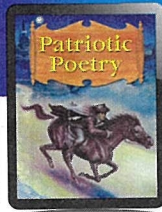
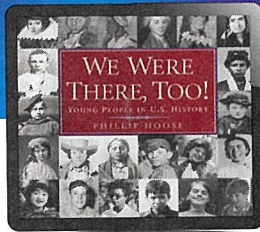


Lesson

15



Q LANGUAGE DETECTIVE

Talk About the Writer's Words

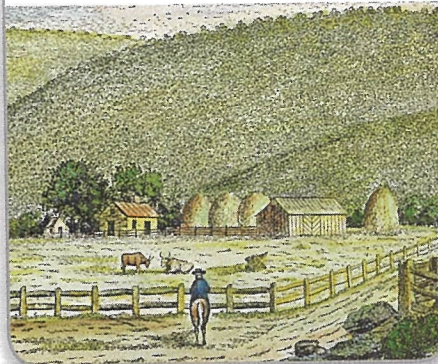
Work with a partner. Take turns asking and answering questions about the photos. Use the blue Vocabulary words in your questions and answers.

Vocabulary in Context

1

rural

Many colonial children lived with their families in **rural** areas, on farms in the countryside.



2

tedious

These children are bored by the **tedious**, dreary chore of collecting firewood.



3

lacked

Colonial soldiers who **lacked** shoes at Valley Forge wrapped their feet in cloth.



4

personally

In wealthy homes, family members were often **personally** attended by servants.



- ▶ Study each **Context Card**.
- ▶ Use a dictionary to clarify the part of speech of each Vocabulary Word.

5 **organize**

Only after their chores were done could colonial children set up, or **organize**, games.



6 **mocking**

Troublesome students had to wear a dunce cap **mocking** their misbehavior.



7 **efficient**

Girls learned to be **efficient** when they sewed. They didn't waste scarce thread.



8 **summons**

This painting of a girl **summons**, or calls up, thoughts of childhood in colonial America.



9 **mimic**

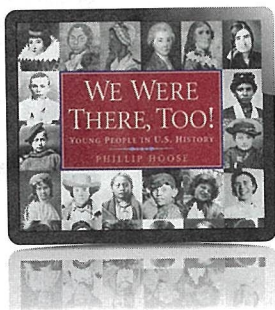
Colonial girls created **mimic**, or make-believe, situations to act out with their dolls.



10 **peal**

On Washington's birthday in 1846, a ring, or **peal**, of the Liberty Bell made it crack.

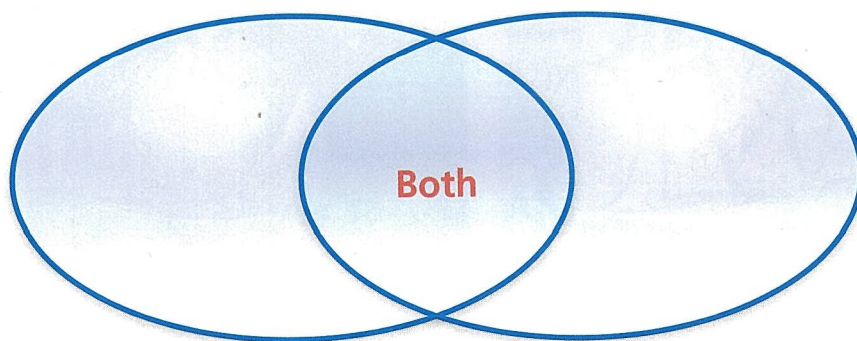




Read and Comprehend

✓ TARGET SKILL

Compare and Contrast The selection “We Were There, Too!” allows readers to compare and contrast the experiences of two young people involved in the American Revolution. As you read, look for text evidence that helps you think about how the situations, motives, and traits of the two subjects are alike and different. Use a graphic organizer like this one to record similarities and differences between the two patriots.



✓ TARGET STRATEGY

Monitor/Clarify As you read the selection, pause frequently to **monitor** how well you understand what you are reading. Reread sections of the text or ask questions to help you **clarify**, or figure out, any details that don’t make sense.

PREVIEW THE TOPIC

Patriotism

Patriotism is love for one's country. During the Revolutionary War, many colonists showed their patriotism by fighting for their new nation's freedom from British rule. At first, there was no regular American army, so colonists organized militias—armed forces made up of ordinary people rather than professional soldiers. Some of the key early battles of the Revolutionary War were fought by militia troops.

"We Were There, Too!" describes how two American teens showed their patriotism, one by enlisting in the army and the other by traveling across the countryside to call members of the militia to battle.

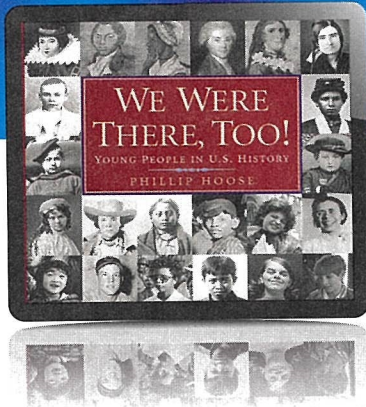


Talk About It

Think about ways that people show patriotism. Write your ideas. Then share your ideas with your classmates. Remember to listen carefully and take turns speaking.

Lesson 15

ANCHOR TEXT



✓ GENRE

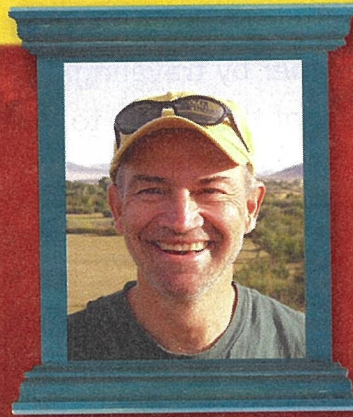
Biography is an account of a person's life told by someone else. As you read, look for:

- ▶ information about why the person is important
- ▶ events from the person's life in time order
- ▶ a third-person point of view

