

# Lesson

# 12



## LANGUAGE DETECTIVE

### Talk About the Writer's Words

Work with a partner. Choose one of the Vocabulary words. Add words to the sentence below it to explain more details about the photo.

# Vocabulary in Context

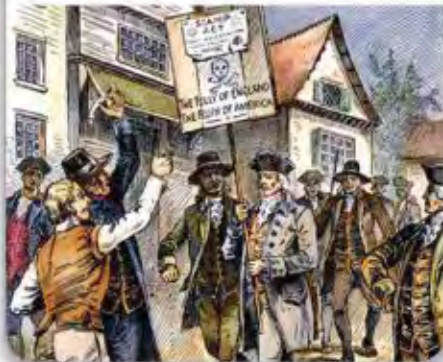
## 1 rebellious

In April 1775, who fired first at Lexington: a **rebellious** patriot or a loyal British soldier?



## 2 objected

Colonists **objected** to the Stamp Act of 1765, protesting that its taxes were unfair.



## 3 benefit

Sam Adams argued that it would be a help, or **benefit**, to be independent.



## 4 repeal

In 1766, Parliament voted to **repeal** the hated Stamp Act. The act was withdrawn.



- ▶ Study each **Context Card**.
- ▶ Use the glossary to determine the correct pronunciation of each Vocabulary word.

### 5 **contrary**

Willful, **contrary** patriots refused to obey British laws. Troops were sent to enforce the laws.



### 6 **midst**

In the Boston Massacre of 1770, five colonists died in the **midst**, or middle, of a riot.



### 7 **temporary**

For the Boston Tea Party, patriots wore **temporary** disguises, then removed them.



### 8 **advantages**

More soldiers and guns were the British army's **advantages**, or superior qualities.



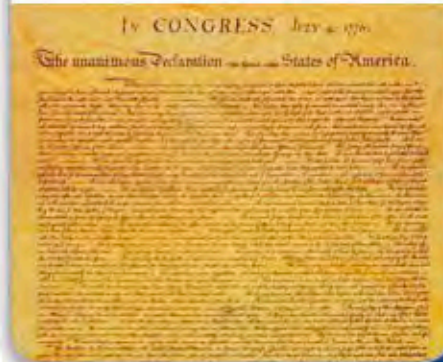
### 9 **previously**

Many men, **previously** peaceful farmers, became patriot soldiers during the Revolution.

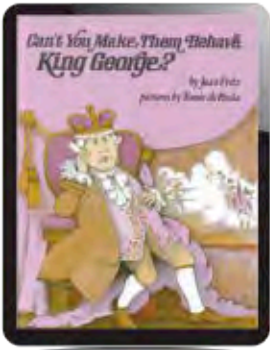


### 10 **prohibit**

The Declaration of Independence sought to **prohibit**, or forbid, political tyranny.







# Read and Comprehend

## ✓ TARGET SKILL

**Fact and Opinion** As you read “Can’t You Make Them Behave, King George?,” look for both **facts** and **opinions**. To determine which is which, ask yourself whether the information can be proved to be true. If so, it is a fact. If not, it is an opinion—someone’s belief or feeling. Authors may use reasons and text evidence to support opinions. Record the facts and opinions from the text in a graphic organizer like the one shown below.

Facts	Opinions

## ✓ TARGET STRATEGY

**Question** To improve your comprehension, pause now and then to ask yourself **questions** about the people and events in the selection. Questioning helps you figure out how people and events are related and what you need to reread to clarify. Look for text evidence to help you answer your questions as you read.

