

# The Portsmouth Alarm

December 1774

By Terri A. DeMitchell, M.Ed., M.A., J.D.

Mayhaven Publishing  
Publication date – January 2013  
\$16.95, 162 pgs, Paperback, 6" x 8.5"

ISBN 13# 978-1-932278-92-7  
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## Language Arts—Grades 5 and 8

Below are suggested end of chapter questions and activities to be completed after reading the page indicated. **Common Core Standards ELA-Literacy (Reading Literature and Writing) for grades 5 and 8**, are cited in the parentheses. For easy reference, the Common Core Standards appear at the end of the list of questions.

**PRE-READING:** Using a map, find New Castle, NH and Fort Constitution (formerly called Fort or Castle William and Mary).

**READING:** P. 8 Find the following terms in the preface: Parliament, Intolerable Acts, and Continental Congress. Using a secondary source (textbook, encyclopedia, internet, etc.), define the terms.

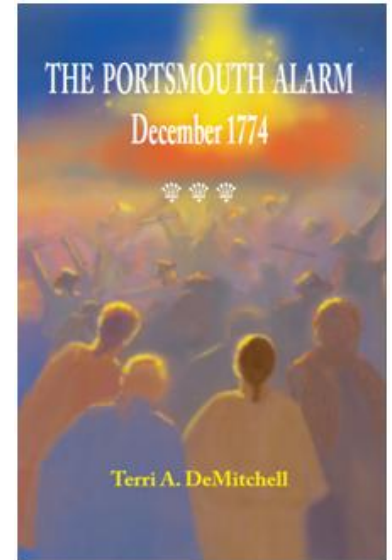
P. 11 What process to make decisions did the Boston Committee of Correspondence commonly use? In this instance, did the members follow their process? If not, how did they violate it and why? Should they have waited to alert the Portsmouth committee? (RL.5.2)

P. 19 What is a boycott and what was the purpose of the boycott of British goods? Do you think the boycott was a good idea? Should people be required to follow a boycott even if it harms them personally? (RL.5.4, RL.8.4)

P. 27 Charles and Joseph disagreed about the appropriateness of the event that was later called the Boston Tea Party. Compare and contrast their positions using specific examples from the text. (RL.5.3, RL.8.3)

P. 32 Joseph had strong beliefs about the British government in general and about Royal Governor Wentworth in particular. State Joseph's beliefs about both. For each belief, identify if it is based on fact, opinion, or reasoned judgment. (RL.5.2, RL.8.2)

P. 40 Joseph expressed a strong dislike for Governor Wentworth. Do you see Governor Wentworth differently through Jack's eyes? If so, in what ways does he seem different? (RL.5.6, RL.8.6)



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P. 49 What actions did Governor Wentworth take that caused him to be branded an enemy of the community? Do you think he was an enemy of the people of New Hampshire? Why or why not? (RL.5.4, RL.8.4)

P. 54 Quote Governor Wentworth's exact language regarding what he believed is the proper process or method to bring about change. What can you infer about his views on other methods for creating change? (RL.5.1, RL.8.1)

P. 64 What can you infer about Sarah Cochran's thoughts and feelings regarding the Sons of Liberty? The Sons of Liberty did in fact resort to violence on occasion. Where do you see political violence occurring today? (RL.5.1, RL.5.4, RL.8.1, RL.8.4)

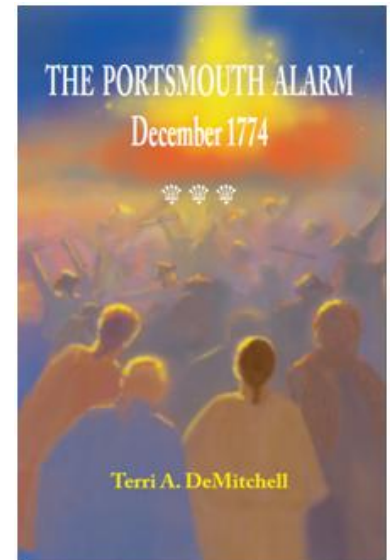
P. 73 Frank and Flora were outraged by the determination of the men in the tavern to not be enslaved by the British government. Discuss. (RL.5.3, RL.8.3)

British regulars were on the way to the fort. Place yourself in the tavern. Write a narrative about how you feel about this development, what you would do next, and why. (W.5.3, W.8.3)

P. 77 Summarize how Jack felt knowing that the undermanned fort was on alert, but not knowing why. Use specific language from the text to support your conclusions. (RL.5.1, RL.5.2, RL.8.1, RL.8.2)

