**Lesson 12 Teacher's Guide**

**Pamphleteers of the Revolution**

by Pauline Rawley

Fountas-Pinnell Level V

Narrative Nonfiction

**Selection Summary**

Because of the power of the printed word and revolutionary individuals like Thomas Paine and Samuel Adams, the Declaration of Independence was written and distributed. What events precipitated this?

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**Characteristics of the Text**

<table>
<thead>
<tr>
<th>Genre</th>
<th>Narrative nonfiction</th>
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<tbody>
<tr>
<td>Text Structure</td>
<td>Third-person narrative, organized into ten chapters</td>
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<tr>
<td></td>
<td>Clear recounting of the events leading up to the writing and printing of pamphlets and the Declaration of Independence</td>
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<tr>
<td></td>
<td>Key figures introduced separately, sometimes compared and contrasted</td>
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<tr>
<td>Content</td>
<td>Events leading up to the American Revolution</td>
</tr>
<tr>
<td></td>
<td>Power of the printed word</td>
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<tr>
<td></td>
<td>Pamphlet writing placed in context of events</td>
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<tr>
<td>Themes and Ideas</td>
<td>It is possible to openly challenge unfair mandates and effect change.</td>
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<td></td>
<td>Using tools such as media can be an effective way to spread a message.</td>
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<tr>
<td></td>
<td>Taking great risks can result in great rewards.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Quotations from key figures help readers understand colonist's perspectives</td>
</tr>
<tr>
<td></td>
<td>Questions posed to readers in Introduction create framework for text</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Dependent and independent clauses</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Many terms related to economics, such as taxation, revenue, imported</td>
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<tr>
<td>Words</td>
<td>Many multisyllable words, such as Parliament, colonists, Bostonians, assemblies</td>
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<tr>
<td>Illustrations</td>
<td>Portraits with captions</td>
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<tr>
<td></td>
<td>Fine art used to show historic scenes</td>
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<tr>
<td>Book and Print Features</td>
<td>Sixteen pages of dense text, some spreads with little or no illustration</td>
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<tr>
<td></td>
<td>Italics used to list newspaper and pamphlet names</td>
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<tr>
<td></td>
<td>Bracketed initial letters indicate fragments of written words</td>
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</table>

**Pamphleteers of the Revolution** by Pauline Rawley

**Build Background**
Help students use their knowledge of communication in colonial times to understand the selection. Build interest by asking a question such as the following: *What would it be like to live at a time when information spread slowly?* Read the title and author and talk about the cover illustration. Note that this is a portrait of Thomas Paine, who wrote *Common Sense*. Tell students that this selection is narrative nonfiction, and thus explains real events.

**Introduce the Text**
Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

**Page 4:** Tell students that colonists were ready to go to war to win independence from Great Britain. Have students read the chapter heading. **Ask:** *How do you think something like pamphlets could have persuaded colonists to go to war?*

**Page 6:** Tell students that the British Parliament was the governing body of Great Britain. **Ask:** *Why might colonists have objected to taxes imposed by the British Parliament?*

**Page 8:** Read the second paragraph. **Ask:** *Can you guess why the repeal of the Stamp Act was only a temporary victory?*

**Page 9:** *Explain the sentence* This pamphlet influenced many thousands of Americans.

**Suggested Language:** *One person can have a big impact when they write something important.*

**Page 17:** Point out Thomas Paine’s use of all capital letters on page 17. **Ask:** *Why do you think he used all capital letters?*

Now turn back to the beginning of the selection to learn how pamphlets paved the way for the American Revolution.

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**Target Vocabulary**

- **advantages** – skills or situations in one’s favor, p. 14
- **benefit** – something helpful and useful, p. 10
- **contrary** – to be stubborn and disagree with most people, p. 13
- **midst** – to be in the middle of doing something, p. 15
- **objected** – to have expressed an opinion against something, p. 5
- **previously** – something that happened before another event, p. 15
- **prohibit** – to ban or forbid something, p. 14
- **rebellious** – acts against authority, p. 14
- **repeal** – to cancel a law, p. 10
- **temporary** – something meant to serve only for a short time, p. 8
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Question Strategy and to ask and answer questions about the text as they read.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the text.
Suggested language: What did you learn about the role of pamphlets in the American Revolution?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pamphlets were an important means of spreading the spirit of independence.</td>
<td>• Public opinion is extremely important when people are trying to bring about change.</td>
<td>• The text condenses major historical events into short, straightforward chapters.</td>
</tr>
<tr>
<td>• Writing about independence and revolution helped colonists feel empowered to speak about it.</td>
<td>• The written word is a very powerful force in society.</td>
<td>• Captions are used with portraits and fine art to provide more information about events.</td>
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<td></td>
<td></td>
<td>• The author uses em dashes for emphasis and to encourage readers to reflect.</td>
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</table>

Choices for Further Support

• Fluency Invite students to participate in choral reading. Remind them to adjust their reading rate and tone when reading a direct quotation from one of the pamphleteers.

