Theme 3

THEME 3: Voices of the Revolution
Voices of the Revolution

Selections

1 And Then What Happened, Paul Revere?

2 Katie’s Trunk

3 James Forten
**Activities**

**Selection 1: And Then What Happened, Paul Revere?**

**1. Hot Off the Presses**

*(Social Studies)*

**Materials:** art paper and markers

**DAY 1**

**The Front Page**

Explain to students that a newspaper story presents facts, describes events, and includes details and quotations. Students will need to gather facts about the event to report the story.

**English Language Learners:** You might want to provide an actual newspaper report for students to use as a model.

**DAY 2**

Students continue to work on this project.

**DAY 3**

**Opinion Page**

Remind students that they will be writing and answering their own letters to the editor from two different perspectives. They might enjoy working in pairs, with each student representing one point of view.

If students have access to a computer, tell them they might want to use an old-fashioned font.

**DAY 4**

Students continue to work on this project.

**DAY 5**

**Share What You Know**

Give students time to meet in small groups to share their work and discuss life in colonial Boston.
2. Revolutionary Times  60 MINUTES  INDIVIDUAL

Materials: large drawing paper and markers

Refer students to Britannica on-line at http://www.britannica.com for events. Remind students that a time line shows several events in order over time. Students might want to order their events before creating their time lines. If time allows, have them add illustrations.

3. A Real Character  60 MINUTES  INDIVIDUAL

(Social Studies)

Materials: encyclopedia, access to Internet, and historical biographies and letters

Remind students that they are describing the personalities of their subjects, rather than focusing on their biographies, but that they should give examples of the person’s actions and words that illustrate the person’s traits.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection Mercy Otis Warren: A Woman of the Revolution with the anthology selection And Then What Happened, Paul Revere?, using what they have learned about Author’s Viewpoint. Students may discuss or write about their comparisons.

Other Activities

• Theme 3 Assignment Cards, 2, 3, 4
• TE p. 278, Literature Discussion
• TE p. 285, Social Studies
• TE p. 285E, Challenge Word Practice
• TE pp. R9, R15, Challenge/Extension Activities
• Education Place: www.eduplace.com
• More activities related to And Then What Happened, Paul Revere?
• Accelerated Reader®, And Then What Happened, Paul Revere?

Expected Outcome

A good time line will include
✔ at least ten important events
✔ be organized around standard intervals
✔ a reason why each event is important

A good character sketch will include
✔ details about the person and words of the person that reveal character traits
✔ a summary statement about the subject’s character
1. **Family Treasures**  
**150 MINUTES  INDIVIDUAL  PAIR**  
*(Social Studies)*

**Materials:** shoebox or other small box, cardboard, art paper, ruler, tape, scissors, markers, crayons, glue, and paints

**DAY 1**

**Create the Treasures**

Remind students that the time period of this story is the late eighteenth century. Refer them to the Internet Links section for this theme at Houghton Mifflin’s Education Place website at http://www.eduplace.com for links to several websites that deal with colonial life.

**DAY 2**

Students continue to work on this project.

**DAY 3**

**Pack the Trunk**

Remind students that the Grays’ trunk is clearly pictured on page 299 of the anthology.

**DAY 4**

Students continue to work on this project.

**DAY 5**

**Share What You Know**

Allow time for students to discuss the contents of their “trunks.”

**Expected Outcome**

A good project will include

✔ at least five items; one for each family member

✔ items that existed during the Revolutionary War period

✔ good reasons to explain why the student included each item
2. Guns for General Washington

60 MINUTES INDIVIDUAL
(Challenge Theme Paperback)
Materials: Graphic Organizer Master 4

Students must have read Guns for General Washington prior to the activity. Remind them that the goal of persuasive writing is to make the reader agree with the point being made.

3. Dear Lucy 60 MINUTES INDIVIDUAL
(Challenge Theme Paperback)

Ask students to include in their letter a heading, greeting, body, closing, and signature. Tell students that examples of code words are “packages” for guns and “uncle” for General Washington.

English Language Learners: Explain that code words have secret meanings.

Additional Independent Work

Connecting/Comparing Literature ✪

Have students compare the Leveled Reader selection Benedict Arnold at Saratoga with the anthology selection Katie’s Trunk, using what they have learned about Cause and Effect. Students may discuss or write about their comparisons.

Other Activities

• Challenge Theme Paperback, Guns for General Washington
• Theme 3 Assignment Cards, 6, 7, 8
• TE p. 302, Literature Discussion
• TE p. 309, Propaganda Techniques
• TE p. 309E, Challenge Word Practice
• TE pp. R6, R11, R17, Challenge
• Education Place: www.eduplace.com
• More activities related to Katie’s Trunk
• Accelerated Reader®, Katie’s Trunk

Expected Outcome

A good essay will include
✔ a focus on one cause and effect from the chart
✔ persuasive writing with supporting details from the story
✔ an explanation of why the event was chosen and what would have happened without it

Expected Outcome

A good letter will include
✔ a correct and complete letter format
✔ a friendly tone and informal language
✔ code words that Lucy will understand but the British will not
SELECTION 3: James Forten

1. It’s All in the Game

(Social Studies)

Materials: an American history book, encyclopedia, art paper, a ruler, a poster, scissors, pencils, and markers

DAY 1

Develop the Ideas

Refer students to Houghton Mifflin’s Education Place website at http://www.eduplace.com for Revolutionary War links. Check that students are working cooperatively, sharing tasks and ideas.

DAY 2

Students continue to work on this project.

DAY 3

Make the Game

Remind students that games need clear, step-by-step directions. Have them be sure to test that their games work.

DAY 4

Students continue to work on this project.

DAY 5

Share What You Know

Allow time for students to play one of their games or to demonstrate their games to the class.

Expected Outcome

A good game will include

✔ information about the thirteen colonies
✔ clear, step-by-step directions
✔ a workable game with a beginning and end
2. James Forten: The Movie
60 MINUTES  INDIVIDUAL
Provide movie reviews for students to use as models.

3. Henry Knox: The Book
60 MINUTES  INDIVIDUAL
(Challenge Theme Paperback)
(Social Studies)
Tell students to use Practice Book page 231 as a model.

Additional Independent Work
Connecting/Comparing Literature
Have students compare the Leveled Reader selection John Adams and the Boston Massacre with the anthology selection James Forten, using what they have learned about Following Directions. Students may discuss or write about their comparisons.

Other Activities
- Theme 3 Assignment Cards, 10, 11, 12, 13
- TE p. 326, Discuss Questions
- TE p. 333, Social Studies
- TE p. 333E, Challenge Word Practice
- TE pp. R6, R13, R19, Challenge
- Education Place: www.eduplace.com
- More activities related to James Forten
- Accelerated Reader®, James Forten

Expected Outcome
A good movie review will include
- several reasons that explain the student’s opinion of the story
- important details about characters and events
- persuasive, positive language

Expected Outcome
A good biography and chart will include
- key dates from Henry Knox’s life before and after the Revolutionary War
- events that reveal Henry Knox’s lifetime achievements

Challenge Master CH 3–6

Name

2. James Forten: The Movie
TIPS
- Include the names of actors in the lead roles
- Support your opinions with details, facts, and examples.
- Include persuasive language

3. Henry Knox: The Book
TIPS
- Look for an anecdote or quotation to include in the biography.
- Read how the role Henry Knox played in the new American government.

SELECTION 3: James Forten