

STUDENT GUIDE FOR
ROAD TO REVOLUTION! BY STAN MACK AND SUSAN CHAMPLIN

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Road to Revolution Book Study Notes

- This book was taught with guided reading groups and then with a paired buddy reading.
- Discuss the title name, Road to Revolution and the symbolism.
- Review the prologue and relevant historical background with students.
- Review the cast of characters page with students (you will have to refer back and ensure that students understand the differences between characters)
- Allow students to buddy read as they desire.
- Following day, ask students to share their various reading strategies (each read a page, each read a line, assign different characters) and their opinions. Invite students to try another strategy suggested by a classmate. At the next session, ask students to share the new strategy they tried, which they preferred and why.

To easily integrate ELL students, pair them with a reader with strong prosody who will be able to read aloud.

- Be sure to ask comprehension questions such as, are Nick and Penny friends?, What side does Penny believe in?, What does Penny think of her father? . . .
- Discuss the idea of a stereotype and caricature with students. Not all British were fat and lazy.
- Integrate a mini skills lesson on using quotations marks in dialogue. Focus on using descriptive words. For example, instead of "Hello, Father. There was trouble at the market, and I lost my basket," said Penny. "Hello, Father. There was trouble at the market, and I lost my basket," Penny whispered nervously.
- For practice with graphic organizers and paragraph writing, students evaluate a prompt to compare and contrast colonists and redcoats based on their knowledge of the book.
- A Fact vs. Fiction worksheet is used to review information from the epilogue. It is important for students to recognize the accuracies within historical fiction, as well as the fictional pieces of the story.
- Culminating project of drawing a scene five years from the end of the book, with the requirement of two dialogue bubbles.
- Write a letter to the authors, Stan Mack and Susan Champlin.

Name _____

Date _____

Road to Revolution

Fact vs. Fiction

Directions: Determine if each statement below is a historical FACT or if it is FICTION (not true). Then write your answer on the line.

1. Nick and Penny were real people. _____
2. Sarah Revere was a real person. _____
3. Dr. Church was a British spy. _____
4. The Battle of Bunker Hill happened on Breed's Hill. _____
5. British soldiers planned on arresting Dr. Warren at the Old South Meeting-House if a handkerchief was dropped. _____
6. Dr. Warren and Paul Revere were real people. _____
7. Billy Dawes smuggled girls dressed as men out of Boston. _____
8. General George Washington took control of the colonial militia after Dr. Warren's death. _____
9. Many Native Americans and African Americans fought in the American Revolution and on Bunker Hill. _____
10. The American Revolution was a war between England and Colonists in the New World. _____

Name _____

Date _____

Word Study

Road to Revolution

Directions:

1. Find the word in the dictionary. Write the **definition** (what the word means).
2. Use the word in a new sentence.
3. Write the **guide words** (words on the top of the page) that helped you locate the word.

[rebel -noun] p.20

definition _____

sentence _____

guide words _____

[rebel -verb] p. 20

definition _____

sentence _____

Name _____

Date _____

guide words _____

[civilian] p. 77

definition _____

sentence _____

guide words _____

[treason] p. 116

definition _____

sentence _____

guide words _____

Name _____

Date _____

Road to Revolution

Response Questions

1. Is Penny a Tory? How do you know?

2. How does Penny get close enough to spy on General

Burgoyne? _____

3. Who is Nick? Do you think he is a good person or a

troublemaker? Why? _____

Name _____

Date _____

4. Explain what happened at the Battle of Bunker Hill. Why was this an important battle for the American Revolution?

5. Do you think you would have been a Tory or a Patriot? Why?

Road to Revolution Vocabulary

Chapter 1

- Desperate (p. 5)
- Clumsy (p. 6)
- Tavern (p. 9)

Chapter 2

- Barge [into] (p. 19)
- **Rebels [noun, and verb] (p. 20)**
- Patriot (p. 20)
- Effigy (p. 20)
- Treasonous (p. 22)

Chapter 3

- Gallery (p. 26)
- Obedience
- Liberty

Chapter 4

- Prevent (p. 34)
- Converging
- Tory (p. 37)
- Colonials
- Vouch (p. 41)
- Hesitate

Chapter 5

- Muffle (p. 50)
- Petticoat

Chapter 6

- Disperse (p. 59)
- Foolhardy
- Enraged (p. 62)
- Jubilant (p. 65)
- Slick
- Amateurs (p. 66)

Chapter 7

- Disguised (p. 69)
- Swagger (p. 72)
- Smuggling (p. 73)

Chapter 8

- Civilians (p. 77)
- Accents
- Reliable (p. 78)
- Pose
- Scrawny (p. 81)
- Delayed (p. 82)
- Promoted (p. 84)
- Essential (p. 85)
- Peasants
- Suspicious (p. 86)
- Suspect (p. 87)
- Surrounding (p. 88)
- Patrolled
- Contents

Chapter 9

- Crucial (p. 91)
- Dispatches (p. 92)
- Critical
- Valuable
- Entrust
- Occupy (p. 94)
- Resourceful (p. 95)
- Provisions
- Notify (p. 97)
- Exposed
- Vulnerable (p. 98)
- Inspect
- Barriers (p. 101)
- Devastating (p. 104)
- Crumple
- Ferocious
- Wounded
- Retreating
- Legendary
- Falter
- Advance
- Barrage
- Reinforcements (p. 105)
- Assault
- Lack
- Battered
- Relentlessly
- Debris

- Verge (p. 106)
- Barricades
- Scramble
- Slashing
- Withdrawal
- Disarray (p. 108)
- Horrific
- Casualties
- Pressure
- Chaos (p. 109)

Chapter 10

- Grim (p. 111)
- Appointed
- Valor (p. 112)
- Disciplined
- Formation
- Independence
- Reformed (p. 114)
- Invaluable (p. 115)
- Intercept (p. 116)
- Treason
- Diverge
- Infiltrate