

The Portsmouth Alarm

December 1774

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

Mayhaven Publishing
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Social Studies—Grades 6 to 8

Below are suggested end of chapter questions and activities to be completed after reading the page indicated. **Common Core Standards ELA-Literacy History/Social Studies and Writing for grades 6-8** are cited in the parentheses. For easy reference, the Common Core Standards appear at the end of the list of questions/activities.

PRE-READING: Using a map, find New Castle, NH and Fort Constitution (formerly called Fort or Castle William and Mary). (RH.6-8.7)

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. (RH.6-8.2)

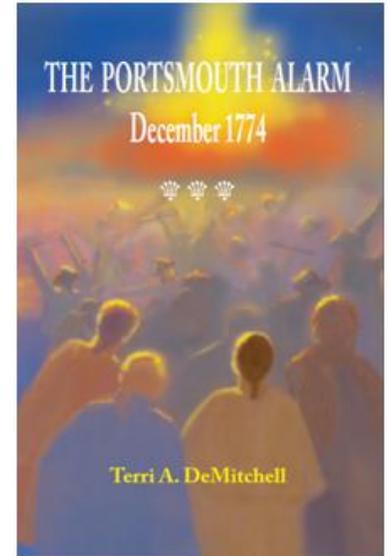
P. 11 What process to make decisions did the Boston Committee of Correspondence commonly use? In this instance, did the members follow their process? If not, how did they violate it and why? Should they have waited to alert the Portsmouth committee? (RH.6-8.3)

P. 19 What is a boycott and what was the purpose of the boycott on 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? (RH.6-8.4)

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. Compare their positions regarding the Boston Tea Party to a secondary source on the topic. (RH.6-8.2)

P. 32 Joseph had strong beliefs about the British government in general and about Royal Governor Wentworth in particular. State Joseph's beliefs for both. For each belief, identify if it is based on fact, opinion, or reasoned judgment. (RH.6-8.8)

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? (RH6-8.6)



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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? (RH.6-8.4)

P. 54 Cite Governor Wentworth's explicit language regarding what he believed is the proper process to bring about change. What can you infer about his concerns about other methods for creating change? (RH.6-8.3)

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? (RH.6-8.4)

P. 73 How did the author portray Frank and Flora's response to the determination of the men in the tavern to not be enslaved by the British government? Discuss. (RH.6-8.6)

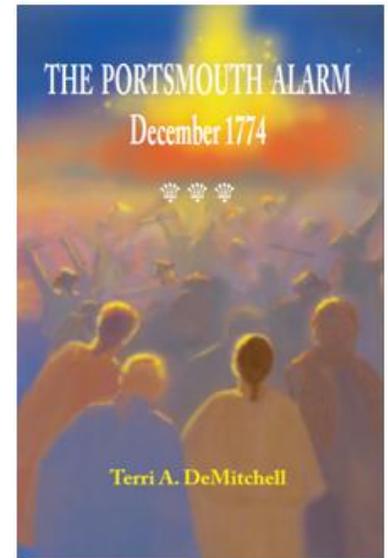
P. 77 Summarize how Jack felt knowing that the undermanned fort was on alert, but not knowing why. Did he rely on fact, opinion or reasoned judgment? (RH.6-8.8)

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. (WHST.6-8.1)

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 should have allowed them to remove the powder peacefully? Explain your answer using reasoned judgment. (RH.6-8.8)

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. (RH.6-8.5)

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. (RH.6-8.5)



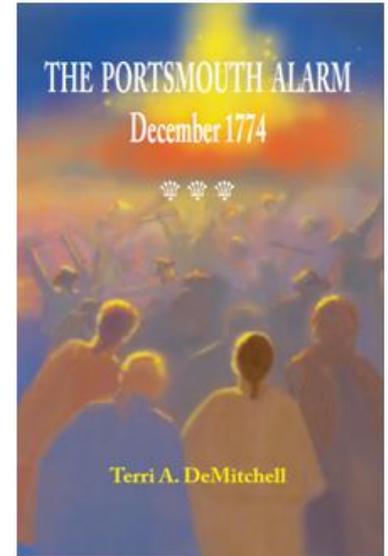
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P. 109 Should Joseph and the others have hauled down the flag? Give reasons for and against. In what ways were their actions based on fact, opinion, or reasoned judgment? (RH.6-8.8)

P. 115 Joseph and Jack were clear about their positions. What caused each to hold such strong convictions? (RH.6-8.5)

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 read in the story, does the letter provide a similar accounting of what happened at the fort? (RH.6-8.1)

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? (RH.6-8.3, RH.6-8.4)

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? (RH.6-8.6)

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. (WHST.6-8.1)

P. 145 Plans were made to raid the fort for a second time. What were the reasons given in support of the second raid? To what extent did the individual speakers in the tavern use fact, opinion, or reasoned judgment while making their arguments? (RH.6-8.8)

