Paragraph Development using ICED strategy #1

R.8.a Identify specific pieces of evidence an author uses in support of claims or conclusions.
R.1.e Determine which detail(s) support(s) a main idea.
R.1.f Identify a theme, or identify which element(s) in a text support a theme.
R.4.a Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
R.4.b Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or distinguishes one idea from another).
R.4.c Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas or reinforce an author’s purpose.
R.4.d Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author’s purpose.

Learning Goal: Student will identify the 4 steps in the ICED strategy for paragraph development. Student will break apart a paragraph and identify the specific letter from the ICED strategy that correlates with that particular sentence placement.

PRETEST: Put an O on the number of your proficiency in the following areas.
POSTTEST: Put an X on the number of your proficiency in the following areas.

0- I have no knowledge or understanding.
1- I have some knowledge but haven’t made connections to why it is important.
2- I understand the basics and have begun to make connections and see the importance.
3- I have sound understanding and could apply to my life.
4- I could teach this to another person.

| I can Identify the 4 steps in the ICED paragraph development strategy. |
|---------------|-----------|-----------|-----------|
|               | 0         | 1         | 2         | 3         | 4         |

| I can explain each of the steps or letters in the ICED paragraph development strategy. |
|---------------|-----------|-----------|-----------|
|               | 0         | 1         | 2         | 3         | 4         |

| I can apply my understanding of the ICED Paragraph Development strategy by writing a paragraph using the ICED strategy. |
|---------------|-----------|-----------|-----------|
|               | 0         | 1         | 2         | 3         | 4         |

| I find using the ICED paragraph Development Strategy is helpful in developing my own paragraph. |
|---------------|-----------|-----------|-----------|
| A. Agree      | B. Disagree |

How likely are you to use this strategy again?

| A. Never      | B. Sometimes | C. Most of the time |
The Key to Elaboration

ICED is a strategy to help you expand on your ideas to be certain that all body paragraphs are fully explained as well as connected to your thesis.

I – Idea

This is the topic sentence of each body paragraph that directly and always supports the thesis/claim.

C – Citation

This is the textual evidence that relates to your specific idea in the body paragraph. If you are allowed to use your book, this should be a direct quote, embedded quote, or paraphrase. If you are not allowed to use your book, then this should be a summary or paraphrase of an event in the text. If you are writing an expository, persuasive or a state writing prompt, then come up with your own example (personal, historical, popular culture, current events, etc.) to support your topic sentence. This evidence reflects and is relevant to the central thesis/claim of your essay.

E – Explanation

This is the explanation and expansion of the citation/evidence in relation to the topic sentence. DO NOT ASSUME THE READER KNOWS EVERYTHING ABOUT YOUR TOPIC!!! Expand on I, the idea, and how C, the citation is a means of supporting your idea. This step deepens the connection between your idea (I), and your citation (C) as evidence to support your thesis/claim. This should be at least one sentence, often two.

D – Defense of Thesis

This last step is the most difficult and one that students most often forget. This is the last sentence that connects your whole paragraph back to your thesis/claim. How does this whole paragraph support your thesis/claim and tie back to the prompt?
Read the Key to Elaboration and use your highlighter to emphasize key elements of the strategy.

Read the writing prompt about the C Rule.

Examine the next page where the ICED strategy was applied.

Now you are prepared to write your paragraph in response to the C Rule. The prompt or directions for writing, are on the bottom of the Student Sample Modeling Effective ICED Paragraph.

After you have completed writing your paragraph, taking no more than 15 minutes, identify the 4 Steps of the ICED strategy by giving a letter for each part in your paragraph.
Student Samples Modeling Effective ICED Paragraphs

HSPA Gr. 11 WRITING TASK

Writing Situation

In recent years, several school boards throughout the state have implemented a policy known as the C Rule, which states that in order for students to participate in extracurricular activities, they must maintain at least a C average in each of the six core courses: English, history, math, science, foreign language, and physical education. Your school currently has a policy that states students may participate in extracurricular activities as long as they have passing grades in five of the six core courses. But now your board of education is considering adopting the C Rule. The board members believe this policy will raise the educational standards of the school. However, many people in town believe this will be an unfair policy since only students who participate in extracurricular activities would be punished for having poor grades.

The school board members have asked students to write to them to explain their views on this controversial issue. What is your point of view? How would the adoption of the new C Rule policy affect you and other students in your school? Will it raise educational standards or unfairly penalize some students?

Directions for Writing

Write a letter to your school board either supporting or opposing the proposed policy that would require students who participate in extracurricular activities to maintain a C average in all six core courses. Use facts, examples, and other evidence to support your point of view.
Sample Topic: The HSPA Junior Prompt on the C rule

Student Thesis: The C rule would be an effective policy if implemented because it motivates students to work hard for their grades so they can participate in sports/clubs, helps students achieve their goal of going college, and raises educational standards.

Student Body Paragraph #1

I – The C rule would encourage students to earn better grades so they can play sports or take part in clubs.

C – At least 60% of students in Liberty are athletes or are active in clubs. As a member of the basketball team, I know that if I were told that I could not play because I had a D in Math I would definitely try harder in class.

E – Since my sport is important to me, I would do everything within my power to pass. I would ask the teacher or help, make-up any missing assignments and even stay-after if it meant I could have more playing time on the court.

D – Most motivated students would do the same. The C rule would promote students to focus on their grades so they could participate in what they love.
Paragraph Development using ICED strategy #2
R.8.a Identify specific pieces of evidence an author uses in support of claims or conclusions.
R.1.e Determine which detail(s) support(s) a main idea.
R.1.f Identify a theme, or identify which element(s) in a text support a theme.
R.4.a Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
R.4.c Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas or reinforce an author's purpose.

Learning Goal: Student will identify and effectively manipulate the C and E of the ICED Format.

PRETEST: Put an O on the number of your proficiency in the following areas
POSTTEST: Put an X on the number of your proficiency in the following areas.

<table>
<thead>
<tr>
<th>I can Identify the C and E of the ICED Format for paragraph development</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can effectively cite an example or description to provide evidence in support of the topic sentence.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>This activity improved my understanding of the ICED Strategy for paragraph development.</td>
<td>A. Agree</td>
<td>B. Disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How likely are you to use this strategy again?</td>
<td>A. Never</td>
<td>B. Sometimes</td>
<td>C. Most of the time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complete the Elaboration/Paragraph Development Activity C and E of the ICED Format.

Finish by writing 5 topic sentences followed by a C and E from the ICED Format. Share your work with another student/class or teacher and discuss other options that would also fit.
Elaboration/Paragraph Development Activity

C and E of the ICED Format

In the second or third sentence of a paragraph, a writer will often state “for example”, “for instance”, or “to illustrate” to introduce a citation – an example, incident, situation or detail to reinforce the idea or the point being discussed. This gives a concrete detail to support the topic sentence and allows the writer to explain its significance to the paragraph.

The C in ICED

Directions: For each of the following statements, cite an example or description to provide evidence and to enhance and support the topic sentence provided. Practice with the elaborative phrases mentioned above.

Sample: Shelley is a good friend. For example, she called to see how I was feeling when I was sick and brought me all my homework.

1. Dan’s room is a mess.

2. My best friend is/ is not very thoughtful.

3. The main character in (any book you have read) is (an adjective).

4. Nature is a beautiful yet destructive force.

5. Most people believe that technology is a wonderful advancement.
Connecting “C” and “E” in ICED

It is important to develop your citation/example. Most times a writer will make a point/use an example that requires clarification to allow the reader to comprehend an idea more fully. The purpose of “E” to explain how your citation/example acts as evidence and helps to support your idea and thesis/claim. Sometimes the clarification or elaboration will occurs in two or more additional sentences.

Directions: Continue taking the topic sentence given, creating an example and then adding an explanatory sentence or two to the following statements to elaborate on the statement given.

Sample: Shelley is a good friend. For example, she called to see how I was feeling when I was sick and brought me all my homework. She is always considerate and willing to go out of her way to help a friend.

1. The beach can be lovely at night.
   
2. Books are the gateway to the imagination.
   
3. Relationships can be difficult.
   
4. Being a child was always an adventure.
   
5. I am ready/not ready for college.
Paragraph Development using ICED strategy #3

R.8.a Identify specific pieces of evidence an author uses in support of claims or conclusions.
R.1.e Determine which detail(s) support(s) a main idea.
R.1 f Identify a theme, or identify which element(s) in a text support a theme.
R.4 a Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CCR.WR.ABE. 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Learning Goal: Student will effectively edit a writing sample to convey understanding of the ICED strategy. The student will produce a final writing product.

