# Many Ways to Help

Identify contributions to the American Revolution

**5.C.4.5** "Identify the contributions of key individuals influential to the American Revolution in the fields of patriot leadership (e.g., Samuel Adams, Benjamin Rush, Paul Revere) politics and diplomacy (e.g., Patrick Henry, Benjamin Franklin..."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Circle each named person or group in the passage. Underline the words that tell what each one did.

### More Than One Way to Act

1 Imagine news moving through a town in 1775. Samuel Adams helped organize protests against British taxes and urged colonists to defend their rights. Paul Revere carried warnings that British troops were marching toward Lexington and Concord. Across the ocean, Benjamin Franklin worked as a diplomat in France. He helped win French support for the American cause. These people did different work, but each helped the Patriots.

2 Not everyone took the same side. Nancy Ward, also called Nanyehi, was a Cherokee leader who urged peace between her people and American settlers. She warned settlers about a planned Cherokee attack in 1776. Many Oneida people, meanwhile, supported the Patriots. Oneida scouts shared information about British troop movements. In the Continental Army, the French officer Marquis de Lafayette served under George Washington and helped lead troops.

3 Words could also change minds. Thomas Paine wrote *Common Sense*, a pamphlet that argued for independence from Britain. Mercy Otis Warren wrote plays that criticized British rule. Phillis Wheatley, a poet who had been enslaved, wrote a poem honoring George Washington during the war. Each writer used words in a different way. Their work shows that the Revolution involved ideas as well as marches and battles.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. How did Samuel Adams and Paul Revere contribute in different ways?

2. What did Benjamin Franklin do in France, and how was his work different from Lafayette's?

3. What did Nancy Ward and Oneida scouts each do during the Revolution?

4. How did Thomas Paine and Phillis Wheatley each use writing?

## 3 YOUR TURN

Your own words

Choose one writer and one soldier, diplomat, or protest leader from the passage. Write a three-sentence museum label: name both people and give your exhibit a title, describe what each did, then explain how their kinds of work differed.

**ANSWER KEY**

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**GRADE 5 · 5.C.4.5**

## PART 1 · READ AND MARK

Circle each named person or group in the passage. Underline the words that tell what each one did. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | How did Samuel Adams and Paul Revere contribute in different ways? | **Adams helped organize protests against British taxes. Revere carried warnings about British troop movements.** |
| 2 | What did Benjamin Franklin do in France, and how was his work different from Lafayette's? | **Franklin helped win French support as a diplomat. Lafayette served in the Continental Army and helped lead troops.** |
| 3 | What did Nancy Ward and Oneida scouts each do during the Revolution? | **Ward urged peace and warned settlers about a planned attack. Oneida scouts shared information about British troop movements.** |
| 4 | How did Thomas Paine and Phillis Wheatley each use writing? | **Paine wrote a pamphlet arguing for independence. Wheatley wrote a poem honoring George Washington.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

My exhibit, "Words and Allies," features Thomas Paine and Benjamin Franklin. Paine wrote *Common Sense* to argue for independence, while Franklin helped win French support as a diplomat. Paine tried to change readers' minds, but Franklin worked with another country to help the Patriots.

Accept accurate paraphrases of the contributions in the passage. For the museum label, accept any eligible pair whose different kinds of work are explained accurately.