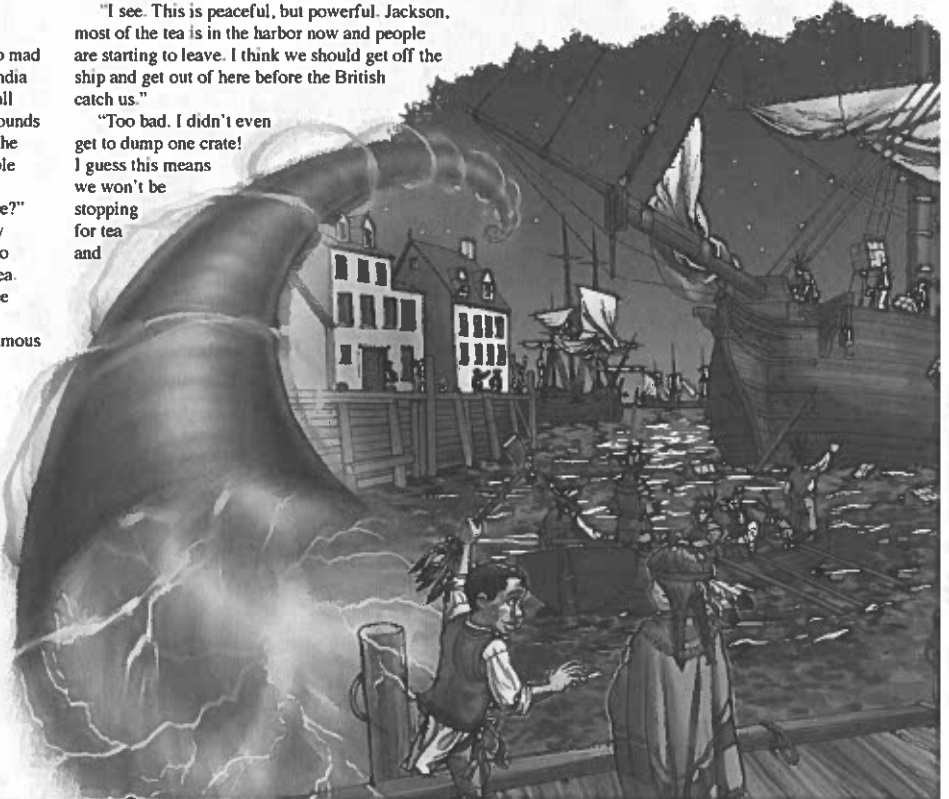
"Too bad. I didn't even get to dump one crate! I guess this means we won't be stopping for tea and

crumpets."

"Good one, Jackson. You know, you can be pretty funny sometimes."

"It's my charming personali-TEA, Alana. Get it?"

"Oh, brother!"



Female Tennis Pro and Equal Rights Advocate, Billie Jean King (1943-)

Spotlight

As a tennis player, Billie Jean King won 39 Grand Slam tennis titles, and she was inducted into both the International Tennis Hall of Fame and the National Women's Hall of Fame. Billie Jean learned to play tennis while young and on the public courts in California. Throughout her career, she worked hard and won many tournaments. King became world-famous, but she never thought she got the same

recognition or prestige as male players. She was vocal about that, and she soon was challenged to play in the 1973 "Battle of the Sexes" against male pro Bobby Riggs. The match attracted a lot of attention, and most people thought Billie Jean was certain to lose the match. Bobby Riggs told everyone that women were inferior and that he would definitely win. Billie Jean showed them all, however, when

she easily won the match! She also won a huge victory for women's rights, in tennis and in other areas.

Billie Jean retired from professional tennis in 1984, but her work for equal rights has never died down. King did so much for equal rights that in 2009 President Obama awarded her the Presidential Medal of Freedom, the highest award that our nation can give to a civilian.





Mounting Tensions in the Colonies

Acting Up: Acts That Led to a Revolution

In the mid-1700s, colonists were restless. England treated them like misbehaving children. You probably don't know much about that, of course. But imagine how you would feel if someone in charge started making unnecessary rules, keeping you from doing what you enjoy, taking away part of your allowance and pretty much getting in the way of your daily life. In this case that "someone" was the British. Let's look at some events that caused the colonists to rise up and revolt.

The French and Indian War: 1754-1763

If you think this was a war between the French and the American Indians, you'd be ... wrong! The French were tired of fighting England for land. That's when they pulled out their secret weapon, the American Indians! The American Indians were sick of the British taking their land, too. So, the French and American Indians worked together to try to get the British out of America. But the British were richer and stronger. Plus, they had big ships, big guns and tons of soldiers with fancy uniforms. It took seven years, but England won. France gave up some of their North American land. Bye-bye, Canada! Now the British controlled even more land, labor and loot. Colonists were quite proud to be British, at least for now ...

The Royal Proclamation: 1763

Since England controlled so much of North America, colonists banded west into new areas. I think about all that open farmland! Ahh, the frontier! Well, when King George heard that, he said no one could move west of the Appalachian Mountains. Why? If colonists headed west, Britain would have to spend more money to keep people safe from American Indian attacks. The colonists were appalled (shocked)! The king had gone too far. They should be able to live where they wanted, right? The king sent more soldiers—not to protect settlers, but to make people follow his rule. Boy, did this cause some grumbling! But it was only the beginning

The Quartering Act: 1765

Colonists were forced to provide living quarters for British soldiers: food, beds, blankets—even whole buildings! And you thought having your little brother on the top bunk was bad!

The Stamp Act: 1765

King George hated losing money. He thought of an idea to get more cash after spending so much on the French and Indian War. The colonists should be taxed! Brilliant, right? The king declared that all paper materials in the colonies had to carry a British stamp. Every time a colonist wanted a newspaper, a birth certificate or even a deck of cards, he or she had to pay extra for the stamp. This caused more than grumbling; it caused riots! Colonists gathered in the streets to complain. The government was getting carried away! Why should colonists pay taxes when they couldn't even attend the

The Townshend Acts: 1767

British government official Charles Townshend hoped to lower taxes for the people in England, but England still needed money, so more taxes for the colonists seemed like the only solution! Again, the king sent soldiers to enforce acts that taxed tea, glass, paper and lead. Colonists responded by boycotting (refusing to buy) British goods. They wouldn't have to pay taxes on things they didn't buy! The presence of so many Redcoats (British soldiers) stirred up more bad feelings. Colonists were mad and confused, and they didn't trust their mother country. And, they weren't included in the decision-making process at all! Soon, disaster struck ...

The Boston Massacre: 1770

One March evening, an angry mob approached British soldiers on patrol in Boston. Colonists

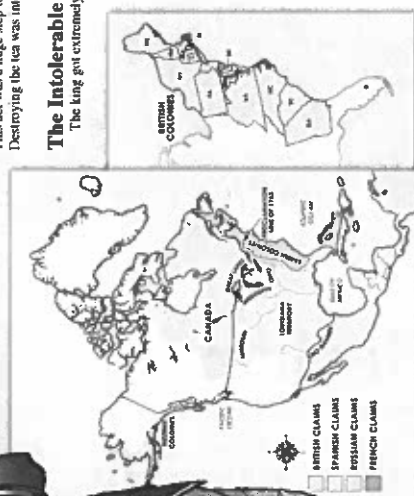


The Intolerable Acts: 1774

The king got extremely mad and made even more rules. He closed the Boston Harbor for business. He said that British soldiers accused of crimes should be tried in England and not in the Colonies. Massachusetts lost its charter. He reinforced the Quartering Acts. Oh, boy, things got stormy.

Tempest in the Teapot: A Storm is Brewing!

These events led to the American cry for independence from Britain. Colonies finally got organized and started working together. Did they revolt? Yes, and it was a revolutionary revolt! Stay tuned ...



The Boston Tea Party: 1773

On a December night, several colonists disguised as American Indians sneaked onto three ships carrying tea and dumped 30,000 pounds of the tea into the Boston Harbor. They never did a thing to hurt any people. The American ships or tea crates. They just destroyed the tea itself! This sent a strong message to England: "No taxation without representation!" King George was outraged. This act was a huge step toward the American Revolution. Destroying the tea was intolerable.