## PREVIEW THE TOPIC

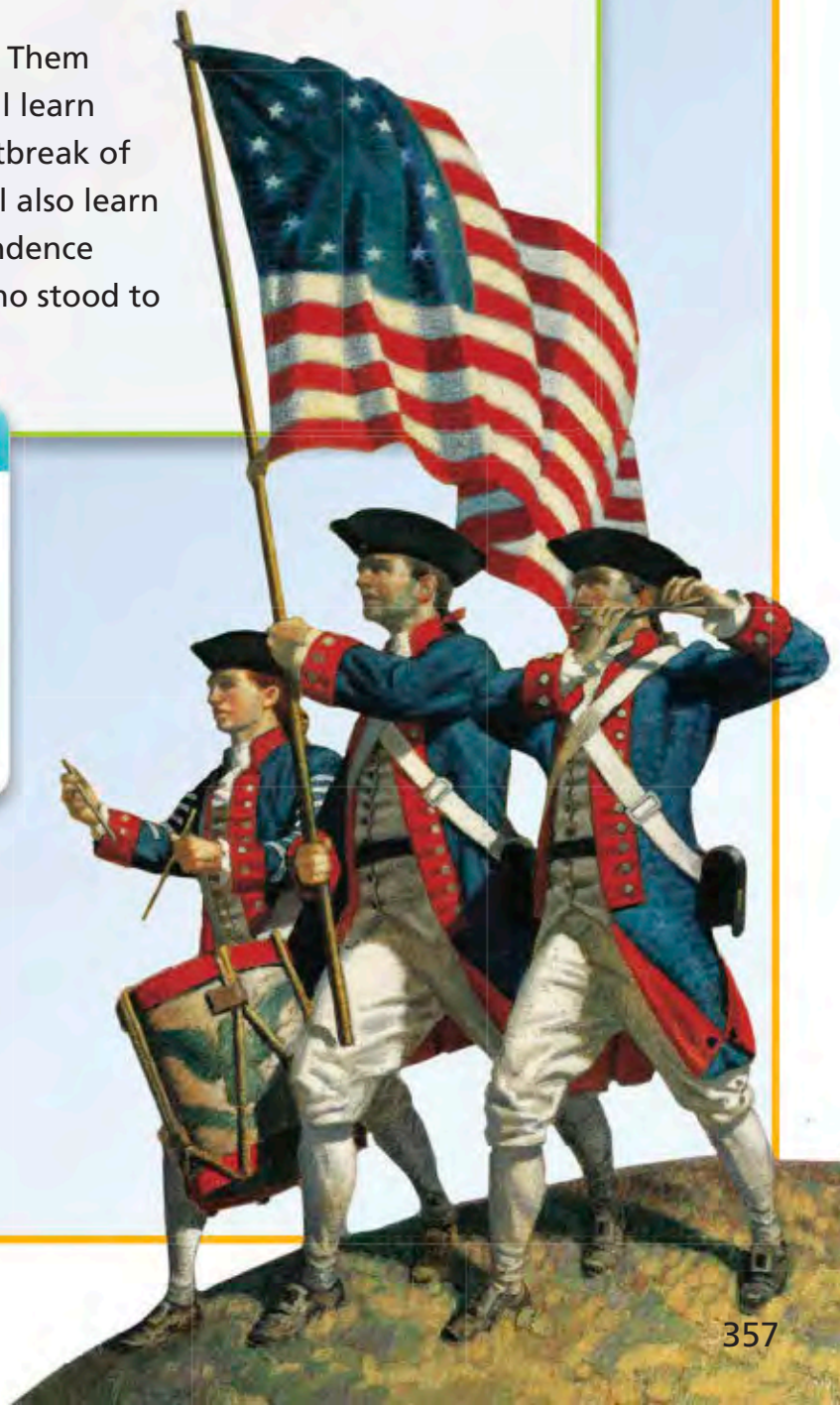
### Independence

As a result of the Revolutionary War, fought from 1775 to 1781, the thirteen American colonies gained their independence from Britain and established their own government. These facts are in all of our history books, and it's hard to imagine that things could have gone any differently. However, the colonists' decision to fight for their freedom was not simple or obvious at the time.

As you read "Can't You Make Them Behave, King George?," you will learn that many factors led to the outbreak of the Revolutionary War. You will also learn how radical the idea of independence was—especially for the king, who stood to lose a big slice of his empire.

#### Talk About It

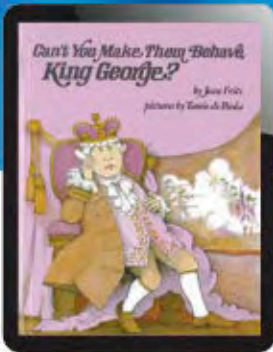
What do you know about America's war for independence from Britain? What would you like to know? Share your ideas with classmates. What did you learn from others?