MEET THE AUTHOR

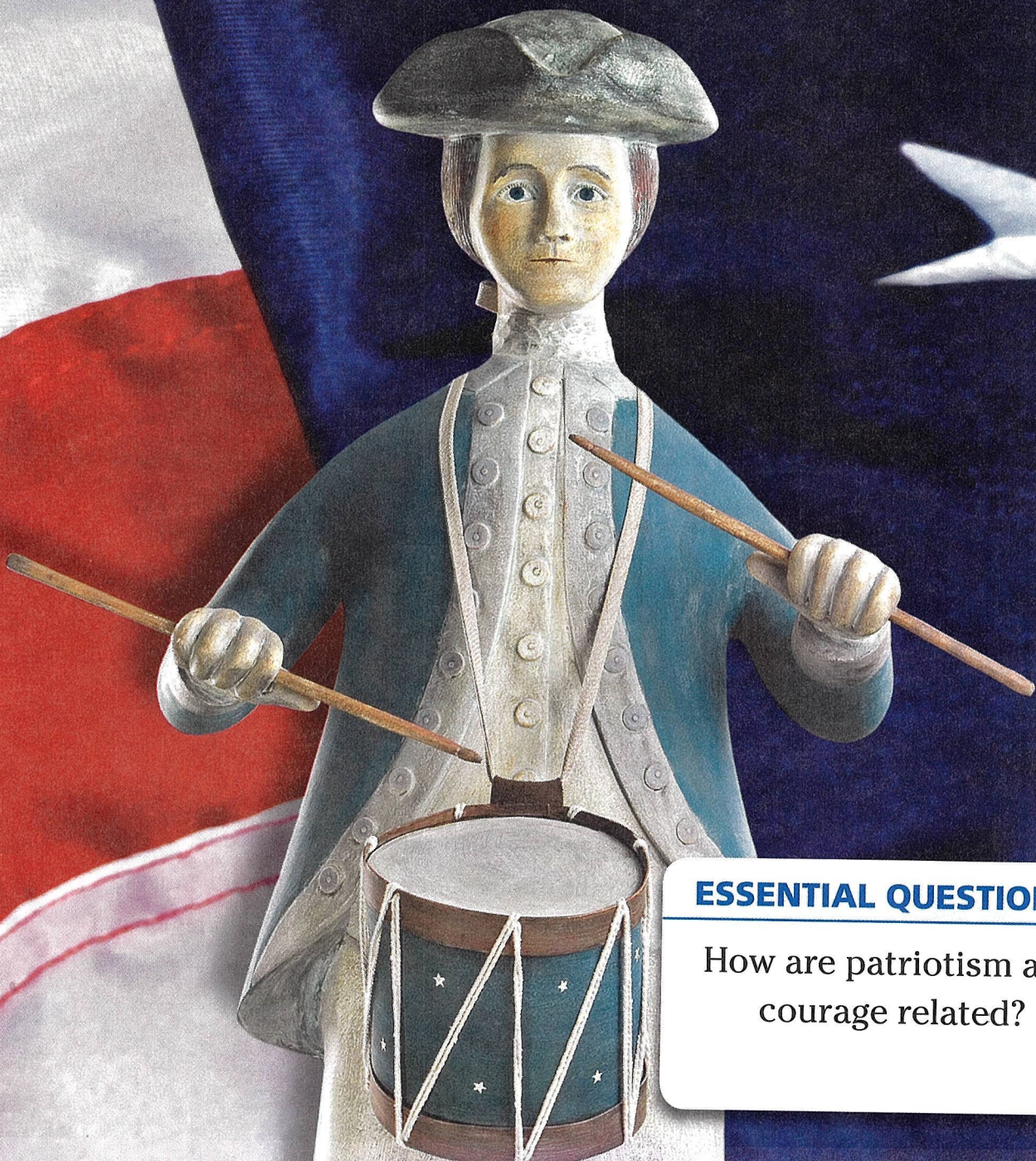
Phillip Hoose

The idea for *We Were There, Too!* came to Phillip Hoose while he was interviewing a young social activist named Sarah Rosen for his book *It's Our World, Too!* She said, "We're not taught about younger people who have made a difference. Studying history almost makes you feel like you're not a real person." Hoose decided to change that by writing about our nation's history through the stories of more than seventy amazing young people.



We Were There, Too!

by Phillip Hoose



ESSENTIAL QUESTION

How are patriotism and courage related?

“The smell of war began to be pretty strong.”

Joseph Plumb Martin:

“And Now I Was a Soldier”

Milford, Connecticut, 1775

Joseph Plumb Martin was a tall, strong, hardworking boy who grew up on his grandparents' farm in Connecticut. Though he never went to school, he managed to write one of the best diaries of the Revolutionary War.

Joseph Martin forced the metal plow deep down into the soil while his grandfather walked alongside, guiding the horse that pulled it. It was a fresh April morning, a perfect planting day. Suddenly the silence was broken by the sound of bells and gunshots in Milford. Joseph dropped the plow and dashed into town, his grandfather following behind as fast as he could.

A crowd was gathered in front of the tavern, where an express rider from New Haven shouted news of three days before: There had been a bloody battle in Concord, Massachusetts. Many were dead. Soldiers were needed now. A silver dollar was the reward for anyone who would enlist in the American army and march off to New York to join General Washington.



Joseph was only fourteen, a year too young to enlist. Until that day, his thoughts about soldiering had always been clear: “I felt myself to be a real coward. What—venture my carcass where bullets fly! That will never do for me. Stay at home out of harm’s way, thought I.”

But now friends his age and even younger were scrawling their names and grabbing up those dollars while adults cheered. Joseph was torn. He hated to stay home while his friends marched off to glory, and the thought of a whole silver dollar made “the seeds of courage begin to sprout,” but he needed more time to get used to the idea. Two months later, he was ready. On June 25, 1776, Joseph slipped away from his grandparents’ house and hiked into town, his mind made up to enlist for six months, the shortest term possible. When a group of boys he knew saw him coming, they began to taunt him:

“Come, if you will enlist, I will,’ says one.


“You have long been talking about it,’ says another.

“Come, now is the time.’



REGULARS

Unlike militiamen, who volunteered to fight when men were needed, the Continentals—or “regulars”—were professional soldiers who got paid to enlist and fight in the army. Continentals and militiamen often fought together in battle. Each Continental soldier got assigned to a company of eighty-six men. Eight companies made up a regiment, also called a battalion. The Continental army had twenty-six regiments of foot soldiers, one of riflemen, and one of artillerymen.