P. 84 Committee members called for a march to the fort, but the Chief Justice warned that taking powder from the fort would be considered an act of rebellion against the British government. Argue what the citizens should do and why. (W.5.1, W.8.1)

P. 93 Captain Cochran, a New Hampshire man, was not told why the men were trying to take control of the fort. If he knew, do you think he would have allowed them to remove the powder peacefully? Explain your answer using reasoned judgment. (RL.5.2)



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P. 99 It was now clear that neither side's goal could be achieved peacefully. Cite the sequence of events/actions that led to this impasse. Name at least five. (RL.5.3, RL.8.3)

P. 106 Captain Cochran, his family, and the soldiers all resisted the raiders. Jack called Andrew a traitor. Compare and contrast Andrew and Jack's positions. (RL.5.3, RL.8.3)

P. 109 Should Joseph and the others have hauled down the flag? Give reasons for and against. (RL.5.2, RL.5.3, RL.8.3)

P. 115 Joseph and Jack were clear about their positions. What caused each to hold such strong convictions? (RL.5.3, RL.8.3)

P. 123 Captain Cochran's letter appears on pages 119-120. Is the letter a primary, secondary, or fictional source? How do you know? From what you have read, does the letter provide a similar account of what happened at the fort? (RL.5.3)

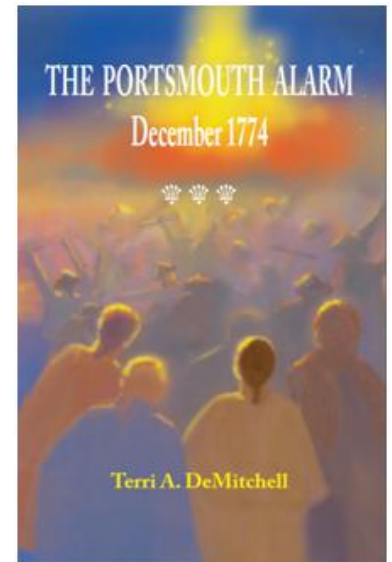
Governor Wentworth declared that the action taken at the fort was treason. What actions did the raiders take that led Governor Wentworth to that conclusion? Is it ever appropriate to commit treason? (RL.5.4, RL.8.4)

P. 132 Governor Wentworth said that he could not pardon treason, but would present the information to the King. Given what you know about the King, do you think he would understand why the raiders took action and forgive the offense? (RL.5.1, RL.8.1)

P. 139 Governor Wentworth demanded that the powder be returned to the fort. Should the raiders return the powder? Argue for or against returning the powder. (RL.5.2, RL.8.2)

P. 145 Plans were made to raid the fort for a second time. What were the reasons, for and against, the second raid? (W.5.2, W.8.2)

P. 153 Which character, Andrew, Jack, or Joseph, do you most identify with? (RL.5.3, RL.8.2)



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P. 155 Compare the primary source, Governor Wentworth's account of the raid on page 154, to a secondary source. Secondary sources can be found on the Internet. (Two examples are cited under post reading.)

P. 158 Summarize Article 10, Right of Revolution

**POST READING:** The author used dates and times to break the book into chapters. Why do you think she chose that method and do you think it was effective? (RL.5.5)

--Read a non-fiction article regarding the raid. For example see:

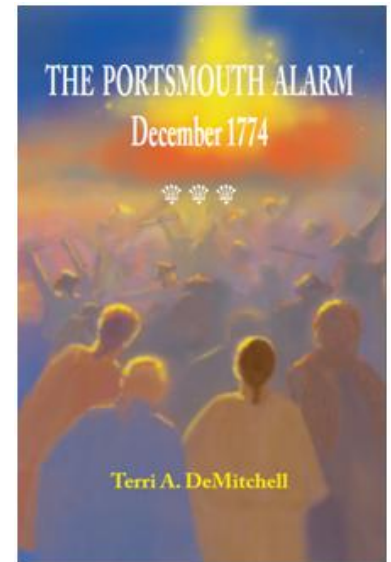
<http://seacoastnh.com/history/rev/willmary.html>

<http://www.library.unh.edu/special/index.php/exhibits/capture-of-fort-william-and-mary>

--Read another historical novel about the Revolutionary War. Compare and contrast the two novels. (RL.5.9)