• Comprehension Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• Phonics/Word Work Provide practice as needed with words and word parts, using examples from the text. Remind students that some words contain Latin roots. For example, colonist is derived from the Latin word colonus, which means farmer.
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 12.8.

Responding
Have students complete the activities at the back of the book, using their Reader’s Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Fact and Opinion Remind students that they can identify facts and opinions within the text. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud

On page 16, the author notes that Common Sense may have been the most influential pamphlet in Revolutionary times. That strong word choice suggests that this is probably an opinion. Put this opinion in the right-hand box. In this way, fact and opinion have been clarified.

Practice the Skill
Have students share an example of another narrative nonfiction text in which they needed to distinguish fact from opinion.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts
• What sentences on page 17 suggest that Thomas Paine was angry?
• What can the reader conclude about the Boston Massacre? Why do you think that?
• An important message in the text is
English Language Development

Reading Support Check regularly on students’ oral reading to determine accuracy, fluency, and comprehension.

Cultural Support The selection includes many references to the structure of American government, law, and economy during colonial times. Guide students as needed to understand the basic premise of references to these topics.

Oral Language Development

Check student comprehension, using a dialogue that best matches your students’ English proficiency level. Speaker 1 is the teacher, Speaker 2 is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
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<tbody>
<tr>
<td><strong>Speaker 1:</strong> Who wanted independence from Britain?</td>
<td><strong>Speaker 1:</strong> When do the events in this text take place?</td>
<td><strong>Speaker 1:</strong> How was John Dickinson different from previous pamphleteers?</td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> colonists</td>
<td><strong>Speaker 2:</strong> Just before, and at the beginning of, the Revolutionary War.</td>
<td><strong>Speaker 2:</strong> John Dickinson was cautious. He wanted colonists to behave peacefully. He did not believe that violence would solve any problems.</td>
</tr>
<tr>
<td><strong>Speaker 1:</strong> How did colonists communicate their frustration?</td>
<td><strong>Speaker 1:</strong> Why did the Stamp Act anger colonists?</td>
<td><strong>Speaker 2:</strong> with the printed word</td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> with the printed word</td>
<td><strong>Speaker 2:</strong> Thomas Paine</td>
<td><strong>Speaker 1:</strong> John Dickinson was cautious. He wanted colonists to behave peacefully. He did not believe that violence would solve any problems.</td>
</tr>
</tbody>
</table>

Responding

Fact and Opinion Think about the facts and opinions the author gives about Thomas Paine’s pamphlet Common Sense. Then copy the chart below. Add more facts and opinions to the chart.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
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<tbody>
<tr>
<td>More than 120,000 copies were sold in three months.</td>
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</tbody>
</table>

Write About It

Text to World The Boston Tea Party was an important event in U.S. history. Think of another important event in U.S. history. Write two paragraphs summarizing this event and explaining its importance.

Critical Thinking

Read and answer the questions. Possible responses shown.

1. Think within the text: What did the delegates at the First and Second Continental Congress decide to tell all the colonies? To form independent militias

2. Think within the text: What is an example of an opinion in Thomas Paine’s Common Sense? "Of more worth is one honest man to society...than all the crowned ruffians that ever lived."

3. Think beyond the text: How might the United States be different today if the colonists had not rebelled? There might not be a United States at all. We might all be citizens of England.

4. Think about the text: Why does the author say that writing was more powerful in the past than it is now? The printed word had less power now because there are more types of media to compete with, such as commercials, radio, and the Internet.

Making Connections: The Americans used propaganda, which spreads and often changes the facts for a special purpose to persuade people. What are some ways that propaganda is or can be used today? Write your answer in your Reader’s Notebook.
**Pamphleteers of the Revolution**

**Thinking Beyond the Text**

Think about the questions below. Then write your answer in two paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

Do you think that anger was the most important emotion felt by the American colonists in the years leading up to the Revolutionary War? Why or why not? What other emotions do you think the colonists might have felt at that time? Do you think that the written word in the form of pamphlets and newspapers is a more effective way to express anger than in verbal speeches and conversation? Why or why not?

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Critical Thinking

Read and answer the questions.

1. **Think within the text**  What did the delegates at the First and Second Continental Congress decide to tell all the colonies?

2. **Think within the text**  What is an example of an opinion in Thomas Paine’s *Common Sense*?

3. **Think beyond the text**  How might the United States be different today if the colonists had not been rebelled?

4. **Think about the text**  Why does the author say that writing was more powerful in the past than it is now?

**Making Connections**  The Americans used propaganda, which spreads and often changes the facts for a special purpose to persuade people. What are some ways that propaganda is or can be used today?

Write your answer in your Reader’s Notebook.
American newspapers immediately printed angry words of protest, including the first calls of "no taxation without representation." In Virginia, Patrick Henry pushed several resolutions through the House of Burgesses, Virginia’s assembly. The resolutions said that only the House of Burgesses had the right to tax Virginians. They also said that Virginians should not have to obey the Stamp Act—or pay any other tax, either. They added that anyone who said otherwise was "an enemy."

To question a tax was one thing. To write that the king was "an enemy" was something else. The British governor of Virginia soon closed the assembly.