“Thinks I to myself, I will not be laughed into it or out of it. I will act my own pleasure after all. . . . So seating myself at the table, enlisting orders were immediately presented to me. I took up the pen, loaded it with the fatal charge, made several **mimic** imitations of writing my name, but took especial care not to touch the paper with the pen until an unlucky [friend] who was leaning over my shoulder gave my hand a strike which caused the pen to make a woeful scratch on the paper. ‘O, he has enlisted,’ said he. . . . Well, thought I, I may as well go through with the business now as not. So I wrote my name fairly upon the indentures. And now I was a soldier, in name at least.”

His grandparents were unhappy, but they “fit him out” with clothing, a musket, and powder. His grandmother gave him cheese and cake and stuffed it into his knapsack. He sailed to New York City to join a Connecticut company. For more than a month all they did was march in parades and practice battle drills. Joseph’s biggest problem was getting used to the food—salt pork or boiled beef, hard bread, and turnips or boiled potatoes.

ANALYZE THE TEXT

Text Structure To tell Joseph Plumb Martin’s story, the author uses a sequence-of-events text structure. How does this text structure help you better understand Joseph’s choices and actions?



A young man **summons** his courage and signs the enlistment roster that will make him a soldier in the Continental army.

But even as they practiced, hundreds of British warships were arriving at nearby Staten Island, unloading 32,000 redcoated soldiers. Late in August, Joseph's company was ordered to Long Island to stop British forces from taking New York City. Just before they marched off, Joseph climbed onto the roof of a house and squinted in the direction of the battlefield: "I distinctly saw the smoke of the field artillery, but the distance and the unfavorableness of the wind prevented my hearing their report, at least but faintly. The horrors of battle then presented themselves to my mind in all their hideousness. I must come to it now, thought I."



They took a ferry across the East River to Brooklyn and marched toward a field, the shots growing louder and louder with each step until they boomed like thunder. “We now began to meet the wounded men, another sight I was unacquainted with, some with broken arms, some with broken heads. The sight of these a little daunted me, and made me think of home.”


And then all at once he was fighting, too. “Our officers . . . pressed forward towards a creek, where a large party of Americans and British were engaged. By the time we arrived, the enemy had driven our men into the creek . . . where such as could swim got across. Those that could not swim, and could not procure anything to buoy them up, sunk.”

On the opposite bank of Gowanus Creek he could make out a long row of British soldiers—professional warriors from what was then the best army in the world. They stood straight and tall in red jackets as they fired on command at the retreating Americans. The creek was filling up with American bodies. Joseph’s company shot back furiously, trying to provide cover for those still thrashing through the water.

Then they marched on to a part of Manhattan called Kip's Bay and readied themselves for another battle. One night they camped so close to a British warship that Joseph could overhear soldiers on board **mocking** the Americans. Early on a Sunday morning, Joseph slipped into an unlocked warehouse for a rare moment of privacy and peace. He was seated on a stool, reading some papers he'd discovered, when "all of a sudden there came such a **peal** of thunder from the British shipping that I thought my head would go with the sound. I made a frog's leap and lay as still as I possibly could and began to consider which part of my carcass would go first." They were soon dashing for their lives, leaping over the bodies of their friends. As Joseph put it, "fear and disorder seemed to take full possession of all and everything that day."

RECRUITING FOR THE CONTINENTAL ARMY

After the wave of enthusiasm that gripped Joseph Plumb Martin and his friends in 1775, recruiting for the army got harder each year. Part of the problem was that the Continental soldiers faced the well-equipped British forces in ragged uniforms that they had to provide for themselves. Often they fought with muskets that **lacked** bayonets. Food was scarce and soldiers were not always paid on time, if at all. Not that it mattered much—privates got only about seven dollars a month. Some soldiers deserted, but many more remained out of a desire for independence and a respect for General George Washington.



Joseph was still alive when October came and cool weather set in, and life got even more uncomfortable: “To have to lie, as I did almost every night on the cold and often wet ground without a blanket and with nothing but thin summer clothing was tedious . . . In the morning, the ground [often was] as white as snow with hoar frost. Or perhaps it would rain all night like a flood. All that could be done in that case was to lie down, take our musket in our arms and pack the lock between our thighs and ‘weather it out’.”

When Joseph was discharged from the Continental army on Christmas Day, 1776, he felt older than fifteen. A battle-tested patriot, he was proud that he had stood his ground against the British. He set off for home, fifty-two miles away, with four shillings of discharge pay in his pocket and enough stories to get him through the winter and more. He farmed for a year, got bored, and reenlisted. When the war ended six years later, he was still a soldier. And he was also a free citizen of a new nation.

WHAT HAPPENED TO JOSEPH PLUMB MARTIN?

He moved to Maine in 1794 and began to farm. He married and became the father of five children. He loved to write, tell stories, and draw pictures of birds. When he was seventy, his Revolutionary War account was published. He died in Maine at the age of ninety.

ANALYZE THE TEXT

Text and Graphic Features On pages 450–456, the author uses text and graphic features such as quotes, headings, feature boxes, images, and captions. What do these features help you understand about Joseph and the Revolution?





“The British are burning Danbury! Muster at Ludington’s!”

Sybil Ludington:

Outdistancing Paul Revere

Fredericksburg, New York, April 26, 1777

Nearly everyone has heard of the midnight ride of Paul Revere. That’s mainly because Henry Wadsworth Longfellow wrote a poem about it soon after it happened. But far fewer people know that two years later a sixteen-year-old girl rode much farther over rougher roads. Alone and unarmed, Sybil Ludington raced through the night for freedom.

Just after dark on the rainy evening of April 26, 1777, Colonel Henry Ludington, commander of a regiment of militiamen near the New York–Connecticut border, heard a rap at his door. Outside stood a saluting messenger, rain streaming from his cape. His words came fast. British soldiers had just torched the warehouse in Danbury, Connecticut. Food and guns belonging to the Continental army were being destroyed. Soldiers were burning homes, too. Could Colonel Ludington round up his men right away?