## Lesson 12

# ANCHOR TEXT



### ✓ GENRE

**Narrative nonfiction** tells about people, places, and events that are real. As you read, look for:

- ▶ events in time order
- ▶ factual information that tells a story

### MEET THE AUTHOR

## Jean Fritz

Jean Fritz says it takes lots of research to learn about the subjects of her nonfiction books. She loves finding quirky details and funny facts about real people. She never makes up the things people say in her books. All the dialogue she uses comes from accounts in real letters, journals, and diaries.



### MEET THE ILLUSTRATOR

## Tomie dePaola

Tomie dePaola has been drawing ever since he can remember. When he was young, his parents let him work in a special space in the attic. Now he has his own studio where he paints and illustrates popular children's books such as *26 Fairmount Avenue*. He receives over 100,000 fan letters per year!

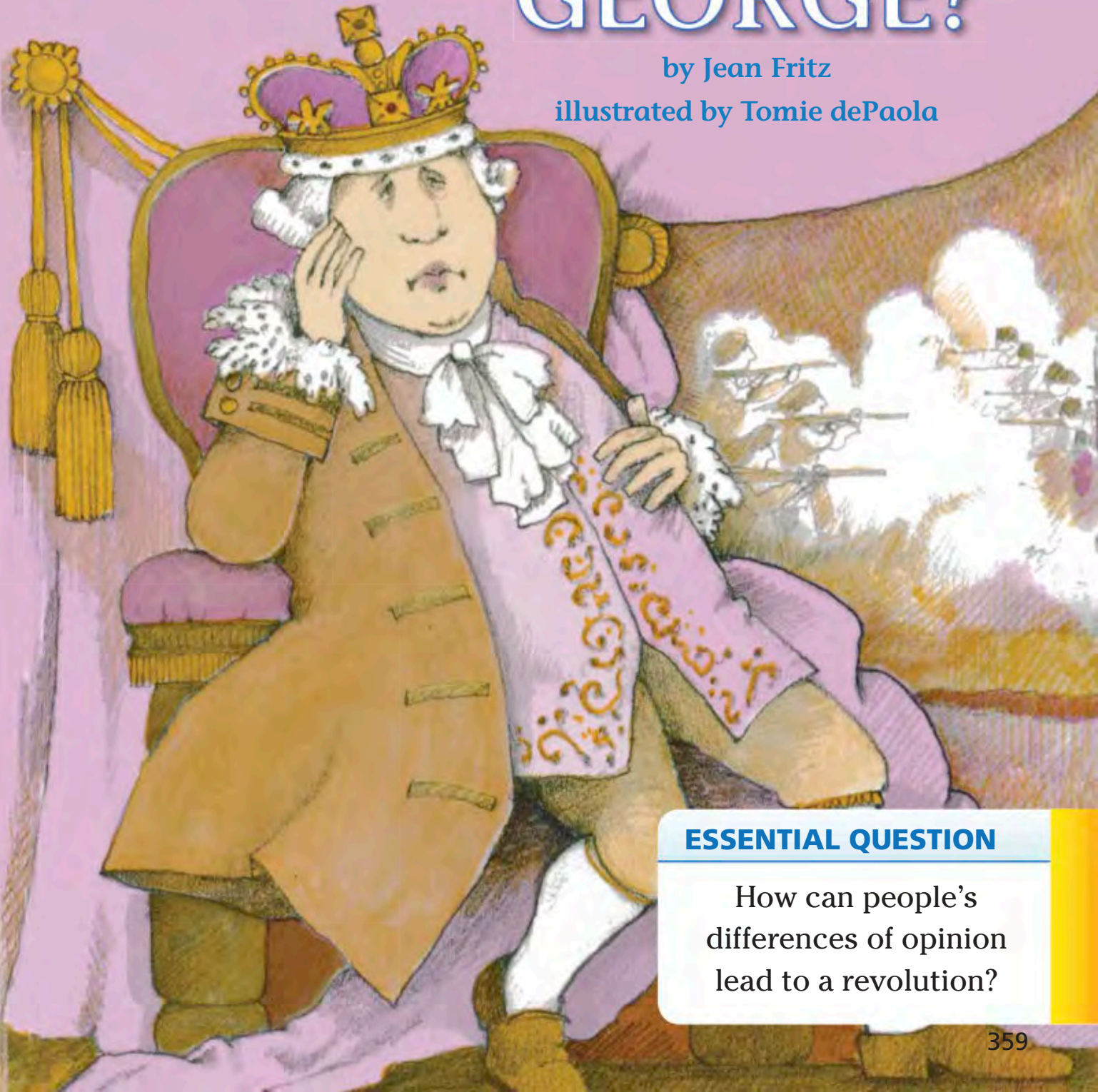




# CAN'T YOU MAKE THEM BEHAVE, KING GEORGE?

by Jean Fritz

illustrated by Tomie dePaola



## ESSENTIAL QUESTION

How can people's differences of opinion lead to a revolution?

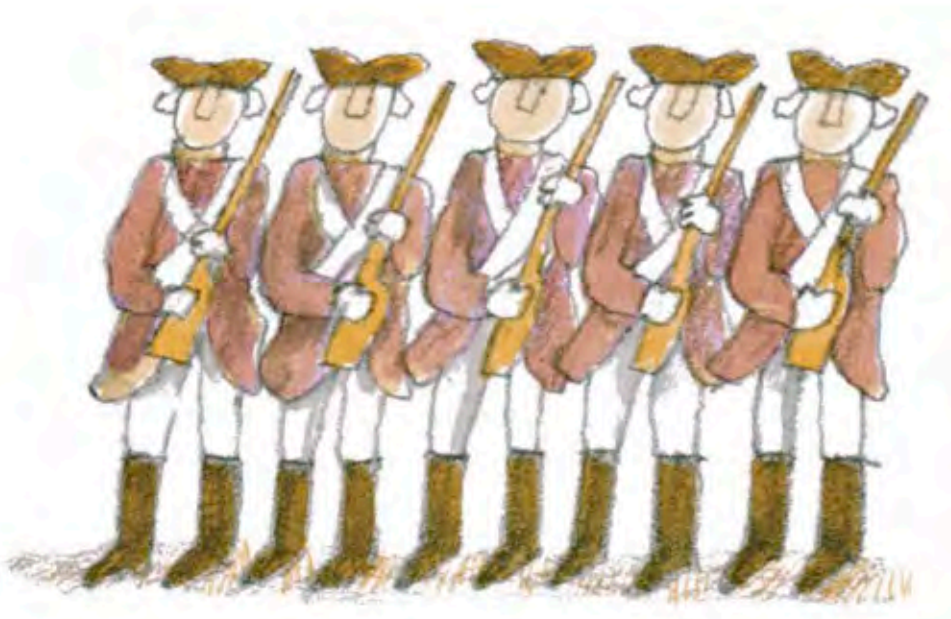
*Before the American Revolution, most people who had come from England to settle in North America were English subjects loyal to King George the Third. However, some of these colonists did not like that the king made them pay money called taxes to the English government. They did not like that they had no say in the decisions made by the English government. This was the beginning of a disagreement that led to the American Revolution.*

When George came to the throne, the government was costing a great deal. England had been fighting a long and expensive war, and when it was over, the question was how to pay bills. Finally, a government official suggested that one way to raise money was to tax Americans.

“What a good idea!” King George said. After all, the French and Indian part of the war had been fought on American soil for the **benefit** of Americans, so why shouldn’t they help pay for it? The fact that Americans had also spent money and lost men in the war didn’t seem important. Nor did the fact that Americans had always managed their own money up to now. They were English subjects, weren’t they? Didn’t English subjects have to obey the English government? So in 1765 a stamp tax was laid on certain printed items in America.







King George was amazed that Americans **objected**. He was flabbergasted that they claimed he had no *right* to tax them. Just because they had no say in the matter. Just because they had no representatives in the English government. What was more, Americans refused to pay. If they agreed to one tax, they said, what would come next? A window tax? A tax on fireplaces?

