

### Focus Question:

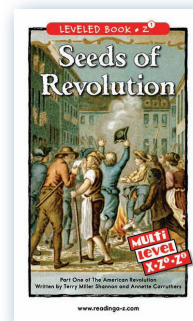
*What events led to the start of the Revolutionary War?*

### Book Summary

Text Type: Nonfiction/Historical

What divided Britain and the American colonists after their success in the French and Indian War? *Seeds of Revolution* provides students a historical look at these struggles. The book can also be used to teach students how to determine cause-and-effect relationships and the proper use of conjunctions.

The book and lesson are also available for levels X and Z2.



### Lesson Essentials

#### Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Understand and identify cause-and-effect relationships
- ☐ Describe information provided by illustrations
- ☐ Identify conjunctions used in the text
- ☐ Recognize and use synonyms

#### Materials

- ☐ Book: *Seeds of Revolution* (copy for each student)
- ☐ Cause and effect, conjunctions, synonyms 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](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *allies* (n.), *colonists* (n.), *delegates* (n.), *legislature* (n.), *rebellious* (adj.), *revolution* (n.)

**Enrichment:** *charter* (n.), *economy* (n.), *frontier* (n.), *guerilla warfare* (n.), *migrated* (v.), *militia* (n.), *mutiny* (n.), *Parliament* (n.), *raw materials* (n.), *station* (v.), *stockpile* (n.), *textiles* (n.)

- **Academic vocabulary:** *establish* (v.), *event* (n.), *expand* (v.), *refuse* (v.), *region* (n.), *represent* (v.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Discuss what students already know about the thirteen colonies and Great Britain. 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.
- Discuss what students know about the American Revolution. 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 *Seeds of Revolution*. 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 having prior knowledge about a topic, and asking and answering questions while reading, can help readers understand and remember information in a book. Direct students to the illustration on page 16 and model asking questions about the relationship between colonists and British soldiers. Have students create a KWLS chart on a piece of paper. Review the illustration with students. Have students work with a partner to write down what they already know about the relationship

### Guiding the Reading (cont.)

between colonists and British soldiers in the *K* column. Have students write at least one question they have while reading in the *W* column.

### Introduce the Comprehension Skill:

#### Cause and effect

- Discuss cause-and-effect relationships. Explain that a *cause* is an action or event that makes something happen and the *effect* is what happens because of, or as a result of, the action or event.
- Explain to students that there can be more than one effect from a cause. Copy the top of the *cause-and-effect worksheet* on the board, and write *Missed the Bus* in the *Cause* box and *Late for School* in the top *Effect* box. Ask students what else can happen when you miss the bus. Record the responses on the board.
- Explain to students that they will be looking for cause-and-effect relationships as they read the book.

### 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 events leading to the Revolutionary War. 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 caused the French and Indian War?* (level 1) page 5
- *How would you describe guerilla warfare?* (level 2) pages 7 and 8
- *Why were colonists pleased to be part of Britain during the French and Indian War?* (level 3) page 10

- *How did the British government change taxes in the colonies?* (level 3) multiple pages
- *How did colonists react to the new taxes?* (level 3) multiple pages
- *What would have happened if the First Continental Congress had never met?* (level 3) page 18
- *How did Samuel Prescott affect General Gage’s plans?* (level 3) page 20
- *What conclusions can you draw about the beginning of the Revolutionary War?* (level 3) multiple pages

### Text Features: Illustrations

Explain that illustrations help readers know exactly what something looks like. Have students work with a partner to read the third paragraph on page 13. Have students review the illustration on page 3. Ask students: *How does the illustration support details in the text? Does the illustration match the image in your mind? What additional information does the illustration provide? Why are illustrations important text features?* Have students review other illustrations in the book and discuss in groups the details they provide. Invite volunteers to share their thoughts with the rest of the class.

### Skill Review

- Review the questions listed in the *W* column of the KWLS chart with students. Ask volunteers to share information from the book that answered their questions and record this information in the *L* column. Invite students to share new questions that arose as they read and record them in the *W* column. Remind students that not all questions will be answered in the book and this information should be listed in the *S* column. Have students discuss where they might be able to locate more information about the Revolutionary War.
- Have students work in groups to periodically review the cause-and-effect relationships in the book. Have groups discuss these relationships and how they affect outcomes in the book.
- Model evaluating details to understand cause-and-effect relationships in the book.  
*Think-aloud: The book is providing me with information about the cause-and-effect relationships of events leading to the Revolutionary War. I read on pages 15 and 16 that tensions as well as the number of British soldiers increased in the colonies. This caused the Boston Massacre. This is one of many cause-and-effect relationships I read about in the book.*
- Model how to complete the cause-and-effect worksheet. Have students identify details from the book and circle them. Then, have students discuss the details with a partner and determine the cause-and-effect relationships in the book.

### Guiding the Reading (cont.)

#### 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: Cause and effect

Review the cause-and-effect worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the relationships they chose. Point out that sometimes one effect leads to another, and so on. Ask students why it is important to understand cause-and-effect relationships when considering a historic event or series of events.

#### Comprehension Extension

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

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Events should include the distance from Great Britain and colonists' independent minds, Sugar Act, Quartering Act, Stamp Act, no voice in the government that taxes them, Stamp Act Congress, Townshend Acts, Boston Massacre, Boston Tea Party, Coercive Acts, First Continental Congress, and the battles at Lexington and Concord.)

#### Comprehension Checks

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

### Book Extension Activities

#### Build Skills

##### Grammar and Mechanics: Conjunctions

- Review with students that *conjunctions* are words that connect words or parts of sentences together. Have students find and point to the conjunction in the first sentence in the second paragraph on page 5. Write the sentence on the board: *The people who migrated to the British colonies were called colonists, and they lived across the Atlantic Ocean from the country that controlled them.* Circle the conjunction *and* in the sentence.
- Have students work with a partner to turn this sentence into two separate sentences. Discuss how the author chose to link these two phrases instead of writing two sentences, one after another. Invite students to explain the purpose for using conjunctions in writing (conjunctions help make writing more fluent).

- **Check for understanding:** Have students look through the book to locate conjunctions. Ask them to share with a partner five conjunctions they found.
- **Independent practice:** Introduce, explain, and have students complete the **conjunctions worksheet**. If time allows, discuss their answers.

#### Word Work: Synonyms

- Write the word *panicked* on the board. Ask students to suggest a word that means almost the same thing (*alarmed, scared*, and so on). Review or explain that a word that means the same or almost the same as another word is called a *synonym*.
- Have students turn to page 11 and locate the fourth sentence in the second paragraph. Read the sentence aloud and record it on the board: *The cheap Spanish and French sugar that colonists had been buying was now so expensive that they had to buy British sugar.* Circle the word *expensive*. Ask students to suggest a word that means the same or almost the same as *expensive* (*costly, high-priced*, and so on).
- **Check for understanding:** Give pairs of students a thesaurus. Ask them to find the word *expensive* and have them name the synonyms listed. If needed, provide additional practice using the thesaurus.
- **Independent practice:** Introduce, explain, and have students complete the **synonyms worksheet**. If time allows, discuss their answers.

#### Connections

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