PRETEST: Put an O on the number of your proficiency in the following areas.
POSTTEST: Put an X on the number of your proficiency in the following areas

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

0- I have no knowledge or understanding.
1- I have some knowledge but haven’t made connections to why it is important.
2- I understand the basics and have begun to make connections and see the importance.
3- I have sound understanding and could apply to my life.
4- I could teach this to another person.

I can identify the 4 steps of the ICED strategy in my writing sample.

I can identify the 4 steps of the ICED strategy in the passage provided.

I have evidence to support my main idea /thesis statement.

My rewrite improved greatly.

A. None at all   B. Somewhat improved   C. Greatly improved

How likely are you to use this strategy again?

A. Never   B. Sometimes   C. Most of the time

Activity:

1. Using the essay you first completed on the C-Rule edit your paragraph using the Building a Fully ICED Body Paragraph the Revision Exercise Sheet.
2. Edit your paragraph for a final rewrite.
3. Using your editing notes rewrite your paragraph making the needed correction to fully support your thesis/main idea statement.
Building a Fully ICED Body Paragraph:  
A Revision Exercise

Using one of your essays, review your thesis/claim and then complete the following guided activity on your body paragraphs. Again, focus only on body paragraph development.

Thesis:  

I = IDEA

1. What is your paragraph going to examine? Why is the idea you are going to examine important to your thesis/claim?

2. Identify and establish the idea to be examined, meaning, write the topic sentence here.

C = Citation

3. What in the text supports the idea you are trying to explain? If you are not writing about a specific text, what example, fact, or scenario would support your idea?

4. What does the cited example/evidence mean? What is it important?

5. Provide a cited example/evidence from the text that supports the idea of the paragraph – be sure to set-up quotations/embed text properly.
E = Elaboration

6. How does the selected citation or example act as evidence that specifically relate to the main idea/topic sentence of this paragraph?

7. Identify and explain the connection or relationship between your evidence (the text or example) and the main idea/topic sentence of the paragraph.

D = Defense of Thesis

8. How does the main idea of this paragraph connect to thesis/claim?

9. Relate the main idea of the paragraph to the overall thesis/claim of your essay.

REPEAT THE PREVIOUS FOUR STEPS FOR ALL BODY PARAGRAPHS.
Paragraph Development using ICED strategy #4

R.8.a Identify specific pieces of evidence an author uses in support of claims or conclusions.
R.1.e Determine which detail(s) support(s) a main idea.
R.4.a Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CCR.WR.ABE. 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Learning Goal: Student will effectively edit a writing sample to convey understanding of the ICED strategy. The student will produce a final writing product.

PRETEST: Put an O on the number of your proficiency in the following areas.
POSTTEST: Put an X on the number of your proficiency in the following areas.

0- I have no knowledge or understanding.
1- I have some knowledge but haven't made connections to why it is important.
2- I understand the basics and have begun to make connections and see the importance.
3- I have sound understanding and could apply to my life.
4- I could teach this to another person.

| I can Identify the 4 steps of the ICED strategy in the passage provided. |
| 0 | 1 | 2 | 3 | 4 |
| I can identify the main idea/thesis statement in my writing sample/paragraph. |
| 0 | 1 | 2 | 3 | 4 |
| I can identify the evidence I included in my writing sample/paragraph to support my main idea/thesis statement. |
| 0 | 1 | 2 | 3 | 4 |
| I can Identify the 4 steps of the ICED strategy in my writing sample/paragraph. |
| 0 | 1 | 2 | 3 | 4 |

My rewrite improved.
A. None at all B. Somewhat improved C. Greatly improved

How likely are you to use the ICED strategy again?
A. Never B. Sometimes C. Most of the time
Paragraph Development using ICED strategy #4 Activity:

1. Read the *Ethanol: An Alternative Energy Source*.
2. Using a highlighter while you read in chunks, highlight evidence with in the passage.
3. Examine the diagram and connections to the text.
4. Using the ICED paragraph development Strategy, answer the prompt or directions for writing, in the Think about Science section.
5. Proof-read your work and check to make sure all the letters from the ICED strategy were covered effectively.
Ethanol: An Alternative Energy Source

Fossil fuels are a nonrenewable resource. It took millions of years for them to form. So, once they are gone, they cannot be replaced. Fossil fuel production and use also harm the environment.

Scientists have been seeking alternatives to fossil fuels. One such alternative is ethanol. Ethanol can be produced through the fermentation of plant crops, such as corn. Recall that when plants perform photosynthesis, they produce food in the form of glucose. Energy, captured from the Sun, is stored in the bonds of the glucose molecules, which are stored in the plant.

When you eat a plant such as corn, enzymes in your saliva break down the carbohydrates in corn into simpler sugars. Your body then breaks down the sugars during cellular respiration.

To make fuel, the corn is cooked and enzymes are added. The result is a simple sugar to which yeast cells are added. During alcohol fermentation, the yeast cells feed on the sugar and produce ethanol. One acre of corn can produce more than 300 gallons of ethanol. The ethanol holds much of the energy that was in the sugar, making it a good source of fuel.

For every 85 parts ethanol, 15 parts gasoline are added. The result is a fuel that decreases the demand for fossil fuel.

Think about Science

Directions: Use the diagram above to explain the relationship between photosynthesis and the production of ethanol.
Building a Fully ICED Body Paragraph:
A Revision Exercise

Using one of your essays, review your thesis/claim and then complete the following guided activity on your body paragraphs. Again, focus only on body paragraph development.

**Thesis:**

**I = IDEA**

1. What is your paragraph going to examine? Why is the idea you are going to examine important to your thesis/claim?

2. Identify and establish the idea to be examined, meaning, write the topic sentence here.

**C = Citation**

3. What in the text supports the idea you are trying to explain? If you are not writing about a specific text, what example, fact, or scenario would support your idea?

4. What does the cited example/evidence mean? What is it important?

5. Provide a cited example/evidence from the text that supports the idea of the paragraph – be sure to set-up quotations/embed text properly.
E = Elaboration

6. How does the selected citation or example act as evidence that specifically relate to the main idea/topic sentence of this paragraph?

7. Identify and explain the connection or relationship between your evidence (the text or example) and the main idea/topic sentence of the paragraph.

D = Defense of Thesis

8. How does the main idea of this paragraph connect to thesis/claim?

9. Relate the main idea of the paragraph to the overall thesis/claim of your essay.

REPEAT THE PREVIOUS FOUR STEPS FOR ALL BODY PARAGRAPHS.
Checks and Balances

CG.2.e. checks and balances
CG.3.d. Shared powers
R.9.a/R.7.a Draw specific comparisons between two texts that address similar themes or topics, or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).

Learning Goal: Student will identify similarities and differences regarding the roles of the 3 branches of government to support the checks and balance system built into the constitution to govern our country with equity.

PRETEST: Put an 0 on the number of your proficiency in the following areas.
POSTTEST: Put an X on the number of your proficiency in the following areas.

0- I have no knowledge or understanding.
1- I have some knowledge but haven’t made connections to why it is important.
2- I understand the basics and have begun to make connections and see the importance.
3- I have sound understanding and could apply to my life.
4- I could teach this to another person.

| I can Identify the responsibilities and duties of the three branches of government. |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 |

| I can compare and contrast the system of checks and balances using a graphing organizer. |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 |

| I can explain how the checks and balance system works using my graphic organizer and notes. |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 |

| I can explain how the checks and balance system works independently, without using my graphic organizer and notes. |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 |

| I find organizing text using a graphic organizer helps me to better understand the text. |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 |

How likely are you to seek out and find a graphic organizer to organize the text you are reading, on your own?

A. Never  B. Sometimes  C. Frequently (especially when the text is difficult)  D. Most of the time
The Balance of Government
OUR GOVERNMENT'S SEESEAW

Pretend that three people who weigh the same take turns on a seesaw. No matter which two people are on the seesaw at opposite ends, they are balanced. Our government is the same way. The three that take turns riding the seesaw are -

(1) Congress - Legislative Branch
(2) President - Executive Branch
(3) Supreme Court - Judicial Branch

Power is Balanced

How do these branches balance and check each other? Each branch has different powers from another branch. But each weighs the same.