Now King George believed that above all a king should be firm, but the government had the vote, and in the end it voted to **repeal** the tax. Still, King George was pleased about one thing: The government stood firm on England's *right* to tax the colonies. And in 1767 the government tried again. This time the tax was on lead, tea, paint, and a number of items England sold to America. Part of the money from this tax was to be used to support an English army to keep order in America; part was to pay governors and judges **previously** under the control of the colonies. Who could object to that? King George asked.



*Americans also contended that if they had been asked (instead of being forced) to raise money for England, they would have done so as they had done on previous occasions.*

*In King George's day the king was a "constitutional monarch." He had lost the enormous powers that a king had once had and had to abide by the vote of the government. On the other hand, unlike present kings, he took an active and leading role in the government.*





*Many Americans disapproved of the Boston Tea Party. They were willing to pay for the lost tea, but when instead the king punished them so severely, they became more united against him.*

The Americans did. They hated the whole business so much, especially the English soldiers stationed in their **midst**, that even when the other taxes were repealed and only the tea tax remained, they would not put up with it. When tea arrived in Boston, they dumped it into Boston Harbor.

When he heard this news, King George felt more like a father than he ever had in his life. A father with a family of very, very disobedient children. And of course, he must punish them. So he closed the port of Boston and took away the right of Massachusetts to govern itself.





Firm, firm, firm. From now on he would be firm. After the Battle of Lexington and the Battle of Bunker Hill, King George said he felt strong as a lion. People would soon see, he said, that Americans would back down, meek as lambs.

Instead, on July 4, 1776, Americans declared their independence. Naturally King George was annoyed. But he wasn't worried. How could children, however **rebellious**, succeed against a firm father? How could a few colonies hold out against a powerful empire? He'd just send a few more regiments over and then watch the Americans come around! It never occurred to George the Third that he might not be right. "I wish nothing but good," he once said, "therefore everyone who does not agree with me is a traitor or a scoundrel."

For a while King George had every reason to feel confident. The English troops captured New York, and when George heard this, he said one more battle and it would be over. When he was told that his troops had marched into Philadelphia, he ran into the queen's room. "I have beat them!" he shouted. "Beat all the Americans!"

But he hadn't beaten them. The fighting went on, and meanwhile, George the Third had to go about the business of being a king. He put his seal on official papers, gave out medals and titles, memorized the name of every ship in the navy, tasted the food sent to the troops, checked on who was spending what, and for hours on end he listened to people talk.

#### ANALYZE THE TEXT

**Similes** Similes are comparisons that use the word *like* or *as*. On this page, a simile can be found in the common saying "strong as a lion." Identify another simile on this page and explain what comparison is being made.





Indeed, being a king, especially a good king, was often boring. He couldn't even drop a glove without half the palace, it seemed, stooping to pick it up and arguing about who should have the honor of returning it. "Never mind the honor," the king once said. "Never mind, never mind. Just give me my glove. What? what? what? Yes, you all picked it up, yes, yes, yes, all, all, all—you all picked it up." (King George had a habit of talking rapidly and repeating himself so that his talk often sounded like a gobble.)

But as king, he did have a few **advantages**. He was, for instance, the most prayed-for man in the empire. Naturally it was pleasant to think of the heavy traffic of prayers ascending on his behalf every Sunday morning. From every country church and every city cathedral in every corner of the kingdom. (But not in America. There the preachers gave up praying for him when the Punishment started.) The king was also the most toasted man. No party (except in America) began without all the people present raising their glasses and wishing the king a long life. (The king wished it, too.) And he had the biggest birthday celebration. Each year on June 4 all his subjects (except in America, of course) celebrated his birthday with parades and banquets and speeches and gunfire and fireworks.

All those prayers and toasts and fireworks were not to be sneezed at. Still, there were times when George wanted to forget about being a king. Fortunately he had hobbies to turn to. For one thing, he made metal buttons (he loved turning a lathe). He wrote articles on farming and signed himself “Ralph Richardson,” which was the name of one of his shepherds. He played backgammon with the officers of the royal household, and he collected ship models, coins, clocks, and watches. (He had a four-sided clock that even showed the tides.) He played the flute and harpsichord, hunted, and studied the stars in his private observatory. And for the queen’s special amusement, he maintained a zoo, which consisted of one elephant and one zebra.

