

Focus Question:

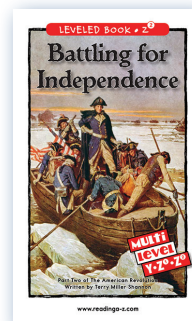
How did the battles of the Revolutionary War lead to the creation of the United States of America?

Book Summary

Text Type: Nonfiction/Historical

How did colonists establish the United States of America? *Battling for Independence*, which picks up where *Seeds of Revolution* left off, provides students an informative look at how the battles of the Revolutionary War led to the creation of the United States of America. The book can also be used to teach students how to make inferences and draw conclusions and the proper use of compound adjectives.

The book and lesson are also available for levels Y and Z1.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand a text
- ☐ Make inferences and draw conclusions from details in a text
- ☐ Describe information provided by maps
- ☐ Recognize and use compound adjectives
- ☐ Apply prefixes to change the meaning of words

Materials

- ☐ Book: *Battling for Independence* (copy for each student)
- ☐ Make inferences / draw conclusions, compound adjectives, prefixes worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *conflict* (n.), *independence* (n.), *Loyalists* (n.), *Patriots* (n.), *retaliated* (v.), *self-governing* (adj.)

Enrichment: *abandoned* (v.), *amends* (n.), *casualty* (n.), *commission* (n.), *delegates* (n.), *mercenaries* (n.), *momentum* (n.), *morale* (n.), *petition* (n.), *siege* (n.), *treaty* (n.), *unity* (n.)

- **Academic vocabulary:** *approve* (v.), *challenge* (n.), *control* (n.), *proceed* (v.), *select* (v.), *strategy* (n.)

Guiding the Reading

Before Reading

Build Background

- Create a KWLS chart on the board. Review or explain that the *K* stands for knowledge we know, the *W* stands for questions we want to know, the *L* stands for the knowledge we learned, and the *S* stands for the questions we still have.
- Ask students what they already know about the American Revolution. Have students work in groups to list causes of the American Revolution and discuss the impact the war had on the colonies. Invite volunteers to share with the class. Use the information generated to fill in the *K* column of the class KWLS chart.
- Ask students what they want to know about the American Revolution. Write their questions in the *W* column of the KWLS chart.

Introduce the Book

- Give students their copy of *Battling for Independence*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that asking and answering questions while reading can help readers understand and remember information in a book. Direct students to the glossary on page 23 and model asking questions about the list of words. Have students

Guiding the Reading (cont.)

create a KWLS chart on a piece of paper. Review the list of words with students. Have students work with a partner to write down what they already know about the words in the *K* column. Have students write at least one question they have while reading in the *W* column.

Introduce the Comprehension Skill:

Make inferences / draw conclusions

- Explain to students that not all information in a book is directly stated. Sometimes readers need to make inferences and draw conclusions by using details in the story to understand the indirect language used. Explain that an inference is a conclusion drawn by readers connecting clues in text to information they already know. Making inferences during reading allows readers to understand ideas in a text on a deeper level.
- Ask students to turn to the table of contents on page 3. Point out the section titled "The Patriots Take Ticonderoga." Ask students to make an inference about this section. Explain that this title leads the reader to think that there must have been an event favoring the Patriots during the war. (The word *take* implies that the Patriots must have gained control of British property.)

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 23. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about how the battles of the Revolutionary War led to the creation of the United States of America. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What sequence of events led to the Revolutionary War?* (level 3) page 4
- *How would you summarize the events of the Second Continental Congress?* (level 2) pages 5–7
- *Which facts support the idea that George Washington was important to the American Revolution?* (level 3) multiple pages
- *What conclusions can you draw about the Green Mountain Boys?* (level 3) page 8
- *What might have happened if British soldiers had not abandoned Boston?* (level 3) page 12
- *What is the Declaration of Independence?* (level 1) page 13
- *How do the northern and southern battles compare?* (level 2) multiple pages
- *Why did France support the Patriots?* (level 3) page 17

Text Features: Maps

Explain that maps help readers understand where places are in the world. Have students work with a partner to review the map on page 9. Ask students: *What does the lower map clarify? How does the map show movement during the Revolutionary War? How could you use the map to explain how colonists united against Great Britain?* Have students review the other maps in the book and discuss in groups what the maps show, how they show it, and why that information is important. Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Model for students how you ask and record questions while reading, using the KWLS chart as a guide. Invite volunteers to share their questions with the rest of the class. Discuss with students how learning the answers to their questions will help them better understand the book.
- Have students work in groups to periodically review the details they have read and discuss inferences they made. Have groups discuss why some people did not support independence from Great Britain.
- Model evaluating details to make inferences and draw conclusions.

Think-aloud: *The book is providing me with many details about colonists who did not support independence from Great Britain. These Loyalists may have been afraid of the British, or they may have thought the colonists would not win against the British. This is supported by details that describe Washington's troops as a ragtag group with few*

Guiding the Reading (cont.)

weapons and little or no training against the British, who had a powerful, well-supplied army and navy.

- Model how to complete the **make-inferences-draw-conclusions worksheet**. Have students identify details from the book and circle them. Then, have students discuss the details with a partner and try to determine their deeper meaning.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Worksheet: **Make inferences / draw conclusions**

Review the make-inferences-draw-conclusions worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose, and have students write inferences made on the board. Discuss with students the justification for choosing these inferences.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include characteristics that made colonists stronger and united in the battles of the Revolutionary War. Samples: *During the Revolutionary War, colonists volunteered, sacrificed, and suffered for their independence from Great Britain. This gave them courage and boosted morale to break free from British rule. The Second Continental Congress drafted a Declaration of Independence and gained support from influential nations.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: **Compound adjectives**

- Ask students what an adjective is. Explain to students that adjectives are words that describe nouns. Ask students to think of adjectives that describe the Revolutionary War. Record a list of volunteered answers on the board.

- Explain to students that when two adjectives are combined to describe a noun, it is called a **compound adjective**. Point out that some compound adjectives have a hyphen to clarify what they are describing. Write the sentence: *In 1778, France joined the fight against its long-standing enemy Great Britain by sending supplies to the Continental Army.* Circle the word *enemy*. Have a volunteer come to the board and underline the word that describes the enemy (*long-standing*).
- Have students turn to page 6 in the book. Ask students to look for compound adjectives. Have students underline or highlight the compound adjectives they find.
- **Check for understanding:** Have students share with the class the compound adjectives they found. Have the class give a thumbs-up signal when they hear a correct example.
- **Independent practice:** Introduce, explain, and have students complete the **compound adjectives worksheet**. If time allows, discuss their answers.

Word Work: **Prefixes dis-, mis-, un-**

- Write the following prefixes on the board: *dis-*, *mis-*, and *un-*. Discuss the meaning of each prefix: *dis-* (apart from, not), *mis-* (wrong), *un-* (not).
- Have students turn to page 10 in the text and locate the word *disadvantage*. Ask what this word means (*not an advantage, not a good position*). Have students explain how the meaning of the sentence would be changed if the prefix *dis-* were not part of the word. Repeat the process with the words *misunderstood* (page 10) and *unpopular* (page 4).
- **Check for understanding:** Write the following words on the board: *regard*, *thinkable*, and *treated*. Have students identify the meaning of each root word. Then have students add the prefixes *dis-*, *un-*, and *mis-* (*disregard*, *unthinkable*, *mistreated*). Have students identify how the meaning of each word has changed.
- **Independent practice:** Introduce, explain, and have students complete the **prefixes worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.