The Tea Act: 1773

This wasn't a new tax. It was another rule. The king ruled that the colonists could only buy tea from the British East India Company. The colonists liked the British tea, but they didn't like paying more for it. Smugglers (people who bring things into the country illegally) were everywhere! They sneaked illegal tea into the Colonies at every chance. Colonists refused to follow the new, unreasonable rule. They blocked ships and stopped people from unloading tea. Then, as Jackson and Alana saw, the colonists decided it was time to "party" for tea.

A Patriotic Pair of Founding Fathers

Samuel Adams (1722-1803)

Samuel Adams was born in Boston and attended school at Harvard. He wasn't a very good businessman, but he was good at spreading news and persuading people to listen. He spoke out loudly against "taxation without representation." He encouraged his fellow colonists to organize so they could stand against England and started a Committee of Correspondence that met secretly in the Colonies. During their meetings, they made rules and government decisions as if they were in charge instead of Britain. Adams went from tavern to tavern, telling people to band together and boycott English goods, fight the taxes and defy



Samuel Adams

Patrick Henry

Biography

(resist) King George. This was dangerous. Many people in the Colonies were Loyalists (loyal to the British king) and thought what Adams was doing was treason (betraying your country's government). Treason was punishable by death, but Sam was confident. He knew many agreed with him, and he was ready to put his life on the line for his beliefs.

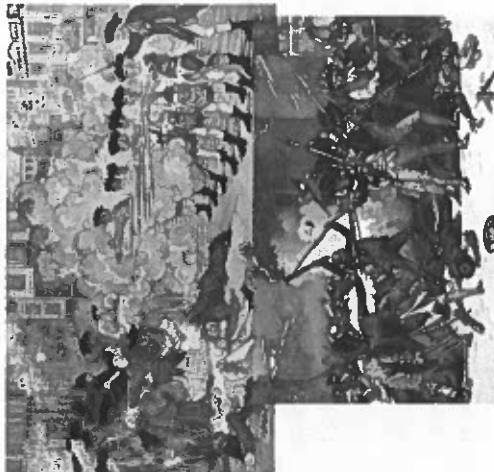
Patrick Henry (1736-1799)

Patrick Henry was born in Virginia. He became a lawyer and then governor of Virginia. People knew Patrick Henry for his speeches against the British. He was quite convincing when he told his fellow colonists, "Give me liberty or give me death!" He got a lot of people to listen to his ideas about independence, and he encouraged people to go to war and fight for their rights. He was in danger from the Loyalists, too, but he shouted, "If this be treason, make the most of it!" His fearless words and eloquent (well-expressed) speaking got the attention of George Washington, John Adams and Thomas Jefferson, our first three presidents. When people heard Henry speak, they wanted to revolt! He was another true Patriot.

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Massacre or mistake? You be the judge

Are historic pictures always perfectly accurate? Some historians claim the Boston Massacre was really the first gunfire of the American Revolution. But was it truly a massacre, or just a terrible mistake? We know that colonists were angry about the new rules, unreasonable taxes and the British soldiers patrolling their streets. We know a group of colonists taunted (yelled at, teased) soldiers in Boston. They even threw chunks of ice and a few snowballs at the soldiers. We know five people were killed that night. So, when the Redcoats opened fire in return, did they simply kill innocent people, or were they defending themselves against an aggressive mob? Well, Paul Revere would say the British soldiers were murderers. His famous engraving shows soldiers in a line, firing at a group of people. It shows wounded men bleeding on the ground while a British commander gives a signal to keep shooting. However, some eyewitness accounts say the colonists started the whole thing, throwing insults first and hard objects later. The soldiers were forced to protect themselves. At the time, Loyalists said Revere's engraving was exaggerated and the Patriots were to blame. Some people today believe the engraving was propaganda. Propaganda is the spreading of information (often false) to convince others of an idea. Compare the two images of the massacre. Which one do you think tells the true story? Do you think Paul spread propaganda or patriotism? Was this a massacre or a mistake? You be the judge. On a separate sheet of paper, write a paragraph about your thoughts.



Top: Paul Revere's original engraving of the Massacre. Bottom: another view of the British. colonists fight

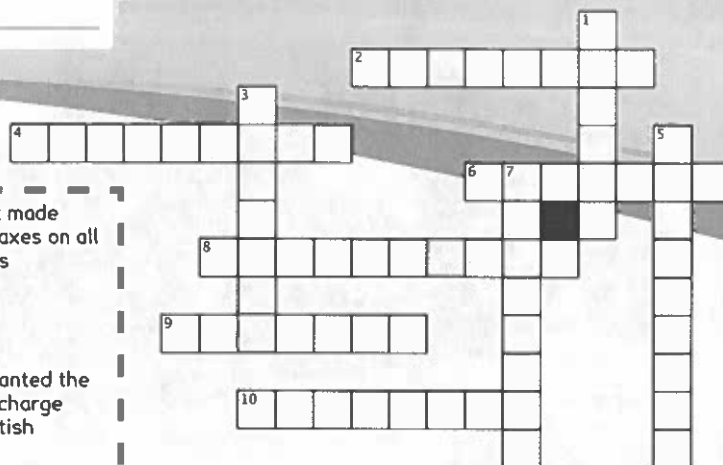
Name _____

ACROSS

2. a person who brings things into the country illegally
4. type of picture Paul Revere made of the Boston Massacre
6. a crime of betraying your country's government
8. the spreading of information to convince others of an idea
9. refuse to buy

DOWN

1. to cancel
3. Sons of _____
5. colonists who wanted the king to stay in charge
7. nickname of British soldiers
10. 1765 rule that made colonists pay taxes on all paper materials



As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers and get ready for this week's test.

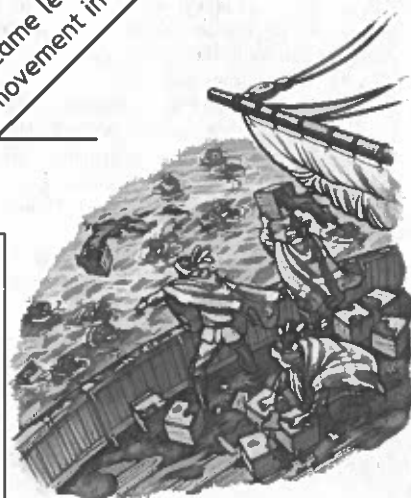
Tension in the Colonies

This week you read about many events that created tension in the Colonies and eventually led to the Revolutionary War. Complete the timeline by following these steps:

1. Put the 10 events below in order by finding the date each one happened and writing the years on the lines.
2. Draw a long horizontal line on a blank piece of paper turned sideways (landscape).
3. For each event draw two diagonal lines. (See the example.)
4. Write the year with its event(s) on one line.
5. Write a short description of the event on the other line. If you have room on your timeline, you can draw extra diagonal lines to write more information.

1735 - Paul Revere was born.

became leader of Patriot movement in the Colonies



- Stamp Act _____
- Boston Massacre _____
- Quartering Act _____
- Boston Tea Party _____
- Tea Act _____
- Royal Proclamation _____
- Intolerable Acts _____
- French and Indian War (Start and Finish) _____
- Townshend Acts _____



Teachers: Your **FREE** Studies Weekly online subscription is waiting for you at:
studiesweekly.com/register

You are Patrick Henry's speechwriter. Wow! Well done! Pretend he needs a speech that will convince his fellow colonists to declare independence from England. Introduce your topic, and then write reasons with plenty of support. Remember, Patrick Henry is well known for his fiery, convincing words. Can you inspire your fellow colonists?

Let's Write

Think and Review

1. What were Patrick Henry's most famous words? Explain what they mean.
2. What was the Royal Proclamation?
3. Why do you think England passed the Quartering Act?
4. Which of the events you read about do you think was the most significant in leading to the American Revolution? Why? Use details from the reading in your answer.
5. Why do you think England passed the Tea Act?
6. What was the purpose of the Townshend Acts?
7. What was the Stamp Act?
8. What is propaganda?

If you'd like to make any editorial comments about our paper, please write to us at support@studiesweekly.com.



Declaring Independence

Click! ... "Alana, where are we?"
"Shhh, Jackson. We're outside a house in Philadelphia in June 1776."

"Oh, wow! Look in the window, Alana. That's Thomas Jefferson! This is so cool!"

"Listen. He's talking to himself while he's writing something."

"When in the course of human events it becomes necessary ... That's a good start. Yes, yes, that sounds about right. ... requires that they should declare the causes which impel them to ...' Hmm. That's rather good. I hope the committee will approve."

