

My Journey Home Family Connection

This week your child is reading *Why Can't You Make Them Behave, King George?* a selection that gives the King of England's point of view about the American Revolution.

DAY
1

Vocabulary on the Go Why did the Patriots want their freedom from England? Try to use some of these words as you and your child give reasons for the Patriots' rebellion.

repeal prohibit objected rebellious

DAY
2

What's the News? Together, read a news article or listen to a newscast about a history-making event. Then take turns naming facts about the event and giving your opinions about it.

Tip!

A fact can be proved true. An opinion is a belief or feeling.

DAY
3

Interview a King Have your child take the part of King George, and act as a newscaster who must "interview" him or her. Find out the king's opinions about the troubles in the American colonies.

Ask questions such as these:

- Why are the colonists angry about the tea tax?
- Why did the Boston Tea Party make you angry?
- Why are you sending more troops to the colonies?

CHALLENGE

Help your child write some of the questions and answers in the form of a magazine article.

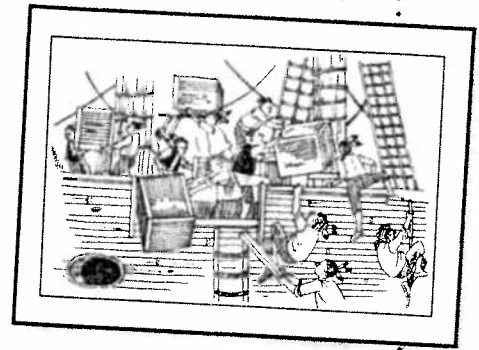
Tea Anyone? Read and discuss this eyewitness account from George Hewes with your child. Hewes was one of the Patriots who participated in the Boston Tea Party.

An Eyewitness Account

We then were ordered ... to open the hatches and take out all the chests of tea and throw them overboard, and we immediately proceeded to execute his orders, first cutting and splitting the chests with our tomahawks, so as thoroughly to expose them to the effects of the water.

In about three hours from the time we went on board, we had thus broken and thrown overboard every tea chest to be found in the ship. ...

The next morning, ... quantities of [tea] were floating upon the surface of the water; and to prevent the possibility of any of its being saved for use, ... small boats were manned by sailors and citizens, who rowed them ... wherever the tea was visible, and by beating it with oars and paddles so thoroughly drenched it as to render its entire destruction inevitable.



Connect to the Past With your child, find books or a website giving details about the Boston Tea Party. What interesting facts can you discover? What happened to those who took part in the Tea Party?



Book Links

- *A Young Patriot*, by Jim Murphy
- *The Fighting Ground*, by Avi **CHALLENGE**



Internet Challenge Help your child use the Internet to find out more facts about life in the American colonies in the 1700s.

Can't You Make Them Behave, King George?
Home Letter

Home Letter

Dear Family,

This week students will consider the question, “How can people’s differences of opinion lead to a revolution?” as we read our selections. In the narrative nonfiction selection, **Can’t You Make Them Behave, King George?**, King George III of England felt he followed all the rules for being a good king. He might have wondered, “Why can’t those pesky Americans follow the rules for being good subjects?” Students will also read **Tea Time!**, a narrative nonfiction selection that includes different accounts and perspectives of the Boston Tea Party in 1773.

This week’s...

Target Vocabulary: benefit, repeal, advantages, temporary, contrary, prohibit, previously, midst, objected, rebellious

Vocabulary Strategy: Figurative language

Comprehension Skill: Fact and opinion—decide whether an idea can be proved or is a feeling or belief

Comprehension Strategy: Question—ask questions about a selection before you read, as you read, and after you read

Writing Focus: Opinion writing—problem-solution composition

Activities to Do Together

Vocabulary

Review this week’s **Target Vocabulary** by having your child use each word in a sentence. If your child has difficulty, use a dictionary for help.

Differing Views

Discuss with your child that people can have differing views about something that has recently happened in your family or in your neighborhood. First, have your child tell his or her view, then tell your view. How much of either view is based upon fact or opinion?

Two Sides to Every Story

Look through your newspaper or watch the local TV news with your child. Help your child choose a story where there is disagreement. Have him or her write a short composition about the disagreement and include a possible solution.



Go to the *eBook* to read and listen to this week’s selection.

Can't You Make Them Behave, King George?

- | | |
|-------------|--------------|
| 1. human | 22. nuisance |
| 2. exact | 23. logic |
| 3. award | 24. column |
| 4. behave | 25. laser |
| 5. credit | |
| 6. basic | |
| 7. vivid | |
| 8. evil | |
| 9. modern | |
| 10. nation | |
| 11. robot | |
| 12. panic | |
| 13. select | |
| 14. cousin | |
| 15. item | |
| 16. police | |
| 17. prefer | |
| 18. menu | |
| 19. novel | |
| 20. deserve | |
| 21. autumn | |

Name _____ Date _____

**Can't You Make Them
Behave, King George?**

Vocabulary Word Cards

benefit

prohibit

repeal

previously

advantages

midst

temporary

objected

contrary

rebellious

Name _____ Date _____

Redcoats in America
Target Vocabulary

Target Vocabulary

Fill in the blanks in the Column Chart below with synonyms and antonyms of the Target Vocabulary words. Then complete the Column Chart with the remaining Target Vocabulary words.

Vocabulary

benefit	repeal	advantages
temporary	contrary	prohibit
previously	midst	objected
rebellious		

Word and Definition	Synonym (same or similar meaning as the Target Vocabulary word)	Antonym (opposite or nearly opposite meaning of the Target Vocabulary word)
benefit: something of help	advantage, profit	drawback, _____
repeal: do away with	abolish, _____	keep, maintain

Figurative Language

**Can't You Make Them
Behave, King George?**

Vocabulary Strategies:
Figurative Language

Read the definition of each type of figurative language. Then circle the letter for the correct answer.

A *simile* compares two things using *like* or *as*.

A *metaphor* compares two things without using *like* or *as*.

An *idiom* is an expression that has a meaning different from what the words actually say.

1. The breeze was a warm blanket.

A simile

B metaphor

C idiom

2. The cat walked around the house like a king.

A simile

B metaphor

C idiom

3. Let's play it by ear.

A simile

B metaphor

C idiom

4. He was as tall as a tree.

A simile

B metaphor

C idiom

Name _____ Date _____

Figurative Language

Can't You Make Them Behave, King George?

Vocabulary Strategies:
Figurative Language

Read the definition of each type of figurative language. Then write three sentences: one using a simile, one using a metaphor, and one using an idiom. You can use an idiom that you already know or look one up in a print or digital resource.

A *simile* compares two things using *like* or *as*.

A *metaphor* compares two things without using *like* or *as*.

An *idiom* is an expression that has a meaning different from what the words actually say.

Simile

Metaphor

Idiom
