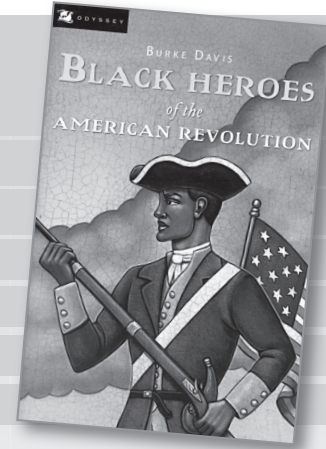


# Black Heroes of the American Revolution

**Synopsis:** This is a well-researched book that highlights the contributions of Black soldiers in winning the American Revolution. Many of these brave men have been overlooked in other histories about the war. The author, Burke Davis, wants to honor their service.



**Author:** Burke Davis

**Genre:** Informational Text

**Text Structure:** Description

**Guided Reading Level:** X

**TEKS:** 6.2.B, 6.2.C, 6.8, 6.10.C, R.1.A, R.8.B

## English Language Support

Offer realia, gestures, or photos to support the introduction of the new vocabulary. Give students a brief overview of the American Revolution, sometimes called the Revolutionary War. Use a timeline to display the important dates. Explain that the United States was originally a group of colonies under British rule. This meant that the colonists paid taxes to England and were part of the British Empire. Eventually, many of the colonists wanted to become independent from England and form their own government. Fighting between American and British soldiers began in 1775. George Washington led the American troops. In 1776, the Declaration of Independence was adopted. After many battles, the British surrendered in 1781. The final peace treaty was signed in 1783.

## Introduction: Explore Informational Text

Explain to students that this is an informational book about African American men who fought bravely during the American Revolution. Say, *Many of the writers who wrote about American Revolution did not pay much attention to the Black soldiers who fought alongside white men. Burke Davis, the author of this book, wants to honor the service and sacrifice of these brave men.*

Point out the artwork and documents found near the middle of the book. Explain that the American Revolution was fought before photography was available to record people and events. However, people painted pictures and preserved letters and other documents as information about the historical events surrounding this time period.

## Vocabulary

**Tier Two:** abolition (25), artillery (7), pension (9), redcoat (5)

**Tier Three:** Bunker Hill (14), Hessians (63), massacre (33), militia (5), mulatto (18), musket (8), Valley Forge (12)

## Vocabulary Acquisition

**6.8 Reading/Comprehension of Literary Text/Sensory Language.** *Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.*

Introduce vocabulary in context as it appears within the book before or during reading.

Discuss some of the figurative language from the book. Have students refer to page 13 and read the second paragraph. On that page, Mr. Davis says several Black soldiers fought in the opening battles of the war near Concord and Lexington and helped fire the “shots heard round the world.” Discuss with students the meaning of that phrase. *(Those shots started the war that would lead to American independence and ultimately change the world.)* Then ask students to turn to page 32 and read the third paragraph. Ask, *What did Thomas Jefferson mean when he said that the blood of Crispus Attucks nourished the tree of liberty?* (Attucks sacrificed his life by facing British soldiers instead of backing down. His actions helped influence others to take up the cause of fighting for freedom.)

## Understanding the Text

**Literal:** How many people lived in the American colonies when the war began? How many of these people were Black? How many Black people were slaves? (About 2,500,000 people lived in the colonies; about 500,000 were Black. Most of the Black people were slaves.)

**Interpretive:** Discuss with students why they think Black slaves would fight in the Revolutionary War when there was no guarantee they would be freed after the war.

**Applied:** Ask students to explain why books such as this are important in learning about the history of the United States.

## Grammar and Usage

**6.2.B** Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.

**6.2.E** Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

**R.1.A** Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.

Explain that many of the words in the book have to do with fighting in a war and may be unfamiliar. Remind students to use the context of a sentence or paragraph first when determining what words mean. Have students turn to page 21 and read the first sentence in the last paragraph: “Arnold’s men surrounded Ledyard’s small fort, but though they fired steadily, the garrison refused to surrender.” Ask, *What do you think the word garrison means and what context clues help?* Then have students verify the definition by checking in a dictionary. (*fort or place where troops are stationed*)

Then ask students to refer to page 23 and read the second paragraph. Ask them to use context to determine the meaning of the word *privateer*. Explain that this sentence makes it clear that a *privateer* is a small ship and that this type of context clue is called a *definition* or *restatement*.

## Text Features

**6.10.C** Explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author’s viewpoint.

Have students reread the Foreword at the beginning of the book. Discuss the purpose of a Foreword and what it adds to the information presented in a book. Ask students what they learned from the Foreword in this book. You may want to have students research the senator who wrote the Foreword: Edward W. Brooke.

Point out the words in all capital letters that appear throughout the book. Ask students why the author called attention to these words. (*They are the names of the Black heroes.*)

## Reading Informational Text

**6.10.C** Explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author’s viewpoint.

Assign students a chapter to summarize. Ask them to determine the main idea of the chapter and a few key details that support the main idea. Provide time for sharing.

## Writing

**6.2.C** Complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: \_\_\_\_ or pen:ink as book: \_\_\_\_).

**6.10.C** Explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author’s viewpoint.

**R.8.B** Evaluate how a writer’s motivation, stance, or position may affect text credibility, structure, or tone.

Assign or have each student draw the name of one of the heroes mentioned in the book. Have them reread the section in the book about the person. Then have them write a paragraph about why their particular person is a hero.