But always in the end he had to go back to being a king. Back to the problem of America. This was the way he thought of America. A problem. King George did not really think of the Revolutionary War as a *war* until the fall of 1777, when 5,000 English soldiers surrendered to the Americans at Saratoga.

#### ANALYZE THE TEXT

**Fact and Opinion** Is the first sentence on page 364 a fact or the author’s opinion? What reasons does the author include to support this statement?







*In 1788 when the king was 50 years old, he became violently ill of a disease that has since been diagnosed as porphyria. One of the symptoms of the disease is that one's mind is affected, but in those days people thought that the king had simply gone mad. He recovered from his first attack but in later years suffered again. For the last 10 years of his life he was a wretched-looking figure dressed in a purple bathrobe with wild white hair and a wild beard. He died in 1820 at the age of 82.*

How could such a thing happen? the king asked. Hadn't he been told, even by an ex-governor of Massachusetts, that Americans would give up? That only a small number of Americans were really against him? And how could he, a peace-loving king, find himself in an honest-to-goodness war with his own colonies? He tried to console himself. He was a good king, he said. Good kings deserve to win. So this must be a **temporary** setback. All he had to do was to show the world that he wasn't the least bit worried. So that night after hearing about the defeat, King George went to a court party and spent the evening telling stupid jokes and laughing so uproariously that his Prime Minister, Lord North, had to take him aside and try to quiet him down.

The war dragged on. France, impressed with the victory at Saratoga, joined the war on America's side. There were people in England now who wanted to stop fighting, but not George. No, no, no. Never, never. No independence. No peace without honor. If one group of English colonies got away, what would happen to the others? What would be left of the empire?

But no matter how he showed himself in public, privately George was depressed. The world was not staying settled, everything in place, the way he liked it. Not only was America acting up, but there were difficulties in England as well. Riots even. And George's own family was misbehaving. Two of his brothers were involved in scandals, and George's son, the Prince of Wales, was so **contrary** he deliberately arrived for meals as much as an hour late although he *knew* that the king wanted everyone to be *exactly* on time.

## ANALYZE THE TEXT

**Tone** The author uses a humorous tone to describe King George's thoughts and actions. Why do you think she does this?



On November 25, 1781, the news reached London that the English army under General Cornwallis had surrendered at Yorktown to General Washington. When Lord North heard this, he threw up his arms. "It's all over!" he said.

But the king said nothing was over. They still had ships, hadn't they? (He named them.) They still had officers. (He had learned their names, too.) They still had troops. They still had guns and gunpowder.


King George set his lips firmly and wrote a letter to the Secretary of State for America. This defeat, he said, should not make the smallest difference in their plans. Still, King George was so upset that when he dated the letter, he forgot to record the hour and the minute of the writing.

Two days later the king addressed the government. "I prohibit you from thinking of peace," he thundered.

But the government did think of peace, and eventually the government voted for it.







So now what? King George couldn't fight the war all by himself. He couldn't chop off the heads of all those who had voted for peace. Kings didn't do that anymore. He could, of course, abdicate—quit the king business altogether. For a time he thought seriously of this. He even drafted an announcement of his abdication, but then he put it away in his desk. He was so *used* to being a king. So when the time came for him to sign the peace proclamation, he signed. As soon as he had finished, he jumped on his horse and took a hard gallop away from the palace. When the time came to announce in public the separation of the two countries and the independence of America, he swallowed hard and announced. Afterward he asked a friend if he had spoken loudly enough.

As long as he lived, King George had nightmares about the loss of the American colonies. It certainly hadn't been his fault, he said. He hadn't done anything wrong. *He* had just wanted to teach Americans a lesson.





# Dig Deeper

## Use Clues to Analyze the Text

Use these pages to learn about Fact and Opinion, Tone, and Similes. Then read “Can’t You Make Them Behave, King George?” again to apply what you learned.