"Oh, my gosh, Alana. Do you know what he's writing?"

"Of course I do. It's the Declaration of Independence."

"Can you believe it? That camera of yours is amazing! Wait ... he's saying something else."

"We hold these truths to be sacred and undeniable ..."

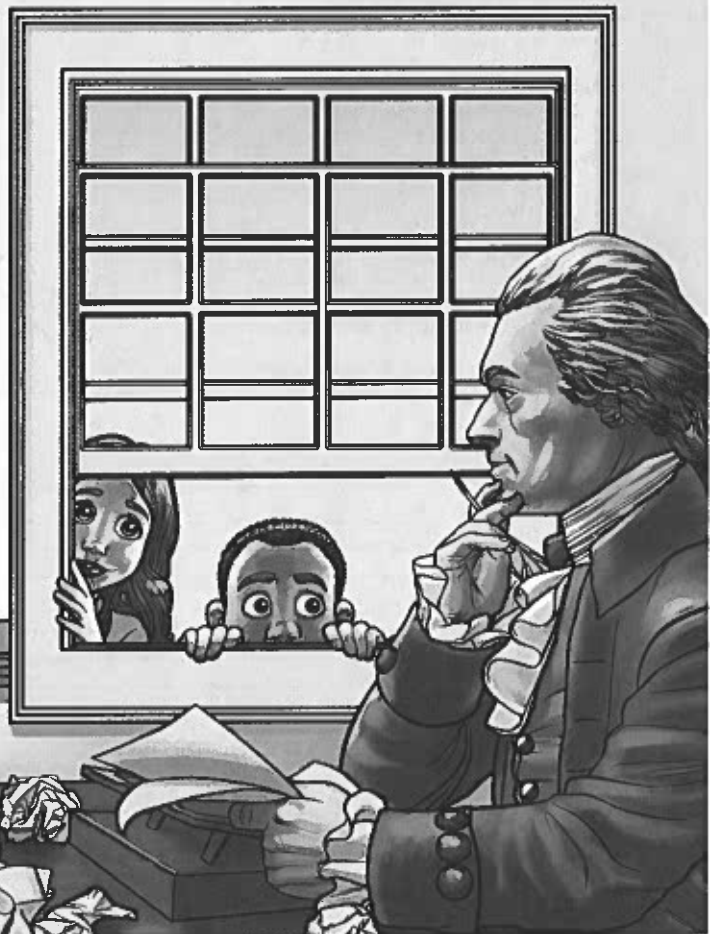
"Jackson, the Declaration says 'We hold these truths to be self-evident ...' not 'sacred and undeniable.' What's up?"

"This must be Jefferson's rough draft."

"Are you kidding? A great writer like Thomas Jefferson wrote rough drafts?"

"Of course he did. Then he took the rough draft to the committee. They made several changes. One thing they changed was switching 'sacred and undeniable' to 'self-

CONTINUED ON PAGE 4



Outwitting Them All: Agent 355, Revolutionary Female Spy **Spotlight**

George Washington had a reputation for honesty, but as a general in the Revolutionary War, he used spies, hidden messages and trickery to fight the British. As part of this strategy, Washington formed a group of spies known as the Culper Ring. Spies in this group worked hard to protect their identities, and they only used numbers when communicating with each other and with Washington. One of the

best spies in this group was a woman who went by the code name Agent 355.

Very little is known about Agent 355, although historians agree she was most likely from a wealthy British family. She lived in the New York area and would leave coded messages in the pockets of laundry hanging on a clothesline. One day, however, the messages simply stopped. Historians believe she was

caught and executed by the British. Today, there are still people guessing the identity of Agent 355. Some believe she was Anna Strong, a known spy and Patriot of the time. Others have guessed she was Betty Floyd, a cousin of one of the leaders of the Culper Ring. Although we will probably never know for sure who Agent 355 was, her actions and bravery helped the Colonies win the Revolutionary War.



After the Boston Tea Party, King George closed Boston Harbor. Nobody was allowed to ship anything in or out. The colonists were furious and weren't going to let the king get away with this. They began to stockpile gunpowder and as many guns as they could lay their hands on, just in case they needed them later. The British caught wind of that and started to confiscate (take away) colonists' weapons.

Meanwhile, the Colonists began to organize. In 1774, representatives from each colony had a meeting.

or congress, in Philadelphia. You might have heard of some of the delegates: Patrick Henry, Samuel Adams, John Adams and George Washington. They called this the First Continental Congress. Congress sent a strong letter to King George asking him to give them certain rights. King George refused to even read the letter!

After that, colonists again boycotted British goods. However, they weren't foolish enough to think the king wouldn't send more soldiers to defend his business. Colonists organized their own militias (groups of citizen soldiers) in towns and cities. Some were called

minutemen because

they could be ready to fight the British in 60 seconds or less. They didn't have bright red jackets

The Minute Man, a statue by Daniel Chester French erected in 1875 in Concord, Massachusetts.

new playground or starting a service club.

Choose a community service project you can do with friends, school or family. You'll have to do some work and give up some free time, but it will be worth it! Make a list of your best ideas.

Pick one that you can get started on soon. Got it? Great! Now you deserve to sign the Declaration of Independence, too. Just go to: http://www.archives.gov/exhibits/charter/declaration_sign.html. It's the coolest! But watch your back after you sign. All the king's horses and all the king's men might be looking for you!

What will you do to make the world a better place? Would you stand up for your ideas even though some people disagree with you? Start acting like a "signer" by learning your ABCs: Act for a Better Community. Think of something you can do in your neighborhood or school to help others. It should be something safe and kind. It can be small like cleaning up a park or donating food to a shelter. It can be something big like designing a

THE ROAD TO INDEPENDENCE

What made the colonists finally decide to write the Declaration of Independence and send it to the king? Well...

or fancy boots, but they had lost of heart and one goal: independence. People started thinking the Colonies could be a separate country with no more ties to England and the king. They wanted to be the United States of America! The small colonial militias were ready to take on big, bad Britain. Take that, King George! No more taxation without representation!

Paul Revere's Midnight Ride

The Patriots and Loyalists began to have many heated arguments within the Colonies. The British soldiers figured they had better find those stolen weapons, as well as those "traitors" Samuel Adams and John Hancock. Colonists moved their weapons and supplies to Concord, Massachusetts. Paul Revere and other minutemen wisely created a warning system. When British soldiers approached Boston, Patriots would light lanterns in the North Church. They would light one lantern if the British came by land and two if by sea. When Revere saw the light, he would warn people across the countryside. So, did he take out his cell phone and send a tweet to warn everyone? If cell phones had been around then, it would have been a great idea. Since they weren't invented yet, he had to do things the old-fashioned way. He warned them on horseback! This is how it happened. On the night of April 18, 1775, British ships stealthily arrived. A Patriot climbed the church tower and lit two lanterns. Minuteman Paul Revere jumped on a horse and rode with his friend, William Dawes, to Lexington on the way to Concord. He wanted to warn Adams, Hancock and others that the British were coming by sea.

Lexington and Concord

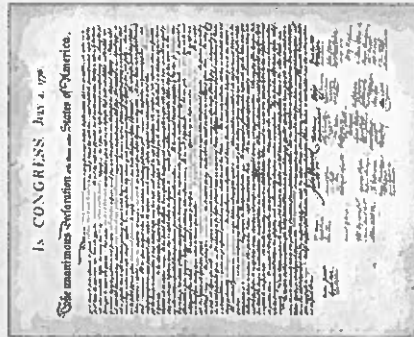
The British were angry! They had been exposed! They decided to march from Boston to Lexington, where they heard the weapons were concealed (hidden). Of course, we know the weapons were farther along the road in Concord. Revere and

The Minute Man, a statue by Daniel Chester French erected in 1875 in Concord, Massachusetts.

Learn Your 'ABCs' and Sign the Declaration of Independence, 21st-Century Style

Imagine being one of the signers of the document that created the United States of America! The 56 signers have gone down in history as brave men who stood up for what they believed. They did something risky and daring to gain their freedom. The British targeted every signer for punishment. Many lost their belongings, several lost their businesses, some had their homes burned down and they even lost their families. But they believed that independence was worth the sacrifices they made.