Using the lists below, fill in the seesaws on the next page to show how each branch balances the other.

President:
- Makes treaties with other nations
- Carries out laws
- Vetoes bills Congress passes if he thinks they are wrong
- Appoints judges in the Judicial Branch for a life term
- Writes the budget

Congress:
- Makes laws
- Can override a President's veto of a bill by 2/3 vote
- Can impeach (fire) a President for misconduct
- Must approve presidential appointments for judges and justices
- Gives the O.K. on budget spending and treaties
- Can remove judges from office for misconduct
Supreme Court:

- Interprets laws
- May decide that some laws that Congress makes or decisions that the President make are not right according to the Constitution.
Checks and Balances

These are the checks that the different branches of government have on each other's power.

Remember:
- Legislative Branch = Congress
- Executive Branch = The President
- Judicial Branch = The Supreme Court

I. Congress:
   A. Can override the president's veto with a 2/3 vote in each house.
   B. Can impeach the president and remove him from office.
   C. Can refuse to approve the president's appointments to the courts and other offices.
   D. Can refuse to approve treaties that the president makes with other nations.
   E. Can impeach judges and remove them from office.
   F. Can amend [change] the Constitution (along with the states).

II. The President:
   A. Can veto laws passed by Congress.
   B. Appoints judges to the Supreme Court and other courts.

III. The Supreme Court:
   A. Can declare laws passed by Congress to be unconstitutional.
   B. Can declare actions taken by the executive branch to be unconstitutional.
Compare and Contrast

CG 3.c. Major powers and responsibilities of the federal and state governments
CG 3.d. Shared powers
R.9.a/R.7.a Draw specific comparisons between two texts that address similar themes or topics, or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).

Learning Goal: Student will identify similarities and difference regarding the roles of the Federal Government v the State Government

PRETEST: Circle the number of your proficiency in the following areas
POSTTEST: Put an X on the number of your proficiency in the following areas.

0- I have no knowledge or understanding.
1- I have some knowledge but haven’t made connections to why it is important
2- I understand the basics and have begun to make connections and see the importance.
3- I have sound understanding and could apply to my life.
4- I could teach this to another person.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can Identify the responsibilities and duties of the Federal and State governments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can compare and contrast the Federal Government v the State government using a Venn diagram.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can explain how the federal and state governments are similar and different.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify the value of using a Venn diagram to organize information that makes it easier to see similarities and differences.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Compare and Contrast

Objective: Compare and contrast responsibilities of national and state governments.

Social Studies/Civics

National vs. State Government

The first type of government in America was based primarily on state government. Prior to the signing of the Constitution, America was made up of 13 colonies, which had been ruled by England. Following the Revolutionary War, these colonies formed a league of friendship under the Articles of Confederation, but basically governed themselves. They feared a strong central government like the one they had experienced under England’s rule. However, it was soon discovered that this weak form of state government could not survive and so the Constitution was drafted.

<table>
<thead>
<tr>
<th>The Constitution:</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ defines and limits the power of the national government,</td>
</tr>
<tr>
<td>➢ defines the relationship between the national government and individual state governments, and</td>
</tr>
<tr>
<td>➢ guarantees the rights of the citizens of the United States.</td>
</tr>
</tbody>
</table>

This time, it was decided that a government system based on federalism would be established. In other words, power is shared between the national and state (local) governments. The opposite of this system of government is a centralized government, like France and Great Britain have, where the national government maintains all power.

Sharing power between the national government and state governments allows us to enjoy the benefits of diversity and unity. For example, the national government may set a uniform currency system. Could you imagine having 50 different types of coins, each with a different value? You would need to take along a calculator to go shopping in another state. By setting up a national policy, the system is fair to everyone and the states do not have to bear the heavy burden of regulating their currency. On the other hand, issues such as the death penalty have been left up to the individual states. The decision whether or not to have a death penalty depends on that state’s history, needs, and philosophies.
Step 1 – Introduce 2 or 3 groups of items to be compared and contrasted. Observe the differences to create categories.

Here is an example of a list of responsibilities the state and federal governments have that provide citizens with the services they need. Based on their study of the Constitution, have students identify each responsibility as national or state governmental powers and also list those powers that are shared (concurrent) powers:

- Collect taxes
- Build roads and highways, bridges and tunnels
- Issue licenses, permits and certificates
- Conduct elections
- Borrow money
- Print money
- Take private property for public purposes, with just compensation
- Establish local governments
- Declare war
- Make treaties and conduct foreign policy
- Ratify amendments to the constitution
- Establish courts
- Make and enforce laws
- Take measure for public health and safety
- Establish post offices
- Charter banks and corporations
- Spend money for the general welfare
- Exert powers the Constitution does not delegate to the national government or prohibit the states from using
- Regulate intrastate (within state) businesses
- Make laws necessary and proper to carry out these powers
**Step 2** – Introduce the Venn Diagram Planner and fill in the categories of attributes.

### 2-Group Venn Diagram Planner

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Financial</th>
<th>Group A</th>
<th>Federal</th>
<th>Group B</th>
<th>State</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Category 2</th>
<th>Political/Legal</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Category 3</th>
<th>Public Services</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
Step 3 – Identify the specific characteristics and complete the chart by grouping items to identify the specific traits.

## 2-Group Venn Diagram Planner

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Financial</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regulate interstate &amp; international trade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regulate intrastate businesses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borrow money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue Bonds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charter banks and corporations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collect taxes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spend money for the general welfare</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category 2</th>
<th>Political/Legal</th>
<th>Group A</th>
<th>Group B</th>
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</thead>
<tbody>
<tr>
<td>Make treaties and conduct foreign policies</td>
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<tr>
<td>Declare war</td>
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<tr>
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<td></td>
<td></td>
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<tr>
<td>Establish courts</td>
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<thead>
<tr>
<th>Category 3</th>
<th>Public Services</th>
<th>Group A</th>
<th>Group B</th>
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</thead>
<tbody>
<tr>
<td>Establish post offices</td>
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<tr>
<td>Provide an army and navy</td>
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<td>Take measures for public health and safety</td>
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<td>Build roads and transportation systems</td>
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<tr>
<td>Take private property for public purposes</td>
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</table>
**Step 4** – Complete all the attributes on the chart and highlight shared attributes. Create label cards.

### 2-Group Venn Diagram Planner

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Financial</th>
<th>Group A Federal</th>
<th>Group B State</th>
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<tbody>
<tr>
<td>Print money</td>
<td>X</td>
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<tr>
<td>Regulate interstate &amp; international trade</td>
<td>X</td>
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<tr>
<td>Regulate intrastate businesses</td>
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<td>X</td>
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<tr>
<td>Borrow money</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Issue Bonds</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Charter banks and corporations</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Collect taxes</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Spend money for the general welfare</td>
<td>X</td>
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<td>X</td>
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<table>
<thead>
<tr>
<th>Category 2</th>
<th>Political/Legal</th>
<th>Group A Federal</th>
<th>Group B State</th>
</tr>
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<tbody>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
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<td>X</td>
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<td>Provide an army and navy</td>
<td>X</td>
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<tr>
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<tr>
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<td>X</td>
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<td></td>
<td>Federal Government</td>
<td>Concurrent Powers</td>
<td>State Government</td>
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</tr>
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<td>Regulate intrastate (within the state) businesses.</td>
<td>Charter banks and corporations</td>
</tr>
<tr>
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<td>Make treaties and conduct foreign policy</td>
<td>Establish local governments</td>
<td>Establish courts</td>
</tr>
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</tr>
<tr>
<td></td>
<td>Amend the Constitution</td>
<td>Ratify amendments to the Constitution</td>
<td>Take private property for public purposes, with just compensation</td>
</tr>
<tr>
<td></td>
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<td>Exert powers the Constitution does not delegate to the national government or prohibit the states from using</td>
<td>Spend money for the general welfare</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Comparison Between Responsibilities of State and Federal Governments

©2010 DataDeb.wordpress.com  Compare and Contrast Page 6
Step 5 – Create the Venn Diagram based on the information on the planner, using the label cards as *manipulatives*. This is how the Venn Diagram will look when completed.