### Fact and Opinion

After reading “Can’t You Make Them Behave, King George?,” you know a few more facts about the American Revolution. **Facts** are statements that can be proved to be true. The statement “Britain lost the American colonies during the reign of King George III” is a fact. It can be looked up in a reference source.

The selection also told you about the opinions of some of the people involved in the revolution. **Opinions** are statements that express thoughts, feelings, or beliefs. They often include adjectives or judgment words. The statement “King George III was the worst ruler in British history” cannot be proved true or false. Therefore, it is an opinion. Look for reasons and text evidence that support the author’s opinion. Do you agree with it?

When reading narrative nonfiction, you must distinguish between facts and opinions. Use a graphic organizer like this one to record examples of each from the text.

Facts	Opinions

## Tone

**Tone** is the writer's attitude toward his or her subject. This selection has a humorous tone. The author views some of the king's thoughts and actions as absurd. She chooses words and details that convey her attitude. On page 365, for example, she writes that when King George felt tired of being king, he turned to hobbies such as making metal buttons. This detail shows him as less than serious about his responsibilities.



## Similes

Common sayings such as "He runs like the wind" and "She is as stubborn as a mule" are **similes**. They compare two unlike things using the word *like* or *as*. Similes create vivid pictures in readers' minds. On page 363, for example, King George says that he feels "strong as a lion." Readers imagine a powerful lion and immediately understand what the king means.





# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



Review the selection to prepare to discuss this question: *How can people's differences of opinion lead to a revolution?* In a small group, take turns expressing your ideas, asking questions to clarify any confusing points.



## Classroom Conversation

Continue your discussion of "Can't You Make Them Behave, King George?" by using text evidence to explain your answers to these questions:

- 1 What is the purpose of the gold sidebar information in the text?
- 2 What impression of King George do you get from this selection?
- 3 How might history have been different if King George had been a different kind of monarch?

## DISCUSS MAIN IDEAS

**Outline It** Author Jean Fritz develops several main ideas in the selection. With a partner, identify the main ideas in each part of the text. Record them in an outline. Remember that the main idea is what a paragraph or a section of text is mostly about. Discuss the details that support each idea. Then state the overall main idea of the selection.

### Outline of Main Ideas

1. The British government angered colonists by imposing a stamp tax.
- 2.

## Performance Task

### WRITE ABOUT READING



**Response** The author of “Can’t You Make Them Behave, King George?” includes many of the king’s opinions as well as facts related to the American Revolution. Write a paragraph to explain why you think King George’s thoughts and feelings are important to understanding the topic. How did the king’s opinions influence events in America? Use evidence from the text, including quotations, to support your ideas.



### Writing Tip

Before you write your paragraph, identify the reasons that you will include and the details that support each one. Present them in a logical order.



## Lesson 12

# NARRATIVE NONFICTION



### ✓ GENRE

**Narrative nonfiction** is a true account of events, told in the style of a story.

### ✓ TEXT FOCUS

#### **Multiple Accounts**

Authors sometimes include multiple accounts of the same events in order to give readers a better understanding of what happened. Learning about an event from different perspectives can help readers see the big picture.

# Tea Time!

by Lawrence Tolbert

### **Why Toss Tea?**

On November 29, 1773, a handbill, or flyer, was posted all over Boston. It stated,

*Friends! Brethren! Countrymen! That worst of Plagues, the detested tea, shipped for this port by the East India Company, is now arrived in the harbor. . . .*

The flyer called for the colonists of Massachusetts to unite and protest the importing of this tea. Weeks later, on the evening of December 16, 1773, the water in Boston Harbor became one giant pot of tea as the revolt against King George and the British government took place. In just a few hours, colonists tossed thousands of pounds of tea overboard. This famous event would later become known as the Boston Tea Party.