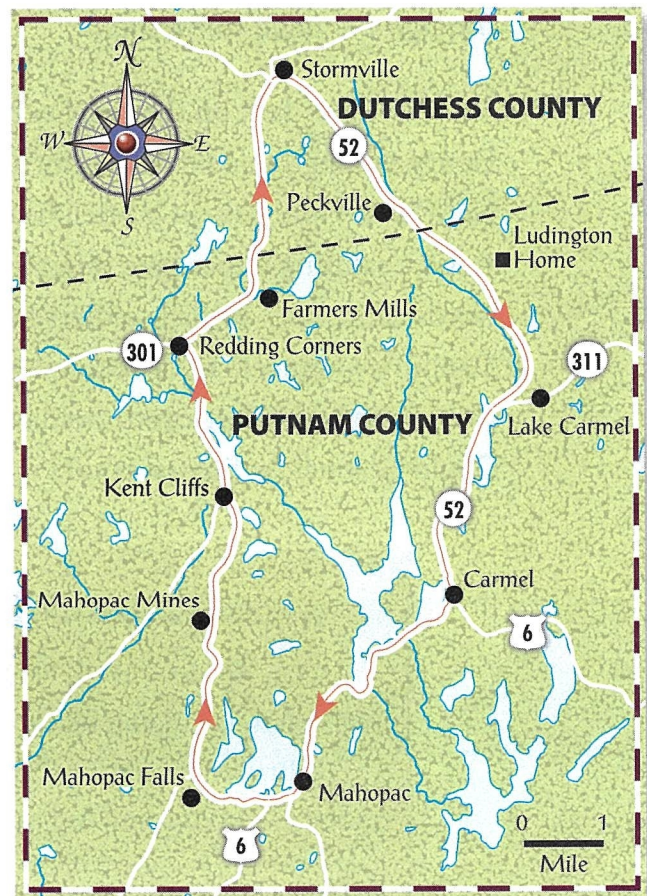
SYBIL RODE FARTHER

On April 18, 1775, Paul Revere raced from Boston to Lexington to warn American rebel leaders, “The British are coming!” He rode fourteen miles on good roads for some two hours, while Sybil Ludington rode all night—nearly forty miles over cart tracks and rutted fields in the blackness of rural farm country.

It was easier said than done. Colonel Ludington's militiamen were farmers and woodsmen whose homes were scattered throughout the countryside. Someone would have to go get them while the colonel stayed behind to **organize** them once they arrived. But who? Who besides he himself knew where they all lived and could cover so many miles on horseback in the dead of night? Deep in thought, he heard his daughter Sybil's voice. She was saying that she wanted to go.

For Sybil Ludington it was an unexpected chance to help the war effort. As the oldest of eight children, her days were filled with chores and responsibilities. Still, each week when her father's men drilled in their pasture, she paused from her work to watch them. She wished she could fight. People kept saying she was doing her part for liberty at home, but she wanted to do more. Suddenly, with this emergency on a rainy night, she had a chance.

The route of Sybil Ludington's night ride through the New York countryside

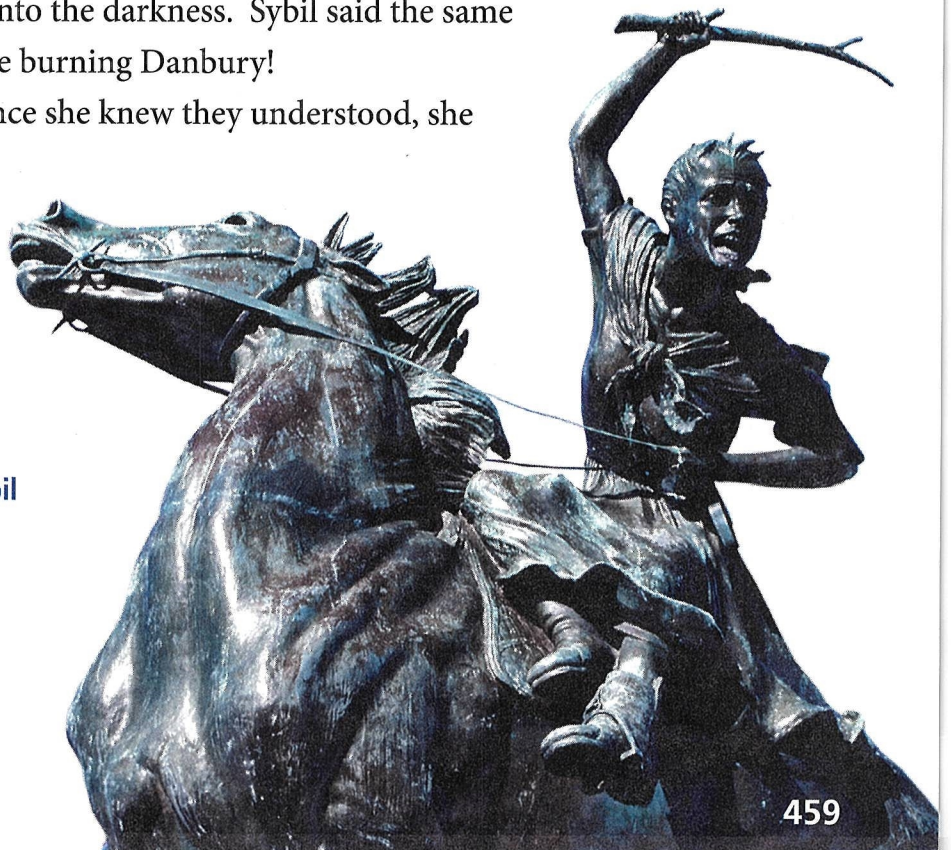


Her father looked at her. How could he let her take such a risk? The whole countryside was full of armed men. There were skimmers and cowboys who stole cattle for the British, soldiers from both sides, and deserters trying to get back home under cover of darkness. But Sybil was right: She knew every soldier in her father's unit and she was a fine rider. Rebecca, her next oldest sister, could mind the children. Most of them were already asleep anyway.

Colonel Ludington walked with Sybil out to the barn and held a lantern while she threw a saddle over her yearling colt, Star. Together father and daughter went over the names of his men and where they lived. Then the colonel watched Sybil disappear into the darkness.

