Vocabulary Preview

Directions: Find the meaning of each vocabulary term from Chapter 9. Write the meaning on the lines provided. You may use your glossary.

Second Continental Congress
[Blank line]

Continental Army
[Blank line]

Olive Branch Petition
[Blank line]

Declaration of Independence
[Blank line]

traitor
[Blank line]

Green Mountain Boys
[Blank line]

mercenary
[Blank line]

Battle of Saratoga
[Blank line]

Treaty of Paris
[Blank line]

Notes for Home: Your child learned about the American Revolution.

Home Activity: Help your child learn the terms and their meanings by using each term in a sentence.
Lesson 1: Declaring Independence

Directions: Put the events in the sequence chart in the correct order. Number the events from 1 (earliest) to 10 (latest). Write the numbers on the blank lines before the boxes.

1. Thomas Paine publishes *Common Sense*.
2. Congress attempts to avoid war by sending a petition to King George III.
3. The Continental Army is formed.
4. George Washington agrees to command the army.
5. The Declaration of Independence is signed by the members of Congress.
6. King George wants to “put a speedy end” to the illegal rebellion in the colonies.
7. The Second Continental Congress is held.
8. Congress decides to vote for independence.

Notes for Home: Your child learned about Congress’s decision to declare independence.

Home Activity: With your child, write a cause and effect for each event in this lesson on a separate slip of paper. Cut apart each cause and effect. Mix up the slips of paper and have your child put them back in the correct sequence.
Lesson 2: Patriots at War

Directions: Answer the questions on the lines provided. You may use your textbook.

1. How did winning the Battle of Fort Ticonderoga help the Patriots later in the war?

2. Why did the British hire mercenaries to fight the war?

3. How did the American victory at Trenton affect Americans?

4. How did winning the Battle of Saratoga affect the remainder of the war?

5. Why did African American Patriots fight in the war?

Critical Thinking: Who said, “I only regret that I have but one life to lose for my country”? Explain this quote.

Notes for Home: Your child learned about people who contributed to the American Revolution. Home Activity: Ask your child to explain why it was important for individual colonists to contribute to the war effort. Have him or her show you examples of these brave Patriots in the text.
Lesson 3: The World Turned Upside Down

Directions: Identify the cause and effect in each row. Label each item “Cause” or “Effect” in the space provided. Then draw an arrow between the boxes to show which event led to the other. The first one has been done for you.

### Cause

1. New soldiers and food arrive at Valley Forge. Von Steuben, a German officer, trains Washington’s men.

2. France and Spain join the Americans in the war against Britain.

3. Spanish victories weaken British power in what is now the Southeast region of the United States.

4. The British capture Savannah, Georgia.

5. Patriots such as Francis Marion, known as the Swamp Fox, and Nathanael Greene use unconventional tactics against the British.


7. The Treaty of Paris is signed.

### Effect

1. American soldiers turn into a stronger, professional army.

2. The American war effort receives more ships, soldiers, and money.

3. Spanish troops from Spanish Louisiana capture British forts along the Mississippi River and Gulf of Mexico.

4. The British are unable to defeat the Americans in the North and try a new strategy, hoping to find more Loyalists.

5. The British grow frustrated and tired and change their strategy.

6. The Americans and the French surround the British at Yorktown.

7. Great Britain recognizes the United States of America as an independent nation.

Notes for Home: Your child learned to identify causes and effects.

Home Activity: Explain to your child that sometimes cause-and-effect relationships are worded as “if ... then ...” statements. Together, change each of the cause-and-effect relationships in the lesson to an “if ... then ...” statement.
The American Revolution was a long-lasting and difficult battle for independence. Although this war often is portrayed as being fought entirely by men, this is not true. Women contributed to the war effort in a number of ways.

The struggle for independence was not limited to battles on the battlefield. It included caring for the soldiers as well as providing funding to keep the effort going. For a time, Washington’s army struggled because it had insufficient food and inadequate clothing for protection from the elements. George Washington’s wife, Martha, and many other women prepared food for the soldiers and cared for the wounded.

These patriotic women reasoned that independence was for everybody, not just for the soldiers. Martha Washington and other women sewed and mended the soldiers’ clothing. They also knitted socks for the soldiers, who often had gone barefoot in battle and in the snow, risking their health and their lives.

History also tells of women participating on the battlefield. One story tells of a woman who joined the army under a man’s name. She fought in numerous battles and was wounded twice before her secret was revealed. Another woman reportedly took her husband’s place in battle after his death.

Published writings also helped support the war effort. Women wrote and published songs and other works in an effort to boost soldiers’ morale and increase public awareness. The better informed people were, the more likely they were to support the war effort with money and various types of volunteer service.

1. Which sentence tells you the main idea of the passage?

2. Which sentence in the passage is a generalization?

3. What generalization can you make about the passage?

Notes for Home: Your child learned how to make generalizations.
Home Activity: With your child, practice making both true and false generalizations about events in your daily lives. Discuss what types of mistakes lead to false generalizations.
Vocabulary Review

Directions: Match each vocabulary term from Chapter 9 to its cause, clue, or definition. Write the term in the space provided.

<table>
<thead>
<tr>
<th>Term</th>
<th>Cause, Clue, or Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Continental Congress</td>
<td>Great Britain recognizes the United States of America as an independent nation.</td>
</tr>
<tr>
<td>Continental Army</td>
<td>Colonial militias clashing with British soldiers at Concord and Lexington cause American leaders to meet and make many decisions.</td>
</tr>
<tr>
<td>Olive Branch Petition</td>
<td>Determined to win the war against the Americans, King George hires German soldiers to fight for Britain.</td>
</tr>
<tr>
<td>Declaration of Independence</td>
<td>This was necessary for America to defend itself against the British army.</td>
</tr>
<tr>
<td>traitor</td>
<td>Britain attempts to take control of Lake Champlain and the Hudson River.</td>
</tr>
<tr>
<td>Green Mountain Boys</td>
<td>Congress prepares a document in an effort to gain every colony’s support. The document explains the Americans’ reasons for breaking with Britain.</td>
</tr>
<tr>
<td>Treaty of Paris</td>
<td>This was a group of Patriot soldiers from Vermont, led by Ethan Allen.</td>
</tr>
<tr>
<td>mercenary</td>
<td>Congress offers a peaceful solution to the problem with Britain.</td>
</tr>
<tr>
<td>Battle of Saratoga</td>
<td>Benedict Arnold fights for the British in exchange for money.</td>
</tr>
</tbody>
</table>

Notes for Home: Your child learned about events of the American Revolution.

Home Activity: With your child, examine each of the given causes, clues, and definitions and underline key words. Encourage your child to use these key words to remember the meanings of the chapter 9 vocabulary terms.