What will you do to make the world a better place? Would you stand up for your ideas even though some people disagree with you? Start acting like a "signer" by learning your ABCs: Act for a Better Community. Think of something you can do in your neighborhood or school to help others. It should be something safe and kind. It can be small like cleaning up a park or donating food to a shelter. It can be something big like designing a



PAUL REVERE

ESSEX COUNTY

LOWELL

MIDDLESEX COUNTY

WATERTOWN

CONCORD

LEXINGTON

MEDFORD

REVERE

CAMBRIDGE

BOSTON

ROXBURY

BROOKLINE

DORCHESTER

SUFFOLK COUNTY

DORCHESTER

Declaration of Independence

The following year, a delegate named Richard Henry Lee read a statement to Congress that said the Colonies should be "free and independent states" and that all ties with Great Britain should be broken. It wasn't a new idea, but this was the

first time someone said it at an official meeting. Congress decided that it should make a good, solid list of complaints to get the king's attention. This time, they weren't asking. They were telling King George they wanted independence. But who would write the statement? Only one of the best writers around, Thomas Jefferson, would do. It took him two weeks to draft our first "freedom document."

Clarity of Expression:

Thomas Paine and 'Common Sense'

Thomas Paine was a failure as a student, sailor, businessman and soldier, but wow, could he write! He published pamphlets in Colonial America that stirred the hearts of people in a way that no one else had ever done.

Born in England in 1737, Paine dropped out of school at a young age. He bounced around in various jobs without success. He worked for his father, then as a sailor, then as a tax collector. But his life changed when he met Benjamin Franklin, who convinced him to come to America in 1774.

Paine was caught up in the fever for independence that was sweeping the Colonies. He wrote a pamphlet (a small newspaper or magazine, much like an issue of *Studies Weekly*) titled "Common Sense." It made a passionate argument that the only choice for the colonists was to fight for their independence from Britain. His clear and logical writing spoke to

the people. "Common Sense" sold thousands of copies, and Paine became famous. He wrote, "The birthday of a new world is at hand..." History has proven how true his words were.

Paine joined the Continental Army and discovered he wasn't cut out to be a soldier. either. Writing was his special skill. His next pamphlet, "The Crisis," contains his most famous line: "These are the times that try men's souls." General Washington had Paine's pamphlets read aloud to encourage the American troops during the Revolution.

Paine's facts and ideas were clear and persuasive. Many of these ideas were written into the Constitution, the core of our government. When have you been successful in using your words to change someone's mind? Can you think of other times when clarity of expression helped change the course of history?

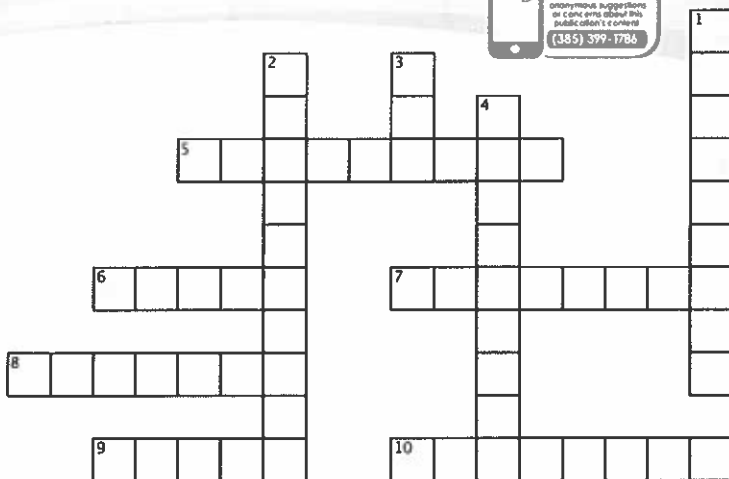


The cover of *Common Sense*, the pamphlet.

Name _____

PLEASE
TEXT

anonymous suggestions
or comments about this
publication's content
(385) 399-1786



ACROSS

5. They were ready to fight the British in 60 seconds.
6. Revere's riding partner: William _____
7. group of representatives who wrote a letter to King George: First Continental _____
8. a group of citizen soldiers
9. author of "Common Sense": Thomas _____

10. used as a warning system in the Old North Church

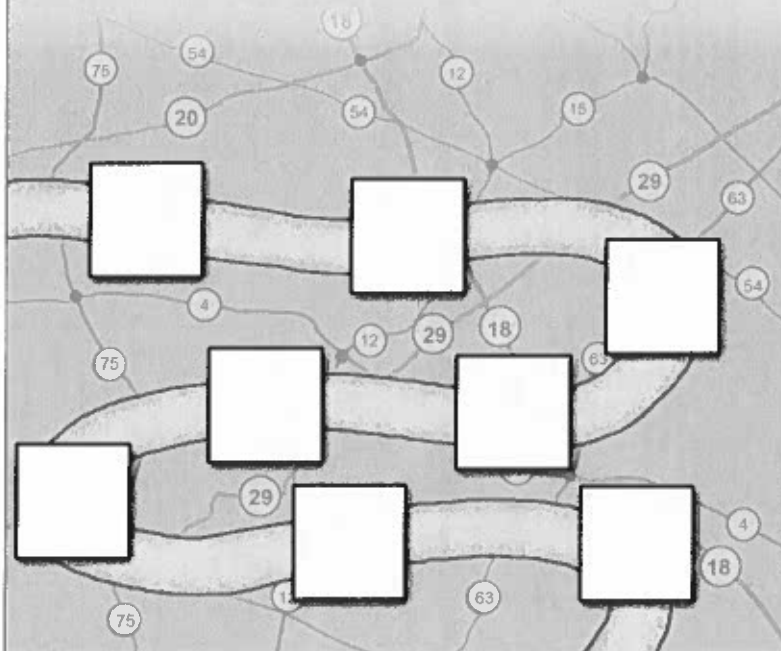
DOWN

1. main writer of the Declaration of Independence: Thomas _____
2. take away
3. delegate who officially proposed independence in Congress
4. site of the first battle of the Revolutionary War

'Drawn-ology' (Artistic Chronology)

Road to Revolution

Create your own road to revolution! You've heard of chronological order, right? Well, this is drawn-ological order! Using the article "The Road to Revolution," find the most important events in the passage. Recreate them on the "road" provided, in the correct order. In the boxes, you can either draw scenes or cut out small magazine pictures to glue in the boxes. (You probably won't be able to find exact pictures of Colonial events in today's magazines, so look for main ideas. For example, instead of a picture of minutemen hiding gunpowder, look for a picture of someone hiding something. Then, label it with correct Colonial information.) On the "road" write brief captions for your scenes. Decorate the background when you finish!



Declaring Independence

CONTINUED FROM PAGE 1

evident.' Listen. He's saying something else."

"How should I say this? Ah! '... that all men are created equal ...'"

"I know that part!"

"Everybody knows that part, Alana. Hold on. I think we missed something."

"... life, liberty, and the pursuit of happiness ...' Now I must list all of the wrongs put upon us by that tyrant, King George!"

"Wow, Jackson! We're watching Thomas Jefferson write the Declaration of Independence."

"Uh-oh! Duck! He's coming over here!"

"Seems to be a bit of a draft this evening. I'll just close this window and ..."

"Drat! Too bad he closed the window, Jackson. Now we can't hear what he's saying."

"Yeah, but I know the basic ideas he wrote in the rest of it. It took him about two weeks to finish it. He made a long list of the things the colonists were angry about. He said governments should get their power from the people, and the people should be able to change the government. And the people who signed the Declaration were promising their honor, their money and even their lives to make our country free!"

"We owe a lot to the people who signed the Declaration of Independence, and especially to Thomas Jefferson. And I remember the date it was signed: July 4, 1776. I can't wait for next Independence Day!"

"I'm imagining fireworks and flags right now, Alana. And hot dogs. And watermelon. And burgers ..."

"Oh, brother." ... Click!

Think and Review

1. What was the pamphlet "Common Sense"?
2. What were some of the consequences suffered by the 56 signers of the Declaration of Independence?
3. Explain the code used to tell Paul Revere and William Dawes to warn their fellow

- Patriots. How did they spread the message?
4. Name two ideas in the Declaration of Independence that are still part of the main beliefs of our country.
5. Explain what community service is and why it is important.

WEEK 15

The
Revolutionary
War

USA Studies Weekly

Ancient America to Reconstruction

DISCOVER MORE!

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Primary Source & Books Media

African Americans During the Revolution

American colonists fought the British during the American Revolution. An African American named Crispus Attucks is considered its first victim, killed in the Boston Massacre in 1770. Crispus may have one day become a Patriot soldier in the Revolutionary War, but as a slave he could not. Let's find out why. ...