It was raining hard. Sybil put away thoughts of who might appear in the roadway and concentrated on the road map in her head. With no time to lose, she had to reach all the men, taking the most **efficient** route possible. She picked up a long stick to bang on doors. That way she wouldn't have to waste time dismounting and getting back on Star. One by one, hearing the rap of the stick, the sleepy farmers cracked their doors open, some poking muskets out into the darkness. Sybil said the same thing to all: "The British are burning Danbury! Muster at Ludington's!" Once she knew they understood, she galloped off, refusing all offers of rest and refreshment.

This bronze statue of Sybil Ludington riding Star is in Carmel, New York.





In 1975, the U.S. Postal Service issued a Sybil Ludington stamp to mark the American Bicentennial.

It took her till dawn to get back home. She was soaked and sore, but as she rode up to her farm she could hear the sounds of drums and bugles. Many of her father's men were already there, getting ready to march. Soon her father's militia set off to join five hundred other Colonial soldiers. They missed the British at Danbury but finally fought and defeated them at Ridgefield, Connecticut, a few weeks later.

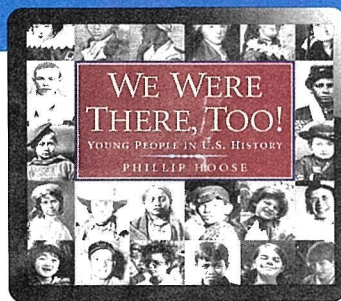


WHAT HAPPENED TO SYBIL LUDINGTON?

Word of Sybil's ride got around. George Washington thanked her **personally**, and Alexander Hamilton wrote her a letter of appreciation. When she was twenty-three, Sybil married her childhood sweetheart, Edmond Ogden, and became the mother of four sons and two daughters. Sybil died in New York at the age of seventy-seven. There is a bronze statue of Sybil Ludington atop Star at Lake Gleneida in Carmel, New York. In 1975, an eight-cent U.S. postage stamp was issued in her honor.

ANALYZE THE TEXT

Compare and Contrast What similarities and differences do you see between Joseph's and Sybil's actions during the Revolution? Use text evidence to support your answer.



Dig Deeper

Use Clues to Analyze the Text

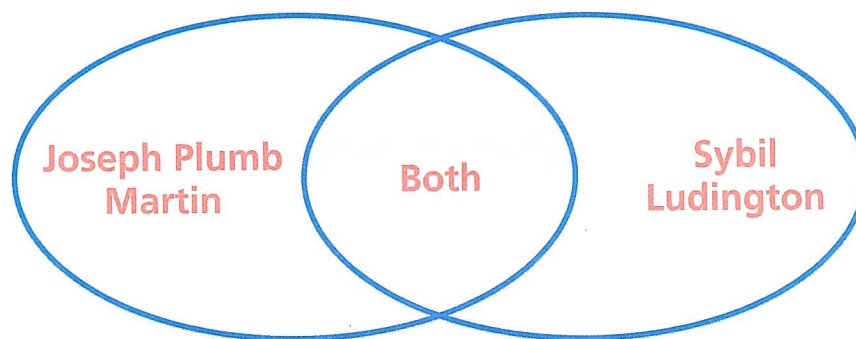
Use these pages to learn about Comparing and Contrasting, Text and Graphic Features, and Text Structure. Then read “We Were There, Too!” again to apply what you learned.

Compare and Contrast

When you **compare and contrast** the actions of two or more historical figures, you learn more about each one’s character. The things they do and the choices they make show who they are inside.

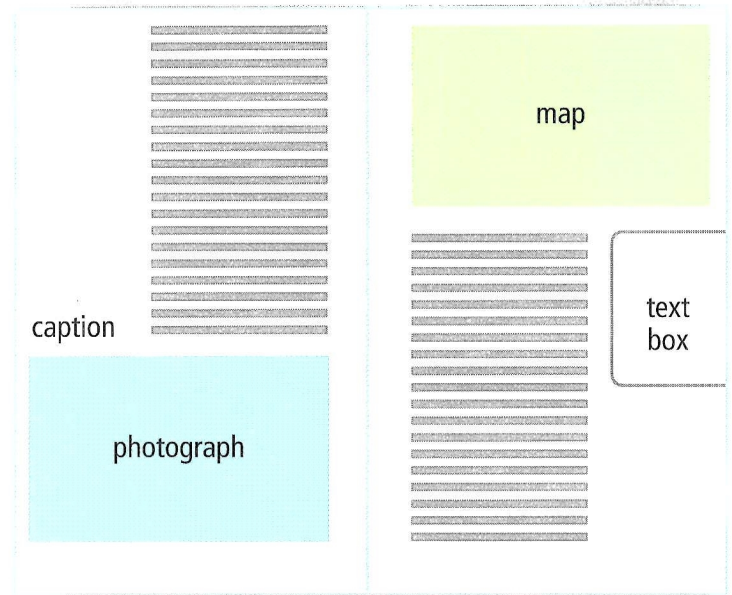
In “We Were There, Too!” Joseph Plumb Martin and Sybil Ludington are similar in that they act on behalf of their country. Their behaviors are alike in other ways, too, but they also have some important differences.

Recording text evidence in a Venn diagram like the one below will help you keep track of similarities and differences between Joseph Plumb Martin and Sybil Ludington.