**Comparison Between Responsibilities of State and Federal Governments**

**Federal Government**
- Print money
- Regulate interstate (between states) and international trade
- Make treaties and conduct foreign policy
- Declare war
- Establish post offices
- Provide an army and navy
- Amend the Constitution
- Make laws necessary and proper to carry out these powers

**Concurrent Powers**
- Borrow money
- Issue bonds
- Charter banks and corporations
- Establish courts
- Collect taxes
- Build roads and transportation systems
- Make and enforce laws
- Take private property for public purposes, with just compensation
- Spend money for the general welfare

**State Government**
- Regulate intrastate (within the state) businesses.
- Establish local governments
- Conduct elections
- Issue licenses, permits and certificates
- Take measure for public health and safety
- Ratify amendments to the Constitution
- Exert powers the Constitution does not delegate to the national government or prohibit the states from using

**Summary:** Don’t forget to have students write a summary of the information in the Venn Diagram.
Comparison Between Responsibilities of State and Federal Governments

**Federal Government**
- Print money
- Regulate interstate (between states) and international trade
- Make treaties and conduct foreign policy
- Declare war
- Establish post offices
- Provide an army and navy
- Amend the Constitution
- Make laws necessary and proper to carry out these powers

**Concurrent powers A + B**
- Borrow money
- Issue bonds
- Charter banks and corporations
- Establish courts
- Collect taxes
- Build roads and transportation systems
- Make and enforce laws
- Take private property for public purposes, with just compensation
- Spend money for the general welfare

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- Establish local governments
- Conduct elections
- Issue licenses, permits and certificates
- Take measure for public health and safety
- Ratify amendments to the Constitution
- Exert powers the Constitution does not delegate to the national government or prohibit the states from using

**Summary**

The federal government and the states each have limited powers; however, some powers are held by both federal and state governments. Examples of these concurrent powers are: borrow money; issue bonds; charter banks and corporations; establish courts; collect taxes; build roads and transportation systems; make and enforce laws; take private property for public purposes, with just compensation; and spend money for the general welfare.
Sequencing text

R.2.a Order sequences of events in texts.
R.2.b Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.
R.2.c Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.
SSP.3.a Identify the chronological structure of a historical narrative and sequence steps in a process. SSP.3.b Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.

**Learning Goal:** Student will identify context clues that can provide information in relation to sequencing events that can increase text comprehension and develop of timeline of events leading up to the Revolutionary War and events afterwards.

**PRETEST:** Put an O on the number of your proficiency in the following areas.

**POSTTEST:** Put an X on the number of your proficiency in the following areas.

|   | 0- | I have no knowledge or understanding. | 1- | I have some knowledge but haven’t made connections to why it is important | 2- | I understand the basics and have begun to make connections and see the importance. | 3- | I have sound understanding and could apply to my life. | 4- | I could teach this to another person. |

<table>
<thead>
<tr>
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<th>0</th>
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<th>1</th>
<th></th>
<th>2</th>
<th></th>
<th>3</th>
<th></th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can read a passage and develop a time frame of events as a summary that I can use to increase my understanding of the text.</td>
<td></td>
<td>0</td>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
<td>3</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>I can identify context clues that give me a reference for time in relation to other context clues in the text.</td>
<td></td>
<td>0</td>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
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<td>4</td>
</tr>
<tr>
<td>I can make relevant predictions/ inference about future events or expectations based on what has previously occurred.</td>
<td></td>
<td>0</td>
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<td>1</td>
<td></td>
<td>2</td>
<td></td>
<td>3</td>
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<td>4</td>
</tr>
<tr>
<td>I can identify information in text from most important or significant from other information.</td>
<td></td>
<td>0</td>
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<td>1</td>
<td></td>
<td>2</td>
<td></td>
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<td>4</td>
</tr>
<tr>
<td>I can clarify meaning from the vocabulary words with the identified level of accuracy. <strong>Vocabulary words include:</strong> sequencing, context clues, predictions, inference.</td>
<td></td>
<td>0 - 0- 49%</td>
<td>1 = 50% - 65%</td>
<td>2 = 66% - 75%</td>
<td>3 = 76% - 85%</td>
<td>4 = 86% - 100%</td>
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</table>
Context clues

Read the Context clues explanations of the various (many) types of context clues found in text that help us better understand what we are reading. Complete the worksheets using the context clues in the sentence. And check your work. I would predict that there were a number of word you had never seen before, however you were able to infer (conclude) the meaning of that word based on the context clues in the sentence. Answer this question after you have completed the practice sheets.

Is my prediction correct? Yes  No

Prediction: I would predict that there were a number of words you had never seen before however you were able to infer (conclude) the meaning of that word based on the context clues in the sentence.
CONTEXT CLUES

Context clues are hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words.

Learning the meaning of a word through its use in a sentence or paragraph is the most practical way to build vocabulary, since a dictionary is not always available when a reader encounters an unknown word.

A reader must be aware that many words have several possible meanings. Only by being sensitive to the circumstances in which a word is used can the reader decide upon an appropriate definition to fit the context.

A reader should rely on context clues when an obvious clue to meaning is provided, or when only a general sense of the meaning is needed for the reader's purposes. Context clues should **not** be relied upon when a precise meaning is required, when clues suggest several possible definitions, when nearby words are unfamiliar, and when the unknown word is a common one that will be needed again; in these cases, a dictionary should be consulted.

There are several different types of context clues. Some of them are:

1. **DEFINITION / DESCRIPTION CLUE**
   The new term may be formally defined, or sufficient explanation may be given within the sentence or in the following sentence. Clues to definition include “that is,” commas, dashes, and parenthescs.

   **Examples:**
   a. **His emaciation**, that is, his skeleton-like appearance, was frightening to see.
      
      “Skeleton-like appearance” is the definition of “emaciation.”
   b. **Fluoroscopy**, examination with a fluoroscope, has become a common practice.
      
      The commas before and after “examination with a fluoroscope” point out the definition of “fluoroscopy.”
   c. **The dudeen** – a short-stemmed clay pipe – is found in Irish folk tales.
      
      The dashes setting off “a short-stemmed clay pipe” point out the definition of “dudeen.”

2. **EXAMPLE CLUES**
   Sometimes when a reader finds a new word, an example might be found nearby that helps to explain its meaning. Words like including, such as, and for example, point out example clues.

   **Examples:**
   a. **Piscatorial** creatures, such as flounder, salmon, and trout, live in the coldest parts of the ocean.
      
      “Piscatorial” obviously refers to fish.
   b. **Celestial** bodies, including the sun, moon, and stars, have fascinated man through the centuries.
      
      “Celestial” objects are those in the sky or heavens.
c. In the course of man’s evolution, certain organs have atrophied. The appendix, for example, has wasted away from disuse
   “Atrophied” means “wasted away.”

3. SYNONYM RESTATEMENT CLUE
   The reader may discover the meaning of an unknown word because it repeats an idea expressed in familiar words nearby. Synonyms are words with the same meaning.

   Examples:
   a. Flooded with spotlights – the focus of all attention – the new Miss America began her year-long reign. She was the *cynosure* of all eyes for the rest of the evening
      “Cynosure” means “the focus of all attention.”
   b. The mountain pass was a *tortuous* road, winding and twisting like a snake around the trees of the mountainside.
      “Tortuous” means “winding and twisting.”

4. CONTRAST / ANTONYM CLUE
   Antonyms are words with opposite meanings. An opposite meaning context clue contrasts the meaning of an unfamiliar word with the meaning of a familiar term. Words like “although,” “however,” and “but” may signal contrast clues.

   Examples:
   a. When the light brightens, the pupils of the eyes contract; however, when it grows darker, they *dilate*.
      “Dilate” means the opposite of “contract.”
   b. The children were as different as day and night. He was a lively conversationalist, but she was reserved and *taciturn*.
      “Taciturn” means the opposite of a “lively conversationalist.”

5. MOOD / TONE CLUE
   The author sets a mood, and the meaning of the unknown word must harmonize with the mood.

   Examples:
   a. The lugubrious wails of the gypsies matched the dreary whistling of the wind in the all-but-deserted cemetery.
      “Lugubrious,” which means “sorrowful,” fits into the mood set by the words “wails,” “dreary,” and “deserted cemetery.”
6. EXPERIENCE CLUE
Sometimes a reader knows from experience how people or things act in a given situation. This knowledge provides the clue to a word’s meaning.

Examples:
a. During those first bewildering weeks, the thoughts of a college freshman drift back to high school where he was “in,” knew everyone, and felt at home. A feeling of nostalgia sweeps over him.

b. She walked away from her closet and quickly slipped a jersey over her head. She smoothed it into place over her hips, added a belt, glanced at the mirror, and left for work.

