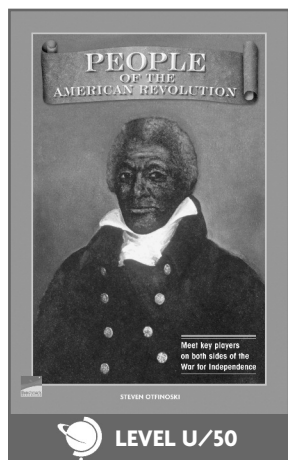


PEOPLE OF THE AMERICAN REVOLUTION



Hale disguised himself as a teacher.



He crossed British lines.



He learned about their plans.



British soldiers stopped him.



He started back to the Patriot side.

INTRODUCTION & CHAPTER 1

Vocabulary

- Use direct definitions to determine word meaning: *What does the word **spies** mean in this book? Let's look for clues for the meaning of this word on page 3. (gathered information on the British)*

Find It! Level 1 Comprehension

- Identify facts and details: *How long did the American Revolution last? (eight years, page 2)*
- Identify facts and details: *When was Nathan Hale born? (1755, page 4)*

Look Closer! Level 2 Comprehension

- Identify cause and effect: *Why did Washington need to have a soldier cross over to Long Island? (to find out what the British were doing, page 4)*
- Identify sequence of events: *How did Hale carry out his spying mission? Use a sequence of events chart for help answering the question. (He disguised himself as a teacher. He pretended to be a loyalist. He learned about British plans. He started back to the Patriot side. The British soldiers stopped him. page 5)*

Prove It! Level 3 Comprehension

- Make inferences: *The information on page 3 about the ways people helped win the war supports the inference that . . . (Answer: there were many different ways to help; Clues/Evidence: Some fought as soldiers. Others gathered information on the British. Some fought with words.)*

Take It Apart! Level 4 Comprehension

- Evaluate author's purpose: *The author probably included the last paragraph in the Introduction to . . . (give readers an idea of what the book will be about, page 3)*
- Analyze text structure and organization: *What order does the author use to tell about Nathan Hale's early life on page 4? (chronological order or the order of events)*
- Analyze text structure and organization: *The author uses description to tell about Deborah Samson. Give an example of this from the text on page 8. ("tall and strong")*

CHAPTERS 2 & 3

Vocabulary

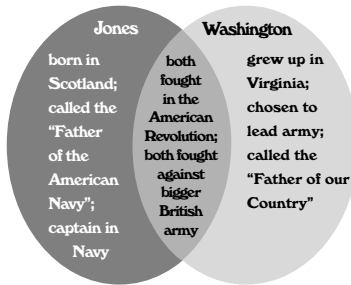
- Use direct definitions to determine word meaning: *What does the word **plantation** mean in this book? Let's look for clues for the meaning of this word on page 10.* (large farm)

Find It! Level 1 Comprehension

- Identify facts and details: *Where was John Paul Jones born?* (in Scotland, page 14)
- Identify facts and details: *Who was the leader of the British armies in America?* (General William Howe, page 20)

Look Closer! Level 2 Comprehension

- Compare and contrast: *What are some ways that George Washington and John Paul Jones are alike? How are they different? Use a Venn diagram for help answering the question.* (Alike: Both fought in the American Revolution. Both fought against a bigger British army. Different: Washington grew up in Virginia. He was chosen to lead the Continental Army. Washington was called "Father of our Country." Jones was called "Father of the American Navy." Jones was born in Scotland. He was a captain in the Continental Navy. pages 10, 12, 14–15)
- Identify cause and effect: *Why was John Burgoyne known as "Gentleman Johnny"?* (because he treated his men fairly and they admired him, page 18)



Prove It! Level 3 Comprehension

- Draw conclusions: *There is information on page 12 to support the conclusion that the life of a soldier was . . .* (Answer: difficult and dangerous; Clues/Evidence: The army was always short on clothing and guns. When Washington asked the Continental Congress for more supplies, Congress often ignored his request. The British army was bigger.)
- Analyze character: *What can you tell about General William Howe's character from the information on page 20?* (Answer: He couldn't make up his mind which side he supported. Clues/Evidence: He was for the Patriot's side before the Revolution and the British side after it began. He had many chances to finish off Washington's army but didn't take them. He didn't join General Burgoyne at a crucial time of the Revolution. He didn't capture Washington's men at Valley Forge.)