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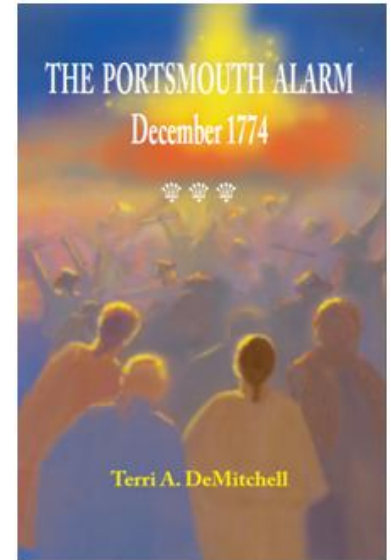
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<http://www.corestandards.org/ELA-Literacy/RL/5>

<http://www.corestandards.org/ELA-Literacy/RL/8>

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## English Language Arts Standards » Reading: Literature » Grade 5 Key Ideas and Details

- **CCSS.ELA-Literacy.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **CCSS.ELA-Literacy.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

## Craft and Structure

- **CCSS.ELA-Literacy.RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **CCSS.ELA-Literacy.RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **CCSS.ELA-Literacy.RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.

## Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RL.5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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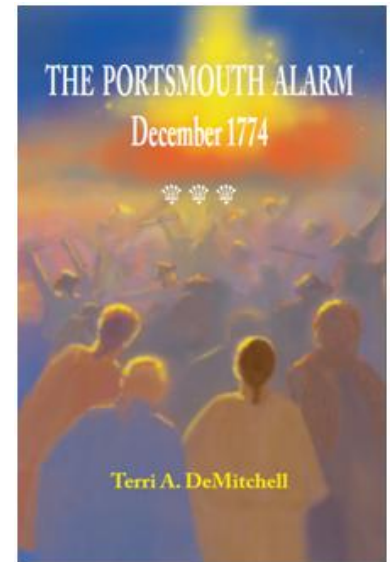
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- (RL.5.8 not applicable to literature)
- **CCSS.ELA-Literacy.RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

English Language Arts Standards » Writing » Grade 5

## Text Types and Purposes

- **CCSS.ELA-Literacy.W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **CCSS.ELA-Literacy.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **CCSS.ELA-Literacy.W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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## English Language Arts Standards » Reading: Literature » Grade 8 Key Ideas and Details

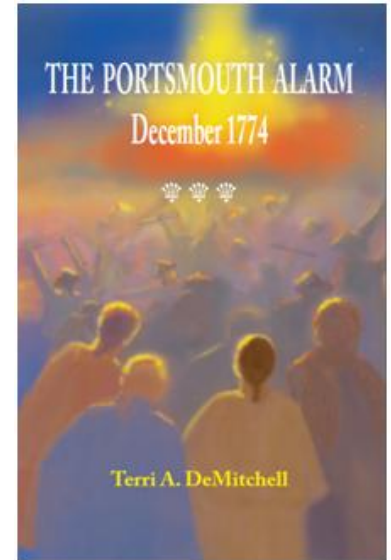
- **CCSS.ELA-Literacy.RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-Literacy.RL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **CCSS.ELA-Literacy.RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

## Craft and Structure

- **CCSS.ELA-Literacy.RL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **CCSS.ELA-Literacy.RL.8.5** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **CCSS.ELA-Literacy.RL.8.6** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

## Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RL.8.7** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.



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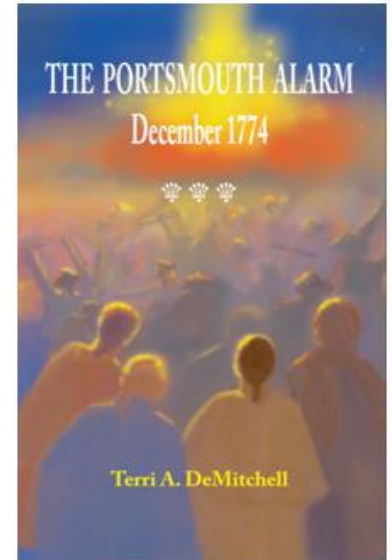
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- (RL.8.8 not applicable to literature)
- **CCSS.ELA-Literacy.RL.8.9** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

## Range of Reading and Level of Text Complexity

**CCSS.ELA-Literacy.RL.8.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

English Language Arts Standards » Writing » Grade 8

## Text Types and Purposes

- **CCSS.ELA-Literacy.W.8.1** Write arguments to support claims with clear reasons and relevant evidence
- **CCSS.ELA-Literacy.W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **CCSS.ELA-Literacy.W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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