7. ANALYSIS OR STRUCTURE CLUE
The parts used to construct a word can be direct clues to meaning. Knowledge of prefixes, roots, and suffixes can aid a reader in using this type of context clue. Learning one word part can add dozens of words to a reader’s vocabulary. The power of word parts lies in the ability to combine the roots and affixes with the context in which a word is used to discover the author’s meaning.

Examples:
a. The story is incredible.

The root *cred* means “to believe,” and the prefix *in* means “not.” Therefore, if a story is incredible, it is unbelievable.

b. The *somnambulist* had to be locked in his bedroom at night for his own safety.

If a reader knows the meaning of *ambular* (walk) and *somn* (sleep) and sees the sentence, the reader may realize that a "somnambulist” is a sleepwalker.

8. INFERENCE CLUE
Sufficient clues might be available for the careful reader to make an educated guess at the meaning.

Example:
a. She told her friend, “I’m through with blind dates forever. What a dull evening! I was bored every minute. The conversation was absolutely *vapid.*”

“Vapid” means “uninteresting.”

9. CAUSE AND EFFECT CLUE
The author explains the reason for or the result of the word. Words like “because,” “since,” “therefore,” “thus,” “so,” etc. may signal context clues.

Example:
a. She wanted to impress all her dinner guests with the food she served, so she carefully studied the necessary *culinary* arts.

“Culinary” means “food preparation.”
EXERCISE I: Circle the letter of the best meaning for the underlined word as it is used in context.

1. My brother said, “I just freed myself from a very loquacious history professor. All he seemed to want was an audience.”
   a. pretentious
   b. grouchy
   c. talkative
   d. worried

2. There is no doubt that the idea of living in such a benign climate was appealing. The islanders seemed to keep their vitality and live longer than Europeans.
   a. tropical
   b. not malignant
   c. kind
   d. favorable

3. It is difficult to imagine a surfeit of talent in one individual, yet Leonard Bernstein simply does not have the time to make complete use of his talent as conductor, performer, writer, and lecturer.
   a. excess
   b. variety
   c. superiority
   d. lack

4. There is a large demand all over the United States for plants indigenous to the desert. Many people in Arizona have made a good business of growing and selling cacti and other local plants.
   a. native
   b. necessary
   c. foreign
   d. alien

5. After the Romans left, a millennium and a half passed before people again lived in such comfort. Churchill wrote, “From the year 400 until the year 1900 no one had central heating and very few had hot baths.”
   a. a decade
   b. many years
   c. 1000 years
   d. a century
6. Many years before, Caesar’s men had tried and failed to invade Britain. No doubt this contributed to the xenophobia of the Romans. They were cautious about strangers who entered their country.
   a. honesty
   b. fear of foreigners
   c. kindliness
   d. stubbornness

7. Such are the vicissitudes of history. Nothing remains the same. Three hundred years of peace ended in darkness and confusion.
   a. evils
   b. mistakes
   c. changes
   d. rules

8. The purpose of the psychiatrist is to mitigate the suffering of the patient.
   a. make milder
   b. beautify
   c. increase
   d. banish

9. We knew he couldn’t hold out much longer, because he had been doomed from the beginning. One night he met his ineluctable fate.
   a. forgotten
   b. inevitable
   c. hidden
   d. unhappy

10. A combination of fog and industrial smoke, called smog, has vitiated the air in and around many big cities.
    a. concentrate
    b. fill up
    c. replace
    d. contaminate
CONTEXT CLUES -- PRACTICE EXERCISES

EXERCISE II: In the space provided, write a synonym for each underlined word as it is used in context.

1. His **lucid** lectures, along with his clearly presented explanations, made him a popular professor.
2. Their **vociferous** chatter made me wish I had ear plugs.
3. He was so **impudent** to his mother that I would have punished him if he talked to me that way.
4. The Russians are skillful at sending **cryptic** messages, open to many interpretations. Our State Department spends days puzzling over their meanings.
5. The Great Flood of Noah’s day was caused by **incessant** rain that fell for 40 days and nights.
6. The students who arrived late told the teacher an **implausible** story about stopping to watch a UFO.
7. After spending three weeks in the hospital, I had a **surfeit** of daytime TV programming.
8. The prisoners liberated from the Nazi death camp were so **emaciated** that they looked like skeletons.
9. Bob decided to be prudent and call ahead for reservations, instead of just showing up.
10. The **ambiguity** of Joe’s directions made it almost impossible to find his house.
11. The job candidate’s background was **impeccable**—good references and many years of experience, but the company did not give her the job.
12. The tranquilized **grizzly** bear was **lethargic** enough for the scientists to safely examine his teeth and tattoo his ears.
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   b. mistakes
   c. changes
   d. rules

8. The purpose of the psychiatrist is to mitigate the suffering of the patient.
   a. make milder
   b. beautify
   c. increase
   d. banish

9. We knew he couldn’t hold out much longer, because he had been doomed from the beginning. One night he met his ineluctable fate.
   a. forgotten
   b. inevitable
   c. hidden
   d. unhappy

10. A combination of fog and industrial smoke, called smog, has vitiates the air in and around many big cities.
    a. concentrate
    b. fill up
    c. replace
    d. contaminate
The purpose of reading today is to identify and record a time line of the events in the *American Revolution* chapter. As you read, (chunking your text to increase comprehension) jot down any dates and the event associated with the date. In the third box describe the event with a fact or two. Once you have completed the chapter, you will then make a time line using this form.

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<tr>
<th>Date</th>
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How did taking notes in this format help with the task?

Does making a time line help you better understand the material? Yes No

Can you explain why ________________________________
LESSON OBJECTIVES

- Understand the causes of the American Revolution
- Identify the documents that shaped American democratic traditions
- Summarize the provisions of the Articles of Confederation
- Understand how and why the Constitution was developed

CORE SKILLS & PRACTICES

- Summarize Ideas
- Analyze Cause and Effect

Key Terms

boycott
refuse to buy

charter
a written code of rules or laws

colony
a geographic area in a new land that remains loyal to the parent nation

minutemen
soldiers in the colonial militia who were ready to fight at a minute's notice

unicameral
a legislature with one chamber

Vocabulary

declaration
a formal statement

Key Concept

After defeating the British, the new United States established a democratic government built on a foundation of English laws and government. Disagreements exist in all levels of society. People disagree with each other, states disagree with their governing nation, and countries disagree with other countries. Early American colonists disagreed with the rulers of Great Britain, primarily over rights. These disputes led to the Revolutionary War and to American independence.

English Colonies in America

In 1584, Queen Elizabeth of England asked Sir Walter Raleigh to set up a colony, a geographic area in a new land that remains loyal to the parent nation, in North America. The English wanted access to America's gold, fish, timber, furs, and sugar cane. The colonies would also provide a market for English goods.

Raleigh made two attempts to establish a settlement on Roanoke Island, in what is now North Carolina. The first group arrived in 1585 and gained important information on the area. After suffering through a difficult winter, however, the colonists decided to return to England.

Raleigh's second attempt was made in 1587. Shortly after arriving at Roanoke, Virginia Dare became the first English child born in North America. Fighting between Spain and England made it impossible for other settlers to travel to Roanoke with supplies. Three years later, in 1590, colonists arrived to find the Roanoke settlement abandoned. The fate of the Roanoke colonists is still a mystery. By 1606, however, the English were again ready to try settling North America.

Pilgrims

Other colonies were established in what is now Virginia and in present-day New England. In 1620, William Bradford and a group we call the Pilgrims sailed on the Mayflower from England. The Pilgrims wanted to be separate from the Church of England. While on the ship, the Pilgrims signed the Mayflower Compact. The Mayflower Compact is a written agreement that set out the rules by which the Pilgrims would govern themselves. These pilgrims founded a colony at Plymouth, Massachusetts.
Puritans

Other settlers soon followed. More than 1,000 English Puritans sailed into Massachusetts Bay on several ships. They founded many towns and set up a church that enforced strict religious beliefs. Puritans who did not follow these rules were expelled, and some set up other colonies. Other colonies were led by people who believed in freedom of religion. Pennsylvania, for example, was a haven for religious minorities.

The people in other colonies set up rules for their settlements. In 1639, leaders in the colony of Connecticut met to sign a charter called the Fundamental Orders of Connecticut. A charter is a written code of rules or laws. The charter gave colonists who owned land the right to vote for people to lead the colony. The Fundamental Orders of Connecticut is the first attempt of colonists to establish a government with a constitution. It later helped to shape the US Constitution.

