

Teacher's Guide for COBBLESTONE

October 2010: Surrender at Saratoga

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Goal: to gain knowledge of the battles at Saratoga, known as the turning point of the Revolutionary War, and the influences and changes it brought about.

*Always have a parent or adult you trust help you research websites.

"Setting the Stage" by Marcia Amidon Lusted (Pages 2-5)

Pre-reading:

Look at the pictures, captions, and the title. What made the battle at Breed's Hill important? What tactics were the British using to help them?

Vocabulary: bombarding, engaging, makeshift, retreated, pursued, perspective, assured, conducting, commemorates, inflicting, converging, troublemaking, isolating, effectively, vigorous, beneficial, conveying, precisely, provinces, sympathetic, rebellion, secured, invasion, morale, desperately, specifically, proposed, detachment, seize, hampered, and desertion.

Comprehension Check:

1. Describe the status of General George Washington and his Continental Army in 1775? In 1776?
2. What was the British perspective of the Revolutionary War in 1776?
3. What did the British believe would end the war?
4. Was English Lieutenant General John Burgoyne's plan to travel the Hudson River successful? Explain why or why not.
5. What made the Hudson River such a valuable resource?
6. Who assisted the British by scouting the area?
7. What did the British do that hurt the morale of the Americans?
8. Even though the British had food, weapons, and supplies, they faced a problem. What was it?
9. What did the Americans do to slow down Burgoyne?
10. Who deserted and why?
11. Describe the state of the war by mid-September 1777.

Art:

- Illustrate this image: "English Lieutenant General John Burgoyne had a specific plan in mind for crushing the American rebels once and for all."
- Illustrate this image: "The British viewed New England as the troublemaking heart of the rebellion."
- Create a comic that shows the British army's problem transporting food from Fort Ticonderoga.

Writing Activity:

1. Explain in two or more sentences what you think the author meant by the title: Setting the Stage.
2. Write 2-3 comments that might have been spoken as the British soldiers created a 23-mile road through the wilderness.
3. Write 2-3 comments that might have been spoken as Americans destroyed bridges so the British couldn't cross.

4. Write one comment General George Washington might have made as he watched the British in control of New York City.

Research:

- "Hessians"
- Lieutenant General John Burgoyne
- Fort Ticonderoga
- Bunker Hill Monument

"Invasion—Mapping It!" (Page 6)

Vocabulary: confident, invade, campaign, departs

Comprehension Check: (Use pages 2-5, if necessary)

1. Locate the river Lieutenant General John Burgoyne was determined to control. Which one is it?
2. Where did Burgoyne's movements originate or begin? Find the location.
3. Where was General George Washington? His location is not featured, but the direction is shown.
4. Find the location where St. Leger departs or leaves.
5. Find the location where St. Leger is involved in a battle.
6. Find the destination St. Leger never reached.
7. Find Saratoga.
8. Which battle was first?
9. Which battle was last?
10. When was Fort Ticonderoga taken by the British?

"Siege at Fort Stanwix" by Jerry Miller (Pages 7-11)

Pre-reading:

Look at the pictures, captions, definitions of key words, and the title. What comes to mind when you hear "diversionary?" What about "ambushed?" Read the meaning of "portage." What is your reaction to that experience?

Vocabulary: recruit, ultimately, reinforce, siege, maneuvering, opponent, militia, scarcely, ambush, volley, straddled, retreated, defensive, captured, surviving, propped, rally, looting, possession, furious, expedition, succeeded, cunning, pardon, disgusted, deserted, dwindling, sparsely, and morale.

Comprehension Check:

1. What do you think the author means when he says, "The role of Lieutenant Colonel Barry St. Leger in the Saratoga Campaign seemed easy enough?"
2. Explain Lieutenant Colonel Barry St. Leger's role as a diversionary force. Who or what was his diversion aimed to protect?
3. Why is it unfortunate that new supplies and troops appeared shortly before St. Leger's arrival?
4. "St. Leger set up camps surrounding the fort and began a siege." What does this suggest to you?
5. Why was Fort Stanwix important during the Revolutionary War?
6. What happened to the American troops that went to relieve the fort?
7. Explain why the men fighting hand-to-hand often knew each other.
8. What was the outcome of the ambush?
9. What did the American relief forces do after the battle?
10. What did the Native Americans find when they returned to their camp?
11. Describe the damage to the Native Americans camp.
12. Describe the reaction of the Native Americans to the damage of their camp.
13. How did Major General Benedict Arnold manage to win a bloodless victory over St. Leger?

14. Tell of the Native Americans involvement after the siege of Fort Stanwix and Bennington.

Art Activity:

- Illustrate the diversionary maneuver described here. You might want to create a comic strip showing the events.
- Illustrate a diversionary action you have witnessed. For example: A mom distracting her crying child by asking them to look at something outside.

Writing Activity:

1. Pretend to be on a portage to Wood Creek from Fort Stanwix. Write about hauling cargo for six miles.
2. Pretend to be an American who was ambushed while attempting to travel to Fort Stanwix to relieve the troops. Tell about marching into the trap.
3. Pretend to be one of the Native Americans who led the Loyalists through the wilderness. Write your reaction when you learned that your camp was destroyed.

Research:

- Lieutenant General John Burgoyne
- General Nicholas Herkimer
- Major General Benedict Arnold

"Buying Time" by Meg Chorlian (Page 8)

Pre-reading:

Read the title. What do you think it means?

Vocabulary: tangled, invade, retreat, expedition, disaster, reinforcements, seize, destroying, hamper, progress, vessels, makeshift, defense, engaged, resulting, damage, fleet, eventually, withdrew, fortifying, ensuing, territory, and delayed.

Comprehension Check:

1. Why did the author describe Major General Benedict Arnold's earlier expedition with the British as a disaster?
2. What did the Americans do to slow down the British?
3. What did Benedict Arnold do to slow the British traveling on Lake Champlain?
4. What did the British from Canada decide to do before winter arrived?
5. What did Benedict Arnold buy the American cause?

Writing Activity:

1. Interview five or more people. Ask them if they have ever tried to "buy time." Ask if they were trying to avoid something or wanting to continue doing something. Discuss the results with your classmates or friends.
2. Ask friends and classmates to name ways to "buy time." Discuss the results.

Art:

- Illustrate yourself "buying time" as a Revolutionary soldier. Tell about it.
- Illustrate yourself "buying time" today. Tell about it.

"Battle of Bennington" by Jerry Miller (Pages 10-11)

Pre-reading:

Look at the picture, captions, and the title. Which army do you think won this battle? Why do you think so?

Vocabulary: artillery, cavalry, supply depot, foraging, raid, accompanied, approach, brigade, seasoned, militias, defensive position, reinforcements, fierce, engaged, casualties, and expedition.

Comprehension Check:

1. Where did this battle take place?
2. What is a foraging party? What was the group looking for?
3. What is a seasoned soldier?
4. What did the foraging party do when it heard it was outnumbered?
5. What are reinforcements?
6. What does the author mean when he says "it was a staggering victory?"
7. Did the foraging party accomplish its mission? Tell about the results.

Writing Activity:

1. Pretend to be on the American side at Bennington. Write a message home to tell your mom that you are safe and that you won the battle.
2. Pretend to be on the American side at Bennington. Create a chant to say in camp about Burgoyne's failed expedition. For example: Want horses, bring your own. Americans won't tolerate a horse thief.

"A Soldier's Life for You?" by Eric Schnitzer, illustrated by Rich Harrington (Pages 12-13)

Pre-reading:

Look at the pictures, captions, subheadings, and the title. Brainstorm words that come to mind when you think of a Revolutionary War soldier's life.

Vocabulary: victories, defeats, wedge-shaped linen tents, bivouacked, cuisine, constantly, foraging, delicious, pajamas, depending, lye soap, connections, hygiene, ignored, bristles, wood shavings, corncobs, and colonial.

Comprehension Check:

1. What were some of the camp followers' duties during the Revolutionary War?
2. Compare and contrast the different types of sleeping quarters.
3. What were the two basic requirements of camp food?
4. What do you think would have been the most difficult adjustment as a Revolutionary War soldier? Why?
5. Compare and contrast the clothing of soldiers and officers.
6. Why do you think soldiers ignored the doctor's advice about bathing?
7. Compare and contrast a Revolutionary War soldier's life and a soldier's life today.
8. What do you think was the most difficult thing about camp life as a soldier?

Writing Activity:

1. Pretend to be a Revolutionary War soldier. Choose a subtopic to write about. Write a journal or diary entry.
2. Pretend to be a Revolutionary War soldier with a letter from home that asks about camp conditions. Write a response.
3. Pretend you have a small vegetable garden at your home. Revolutionary War soldiers are headed your way. Write what you would do.
4. Write why you think a female would risk her life to be a camp follower.

Research:

- Revolutionary War camp followers
- Ash cakes

Art:

- Pretend you are asked if you will volunteer as a Revolutionary soldier. Illustrate your response.
- Illustrate someone asking a Revolutionary soldier if he were given a chance to re-enlist, if he would. What would be his response?
- Make a poster showing products used instead of toothpaste during the Revolutionary War.
- Create a poster describing something about a Revolutionary War soldier's life.

"Stalled at Freeman's Farm" by Kathy Trippe-McRee (Pages 14-17)**Pre-reading:**

Look at the pictures, captions, map, and the title. What do you guess caused the battle to be stalled at Freeman's Farm?

Vocabulary: stalled, dense, shrouded, halted, estimated, abandoned, occupied, fortified, hasty retreat, ardent, inspired, expanses, valuable, hacked, slogged, reassigned, ambitious, veteran, marksmanship, appointed, stationed, commanding views, vulnerable, defensive, trenches, strategically, ravines, embankments, harass, barrier, cautious strategist, inexperienced, maintaining, reinforcements, elite corps, accurate, bayonets, crackling, exploded, scattering, panicked, reassemble, indicate, intensified, terrifying, weary, resupplied, expertise, and courageous tenacity.

Comprehension Check:

1. What was causing both sides to wait?
2. Had the Americans been able to stop Burgoyne's earlier advances? Was this battle any different? Why or why not?
3. Cut trees slowed down the British? How?
4. Tell about Daniel Morgan and his "special forces."
5. What type expertise did Thaddeus Kosciusko volunteer?
6. Where did Kosciusko recommend setting up defense against the British?
7. What was the purpose of the redoubts?
8. What had Gate's experience taught him about American soldiers?
9. What was the purpose of sending some of Morgan's riflemen to the front?
10. Why did Morgan's riflemen panic?
11. How did Morgan reassemble his riflemen when they scattered?
12. Who had the advantage during the early hours of the battle?
13. What was the final outcome of the battle?

Writing Activity:

1. This article opens with dense fog and later battle smoke is like a fog. Lieutenant General John Burgoyne expected the Americans to run but they didn't. Tell how "his head was in a fog," meaning he was confused.
2. Pretend to be an American soldier at Freeman's Farm. Write a letter to someone at home telling of the riflemen, dammed waters, trees in the road, etc.
3. Make a list of ways the American soldiers might have shown Kosciusko their thanks for his engineering strategies. For example: they might have shouted out a cheer.

Art:

- Illustrate the riflemen scattering and Morgan blowing a turkey caller.
- Illustrate the British wagon wheels getting stuck in the mud because of fallen trees in the streams.
- Illustrate the scene of the early hours of the battle as a tug of war for the field.

Research:

- Thaddeus Kosciusko
- Colonel Daniel Morgan and his elite "special forces."
- Lieutenant General John Burgoyne
- Major General Horatio Gates

"Daniel Morgan, Frontier Fighter" by Kathy Trippe-McRee (Page 18)

Pre-reading:

Look at the picture and the title. Does the picture match the title in your opinion? Why or why not?

Vocabulary: cemented, reputation, brawler, expedition, parole, promoted, instrumental, brigadier, pivotal, infamous, humble, recounted, embellished, assaulted, motivate, and insisted.

Comprehension Check:

1. How is Daniel Morgan best remembered?
2. Tell about Daniel Morgan's reputation.
3. What happened to Daniel Morgan when he was in Canada with Benedict Arnold?
4. Tell what Daniel Morgan did after retiring from the army.
5. Campfire tales about Morgan were often embellished. What does that mean?
6. Tell the tale of 500 lashes.

Art:

- Illustrate an example of Morgan's embellished temper or courage.
- Illustrate how Morgan probably felt about retirement.
- Illustrate Morgan's response to returning to the Revolutionary War after retiring.

Writing Activity:

1. Make a list of reasons why you think Morgan came out of retirement and re-entered the war.
2. Tell one embellished statement that might have been made about Morgan.

Research:

- Whiskey Rebellion of 1794

"Fighting on the Heights" by Marcia Amidon Lusted (Pages 19-21)

Pre-reading:

Look at the pictures, captions, fast fact, and the title. What was the outcome of the battle at Saratoga?

Vocabulary: entrenchments, redoubts, occurred, reinforcements, fortification, repercussions, negotiated, intermediaries, unconditional surrender, and overturned.

Comprehension Check:

1. What happened to the reinforcements that Burgoyne was expecting?
2. What did Burgoyne decide to do after three weeks of waiting?
3. What happened to Major General Benedict Arnold during the battle?
4. Burgoyne had said he would "never retreat." What did he do instead?
5. What is the Saratoga Convention?
6. What did the Continental Congress do following this battle?

Writing Activity:

1. Pretend to be Major General Horatio Gates. Write a note to British Lieutenant General John Burgoyne after the decision of the Continental Congress.

2. Pretend to be Burgoyne and write a note to Gates following the decision of the Continental Congress.
3. Explain this expression: "The Americans really turned the tables on the British!"
4. Look at the picture that shows the surrender (page 21). What words describe the feelings you get when you look at Burgoyne. What words describe Gates? Discuss this further.
5. Pretend to be Major General Benedict Arnold. Look at the drawing on page 21. What do you think was going through his mind at this time?

Art:

- Draw a symbol to represent what the Continental Congress said in regards to the Saratoga Convention.
- Draw a map of the battle plans shown on page 21. Place an "X" on the spot where you would have wanted to be during the battles. Tell why.

Research:

- Saratoga Convention
- Continental Congress

"Did You Know?" illustrated by Chris Ware (Pages 24-25)

Pre-reading:

Look at the pictures and captions. Which one interests you most?

Vocabulary: gracious, emigrated, attempted, detached, defeat, spectacles, recommend, complicated, and seize.

Comprehension Check:

1. What is one gracious action that Burgoyne might have made?
2. Which of the officers mentioned attempted to replace George Washington?
3. Who sent troops after the battle was done? How late were they?
4. How did Gates get his nickname? What was his nickname?
5. What disadvantage did Baum have for carrying out his mission?
6. Why is there a monument in Bennington, Vermont? Why is this odd?
7. What do you think would have happened if Sir Henry Clinton had gotten to Burgoyne in time to help?
8. After reading about the different military leaders, which one would you rather follow and why?
9. Which of these facts is your favorite? Why?

Art:

- Illustrate a before or after scene for one of these facts. For example: soldiers could create a gift basket for Burgoyne to thank him for his gracious ways.
- Illustrate one of the facts in another way.

Writing Activity:

1. Pretend to be a soldier in the Battle of Bennington. Explain to your family where you are.
2. Pretend to be Sir Henry Clinton. Write a letter to Burgoyne apologizing for being late to the battle.

Research:

- Bennington Battle Monument
- Lieutenant Colonel Friedrich Baum

"The Baroness and the Battle" by Damian Fagan (Pages 26-27)

Pre-reading:

Look at the pictures, captions, and the title. Why was the Baroness Frederika Charlotte Louise Riedesel willing to be present during war?

Vocabulary: urgently, sufficient, endure, memoir, anguish, magnificent, deserted, erupted, repelled, disheartened, indicated, contrary, misfortune, unnecessary, reenactors, exhausted, distributing, channeled, apologized, interfered, gallant, pardon, technically, ceremonial capitulation, surrender, insultingly, and departure.

Comprehension Check:

1. What did the baroness promise her husband?
2. How far did the baroness and her three small daughters travel?
3. For how long were the baroness and her daughters away from Germany?
4. How did the baroness react to the battle at Freeman's Farm?
5. What did General Riedesel tell his wife after the Battle of Bemis Heights?
6. Did the baroness believe her husband's report? How do you know?
7. Who had a dying wish? What was it? Was it granted?
8. What do you think the increased "misfortune" was that resulted?
9. Why do you think some of the officers complained to the baroness about limited rations?
10. How did the baroness respond to the officers' request?
11. Where did the Riedesels spend their years as prisoners of war? For how long?
12. What happened to baroness' memoirs?
13. What did the Riedesels name their new daughter?
14. Describe the condition of the Riedesels' home in Germany when they returned.

Art:

- Illustrate this description of America from the baroness' memoir: "We passed through endless woods, and the country was magnificent, but completely deserted."
- Create a comical drawing about the baroness and the three daughters in a battle camp.

Writing Activity:

1. Pretend to be General Baron Friedrich Adolf Riedesel. Write a response to the baroness telling her that she may join him in Quebec, Canada.
2. Make a list of other baby names for a baby girl born in America.

Research:

- Baroness Frederika Charlotte Louise Riedesel
- The memoir of Baroness Frederika Charlotte Louise Riedesel

"Following the Army" by Andrew Matthews (Pages 28-29)**Pre-reading:**

Look at the pictures, captions, subtopics, and the title. Who were camp followers and what are some things they did?

Vocabulary: reenacting, expected, fatigue, endure, varied, laundress, seamstress, official, organization, rotation, rations, official, permitted, recognized, individual, motivated, property, uncertain, provided, majority, households, operating, absolutely, population, accommodations, protection, and automatic.

Comprehension Check:

1. About how long has Jenna Grilli been reenacting?

2. Why did Jenna Grilli decide to begin reenacting?
3. Give an example of fatigue duty.
4. What happened when shoes wore out?
5. What was one of the advantages of doing nurse duty?
6. What did the army provide followers?
7. What did the army expect from followers?
8. What jobs did soldiers pay followers to do? What jobs did the army pay followers to do?
9. Why did many British women become followers?
10. Why didn't many American women become followers?
11. What does the author mean when he says, "No special accommodations were made for children?"

Art:

- Illustrate an army family during the Revolutionary War. (Dad-soldier, Mom and children-followers)
- Pretend to be a camp follower. Illustrate a "good day."

Writing Activity:

1. Name some chores a child camp follower might do.
2. Pretend to be an army follower who is owed money by several soldiers. Make a ledger or record of what is owed and who owes it.

Research:

- Sulter
- Laundress

"A Tale of Two Generals" by Jerry Miller (Pages 30-32)

Pre-reading:

Look at the pictures, captions, political cartoon, and the title. If someone calls you a "Benedict Arnold" what are they suggesting? Do you know why?

Vocabulary: campaign, convinced, succeeded, gambler, commemorates, artillery, agonizing, entrenched, acquaintance, surrender, ambitious, brilliance, constant quarrels, aggressive, chafed, cautiousness, grievances, shattered, recovery, noncombat assignments, grudges, commandant, surrender, traitor, synonymous, disloyalty, treason, and political.

Comprehension Check:

1. What did the two generals have in common?
2. What career turning points were similar for the two generals?
3. Who agreed that Burgoyne's campaign success would make him the greatest hero of the war?
4. What warning did some give Burgoyne?
5. Give an example of Burgoyne's risk taking.
6. How well did Horatio Gates predict what Burgoyne would do at Freeman's Farm and Bemis Heights?
7. After Burgoyne's surrender, what was he never allowed to do again?
8. How was Benedict Arnold's leadership style different from Gates?
9. The author says that Benedict Arnold had a list of grievances. What does he mean?
10. Why was Arnold forced to accept noncombat assignments?
11. What did Benedict Arnold do that labeled him a traitor? Were his actions successful?
12. If Benedict Arnold had not turned traitor, how would he probably be remembered today?

Art:

- Illustrate the fall of one or both of these generals. What caused it?
- Draw a political cartoon about Burgoyne.

Writing Activity:

1. Pretend to be Burgoyne. Decide not to take one of the risks named. Write how you think that would have improved his leadership and battle results.
2. Pretend to be Benedict Arnold. Tell how you could use your position at West Point to help the Americans.

Research:

- Treason
- Traitor

“The Shock Felt ‘Round the World” by Ruth Spencer Johnson (Pages 33-35)

Pre-reading:

Look at the pictures, captions, and title. What was “the shock felt ‘round the world?” Take your best guess.

Vocabulary: stun, diplomats, anxiously, surrender, immortalized, dismayed, electrified, altered, independence, convince, financial, desperately, discouraging, reluctant, unofficially, ammunition, devastating, reconcile, revenge, aiding, cripple, boosting, prestige, alliance, horrified, profitable, relocate, invasion, weary, repeal, incited, boosted, morale, confidence, hostilities, rebellion, escalated, strategy, evacuation, concentrate, invading, significant, encountered, complicated, negotiations, fledgling, recognition, and delegates.

Comprehension:

1. Why did it take so long to receive messages about the progress of the Revolutionary War?
2. Why was Benjamin Franklin in France?
3. Tell about France’s involvement in the Revolutionary War.
4. What were two ways the French helped the Americans unofficially?
5. What does the author mean when she says that France was “still smarting from its loss?”
6. After Burgoyne’s surrender, France decided to negotiate an alliance with America. Why?
7. What made Britain willing to offer peace terms to the colonists? What were the terms?
8. What was the American response to the peace terms?
9. Tell how wide-spread the conflict became.
10. Yorktown became the last major battle of the Revolutionary War. How long after Saratoga was that?
11. Saratoga is considered a turning point of the war. What does that mean?
12. Why did the *New York Times Magazine* consider the Battles of Saratoga to be extremely important?

Art:

- Make a poster of expressions that might have been spoken about “The Shock felt ‘Round the World.”
- Design a cover for a magazine showing the importance of the battles at Saratoga.

Writing Activity:

1. Pretend to be the messenger who carried word to Benjamin Franklin about the war. Write out three different ways to deliver the message. Which would have been your favorite?
2. Write what you think Benjamin Franklin said to the messenger when he was told of the surrender at Saratoga.

3. Write why you think Major General Horatio Gates would not accept the sword from Lieutenant General John Burgoyne. Discuss your thoughts with others.
4. Create headlines for newspapers about the surrender of Burgoyne at Saratoga, the final battle at Yorktown, or the signing of the peace treaty with Britain.

Research:

- Treaty of Paris (1783)
- John Trumbull (artist)

“The Tourists Are Coming!—The Past is Present by Peg Lopata (Pages 36-39)

Pre-reading:

Look at the pictures, captions, and the title. Who are some of the tourists who visit Saratoga? What are some of the sites they come to see?

Vocabulary: boundaries, fortifications, highlights, according, fortunate, decades, campsites, battlefield, committed, viewshed, prescribed burns, controlled fires, interpretive, weathering, recruits, permitting, approach, intended, rebellion, surrender, fiber optics map, occurred, replaced, retreated, protected, preserved, interpreted, restored, demonstrations, nighttime, commemorates, specifically, surrounding, notable, remained, referred, and reply.

Comprehension Check:

1. Which visitors at Saratoga National Historical Park get to participate in special programs?
2. What kinds of special programs exist at Saratoga National Historical Park?
3. How long did it take to gain the property that includes the entire battlefield and most army fortifications and campsites?
4. What does it mean to protect the viewshed? How is that done?
5. Why are almost all of the man-made fortifications gone today?
6. What is the distance of the tour? What two methods of transportation are suggested?
7. Tell who owned the Schuyler home. Tell its history.
8. What happened at the spot where the Saratoga Monument was built?
9. Describe the area where the British retreated which was called Victory Woods.
10. Name two or more presidents who visited the Saratoga battlefield.

Art:

- Create a poster that advertises Saratoga National Historical Park.
- Draw an original gift design for the shop at Saratoga National Historical Park. Suggestions include bumper stickers, bookmarks, postcards, etc.

Writing Activity:

1. Read the paragraph about Victory Woods that describes the living conditions of the British there (page 39). Choose two names the British might have chosen for the area instead of Victory Woods.
2. If you were planning a trip to Saratoga, what would you want to include in your trip? Why?
3. Pretend to be a British soldier who retreated to the woods before surrendering. Write about a day there.

Research:

- Junior Ranger programs
- National Park Service (NPS)

“Some of History’s Patriots...NOT!—Going Global by Marcia Amidon Lusted, illustrated by Bryan Langdo (Pages 40-41)

Pre-reading:

Look at the pictures, subtopics, and the title. Are the featured people heroes? How can you tell?

Vocabulary: committed, ultimate, betrayal, traitors, operated, principles, democracies, Nationalist, staged, military coup, dictator, determined, reign, assassinate, ambushed, savagely, attacked, ides, conspirators, turmoil, plotted, Parliament, foiled, mannequins, treason, imperialistic, and communism.

Comprehension Check:

1. What does the author say is the ultimate betrayal? What do you think she means?
2. How do you think Julius Caesar felt when he saw Marcus Junius Brutus in the group of conspirators? Why?
3. Julius Caesar was assassinated. Why? Name other leaders who have been assassinated.
4. What was the reason for the conspiracy in England in 1605? Who was trying to gain power? Who was in power?
5. Why was Guy Fawkes executed?
6. How do some British remember November 5th each year?
7. What or whom do you think influenced Wang Jingwei to turn traitor to China?
8. Before turning traitor to China, what was Wang's position?
9. What historical event prevented Wang's views from being easy to accept?

Art:

- Create a poster that illustrates how some leaders go from patriot to traitor.
- Create a symbol for treason or traitor. Discuss its meaning.

Writing Activity:

1. Create an acrostic poem that spells out traitor or treason. Use the letters in the chosen word to begin each line of the poem. For example: T—turmoil, R—raging a revolution, etc.
2. Name two or more character traits listed in these examples that you do not admire.

Research:

- Marcus Junius Brutus
- Guy Fawkes
- Wang Jingwei
- House of Lords
- The Gunpowder Plot
- The Ides of March

"Foreign Friend"—Dr. D's Mystery Hero by Dr. Ennis Denenberg (Page 45)**Pre-reading:**

Look at the picture and the title. What foreign country can you eliminate as his homeland? How? Think of a friend to America from another country who was spotlighted earlier in this magazine. What country was he from?

Vocabulary: foreign, sacrifice, significant, preserve, nobility, artillery, captivated, eventually, engineering, strategy, critical, defensive position, pivotal, and pronounce.

Comprehension Check:

1. Read and locate an example of a cause that requires personal sacrifice. Name one you have made personally.
2. What does the author suggest is the greatest personal sacrifice you can make?
3. What do you think motivated the mystery hero to join the American Continental Army?

4. Tell what assistance the mystery hero provided at Saratoga?
5. With whom did the mystery hero become good friends?

Art:

- Make a sketch of the mystery hero. Surround the sketch with a wide frame. Write words that describe the mystery hero or create a message about him.
- Illustrate the connection between Thomas Jefferson and the mystery hero.

Writing Activity:

1. List two or more reasons why you think this mystery hero kept advancing in military ranks and was given awards.
2. Write a fact about the mystery hero that impressed you.

“Horse Sense”—Creature Feature (Back cover)

Pre-reading:

Look at the picture and the title. What is horse sense?

Vocabulary: existed, extinct, migrated, continents, critical, wilderness, confront, cavalry, artillery, lifespan, survive, trimmed, agile, hooves, sure-footed, invented, compared, source, and labor.

Comprehension Check:

1. What was one critical fact Burgoyne learned about horses?
2. Describe the size of the earliest horses in America.
3. Describe the size of an average horse today.
4. Why did the term horsepower come about?

Art:

- Create a poster showing earliest examples of horses in America and horses today.
- Make a chart of facts about several animals. Tell weight, height, lifespan, etc.

Writing Activity:

1. Make a list of favorite horse books.
2. Brainstorm words that come to mind when you hear “horses.” Make a list. Discuss it.

Research:

- Choose a topic of interest about horses. For example: migration of horses. Write two or more facts you learn.
- Research the meaning of the expression “horse sense.”
- Find expressions used with the word “horse” in them such as, “Don’t look a gift horse in the mouth.”