During the Revolution, the British decided to ask slaves to join their side as soldiers. However, Southern Americans would not do the same because they were afraid the slaves would rise against them.

The British promised slaves they would be freed, but that didn't always happen. Still, hundreds of slaves signed up. But, weren't there ANY African Americans in the Continental Army? Sure, there were some Northerners, mechanics, drummers and fifers. There were even some Southern slaves who were paid substitutes for their owners, but most people at the time did not trust African Americans with guns.

However, George Washington enlisted some African American men as early as 1776 when he needed new soldiers. In February 1778, Rhode Island voted to officially enlist slaves in the military. Slaves gained freedom after the war, and their owners were paid. The 1st Rhode Island Regiment was a fine outfit of soldiers, loyal to the fight for independence. At its peak, this regiment had 600 African American members.

Peter Salem and Salem Poor were

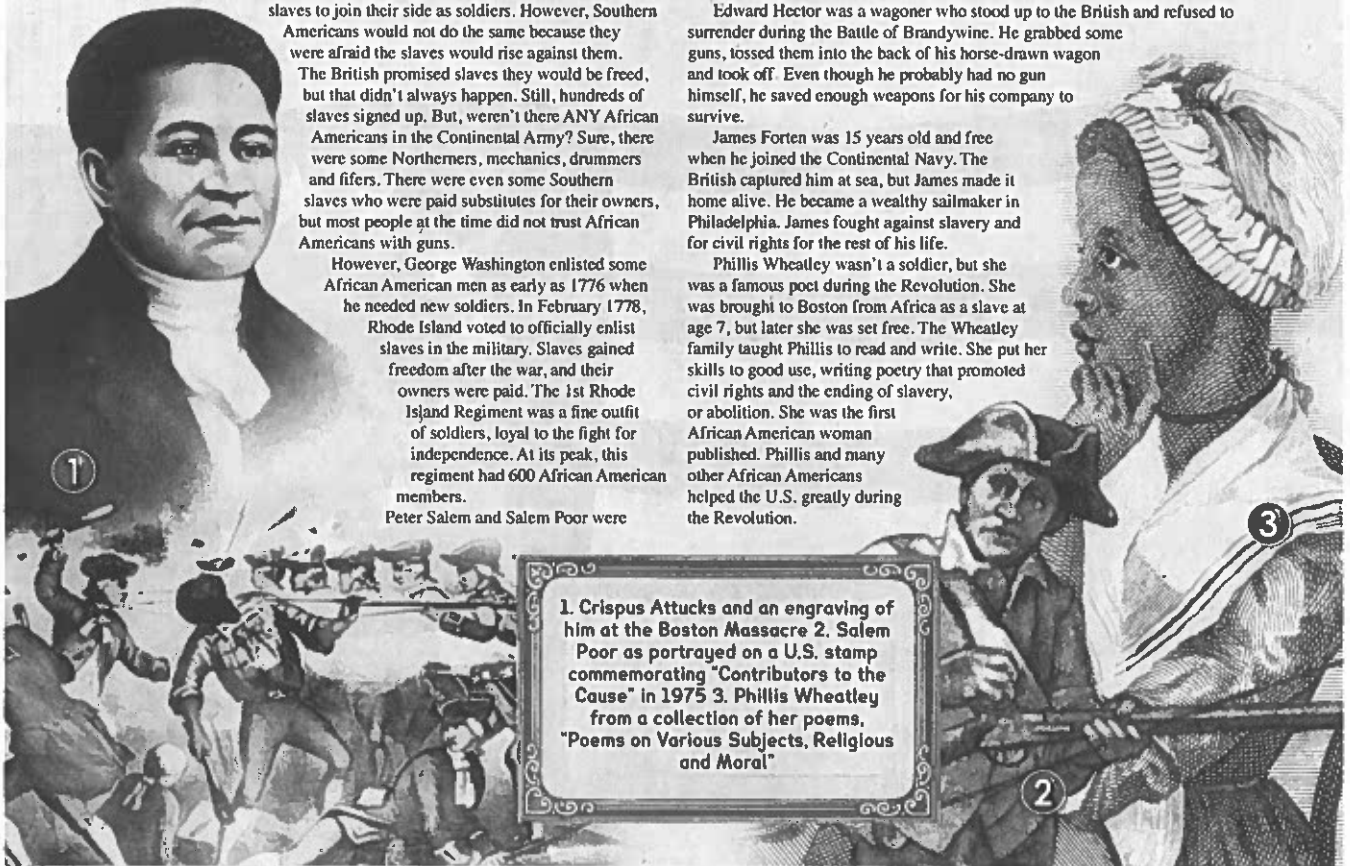
Revolutionary War heroes. These two African American soldiers fought bravely in several battles, including the Battle of Bunker Hill.

Oliver Cromwell crossed the Delaware with General Washington, and then he fought in battle after battle. Oliver lived to be 100 years old, and he shared his stories of combat in war.

Edward Hector was a wagoner who stood up to the British and refused to surrender during the Battle of Brandywine. He grabbed some guns, tossed them into the back of his horse-drawn wagon and took off. Even though he probably had no gun himself, he saved enough weapons for his company to survive.

James Forten was 15 years old and free when he joined the Continental Navy. The British captured him at sea, but James made it home alive. He became a wealthy sailmaker in Philadelphia. James fought against slavery and for civil rights for the rest of his life.

Phillis Wheatley wasn't a soldier, but she was a famous poet during the Revolution. She was brought to Boston from Africa as a slave at age 7, but later she was set free. The Wheatley family taught Phillis to read and write. She put her skills to good use, writing poetry that promoted civil rights and the ending of slavery, or abolition. She was the first African American woman published. Phillis and many other African Americans helped the U.S. greatly during the Revolution.



1. Crispus Attucks and an engraving of him at the Boston Massacre 2. Salem Poor as portrayed on a U.S. stamp commemorating "Contributors to the Cause" in 1975 3. Phillis Wheatley from a collection of her poems, "Poems on Various Subjects, Religious and Moral"



Military Technology of Yesterday and Today: the Turtle

How did the Patriots fight the British navy? One thing they tried was the "Turtle." It looked a lot like its name: a big round shell, but with an opening on top. It was invented by a man named David Bushnell and was the first submarine of the Revolutionary War. In 1776, a soldier drove the Turtle to the underside of a British ship and attached a keg, or "torpedo," of gunpowder.

Just one person pedal-operated the Turtle, and there were a few glitches. The gunpowder wasn't attached to the British ship very well, but it did explode a little later. The British got worried about what was going on in the water below them in New York Harbor. The Turtle was a "revolutionary" invention, but it never truly made it as a secret weapon of the Revolutionary

War.

Today we have submarines that have nuclear-powered turbines that recycle their own air, can stay down for as long as they have food and hold over 100 people in a 560-foot-long area. And they can launch missiles while they're underwater. We've come a long way from pedals and gunpowder kegs!



Washington's Winning Ways

Recap of the Road to Revolution—In April 1775 Lexington and Concord became the first battles of the American Revolution. The time for peace had ended and it was time for war. After both sides lost many battles, and after thousands were killed or wounded, the Revolutionary War officially ended in 1783 with the signing of the Treaty of Paris. Let's start at the beginning of the road...

Horrors and Hungers

During the Revolutionary War, hunger was as big an enemy as the British. Sadly, some soldiers actually starved to death. Sometimes, farmers would donate animals and crops to the Continental Army but it wasn't enough. Soldiers had to search for food in order to stay alive. Some days, American soldiers had to wrap their feet in rags because they had no boots or socks. They were not well supplied like their enemies. Many soldiers deserted the Army, and that doesn't mean they crossed the Sahara! To desert means to take off illegally or go AWOL (Absent Without Official Leave). The Patriots couldn't take it anymore. Then came the winter of '76...

Victory or Death

Six months after the original Independence Day, Washington's soldiers were in trouble. The soldiers who had stayed were starving, sick and spiritless. George had to do something quick. He heard there were British soldiers with many Hessian (German) soldiers in Trenton, New Jersey. The Hessians had

New Army and New Commander

The Continental Congress combined militias of the Colonies to form the Continental Army. Someone great needed to be the general. They thought about heroes from the French and Indian War. Who would be better than George Washington? At first, Washington hesitated to take the position because he had never led an army before. But, Washington did disagree with King George. He thought about how important it was to gain independence from Britain. So, Washington agreed to lead the Army and promised to do the best job he could possibly do. He believed in the cause, but...