Think about Social Studies

Directions: Choose the best answer to the following question.

1. What was the significance of the Fundamental Orders of Connecticut?
   A. It established strict religious laws
   B. It was America's first written constitution.
   C. It established a charter for a new colony.
   D. It separated colonists from the Church of England.

The American Revolution

As time went on, colonists grew separate from England. Policies that seemed reasonable to Britain's king and Parliament outraged the colonists.

Stamp Act

In 1765 Parliament passed a law called the Stamp Act that imposed a new tax on the colonies. Many colonists believed that the Stamp Act threatened a basic right. Until then, the colonists were taxed only by representatives they elected to their colonial legislatures. With the Stamp Act, they were taxed by British Parliament, where they had no representatives. "No taxation without representation," they protested. Many agreed to boycott, or refuse to buy, English goods. Under pressure from British merchants, Parliament decided to repeal, or cancel, the Stamp Act in 1766. However, it still insisted it had the right to tax the colonies.

Boston Massacre

In 1767, Charles Townshend, the British finance minister, came up with a new plan that taxed glass, lead, paint, paper, and tea. Knowing what anger this would cause in the colonies, British customs officers insisted upon having soldiers to protect them. In protest, some people in Boston rioted in the streets. On March 5, 1770, a Boston mob attacked some troops with clubs and snowballs. In the confusion, the soldiers fired into the crowd. Five rioters were killed, including Crispus Attucks, an African American. This conflict is known as the Boston Massacre.
CORE PRACTICE

Analyze Cause and Effect
When you look for a cause, you are looking for why something happened. When you look for an effect of something that happened, you are looking for a result, or a change. Some words that signal a cause are because, so, and since. Some words that signal an effect are then, as a result, and affect.

Sometimes authors do not use signal words. You have to think about what you are reading to figure out what is the cause and what is the effect.

In a notebook, identify one conflict that led to the American Revolution. Write a paragraph explaining the causes and the effects of the conflict. Proofread your paragraph for proper spelling and punctuation.

Boston Tea Party
Parliament repealed the Townshend Act, except for the tax on tea. Many colonists remained angry over this tax. On December 16, 1773, a group of colonists boarded a ship docked in Boston that was loaded with tea. They dumped the tea into the harbor, an event they called the Boston Tea Party.

The Continental Congress
Parliament and King George III were tired of conceding to the rebellious colonies. In 1774, Parliament passed a series of restrictive new laws called the Coercive Acts, intended to punish Boston. The Acts, however, had an unintended effect. Colonies rallied behind Massachusetts. Each colony agreed to send delegates, or representatives, to a meeting. In Philadelphia in 1774, the Continental Congress drew up a list of rights that Parliament should respect. But they were not ready to cut their ties to Britain. They declared their loyalty to the king, but they refused to obey Parliament. They also agreed to defend themselves from any attack by the British army.

King George III of England considered the colonists to be in rebellion. "Blows must decide whether they are to be subject to the Country or Independent," he said. In April 1775, British redcoats and colonial minutemen, soldiers who were ready to fight at a minute's notice, fought in Massachusetts at Lexington and Concord. The Revolutionary War had begun.

The Second Continental Congress
In May 1775, delegates met again in Philadelphia. This Second Continental Congress sent George III an Olive Branch Petition, offering peace. It again declared the colonists' loyalty to the king and asked for his help in their struggle against Parliament. At the same time, Congress created a Continental army, made George Washington its commander, and printed money to support the troops.

The king rejected the peace petition. The Continental Congress then had to choose between submitting to Britain or declaring independence. In June 1776, the Second Continental Congress created a committee to draft a declaration, or formal statement, of independence. Thomas Jefferson wrote the draft. On July 4, Congress approved the Declaration of Independence. It announced to the world that the thirteen former British colonies had become the free and independent United States of America.

The war for independence raged on for years. In 1781, the Americans, with the help of the French, won a major victory at the Battle of Yorktown. In 1783, Benjamin Franklin, John Adams, and other colonial leaders signed the Treaty of Paris with representatives of Britain. This treaty ended the Revolutionary War and recognized the United States as an independent nation.

Think about Social Studies

Directions: Answer the following question on a separate sheet of paper.

What did King George III mean when he said, "Blows must decide whether they are to be subject to the Country or Independent"?
The Confederation Period

During the Revolutionary War, leaders in each colony wrote state constitutions to replace old colonial charters. Most of these constitutions included a bill of rights. Members of Congress wrote the Articles of Confederation, which created an alliance of states and formed a national government.

Articles of Confederation

The Articles of Confederation provided for a congress with a unicameral legislature, which means it had one chamber. There was no president or national courts. Congress had the power to declare war, make peace, mint coin, and borrow money, and regulate relations with Native Americans. Each state had one vote in Congress, and nine of the thirteen states had to approve a measure for it to become law. The states retained the power to enforce laws, regulate trade, and impose taxes.

The Articles of Confederation proved to be too weak. Congress could not pay off the national debt. This was the money that had been borrowed to carry on the Revolutionary War. Several leaders in Congress wanted a stronger central government. When the states refused, Congress invited delegates to a convention to revise the Articles of Confederation.

Great Compromise

In May 1787, delegates from twelve states met to review the Virginia Plan. It proposed a new government with three branches: a legislature, an executive, and a judiciary. A state's population would determine the number of its representatives in Congress. This plan gave the states with a larger population more votes.

States could not agree on the Virginia Plan. Instead, they agreed to the Great Compromise. This plan made population the basis of representation in the House of Representatives. But it gave each state an equal vote in the Senate. Members of the convention wrote the United States Constitution. The Federalists supported the new constitution. The Anti-Federalists opposed it. By August 1788, the necessary nine states had ratified the Constitution, and the country had a new government.

Think about Social Studies

Directions: Determine whether each statement is true or false

1. The office of the presidency was created with the Articles of Confederation (true/false)
2. The Great Compromise solved a major problem during the Constitutional Convention. (true/false)
Summarizing text

R.1 Determine central ideas or themes of texts, analyze their development, and summarize the key supporting details and ideas.
R.1.a Comprehend explicit details and main ideas in text.
R.1.b Summarize details and ideas in text.

PRETEST: Put an O on the number of your proficiency in the following areas.
POSTTEST: Put an X on the number of your proficiency in the following areas.

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Learning Goal: Students will increase reading comprehension and develop writing skills using the 5W’s summarizing frame. Students will read the selected text and write a one to two sentence summary.

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<th>I can clarify meaning from the vocabulary words with the identified level of accuracy.</th>
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<td>Vocabulary words include: summarize, details, supporting evidence</td>
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Background

Thomas Paine

Author of “Common Sense”

The man at right does not look angry. To us, he projects the typical figure of a “Founding Father” — composed, elite, and empowered. And to us his famous essays are awash in powdered-wig prose. But the portrait and the prose belie the reality. Thomas Paine was a firebrand, and his most influential essay — Common Sense — was a fevered no-holds-barred call for independence. He is credited with turning the tide of public opinion at a crucial juncture, convincing many Americans that war for independence was the only option to take, and they had to take it now, or else.

Common Sense appeared as a pamphlet for sale in Philadelphia on January 10, 1776, and, as we say today, it went viral. The first printing sold out in two weeks and over 150,000 copies were sold throughout America and Europe. It is estimated that one fifth of Americans read the pamphlet or heard it read aloud in public. General Washington ordered it read to his troops. Within weeks, it seemed, reconciliation with Britain had gone from an honorable goal to a cowardly betrayal, while independence became the rallying cry of united Patriots. How did Paine achieve this?
1. Timing.

Over a year elapsed between the outbreak of armed conflict and the Declaration of Independence. During these fifteen months, many bemoaned the reluctance of Americans to renounce their ties with Britain despite the escalating warfare around them. "When we are no longer fascinated with the idea of a speedy Reconciliation," wrote Benjamin Franklin in mid-1775, "we shall exert ourselves to some purpose. Till then Things will be done by Halves." In addition, there remained much discord among the colonies about their shared future. "Some timid minds are terrified at the word independence," wrote Elbridge Gerry in March 1776, referring to the colonial legislatures. "America has gone such lengths she cannot recede, and I am convinced a few weeks or months at furthest will convince her of the fact, but the fruit must have time to ripen in some of the other Colonies." In this environment, Common Sense appeared like a "meteor," wrote John Adams, and propelled many to support independence. Many noted it at the time with amazement.