P. 153 Which character, Andrew, Jack, or Joseph, do you most identify with? (WHST.6-8.2)

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. (RH.6-8.1, RH.6-8.2, RH.6-8.9)

P. 158 Summarize Article 10, Right of Revolution (RH.6-8.2)

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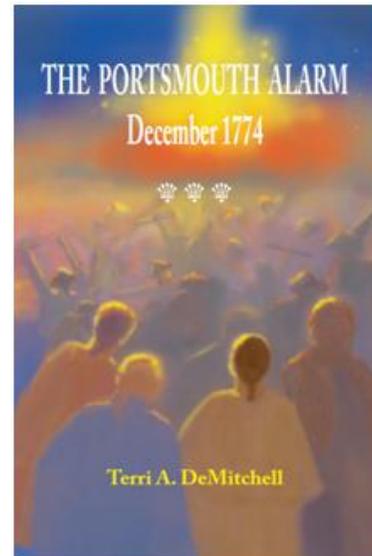
POST READING: To what extent did the author portray this historical event sequentially, comparatively and/or causally? Was it effective and why? (RH.6-8.5)

Did the author reveal her position on the appropriateness of the raid on Castle William and Mary? (RH.6-8.6)

For a non-fiction article regarding the raid, see:
<http://www.nhssar.org/essays/FortConstitution.html>

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- <http://www.corestandards.org/ELA-Literacy/RH/6-8>

English Language Arts Standards » History/Social Studies » Grade 6-8

Key Ideas and Details

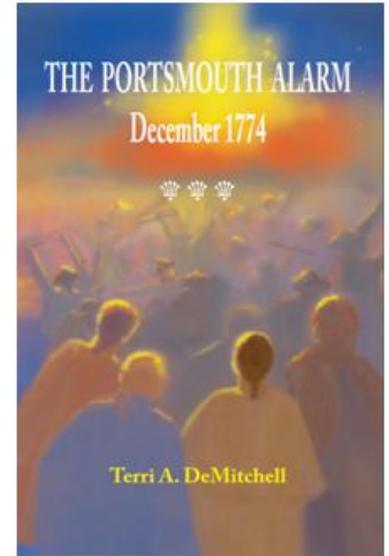
- **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.
- **CCSS.ELA-Literacy.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **CCSS.ELA-Literacy.RH.6-8.3** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

- **CCSS.ELA-Literacy.RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **CCSS.ELA-Literacy.RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **CCSS.ELA-Literacy.RH.6-8.6** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **CCSS.ELA-Literacy.RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.



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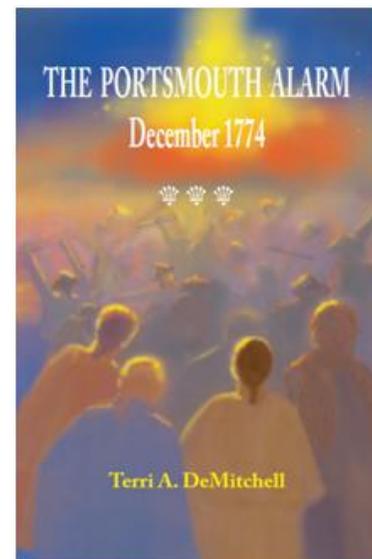
- **CCSS.ELA-Literacy.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

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English Language Arts Standards » Writing » Grade 6-8

Text Types and Purposes

- **CCSS.ELA-Literacy.WHST.6-8.1** Write arguments focused on *discipline-specific content*.

CCSS.ELA-Literacy.WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-Literacy.WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

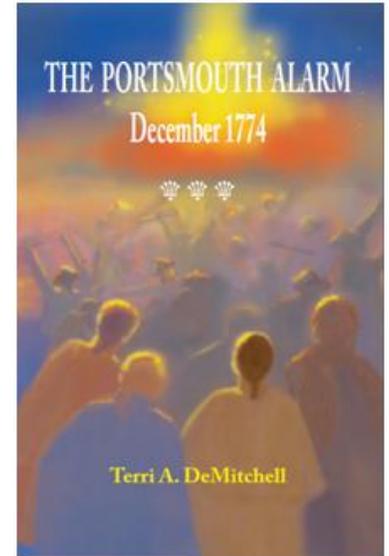
CCSS.ELA-Literacy.WHST.6-8.1d Establish and maintain a formal style.

CCSS.ELA-Literacy.WHST.6-8.1e Provide a concluding statement or section that follows from and supports the argument presented.

- **CCSS.ELA-Literacy.WHST.6-8.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.



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CCSS.ELA-Literacy.WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.WHST.6-8.2e Establish and maintain a formal style and objective tone.

CCSS.ELA-Literacy.WHST.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