New Country with New Problems

...there was a problem. Actually, there were a lot of problems. After declaring independence in 1776, the new United States did not have much money. It takes a lot of money to buy guns, ammunition, uniforms, tents, horses, cannons and railroads (food) for an army. Imagine you're a soldier today and your commander said, "Ge: I wish we could get those enemies. Do any of you happen to have a tank in your garage? Oh, and did anyone bring a sack lunch? Looks like we'll be here awhile!" Hard to believe, but that was the reality for the Continental Army (minus the tanks, of course). They didn't have fancy red coats or very many horses. And gunpowder was scarce (in short supply). So Washington started a rumor that they had so much that there weren't enough places to hide everything. The British bought that story and backed off a bit. Good thinking, George!

A Brave and Honorable Woman

Have you ever seen a movie where a woman dressed up as a man or vice versa? Well, Deborah Sampson did just that during the Revolutionary War. Very risky business! Girls weren't allowed to be soldiers back in the 1770s. Deborah joined the Army under the name of Robert Shurtliff. She didn't look much different from the 14-year-old boys fighting next to her. She was a fine soldier until she was shot in the leg. A doctor should have treated her right away. However, if she were to go to a doctor her identity would be revealed. So, "Robert" used a knife to remove the bullet, and things got riskier. Deborah got an infection and had to go to a doctor anyway. If she didn't seek medical treatment the infection could have killed her. Deborah had to tell the doctor that she was a woman. Still, Sampson got an honorable discharge in 1783 for a job well done. Would you do something that risky to help your country?

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about cold and sad! It is said that many died on the way, either from illness or freezing or both. Still, the rest continued on and earned "the love and thanks" of their new fellow citizens. They were Patriots, one and all.

Cross and Double-Cross

Washington's soldiers finished crossing the river and taking in the early hours of Dec. 26, 1776. They attacked the snoring Hessians. Definitely a Christmas surprise for the German soldiers! It was an important victory, however, for the new United States. George Washington gained a great deal of respect and made a giant leap for the American people.

American. There would be worse battles and worse winters during this war, but Americans were gradually winning the way to continued freedom.

This certainly was a time to try men's souls. For some soldiers, taking to Trenton after crossing the river was possible only because they could



The Thrill of Victory, The Agony of Defeat

There were terrible battles during the Revolutionary War. In some, Americans suffered greatly by losing soldiers, land and control. Some call the American victory in the Revolutionary War a miracle. Have you heard that where there's a will, there's a way? Here's a chart of some important battles. Do some research to find out who won each battle and write the answers in the "Winner" column.

Revolutionary War Battles			
State	Name of Battle	Date	Winner
New York	Ticonderoga	May 1775	
Massachusetts	Bunker Hill	June 1775	
New Jersey	Trenton	December 1776	
New York	Saratoga	October 1777	
South Carolina	Charleston	April-May 1780	
Virginia	Yorktown	October 1781	

American Revolution Allies

In 1778, America got some much-needed help from France to fight the British. Soon the Dutch and Spanish began to help, too. The British were better in naval warfare (war on water), but the Americans were spread out across the land. Americans were so spread out that the British and their leaders couldn't always catch them. As soon as the British took over one American place, like Bunker Hill, battles would break out somewhere else.

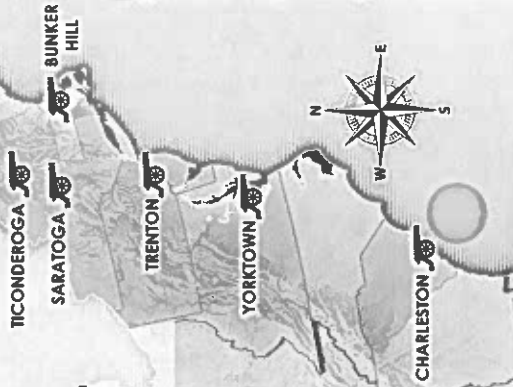
What about the American Indians and African slaves? Well, they fought on both sides of the Revolutionary War. Many American Indians fought with the British, thinking they'd be protected from American expansion into the West. African slaves were promised freedom if they joined the British, so thousands signed up. Over time, George Washington began to allow African Americans to join his side.

France and Spain were happy to provide money and soldiers to America during the Revolution. Both of these countries hated Great Britain equally. They were sick of British domination (control) in Europe and were still mad about the French and Indian War. Anything that made the British suffer was fine with the French and Spanish. Benjamin Franklin went to France to encourage the French to help America.

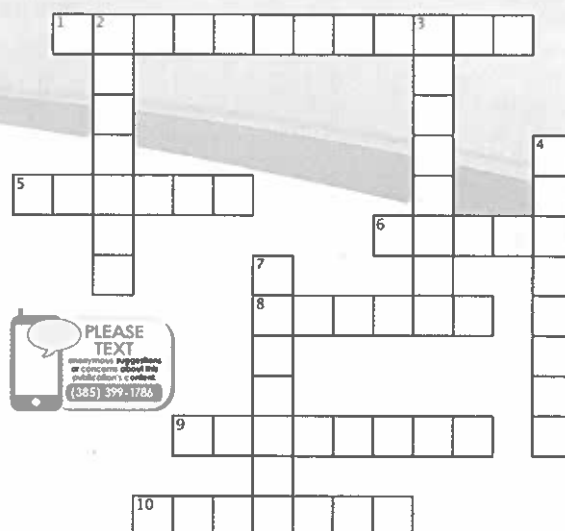
By 1780, the Dutch openly supported America. Great Britain started to worry that the French, Spanish and Dutch would attack England on its home soil. The British were definitely frightened that their European neighbors supported American independence. King George sent troops all over Europe. Meanwhile, Loyalists in America were unhappy. They didn't like that their king hired Hessians, and they didn't trust the American Indians who were fighting with the British army. The Loyalists didn't want Britain to start hanging everyone who hadn't chosen sides yet, either. Many undecided Americans eventually joined the Revolution against Britain. Of course, some stayed loyal to their monarch (ruler), too.

The British couldn't deal with all the people fighting against them on two continents. Does anyone have a white flag?

Geography



Name _____



ACROSS

1. famous Revolutionary War song
5. a wagoner during the Battle of Brandywine: Edward _____
6. writer of "These are the times that try men's souls"
8. groups who are on the same side in a war
9. German soldiers who helped the British
10. site of important Christmastime battle in 1776

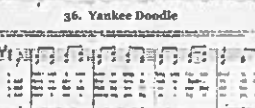
DOWN

2. considered the first victim of the American Revolution: Crispus
3. river crossed by Washington and his troops in the winter of 1776
4. famous poet during the American Revolution
7. woman who dressed like a man to fight in the Revolutionary War: Deborah

Making Music—A Yankee Doodle Dandy

How does today's popular music reflect what's going on in the world? The "it" song in the Colonies during the late 1770s was "Yankee Doodle," written by Richard Shuckburgh. Who would have thought a song you learned in school was the #1 hit of the Colonies? If you think it's a song about pasta in your hat, then you are wrong! The British sang it during the American Revolution to make fun of Yankee (American) doodles (fools). The lyrics, or words, that we know say the Yankees wore feathers in their hats to copy a popular European wig style known as the "macaroni." As the Americans gained confidence, the song became longer. They added lines to make fun of the British and to praise George Washington, the Continental Army and the U.S. as a whole. The song went from being an insult to the people of our new country to being an anthem (popular song) that Americans sang with pride. An American band played the anthem to celebrate the U.S. victory on the last day soldiers battled in the American Revolution—Oct. 19, 1781.

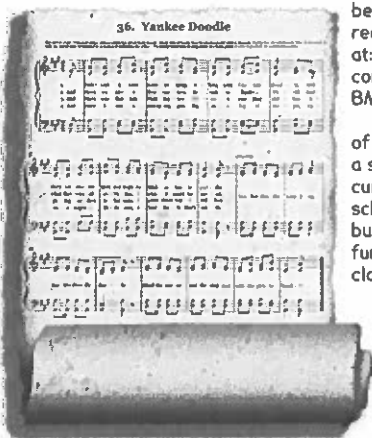
36. **Yankee Doodle**



Yankee Doodle went to town
drumming the major part
The British then they came
to capture him that day
But they were soon surprised
to find him full of wit
For when they pinned him down
he gave the British a bit
Of Yankee Doodle

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drumming the major part
The British then they came
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he gave the British a bit
Of Yankee Doodle



Yankee Doodle

Yankee Doodle went to
town
A-riding on a pony
Stuck a feather in his cap
And called it macaroni.
Yankee Doodle, keep it up
Yankee Doodle dandy
Mind the music and the step
And with the girls be handy.