"Sometime past the idea [of independence] would have struck me with horror. I now see no alternative;... Can any virtuous and brave American hesitate one moment in the choice?"

_The Pennsylvania Evening Post, 13 February 1776_

"We were blind, but on reading these enlightening works the scales have fallen from our eyes.... The doctrine of Independence hath been in times past greatly disgusting; we abhorred the principle. It is now become our delightful theme and commands our purest affections. We revere the author and highly prize and admire his works."


What made Common Sense so esteemed and "enlightening"? Some argue that Common Sense said nothing new, that it simply put the call-to-war in fiery street language that rallied the common people. But this trivializes Paine’s accomplishment. He did have a new message in Common Sense — an ultimatum. Give up reconciliation now, or forever lose the chance for independence. If we fail to act, we’re self-deceiving cowards condemning our children to tyranny and cheating the world of a beacon of liberty. It is our calling to model self-actualized nationhood for the world. "The cause of America is in a great measure the cause of all mankind."
Paine divided *Common Sense* into four sections with deceptively mundane titles, mimicking the erudite political pamphlets of the day. But his essay did not offer the same-old-same-old treatise on British heritage and American rights. Here's what he says in *Common Sense*:

**Introduction:** The ideas I present here are so new that many people will reject them. Readers must clear their minds of long-held notions, apply common sense, and adopt the cause of America as the “cause of all mankind.” How we respond to tyranny today will matter for all time.

**Section One:** The English government you worship? It’s a sham. Man may need government to protect him from his flawed nature, but that doesn’t mean he must suffocate under brute tyranny. Just as you would cut ties with abusive parents, you must break from Britain.

**Section Two:** The monarchy you revere? It’s not our protector; it’s our enemy. It doesn’t care about us, it cares about Britain’s wealth. It has brought misery to people all over the world. And the very idea of monarchy is absurd. Why should someone rule over us simply because he (or she) is someone’s child? So evil is monarchy by its very nature that God condemns it in the Bible.

**Section Three:** Our crisis today? It’s folly to think we should maintain loyalty to a distant tyrant. It’s self-sabotage to pursue reconciliation. For us, right here, right now, reconciliation means ruin. America must separate from Britain. We can’t go back to the cozy days before the Stamp Act. You know that’s true; it’s time to admit it. For heaven’s sake, we’re already at war!

**Section Four:** Can we win this war? Absolutely! Ignore the naysayers who tremble at the thought of British might. Let’s build a Continental Navy as we have built our Continental Army. Let us declare independence. If we delay, it will be that much harder to win. I know the prospect is daunting, but the prospect of inaction is terrifying.

A month later, in his appendix to the third edition, Paine escalated his appeal to a utopian fervor “We have it in our power to begin the world over again,” he insisted “The birthday of a new world is at hand.”
3. Rhetoric. *(the art of effective or persuasive speaking or writing)*

"It is necessary to be bold," wrote Paine years later on his rhetorical power. "Some people can be reasoned into sense, and others must be shocked into it. Say a bold thing that will stagger them, and they will begin to think." Keep this idea front and center as you study *Common Sense*.

As an experienced essayist and a recent English immigrant with his own deep resentments against Britain, Paine was the right man at the right time to galvanize public opinion. He "understood better than anyone else in America," explains literary scholar Robert Ferguson, "that 'style and manner of thinking' might dictate the difficult shift from loyalty to rebellion." Before Paine, the language of political essays had been moderate. Educated men wrote civilly for publication and kept their fury for private letters and diaries. Then came Paine, cursing Britain as an "open enemy," denouncing George III as the "Royal Brute of England," and damning reconciliation as "truly farcical" and "a fallacious dream." To think otherwise, he charged, was "absurd," "unmanly," and "repugnant to reason." As Virginian Landon Carter wrote in dismay, Paine implied that anyone who disagreed with him "is nothing short of a coward and a sycophant [stooge/lackey], which in plain meaning must be a damned rascal." Paine knew what he was doing. His pen was his weapon, and words his ammunition. He argued with ideas while convincing with raw emotion. "The point to remember," writes Ferguson, "is that Paine's natural and intended audience is the American mob... He uses anger, the natural emotion of the mob, to let the most active groups find themselves in the general will of a republican citizenry." What if Paine had written the Declaration of Independence with the same hard-driving rhetoric?

---

**Two sentence summary frame using the 5W’s:**

_________________________ (Who) wrote __________________________(What, title) in
_________________________ (When, date) that was published in the ______________(where). He wrote __________________________(What, title) to __________________________(why).

---

Based on completing the two sentence summary frame using the 5W’s are you prepared to finish the sentence below?  Yes  No

Complete the sentence.

This piece influenced help spark the Revolutionary War (the first war in American history) because __________________________.
The 5 W’s and How
Who, What, Where, When, and Why
Write in complete sentences. Use the words in the questions to form the beginning of your sentence.

Who is this story/event/experiment about?

What is this story/event/experiment about?

Where did this story/event/experiment take place?

When did this story/event/experiment take place?

Why was this story/event/experiment written?

How did this story/event/experiment occur?
Point of view

SSP.5.c: Analyze how a historical context shapes an author's point of view.
SSP.5.a. Identify aspects of a historical document that reveals an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)
R.3.2; L.4.2 Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.

PRETEST: Put an O on the number of your proficiency in the following areas.
POSTTEST: Put an X on the number of your proficiency in the following areas.

0- I have no knowledge or understanding.
1- I have some knowledge but haven't made connections to why it is important.
2- I understand the basics and have begun to make connections and see the importance.
3- I have sound understanding and could apply to my life.
4- I could teach this to another person.

Learning goal- The student will read and analyze a passage and apply context clues to determine author's point of view and tone.

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Author's Point of View and Tone

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3. Rhetoric. (the art of effective or persuasive speaking or writing)

"It is necessary to be bold," wrote Paine years later on his rhetorical power. "Some people can be reasoned into sense, and others must be shocked into it. Say a bold thing that will stagger them, and they will begin to think."4 Keep this idea front and center as you study Common Sense.

As an experienced essayist and a recent English immigrant with his own deep resentments against Britain, Paine was the right man at the right time to galvanize public opinion. He “understood better than anyone else in America,” explains literary scholar Robert Ferguson, “that ‘style and manner of thinking’ might dictate the difficult shift from loyalty to rebellion.”5 Before Paine, the language of political essays had been moderate. Educated men wrote civilly for publication and kept their fury for private letters and diaries. Then came Paine, cursing Britain as an “open enemy,” denouncing George III as the “Royal Brute of England,” and damning reconciliation as “truly farcical” and “a fallacious dream.” To think otherwise, he charged, was “absurd,” “unmanly,” and “repugnant to reason.” As Virginian Landon Carter wrote in dismay, Paine implied that anyone who disagreed with him “is nothing short of a coward and a sycophant (stooge/lackey), which in plain meaning must be a damned rascal.”6 Paine knew what he was doing: the pen was his weapon, and words his ammunition. He argued with ideas while convincing with raw emotion. “The point to remember,” writes Ferguson, “is that Paine’s natural and intended audience is the American mob…. He uses anger, the natural emotion of the mob, to let the most active groups find themselves in the general will of a republican citizenry.”7 What if Paine had written the Declaration of Independence with the same hard-driving rhetoric?
1. Read the point of view paragraph. Read the Context clue explanation page, reading in chunks and making pictures in your mind for the words you are reading to increase your comprehension/understanding of the text.

2. Now read the Paine’s essay on “Common Sense”. Using a green highlighter, highlight all context clues that demonstrate a positive image/message and use a yellow highlighter for any context clues that demonstrate a negative image/message.

3. After completing this task, Reread the passage. This time you reading in chunks to determine the feeling the words in the text make you feel of direct you mood in a particular direction. This is tone.

4. Finally, your job is to make a prediction, based on the evidence of your context clues, regarding the authors point of view and the tone of the passage.

Authors Point of View
My prediction regarding the authors point of view is

Context clues I found in the passage that support my predictions include

Authors Tone
My prediction regarding the authors tone is

Context clues I found in the passage that support my predictions include
Reading Strategy: Chunking the text helps increase reading comprehension.

Point of view is going to be a central theme connected to this lesson. The author’s point of view is their perspective on an issue. Review the context clue explanation sheet carefully. Use the reading strategy demonstrated in this text, chunking text, to increase your comprehension.