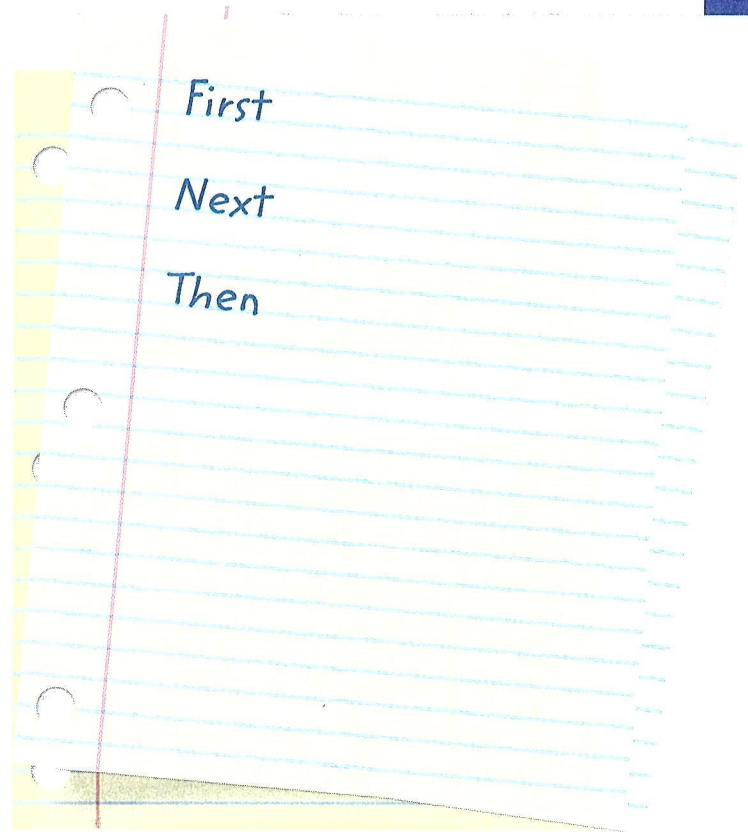
Text and Graphic Features

Text and graphic features include captions, images, maps, headings, and text boxes. Several of these elements are used throughout “We Were There, Too!” to give readers additional information or to help them visualize an important concept. For example, on page 451, the term *regulars* is explained in a separate text box. This feature provides helpful information for readers without interrupting the biography.



Text Structure

The way the information in a text is organized is its structure. In biographies, authors often use a sequence-of-events **text structure**. They tell about the person's life in chronological, or time, order. Signal words and phrases such as *for more than a month*, *just before*, *first*, *next*, and *then*—as well as dates—inform the reader that a sequence-of-events text structure is being used. They also help readers understand the text by showing the relationships between events.



Your Turn

RETURN TO THE ESSENTIAL QUESTION



Review the selection to prepare to discuss this question: *How are patriotism and courage related?* Share your ideas with a partner and elaborate on each other's insights.



Classroom Conversation

Continue your discussion of "We Were There, Too!" by using text evidence to answer these questions:

- 1 Why does the author include details that show Joseph Plumb Martin's reluctance to enlist?
- 2 What do Sybil Ludington's actions reveal about her character?
- 3 How would you define *courage* after reading this selection?

YOUNG HEROES

Make a Speech Why is it important to know about young people who have changed history for the better? With a partner, compose a speech that you might give to an audience of writers. Explain why they should write more about young heroes in history. Use quotations and evidence from "James Forten" (Lesson 14) and "We Were There, Too!" to support your opinions and reasons.



Performance Task

WRITE ABOUT READING



Response Consider the impressions you have of Joseph Plumb Martin and Sybil Ludington after reading their biographies. How are they similar and different? Which person do you admire more? Why? Write a paragraph in which you compare and contrast these historical figures and their accomplishments. Provide text evidence and quotations to support your ideas.

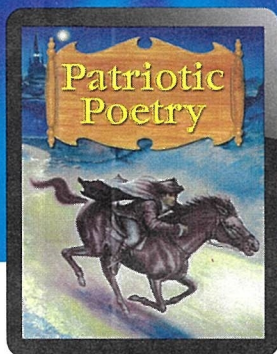


Writing Tip

State your opinion at the beginning of your response. Then make sure you support your reasons with specific details and quotations from the text.

Lesson 15

POETRY



✓ GENRE

Poetry uses the sounds and rhythms of words to suggest images and express feelings in a variety of forms.

✓ TEXT FOCUS

Rhyme Rhyming patterns, or rhyme schemes, establish rhythm and make poems memorable. You can identify a poem's rhyme scheme by assigning each line a letter based on the sound of its end word. Lines that rhyme are assigned the same letter. The rhyme scheme of the first stanza of this poem, for example, is *aabba*.

Patriotic Poetry

On April 18, 1775, the sight of lights in a church steeple summons Paul Revere to ride from Charlestown to Lexington, warning people that the British are coming. Other patriots, such as Sybil Ludington, make similar rides at other times, but Revere becomes a huge legend. One reason is the following poem, part of which is shown here.

The Midnight Ride of Paul Revere

by Henry Wadsworth Longfellow

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower, as a signal light,—
One if by land, and two if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

[Therefore], his friend, through alley and street

Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore. . . .

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul
Revere. . . .

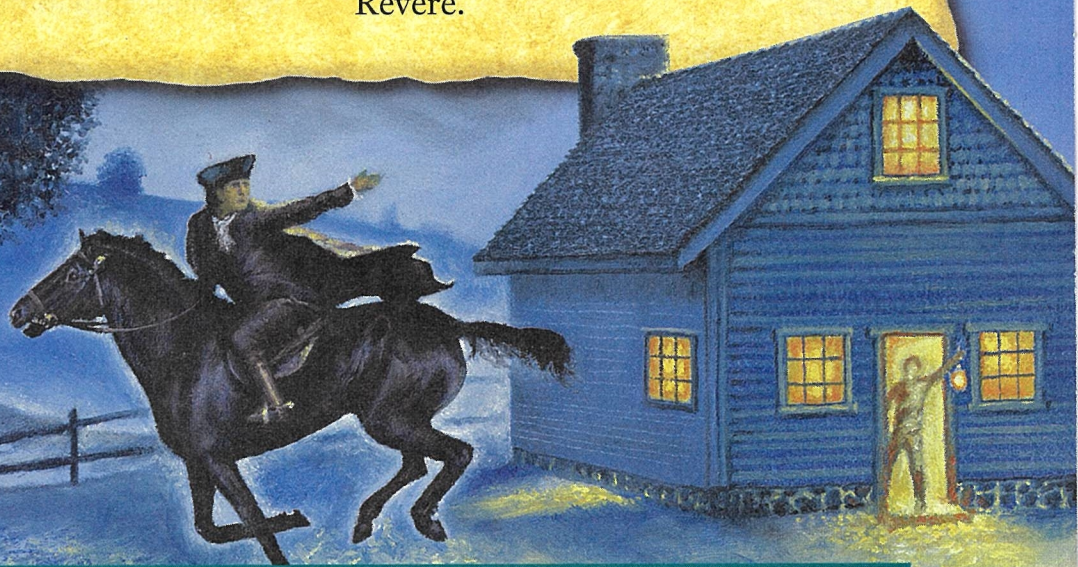
Now he patted his horse's side,
Now he gazed on the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle girth;
But mostly he watched with eager search
The belfry tower of the Old North Church,
As it rose above the graves on the hill,
Lonely and spectral and somber and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!