Take It Apart! Level 4 Comprehension

- Analyze text structure and organization: *How does the author explain the statement, "Washington seemed to know the best time to attack the enemy" on page 13?* (by giving an example)
- Analyze text structure and organization: *The author uses chronological order to tell about the Battle of Bunker Hill on page 20. Give an example of this from the text.* ("On June 16, 1775, the Patriots took positions there. The next day some 2,500 British troops charged up the hill.")

CHAPTER 4 & CONCLUSION

Vocabulary

- Use synonyms to determine word meaning: *What does the word **pact** mean in this book? Let's look for clues for the meaning of this word on page 29. (agreement)*

Find It! Level 1 Comprehension

- Identify facts and details: *In what year did Samuel Adams organize the Boston Tea Party? (1773, page 25)*
- Identify facts and details: *The Treaty of Paris recognized the United States as a . . . (free nation, page 29)*

Look Closer! Level 2 Comprehension

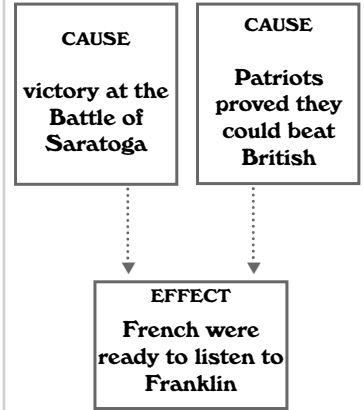
- Identify cause and effect: *Since Mercy Otis Warren could not go to college, her brother . . . (sent her his notes from college for her to study, page 26)*
- Identify cause and effect: *What happened as a result of the Patriot victory at the Battle of Saratoga? Use a cause-and-effect chart for help in answering the question. (The Patriots proved they could beat the British, so the French were ready to listen to Benjamin Franklin. page 29)*

Prove It! Level 3 Comprehension

- Identify main idea: *What is the third paragraph on page 24 mostly about? (Answer: Samuel Adams' work before the Revolution; Clues/Evidence: Before the Revolution he spoke out against the British. He wrote pamphlets. He helped form a protest group called the Sons of Liberty.)*
- Draw conclusions: *What conclusion can be made about Benjamin Franklin from the information on pages 28–29? (Answer: He was important to the American Revolution. Clues/Evidence: He played many roles during the American Revolution. He was a printer and a writer. He spoke out about political issues. He knew how to get people to work for freedom. At age 70, he went to France to get the French to support the colonies in their war. He helped to get French troops, weapons, and supplies to the colonies. He worked on a peace agreement. He signed the Treaty of Paris. He helped to form a new plan of government, the Constitution.)*

Take It Apart! Level 4 Comprehension

- Analyze text structure and organization: *What order does the author use to tell about the life of Samuel Adams on pages 24–25? (chronological order)*
- Evaluate author's purpose: *The author probably included the information in the Conclusion on page 30 to . . . (summarize facts about the individuals who helped America during the Revolution)*



TIPS FOR ANSWERING TEXT-DEPENDENT QUESTIONS

Vocabulary	Reread and look for clues to help you define the unfamiliar word. Can you find a synonym, a definition, text clues, or picture clues?
<i>Find It!</i> Level 1 Comprehension	The answers are right in the text. Reread to locate facts and details to answer the questions.
<i>Look Closer!</i> Level 2 Comprehension	The answers are in the text, but you may need to look in more than one place to find them.
<i>Prove It!</i> Level 3 Comprehension	You'll have to be a detective. You won't find the exact answers to these questions, but you will find clues and evidence to support your inferences and conclusions.
<i>Take It Apart!</i> Level 4 Comprehension	As you reread, ask yourself, "How did the author organize the information? Why did she/he write the book?"