This is written to demonstrate how reading in chunks helps your comprehension. A reading strategy that will help you to be more successful on the GED.

.....and with all words you read.

Practice reading in chunks the Social studies passage provided to you and answer the questions that follow. After words you will rate the author’s point of view and tone.
Cause and Effect
R.2.b Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.
R.2.c Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.
SSP.3.b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.
SSP.3.c. Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.

PRETEST: Put an O on the number of your proficiency in the following areas.
POSTTEST: Put an X on the number of your proficiency in the following areas.

0- I have no knowledge or understanding.
1- I have some knowledge but haven’t made connections to why it is important.
2- I understand the basics and have begun to make connections and see the importance.
3- I have sound understanding and could apply to my life.
4- I could teach this to another person.

Learning Goal: Student will identify context clues that provide information regarding cause and effect relationships resulting in an increase text comprehension.

<table>
<thead>
<tr>
<th>I recognize the key to cause and effect relationships is change.</th>
</tr>
</thead>
<tbody>
<tr>
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<th>I can make relevant predictions/inference about future events or expectations based on what has previously occurred.</th>
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I can clarify meaning from the vocabulary words with the identified level of accuracy.
Vocabulary words include: Stamp Act, Boston Massacre, Revolutionary War, Shay’s Rebellion, Continental Congress Sherman’s Great Compromise.

| 0 | 1 = 40% | 2 = 60% | 3 = 80% | 4 = 90+% |

Pre read the Cause and Effect table.
Watch the video: Shay’s Rebellion on Techer Tube
The Great Compromise Explained in 5 Minutes: US History Review Keith Hughes/2014

Jot down different clues to help you fill in your Cause and Effect table. Look for the change that occurs between cause and effect.
What document led to a change in the absolute monarchy to a constitutional monarchy that employs a parliamentary system?

1. __________________________________________

What documents helped shape the Constitution 1787?

2. ____________________ 3. ____________________ 4. ____________________

<table>
<thead>
<tr>
<th>Cause</th>
<th>Change</th>
<th>Effect</th>
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<tbody>
<tr>
<td>English Colonies Taxation without Representation</td>
<td>5. ____________________</td>
<td>American Revolution</td>
</tr>
<tr>
<td>6. ___________________________________ 1st American war fought against English Rule</td>
<td>Taxation with Representation.</td>
<td>7. ____________________ (Clue: begins with an I and it is also the name of a national holiday we celebrate.)</td>
</tr>
<tr>
<td>Shay’s Rebellion (Look up on Computer or phone)</td>
<td>State resources were not adequate to handle the rebellion</td>
<td>States called together in 8. ___________ for the 9. ________________ ____________________</td>
</tr>
<tr>
<td>Confederate Government Articles of Confederation 10. ________ has central power</td>
<td>11. ____________________ Rebellion by farmers for heavy taxing and land loss due to inability to pay taxes.</td>
<td>12. ____________________ , where central power is shared. Constitution written by the Continental Congress. 1787</td>
</tr>
<tr>
<td>The Constitution</td>
<td>An addition to</td>
<td>13. ____________________</td>
</tr>
<tr>
<td>Representation based on population v</td>
<td>Roger Sherman, 1787, delegate from Connecticut at the Continental Convention in Philadelphia. Arguments over the representation issue could not be agreed upon.</td>
<td>Connecticut Compromise Sherman’s 15. ____________________</td>
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<td>Rebellion, English Bill of Rights 1689</td>
<td>16. ____________________</td>
<td>Constitutional Monarchy</td>
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What document led to a change in the absolute monarchy to a constitutional monarchy that employs a parliamentary system?

The English bill of Rights, 1689

What documents helped shape the Constitution 1787?

Magna Carta 1215, English Bill of Rights 1689, Articles of Confederation 1781

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<tr>
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American Revolution Chapter review and question development.
R.1.a Comprehend explicit details and main ideas in text.
R.2.b Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.
R.2.c Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.
SSP.3.b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.
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<td>I can identify the main idea or central theme in a passage.</td>
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I can clarify meaning from the vocabulary words with the identified level of accuracy.
Vocabulary words include: oppressive, tyranny, unicameral, colony, charter, boycott, minutemen, declaration

| 1 = 40% | 2 = 60% | 3 = 80% | 4=90+% |

Complete the Chapter Review Quiz. Give yourself 30 minutes to complete. You are timing yourself to become comfortable answering questions, with the clock ticking, as a preparation for the actual test. If you go past the time allotted, continue to finish the test. Make a mark on your paper to show where you were when the time ended and use this as a measure to improve upon as you proceed onto the next chapter review quiz.
Vocabulary Review

**Directions:** Complete the sentences using the following key terms and vocabulary words:

- unicameral
- colony
- charter
- minutemen
- declaration
- boycott

1. After the Stamp Act, colonists agreed to ___________ English goods.
2. The leaders of the Connecticut colony signed a ___________ that later served as a model for the U.S. Constitution.
3. The Queen of England set up a ___________ in North America to gain access to the resources in the new land.
4. The Second Continental Congress signed a ___________ of independence that was drafted by Thomas Jefferson.
5. The soldiers who were prepared to fight with little notice were known as ___________.
6. A legislature that has only one chamber is called a ___________ legislature.

Skill Review

**Directions:** Choose the best answer to each question.

1. Rules of laws to govern a settlement were called a
   A. charter.
   B. compact
   C. article.
   D. policy

2. What was one effect of the Townshend Act?
   A. Colonists agreed to meet with British Parliament in a congress
   B. The British sent troops to attack colonists at Lexington and Concord
   C. A group of colonists attacked British troops in Boston.

3. What was the main cause of the Boston Tea Party?
   A. Parliament passed the Tea Act.
   B. Colonists threw tea into the ocean.
   C. Parliament repealed the Tea Act.
   D. Colonists formed the Continental Congress.

4. What is the significance of the Articles of Confederation?
   A. The British king approved of the Articles
   B. The Articles was the first plan of government of the united colonies
   C. The Articles ended the Revolutionary War.
   D. The U.S. Constitution was based on the Articles.
Skill Practice

Directions: Read the passages. Then answer the questions that follow.

Declaring Independence

In January 1776, Thomas Paine published Common Sense. Offering “simple facts, plain arguments, and common sense,” his pamphlet was an attack on King George III. In it, Paine called the king “a royal brute” who ruled by force. He insisted that the king had lost any claim to the colonists’ loyalty and urged the colonists to declare independence. Paine put into words what many colonists were thinking and helped convince others. Common Sense became a bestseller. Paine’s message also had a political impact. It led many colonists to urge the delegates in Philadelphia to vote for independence.

In the Declaration of Independence, Jefferson took care to explain why the colonists were cutting their ties with Great Britain. People, he wrote, “are endowed by their Creator with certain unalienable Rights.” Among them are the right to “Life, Liberty, and the pursuit of Happiness.” All people, he said, are justified in getting rid of any government that abuses those rights. He then included a long list of abuses by King George III. He charged with king with trying to establish “an absolute Tyranny over these States” By basing the Declaration on broad principles that apply to all people, Jefferson made the document a declaration of human rights. He defended everyone’s right to get rid of an oppressive government. This has made the Declaration a timeless, living document. It continues to inspire people searching for freedom, liberty, and dignity.

1. What was the effect of Common Sense on colonists?
   A. The pamphlet spurred colonists to urge delegates to vote for independence
   B. Colonists decided to side with King George III and Great Britain
   C. Thomas Jefferson wrote to King George asking for independence.
   D. Thomas Paine charged King George III with being a “royal brute.”

2. What is the central idea of the paragraph about the Declaration of Independence?
   A. Thomas Jefferson was an eloquent writer and a great leader
   B. The Declaration of Independence defends the human rights of all people
   C. King George III was a tyrant and a brute who could not be trusted.
   D. American colonists were grateful to Thomas Paine for writing Common Sense

3. Which definition best matches the use of the word tyranny in the second paragraph?
   A. democratic
   B. honored
   C. fair and just rule
   D. cruel and unfair rule

4. Which definition best matches the use of the word oppressive in the second paragraph?
   A. democratic
   B. severe
   C. tolerable
   D. agreeable

Writing Practice

Directions: Read the paragraph about Common Sense on this page. Write a paragraph describing the effect this print media had on the colonists.

American Revolution