Father and I went down to
camp
Along with Captain Gooding
And there we saw the men
and boys
As thick as hasty pudding.
Yankee Doodle, keep it up
Yankee Doodle dandy
Mind the music and the step
And with the girls be handy

My Version

[illegible]

Personal Narrative: Pep Talk

George Washington used the words of Thomas Paine as a pep talk to motivate his troops in the Revolutionary War. Think of a time you had to do something difficult and someone gave you a pep talk. Was it a coach before a big game? Did a parent give you courage? Has a teacher helped you relax before an important test? Tell the story of a time you received or gave a pep talk.

Let's Write

Think & Review

1. How is Crispus Attucks significant to the American Revolution?
2. How did Deborah Sampson fight in the Revolutionary War?
3. Why was George Washington reluctant (unsure or doubtful about) to lead the Continental Army?
4. Why do you think a soldier in the Continental Army might consider deserting?

5. What do you think would make a Patriot soldier keep fighting even under terrible conditions like the ones they faced when crossing the Delaware?
6. Who is Phillis Wheatley?
7. Why would Hessians help the British fight the Americans?
8. What do you think, "Where there's a will, there's a way" means?
9. What type of song is "Yankee Doodle"?

If you'd like to make any editorial comments about our paper, please write to us at support@studiesweekly.com.

Matter Changing States

Reflect

Heating and cooling change matter.

Water, for example, is one of the most important parts of our planet. All living things need water to survive. You use many forms of water every day. You may use ice (solid water) to keep your iced tea cold. You drink liquid water and use it to take baths and showers. But, did you know that there is also water in the air that you cannot see? How does water get into the air? How does water in the air get back to the ground?



What happens to the outside of a glass when you pour ice water into it?

When you put ice in a glass of water, the ice cools the water and the glass, but the ice also cools the air around the glass. Cooling the air causes something surprising to happen. Do you know what happens?

The air around us contains water in the form of a gas called water vapor. When the ice cools the air next to the glass, the water in the air changes from a gas into liquid water. Water vapor forms drops of water on the outside of the glass. This process is called **condensation**.

condensation: when cooling causes water vapor gas to form drops of liquid water

Look Out!

Cooling causes condensation on surfaces like mirrors and drinking glasses, so cooling can cause water to change its physical state from a gas to a liquid. Think about when you've seen it happen—what do those drops on the glass look like? What are some other examples of condensation? Have you ever seen drops of water on the grass on a cool morning? That's one example. Droplets on the windshield of a car in the morning are another example.

Everyday Life: Water on my tea!

Have you ever made a glass of iced tea? Maybe you started with warm tea and added some ice to cool it off. After a few minutes, you noticed that there were drops of water on the side of the glass. There was also water in a puddle around the bottom of the glass. This is an example of condensation. Where did this water come from? The water on the side of the glass came from water that we cannot see in the air!

Matter Changing States

Look Out!

It is important to remember that the drops of water on the outside of the glass come from water vapor in the air around the glass. The water vapor in the air cools and forms drops of water on the glass. Some people think that the water drops come from the water inside the glass. This is not correct.

What Do You Think?

Ask your friends and family members where they think the water on the side of a cold glass comes from. Do they think it comes from the air or from the water in the glass? You may be surprised by their answers. Pass along your new knowledge! Let them know that the water drops come from the air around the glass.

Take a look at these pictures. The picture on the left shows ice cubes sitting in a puddle of water. The picture on the right shows a glass of iced tea with drops of water on the side. Where did the puddle of water under the ice cubes come from?



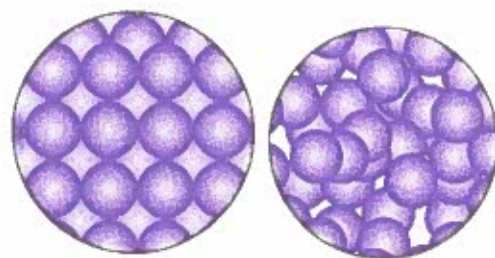
Where did the drops of water on the glass come from?
Support your answers with evidence: How do you know?

What happens to ice when it is heated?

Imagine that you place five ice cubes on the road on a warm summer day. You let them sit for a few minutes, and then you come back. What do you think you will see? You will probably see a puddle of liquid water! But where did the ice go?

Solids, liquids, and gases are different states of matter.

Ice is solid water. Ice has the same particles as liquid water, but they are packed together and don't move around each other the same as they do in liquid water. A solid has a definite shape and definite volume. The particles of liquid water can flow and move around each other. Although liquid water has a definite volume, it does not have a definite shape. That is why it is hard to hold liquid water in your hand.



The particles in a solid (left) are packed tightly together. The particles in a liquid (right) move easily around each other, which is why we can pour liquids.

Matter Changing States

What Do You Think?

The particles move around each other and around your hand. Ice is easier to hold in your hand because the particles don't move around in the same way. Water vapor, the gas form of water, has neither a definite volume nor a definite shape. Water vapor keeps expanding to fill its container.

Heating or cooling can change the state of matter.

When ice is heated, the particles in the ice start to move more quickly. The water changes from a solid state (ice) to a liquid state (water). Note: when matter changes state, the amount (weight) of it is conserved.

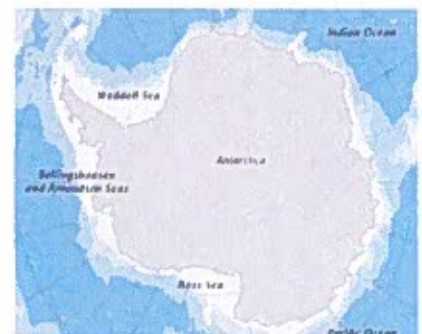
How can we stop water from changing state?

Sometimes, we don't want ice to melt quickly. We may want to use the ice to keep food or drinks cold, so we use insulating materials. Insulating materials help to keep objects cool or warm. These materials make it more difficult for heat to melt the ice.

Can you think of some examples of things that we use to keep ice from melting? You may have a lunch box that keeps your sandwich cold or an insulated cup that keeps your drink cold. These materials slow heat from melting the ice. The ice in an insulated cup lasts longer and keeps food and drinks cold.

Scientists in the Spotlight: Adrienne Block

You know that ice is cold. Imagine being surrounded by ice and snow all day long. Polar scientist Adrienne Block doesn't work in a lab. She works in one of the coldest places on the planet: Antarctica. Block lives and works in the cold so that she can learn about mountains that are buried deep beneath thick ice sheets. Did the mountains form beneath water that later froze? Did the ice sheets slide over mountains that had already formed? Block and her team are working hard to answer these questions. How would insulating material be useful to these scientists?



The mountains that block is exploring are located in the center of Antarctica, about 4 km beneath the ice.

Matter Changing States

Try Now



Let's take a closer look at melting ice.

1. Get two ice cubes and two plastic bags.
2. Seal one ice cube in each bag.
3. Put one bag on a table. Put the other bag in a cooler, lunch bag, or insulated cup.
4. Make a prediction about which ice cube will last longer.
5. Check each bag after 10 minutes, and record what you see.
6. After another 10 minutes, check each bag again. Record what you see. Keep watching the ice in the bags until both cubes have melted.
7. Which ice cube melted first, the one on the table or the one in the insulated bag?
8. Why didn't the ice cubes melt at the same rate?

You have seen how heating and cooling can cause an object to change state. Heating and cooling can cause other changes as well. For example, cooking cake batter in an oven causes its texture to change. The heat changes gooey, sticky batter into a moist but firm cake. Heat can also cause changes in color. Cooking a roast changes the meat from pink to reddish-brown. Can you think of other changes that result from heating or cooling?

What Do You Know

We see many forms of water every day. The table below shows two examples. Describe the water in each picture in the provided spaces. Explain how heating or cooling caused the changes in state.

