Focus of the week: em dash

Due Date: ______________________

Directions: Use this handout to complete each part of the five-day bell ringer activities.

Sentence Source: I Survived the American Revolution, 1776 by Lauren Tarshis (page 15)

He loved when Nate sang shanties – the songs sailors crooned as they did their work.

Part 1: Invitation to Notice
List 3 things that you “notice” about the mentor sentence.

1. 
2. 
3. 

Part 2: Label the Sentence
Write the part of speech above each word in the mentor sentence in the box above: noun (n), pronoun (p), verb (v), adverb (adv), adjective (adj), preposition (prep), conjunction (conj), or determiner (deter).

Identify the parts of the mentor sentence. Type each part into the table below.

Subject: ____________________________________________________________
Predicate: __________________________________________________________

Part 3: Grammar Rule
Write a grammar rule related to the focus of the week.

__________________________________________________________

Part 4: Revise
Revise the mentor sentence by changing or adding words or phrases to improve the sentence.

________________________________________________________________

Part 5: Create
Write your own sentence that imitates the structure of the mentor sentence.

________________________________________________________________
Useful words to know when discussing the American Revolution

Good writers weave context clues or definitions to challenging words into their writing. Below is a list of words that will be useful in class discussions. Use a dictionary to look up the meaning of each word, and then, write the definition on the line provided. Write a sentence that uses each word correctly and that models the author’s sentence structure. You may change the form of the word. A mentor sentence from page 15 is provided below.

He loved when Nate sang shanties – the songs sailors crooned as they did their work.

1. **boycott** (verb)
   
   **Definition:** joining others in refusing to do business with an organization or country to show disapproval of terms being forced upon them.

   **Sentence:** When the price of lunches in the cafeteria increased, Jeremey boycotted – refusing to buy school lunches because of higher prices being forced upon the students.

2. **democracy** (noun)
   
   **Definition:** _________________________________________________________________

   **Sentence:** __________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________

3. **loyalist** (noun)
   
   **Definition:** _________________________________________________________________

   **Sentence:** __________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________

4. **monarchy** (noun)
   
   **Definition:** _________________________________________________________________

   **Sentence:** __________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________
   _____________________________________________________________________________
<table>
<thead>
<tr>
<th>#</th>
<th>Word</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>militia (noun)</td>
<td>Definition:</td>
<td>Sentence:</td>
</tr>
<tr>
<td>6.</td>
<td>patriot (noun)</td>
<td>Definition:</td>
<td>Sentence:</td>
</tr>
<tr>
<td>7.</td>
<td>persevere (verb)</td>
<td>Definition:</td>
<td>Sentence:</td>
</tr>
<tr>
<td>8.</td>
<td>resilience (noun)</td>
<td>Definition:</td>
<td>Sentence:</td>
</tr>
<tr>
<td>9.</td>
<td>revolution (noun)</td>
<td>Definition:</td>
<td>Sentence:</td>
</tr>
<tr>
<td>10.</td>
<td>treason (noun)</td>
<td>Definition:</td>
<td>Sentence:</td>
</tr>
</tbody>
</table>
Characterization is the art of creating realistic, believable characters in a story.

**Directions:** Think about Nathan’s thoughts, actions, and what he says. In each gray box below, check ‘yes’ or ‘no’ to indicate whether or not Nathan exhibits the identified character trait. Then in the box below it, write a text detail that supports your answer and explain why the detail is relevant.

**NATHAN**

- **courageous**
  - having the determination to move forward despite fears or dangers
  - Text Detail
  - Explain why

- **loyal**
  - providing constant and continuous support for someone
  - Text Detail
  - Explain why

- **hardworking**
  - using a lot of time and energy to complete work
  - Text Detail
  - Explain why

- **trustworthy**
  - have the ability to always tell the truth and be honest
  - Text Detail
  - Explain why

- **_____yes or _____ no**
- **_____yes or _____ no**

On a separate sheet of paper, write a paragraph discussing whether or not Nathan is a believable, realistic character who you can relate to. Explain why or why not. Use two text details to support your opinion.
**Figuratively Speaking**

**Directions:** Authors use figurative language (metaphor, simile, and personification) to create imagery, pictures that form in the reader’s mind. Stop and think about the connotative meaning, the underlying meaning, of figurative language. Use the table below to record examples of figurative language, determine the type of figurative language, and explain what Lauren really means.

<table>
<thead>
<tr>
<th>Page</th>
<th>Examples of figurative language</th>
<th>Types of figurative language (metaphor, simile, or personification)</th>
<th>The author really means that...</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Giant, twisting waves spun the ship like a toy.</td>
<td>simile</td>
<td>The men lost control of the ship because the ocean waves were so rough.</td>
</tr>
</tbody>
</table>

**Think About:** What are the benefits of using figurative language when writing a story?
**I Survived the American Revolution, 1776**  
By Lauren Tarshis

**Point of View**
is the perspective from which a story is told.

**Directions:** Work with a partner to explore the different perspectives of war. For example, depending on the perspective of the colonists or the British, Nathan could be referred to as a hero or traitor for fighting against the British. One of your partners will assume the role of a Nathan and the other a British soldier. From your perspective, record the advantages and disadvantages for each topic. Use historical details woven throughout the novel and the author’s notes, Lauren's research journey, found in the back of the book.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Nathan</th>
<th>British Soldier</th>
</tr>
</thead>
<tbody>
<tr>
<td>the setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>uniforms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>weapons &amp; artillery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>allies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>motivation to fight</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**An unbiased perspective:** Think about the advantages and disadvantages from both Nathan and the British perspectives. How is it possible that the colonists would go on to win the Revolutionary War against the British, a world superpower? Write your response on a separate sheet of paper. Use text details to support your ideas.