Most of colonial America lacked good roads, especially in rural areas. Travel was often slow and tedious. A fast horse was the most efficient way to travel. The peal of a horse's hooves was as common then as the roar of a car engine is today.

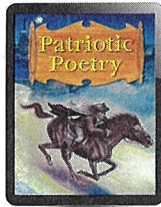
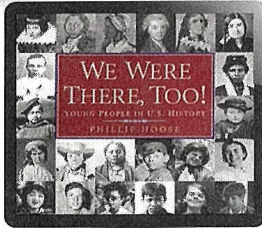
A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in
passing, a spark
Struck out by a steed flying fearless and fleet;
That was all! And yet, through the
gloom and the light,
The fate of a nation was riding that
night;
And the spark struck out by that steed, in
his flight,
Kindled the land into flame with its
heat. . . .

So through the night rode Paul Revere;
And so through the night went his cry of
alarm
To every Middlesex village and farm,—
A cry of defiance, and not of fear,
A voice in the darkness, a knock at the
door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and
need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight-message of Paul
Revere.



Write a Patriotic Poem

Patriotism is the love that one personally feels for one's country. Write a patriotic poem with a rhyme scheme. First, brainstorm a list of ideas to organize your thoughts. You may create a mimic of Longfellow's style by beginning your poem with "Listen, and you shall hear. . . ." Then follow with your own story. Use rhyme to establish rhythm in your poem or to make parts of it more memorable for readers. Try to use figurative language in your writing, and include vocabulary words such as *mocking*.



Compare Texts

TEXT TO TEXT

Compare Texts About Patriotism "We Were There, Too!"

"James Forten," and "They Called Her Molly Pitcher" are about individuals making a difference during the American Revolution. With a partner, compare and contrast the text structures and main ideas of these selections. Then review the events in each selection. What does seeing events unfold in the same ways the people featured in the texts did help you understand about their experiences?



TEXT TO SELF

Express Your Views Think about how the heroes Joseph Plumb Martin, Sybil Ludington, and Paul Revere are portrayed in the selections in this lesson. Imagine that you are a newspaper journalist. Use examples from "We Were There, Too!" and "Patriotic Poetry" to write an article about patriotism. Include appropriate language and details as support.



TEXT TO WORLD

Learn About Places As you read "Patriotic Poetry" again, write down the names of unfamiliar places that are mentioned. Research these places to help you clarify the action in the poem. Then use a map of the United States to find each location.

Grammar

What Are Transitions? **Transitions** connect sentences and ideas. Some **transition words and phrases**, such as *first*, *then*, and *finally*, indicate time order or sequence-of-events structure and may be used in narrative writing. Others appear frequently in expository or persuasive writing. These transitions include *although*, *on the other hand*, *however*, and *nevertheless*. They may show comparison or contrast, cause and effect, or other relationships between ideas.

Transition Words and Phrases

Use transitions such as these to narrate events.

As soon as Sybil heard the news, she knew what she had to do. First, she told her father her plan. After he agreed, she saddled her horse. Then she set off on her mission. Hours later, she returned home. Her work was done. Finally, she could rest.

Use transitions such as these to explain or persuade.

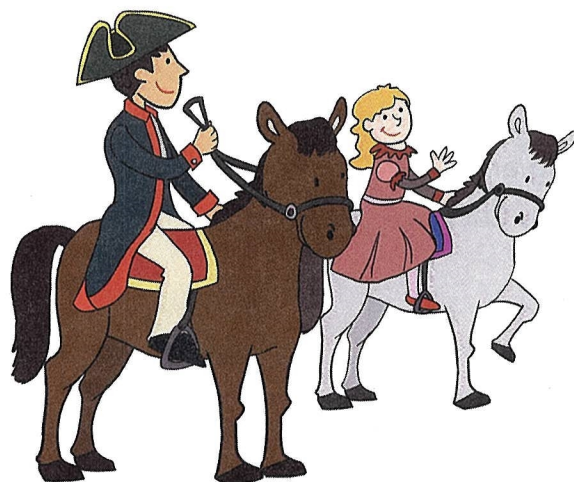
It made sense for Sybil to be the one to alert the militia. Unlike some of the other volunteers, she knew where all the soldiers lived. She was also a good rider. In addition, she was eager to help her country. Moreover, she was responsible and smart.

Try This!

Work with a partner. Identify the transitions in the sentences. Explain whether each shows time order, cause and effect, or comparison and contrast. Then use the transitions in new sentences.

- 1 At first, Joseph Plumb Martin avoided enlisting.
- 2 However, he later changed his mind.
- 3 Because of his diary, we know more about his experiences.
- 4 In addition, we have a better understanding of the Revolution.

Transitions show readers how your ideas are related. They also help your writing flow more smoothly. When you proofread your work, make sure you have used the correct type of transition and that you have placed transitions where you need them.



Unclear

Joseph Plumb Martin was more brave than Sybil Ludington. He was in constant danger. He had to serve for at least six months. He had to endure harsh living conditions. Sybil could return home. Her deed was done.

Clear

In my opinion, Joseph Plumb Martin was more brave than Sybil Ludington. As a soldier, he was in constant danger. He also had to serve for at least six months, not just one night. Furthermore, he had to endure harsh living conditions. In contrast, Sybil could return home after her task was done.

Connect Grammar to Writing

As you edit your persuasive essay this week, look for sentences with related ideas. Insert transitions where you can to make the relationships between these ideas more clear.

▶ Writing as a Process: Revise and Edit

▶ Writing Opinions: Conclude Your Argument



Reading-Writing Workshop: **Revise**

Opinion Writing

Evidence In a **persuasive essay**, you state a clear opinion, or position, about what you want your audience to think or do. Include strong reasons to support your opinion, and support those reasons with facts and examples. To avoid plagiarizing, write the facts in your own words.

Derek wrote a first draft of his persuasive essay about James Forten, using his idea-support map. Then he revised his draft by replacing weak or vague words with strong, specific words to make his ideas more convincing and clear.

Use the Writing Process Checklist below as you revise your writing.

Writing Process Checklist

Prewrite

Draft

▶ **Revise**

- Did I introduce my topic and opinion clearly?
- Did I support my opinion with logically ordered reasons, facts, and details?
- Did I use transitions to link my opinion and reasons?
- Did I provide a strong conclusion?

Edit

Publish and Share

Revised Draft

Every student studying the American Revolution will ~~teach~~^{learn} about John Adams, George Washington, and Thomas Jefferson. The name James Forten ~~can~~^{may} be less ~~known~~^{familiar}, but he, too, played an important ~~part~~^{role} in the ~~founding~~^{forming} of our nation.

James Forten was a free African whose parents had also been free. During his youth, James ~~was~~^{worked as} a powder boy on a Revolutionary War ship.

Why We Should Remember James Forten

by Derek Johnson

Every student studying the American Revolution will learn about John Adams, George Washington, and Thomas Jefferson. The name James Forten may be less familiar, but he, too, played an important role in the founding of our nation.

James Forten was a free African whose parents had also been free. During his youth, James worked as a powder boy on a Revolutionary War ship. His job was to haul gunpowder from belowdecks so that it could be loaded into the cannons. It was a very dangerous job, and he did it well.

When Forten's ship was captured, he spent several months on a British prison ship. James did not become a war hero, but he served his country like thousands of other men and women. Without people like him, the war would not have been won.

After the Revolutionary War, James Forten continued to make valuable contributions to the country as a successful businessman, activist, and leader. He worked hard to support the idea of freedom for all Americans. Today's history students deserve to learn about him.

Reading as a Writer

Which words did Derek use to make his writing strong? What words could you replace in your own writing to make it sound more confident?

In my final paper, I replaced weak and vague words with stronger, more specific words. I also used transitions to link my opinion to my reasons and support.



- ▶ Writing to Sources
- ▶ Writing Opinions: Support Your Argument
- ▶ Writing Opinions: Conclude Your Argument

Write an Opinion Essay

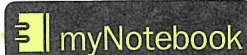
TASK In *Can't You Make Them Behave, King George?*, you learned about the role King George played in the American Revolution, from his point of view. In *Tea Time*, you learned about the Boston Tea Party, an event that occurred before the war, by reading the eyewitness accounts of two colonists.

Reread these two texts and look for important details about King George's and the colonists' motives and actions. Now, choose either King George's side or the colonists' side and write an opinion essay to persuade others to agree with your viewpoint on this period in history. Use text evidence, such as details and quotes, from *Can't You Make Them Behave, King George?* and *Tea Time* to support your opinion. Remember that your audience is your teacher and your classmates and, perhaps, your family.

Make sure your essay

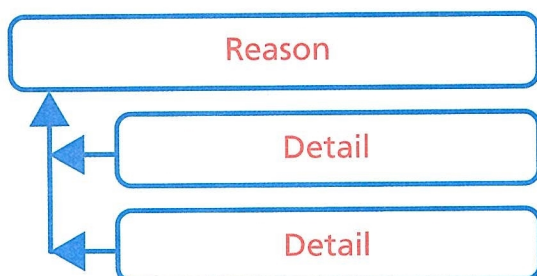
- includes an introduction, body, and conclusion.
- clearly states your topic and your opinion.
- presents your reasons and supporting evidence in a logical way.
- uses transitions to link reasons and support to your opinion.

PLAN



Use the annotation tools in your eBook to gather evidence to support your opinion.

Gather Information What roles did King George and the colonists each play in the American Revolution? In what ways did their positions about American independence differ? Why? Which side was right?



DRAFT



Write your rough draft in *myWriteSmart*. Focus on getting your ideas down rather than perfecting your word choices.

Write Your Opinion Essay Now begin working on your essay. Use the flow chart and what you have already learned about writing an opinion essay to create your draft.

INTRODUCTION

Write the **introduction** for your essay. Start by grabbing readers' attention with something engaging, such as a question or a quote. Let readers know the **topic** you're writing about. Then **clearly state your opinion** on it, and tell a bit about how you intend to **support** that opinion.



BODY

Develop the **body** of your essay by providing **reasons** and **strong, text-based evidence** to support your opinion. Your **ideas** should flow smoothly, and your **support** should be linked clearly to your reasons and your opinion. **Organize** your paragraphs in a logical order that makes your essay easy to understand. Be sure you use **transitions** to connect ideas.



CONCLUSION

In your **conclusion**, restate your opinion and summarize your support in a way readers will remember.

REVISE



Review Your Draft Remember that the revision and editing steps give you a chance to look carefully at your writing and make changes. Work with a partner to determine whether your essay includes a clear opinion statement and support that is text-based and logically organized.

Have your partner review your essay in *myWriteSmart* and note where your opinion needs clarification or more support. Discuss how to make improvements.

Purpose and Organization	Evidence and Elaboration	Conventions
<ul style="list-style-type: none">✓ Will my introduction grab readers' attention?✓ Does my essay's introduction include my topic and a clear statement of my opinion?✓ Does the body of my essay contain ideas that flow well and are logically organized?✓ Does my essay have a strong and memorable conclusion?	<ul style="list-style-type: none">✓ Have I used reasons and strong, text-based evidence to support my opinion?✓ Did I use transitions to link reasons and evidence to my opinion and to connect ideas?✓ Have I included evidence from both texts?✓ Did I use precise language?	<ul style="list-style-type: none">✓ Does my essay include a variety of complete sentences?✓ Did I use quotation marks when providing direct quotes from a text as evidence?✓ Is my spelling, punctuation, and capitalization correct?

PRESENT

Create a Finished Copy Write or type a final copy of your opinion essay. You may want to include a relevant picture of artwork or a primary source from the colonial period. Choose a way to share your essay with your classmates. Consider these options.

1. Read your essay aloud to your classmates, using appropriate tone and expression.
2. Gather your essays and publish them in a class newspaper or magazine.
3. Present your essay as a debate with a classmate who has written about the topic from a different perspective.