Melting Ice Cubes		Ice on a Spider Web	
			
How is the water changing?	What causes this change?	How is the water changing?	What causes this change?

Connecting With Your Child

Water Scavenger Hunt

To help your child learn more about water and how it moves and changes, lead your child on a water scavenger hunt. Help your child identify all the places in your home and the surrounding area where forms of water are present. Make sure to help your child identify not only liquid water and ice (solid water) but also evidence of water vapor (water as a gas in the air). Also, guide your child to notice how heating and cooling can change the form of water and where insulating materials are being used (insulated lunch bag, etc.).

Examples include:

- Liquid water from the sink, bathtub, or toilet
- Ice (solid water) in the freezer, in a drink, or outside on a winter day
- Water that came from the air (e.g. condensation on the side of a glass of ice, water, on the windshield, on the grass in the morning, etc.)

Help your child to understand that all forms of water— solid, liquid, and gas— are water. The water particles are the same in each form; they simply move around differently.

Here are some questions to discuss with your child:

- How are all forms of water similar?
- What are the characteristics of different forms of water?
- How do heating and cooling affect water and ice?
- What are some examples of condensation? (Examples include dew on the grass, a fogged-up windshield or bathroom mirror, drops on the outside of a glass of ice water.)

**Multiple Choice**

Name _____

Date _____

Group _____

- 1 Matter can alter its form through a chemical change or through a physical change. No matter what the type of change is, every time matter alters its form--

- A the matter releases heat energy.
- B some of the matter is destroyed
- C new matter will be created
- D the amount of matter is the same.

1

**Multiple Choice**

2

A student placed a beaker of water near a window in the classroom and recorded the volume of water in the beaker for three weeks.

Week 1 Volume (mL)	Week 3 Volume (mL)
100	22

What volume of liquid water was converted to water vapor that entered the air over the three week period?

- A 22 mL
- B 78 mL
- C 100 mL
- D 122 mL

2

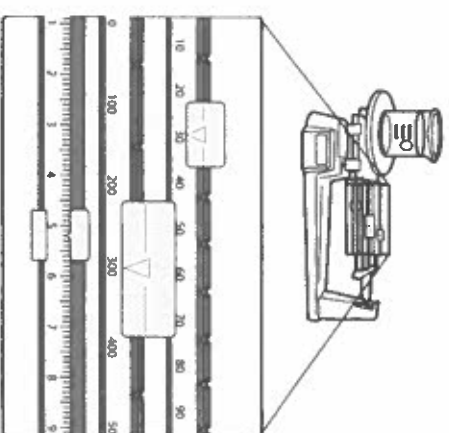
Multiple Choice

- 3 A student places 100 grams of water and 50 grams of ice into a beaker. After one hour, the student returns to find the mass of the beaker. Which of the following is the best prediction for the mass of the beaker after the ice has melted into the water?

A 25 grams
B 50 grams
C 100 grams
D 150 grams

Multiple Choice

- 4 A student dissolved sugar into 300 mL of water. The mass of the water is 300 grams, and the mass of the beaker is 24.7 grams.



The student then measured the mass of the beaker with the sugar water. The illustration shows the final result. What was the mass of the sugar that was dissolved into the water?

A 5.2 grams
B 10.5 grams
C 35.2 grams
D 264.8 grams

**Multiple Choice**

- 5 A student has a dish with a mass of 72 grams. The student places 12 grams of butter in the dish and melts the butter. Which of the following best describes the mass of the dish and butter together before and after the melting?
- A Before: 84 g, After 72 g
 - B Before: 84 g, After 87 g
 - C Before: 84 g, After 84 g
 - D Before: 72 g, After 12 g



Open-Ended Response

Name: _____

Date: _____

Short Answer

- 1 Your friend is wondering if an ice cube is heavier before or after it melts. What would you tell him?

- 2 Think about your favorite foods. How will they be affected by heat? How will they be affected by cold temperatures?

- 3 Everyone likes hot chocolate! Explain how to make hot chocolate. What types of matter are the ingredients? What happens to the different types of matter when you mix them?

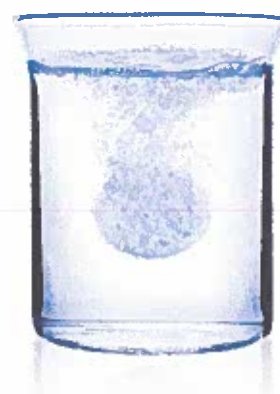
Name _____

Date _____

Jeremiah's Science Project

Jeremiah was worried. Yesterday in science class, his teacher passed out science project topics. Jeremiah wanted to get something cool like chemical reactions, because he really wanted to make a volcano. The teacher handed Jeremiah his topic. He read the piece of paper that said "matter changing states." "How boring is **that?**" thought Jeremiah.

Now it was Saturday. Jeremiah knew he needed to do research. After talking about his topic with his parents last night, Jeremiah decided that he would give the project his all, even if nothing could explode.



Jeremiah knew he had to show that there is not a change in mass when a substance changes states. He found a website explaining more about changing states of matter. He read on, and he knew what his science project would be!

On Monday, he set out his supplies. He had a Ziploc bag, some water, an Alka-Seltzer tablet, and a **balance** used for weighing. He measured the mass of the Ziploc bag with the water. After that, he measured the mass of the tablet. Finally,

Jeremiah measured the total mass of the bag, water, and tablet.

“And now for the fun part,” thought Jeremiah. He placed the tablet into the plastic bag. The class watched what happened. The water in the bag began to bubble. The bubbling stopped. Jeremiah measured the mass of the bag. The mass was the same as the total starting mass of the bag, water, and tablet.

“It may not be as exciting as a volcano,” thought Jeremiah, “but, at least I got a little sizzle!”

1. Which of the following definitions of **balance** best fits the way the word is used in paragraph 4?

- a. The state of having your weight spread equally so that you do not fall.
- b. An instrument for weighing.
- c. The ability to move or to remain in a position without losing control.
- d. Something left over: a remainder

2. Which sentence best supports the idea that no matter what reaction or change in properties occur, the total weight of the substances does not change?
- a. Jeremiah knew he had to show that there is not a change in mass when a substance changes states.
 - b. Finally, Jeremiah measured the total mass of the bag, water, and tablet.
 - c. The mass was the same as the total starting mass of the bag, water, and tablet.
 - d. He placed the tablet into the plastic bag.
3. What can the reader conclude from the sentence, "He knew he would try his best, even if nothing could explode"?
- a. Jeremiah was determined.
 - b. Jeremiah was upset about his topic.
 - c. Jeremiah will make a volcano for his project.
 - d. Jeremiah was excited.
4. What was Jeremiah's problem in the story?
- a. He did not know what "matter changing states" meant.
 - b. He did not know how to make a volcano science project.
 - c. He did not like his science project topic.
 - d. He had trouble researching his topic.

5. What point of view is this story written?

- a. First person from Jeremiah's point of view.
- b. Third person from a narrator's point of view.
- c. Second person from the teacher's point of view.
- d. Third person from his parent's point of view.

6. What is the best summary of this selection?

- a. Jeremiah hoped to get "chemical reactions" for his science project. He really wanted to make a volcano for his project. He was made that he did not get that topic.
- b. Jeremiah's science class was working on science projects. Jeremiah got the topic "matter changing states." He was excited to research his topic. He found a cool experiment to conduct for the class.
- c. Jeremiah showed his class an experiment. He set out all his supplies. He showed that even though a reaction happened, the mass of the substances did not change. He was excited about the sizzle when adding the tablet.
- d. At first, Jeremiah was disappointed with his science project topic, "matter changing states," but he soon realized he could still make it fun. He showed the class a cool experiment that included a little excitement after all.

7. How did Jeremiah change from the beginning of the story to the end of the story? Cite evidence from the text to support your reasoning. Write your answer in at least 3 complete sentences.

Scenario

Scientists are performing an experiment where they are testing to see if the weight of a piece of paper will change after it has been burned. It is important that none of the gases or ash blow away. In order to perform their experiment, the scientists need to burn the paper in an area where they can contain the fire. If the fire is contained, then it will be easier to collect all the ashes and gases released during burning. Use the graph below to answer the prompt.

	Description	Mass
Before Burning	Paper	2 grams
After Burning	Ashes	2 grams

Prompt

Write a scientific explanation about how a chemical change affects the weight of an object.

8. Claim:

9. Evidence:

10. Reasoning: