

Lesson 6: Separation

☐ Getting Started

In 1776, the colonies formally declared independence from Great Britain and began to seek foreign aid for the war effort. As John Adams was called to serve his country, both in the Continental Congress and as a diplomat to France, Abigail managed the family's affairs in America and kept in touch with John and with family and friends through regular correspondence.

In this lesson, you'll continue to work on grammar skills and explore vocabulary terms for the second half of the book.

Stuff You Need

- *Abigail Adams: Witness to a Revolution* by Natalie S. Bober
- *Handy Guide to Writing* by Beyond the Page
- dictionary

Ideas to Think About

- How do the lives of individuals interact with, influence, and become transformed by the events of the time and place in which they live?
- Can attention to the structure of a paragraph and the role of different component parts allow authors to craft more persuasive and powerful writing?
- How can the use of different verbs and verb forms influence the power and clarity of one's writing?

Things to Know

- **protocol**: conventions or formal customs
- **abolish**: eliminate or put an end to
- **destitute**: impoverished
- **sedition**: provoking rebellion
- **apprehension**: a fear about something bad happening
- **abhorrence**: something looked upon with disgust
- **disconsolate**: unhappy
- **impudence**: impertinence, not showing propriety or respect

☐ **Reading and Questions**

Read Chapters 11 and 12 of *Abigail Adams: Witness to a Revolution* by Natalie S. Bober. These chapters cover the vote for the colonies to declare independence and the progress of the war. Next, answer these questions.

1. When Abigail Adams went to hear the Declaration of Independence read, how did the people around her react to the document?

2. What argument did Abigail Adams make for educating women?

3. What do you think Abigail Adams was thinking and feeling when she learned that John would be dispatched to France?

4. What role did letter-writing play in Abigail Adams' coping with the absence of her husband and son?

Activities

☐ Activity 1: Paragraph Editing

Carefully read over the selection on the "Paragraph Editing" page. Correct any errors you find in grammar, spelling, or punctuation. Look especially for problems related to voice and mood. Consult the editing symbols page for symbols that you can use while editing the paragraph. NOTE: These editing symbols can also be found on p. 46 of the *Handy Guide to Writing*.

☐ Activity 2: Vocabulary from Chapters 12-18

In this activity, you will familiarize yourself with vocabulary terms that you have read today in Chapter 12 or will encounter in Chapters 13-18 of *Abigail Adams: Witness to a Revolution*:

- protocol: conventions or formal customs
- abolish: eliminate or put an end to
- destitute: impoverished
- sedition: provoking rebellion
- apprehension: a fear about something bad happening
- abhorrence: something looked upon with disgust
- disconsolate: unhappy
- impudence: impertinence, not showing propriety or respect

Complete the puzzle on the "Vocabulary" page.

Wrapping Up

In the next lesson, you'll learn more about how the Adams family managed to remain close and connected during their frequent separations.

Paragraph Editing

Instructions: Find and correct the following grammar, punctuation, and spelling errors in the paragraph

- 3 misspelled words
- 1 sentence fragment (incomplete sentence)
- 1 comma splice (2 independent clauses joined incorrectly with a comma)
- 2 apostrophe errors
- 2 capitalization errors
- 1 subjunctive mood verb error

Smallpox was a highly contagious virus. That caused blindness, disfigurement, and sometimes death. Europeans had battled smallpox for centuries, now the Colonists faced the diseases danger. In 1721, for example, more then half of the population of boston caught smallpox, and over 800 of them died. Those who caught the disease experienced high fever and body aches, and their bodies' were covered by hundreds of small blisters, or pustules. Some colonists used inoculation to try to avoid the worst of the disease. The method required that they were injected with the virus. A true vacsine wasn't developed until 1800.

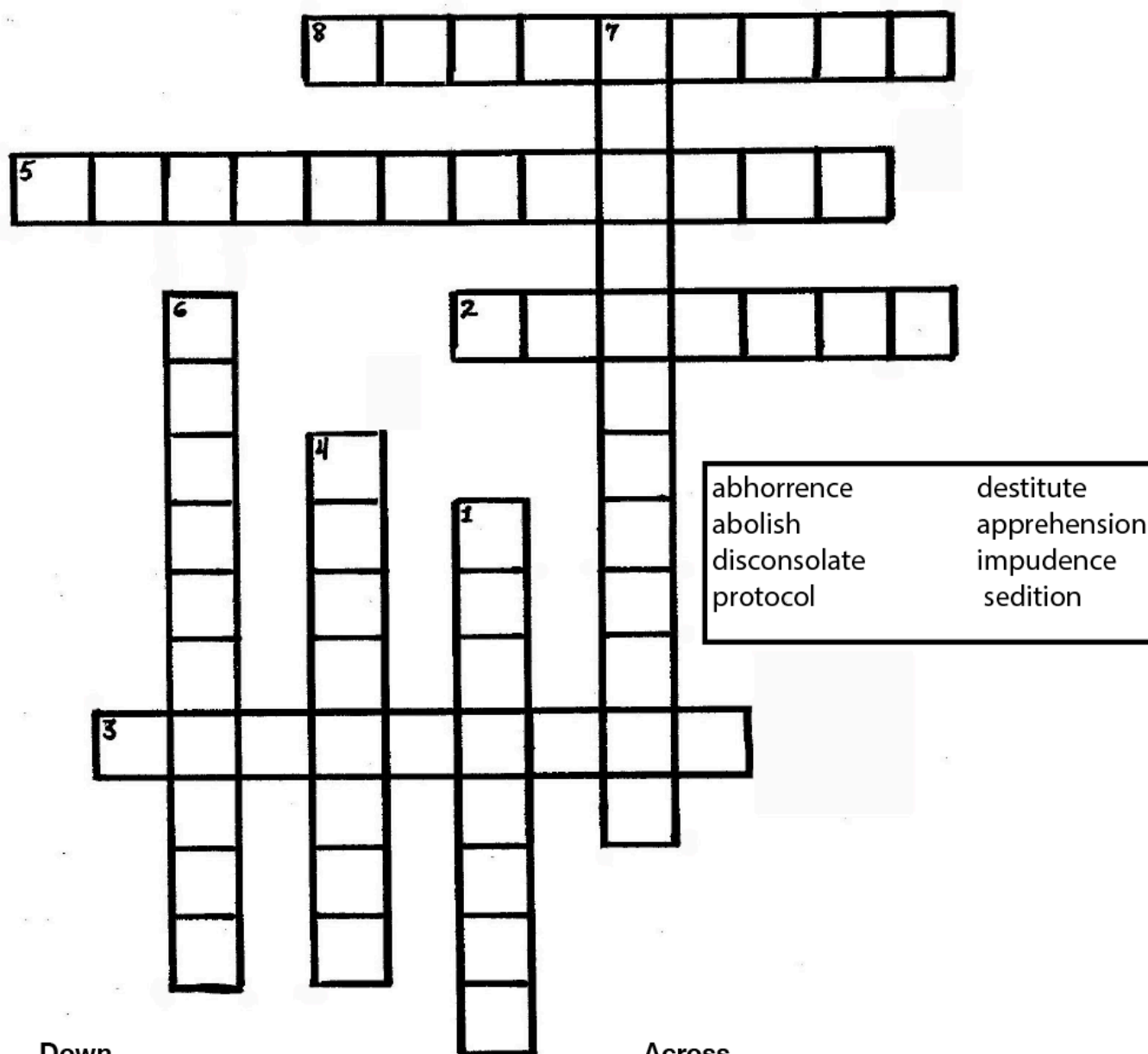
SYMBOL	MEANING	EXAMPLE
↗	Insert comma	Proofreading is easy, but you have to read carefully.
↘	Insert apostrophe	Don't rush through the editing process.
“ ”	Insert quotation marks	My mother said, "Let's go pick up your library books."
=	Insert hyphen	The paragraph is eighty-two words long.
⦿	Insert period	Leave plenty of time to revise your work.
sp	Spelling problem	Run spell check to help avoid misspellings.
○	Spell out	Jasper wrote three drafts of his paper.
-ed	Final -ed problem	I finish my essay last night.
-s	Final -s problem	Jane uses these pen to write her papers.
ww	Wrong word	At first, Jerome's essay was to short.
≡	Capitalize word	I try to proofread my spanish homework as well.
/	Lowercase word	She is excited to study literature in the fall.
#	Insert space	In my story, the hero finds a mysteriousbox in the attic.
○	Close up space	He wrote the poem in his notebook.
↻	Delete word	One way to prewrite is to draw a diagram.
^	Insert word	Revising is important for writing an effective paper.
~	Transpose words	Reread the assignment before you revising start.
T	Tense problem	After we finished our papers, we eat a snack.
pron	Pronoun problem	It is easier to proofread your draft if you print them out first.
s-v	Subject-verb agreement problem	Space are my favorite topic to write about.
frag	Sentence fragment	If you ask someone to read over your draft.
r-o	Run-on sentence	Choose a topic that interests you brainstorm ideas about that topic.

Vocabulary

Chapters 12 - 18

Instructions:

Complete this crossword puzzle using words from the word bank, crossing off words from the word bank as you use them. If there are any words that you can't figure out, look them up in a dictionary and then determine where they fit best in the puzzle.



Down

1. conventions or formal customs
4. provoking rebellion
6. something looked upon with disgust
7. very unhappy

Across

2. eliminate or put an end to
3. impoverished
5. a fear about something bad happening
8. not showing propriety or respect

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Getting Started

✿ Ideas to Think About

- How do the lives of individuals interact with, influence, and become transformed by the events of the time and place in which they live?
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⦿ Skills

- Acquire and use accurately grade-appropriate general, academic, and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (LA)
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (LA)
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (LA)
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (LA)
- Form and use verbs in the active and passive voice. (LA)
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (LA)
- Use subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. (LA)

Introducing the Lesson

In this lesson your child will practice paragraph editing and explore vocabulary terms for the next six chapters of the book.

Reading and Questions

1. When Abigail Adams went to hear the Declaration of Independence read, how did the people around her react to the document?

People reacted with great enthusiasm -- symbols of the British crown were removed and the crowd shouted, "God save our American states!" (p. 78)

2. What argument did Abigail Adams make for educating women?

She wished for greater education so that she could be better educate her own children and believed that educating women would allow them to educate the next generation of citizens, which would be crucial in a new nation.

3. What do you think Abigail Adams was thinking and feeling when she learned that John would be dispatched to France?

Answers will vary, but your child should recognize that after long separations, she had very much wanted him to be home for a long period of time, so his going to France must have been unwelcome news.

4. What role did letter-writing play in Abigail Adams' coping with the absence of her husband and son?

Answers will vary, but your child should understand that Abigail Adams shared her feelings in her letters and was able to connect with those who knew and understood her.

Activities**Activity 1: Paragraph Editing**Answer Key:

- misspelled words: contagious (1st line); than (3rd line); and vaccine (7th line)
- sentence fragment: 1st line (incomplete sentence should be joined to previous sentence ("contagious virus that caused blindness..."))
- comma splice: 2nd line (to correct, put a period after "centuries" and begin a new sentence with "Now." Another option is to replace the comma with a semicolon.)
- apostrophe errors: 2nd line (disease's) and 5th line (bodies) [first example needed an apostrophe added; the second needed it removed]
- capitalization errors: 2nd line (colonists should not be capitalized) and 3rd line (Boston should be capitalized)
- subjunctive mood: 6th line (change "that they were" to "that they be")

Activity 2: Vocabulary from Chapters 12-18

In this activity, your child will complete a puzzle related to vocabulary terms for the next several chapters of the reading.

Answer Key:

- | | |
|------------------------|--------------------------|
| • 1 down: protocol | • 2 across: abolish |
| • 4 down: sedition | • 3 across: destitute |
| • 6 down: abhorrence | • 5 across: apprehension |
| • 7 down: disconsolate | • 8 across: impudence |

Wrapping Up**Questions to Discuss**

- Do you think it would be easier or harder for a married couple today to be apart as often and for as long as John and Abigail were? (Answers will vary. You may want to talk to your child about the length of time it might take for letters to travel in the colonies or overseas in the 1700s compared to the ability to stay in touch with cell phone, email, and social networking today.)
- What advice would you give someone who was learning how to edit paragraphs?

Things to Review

- Review your child's answers to the reading questions.
- Review your child's paragraph editing activity.
- Review your child's answers to the vocabulary puzzle.