*The Boston Tea Party took place on December 16, 1773.*





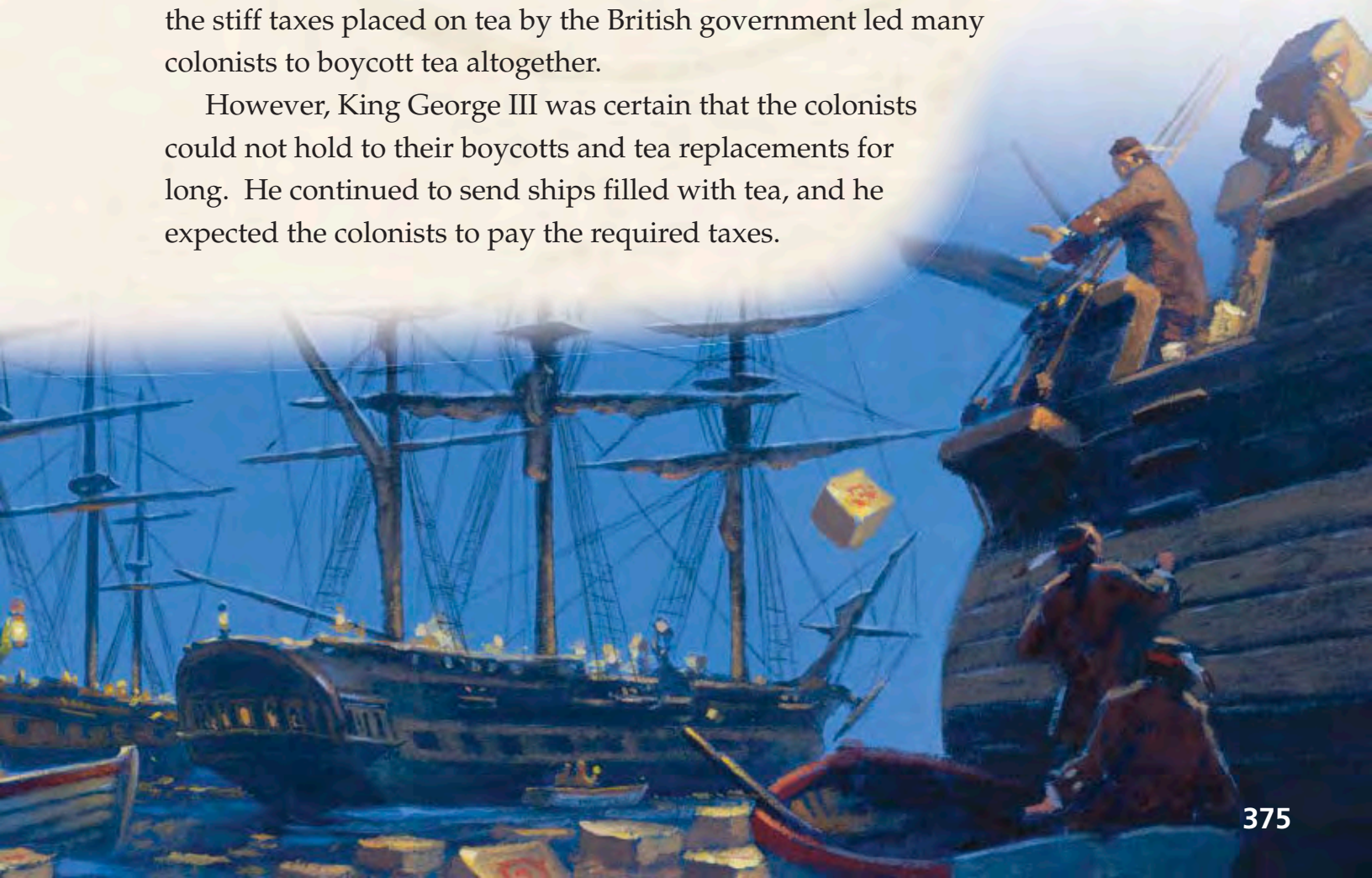
## Send It Back!

So, just what led to this wasteful tossing of perfectly good tea?

Taxes! That's what led to this famous event in history. In 1767 the British government passed laws giving its country the right to tax American colonies. The colonies protested that, with no one to represent them in England, they had no say in how they were being governed, what items were to be taxed, and how the tax money would be spent. In the end, the British government dropped all the taxes, except for the one on tea—the beloved drink of British people and American colonists alike.

Drinking tea was a custom that had traveled to the new land with the American colonists. Even before the Boston Tea Party, the stiff taxes placed on tea by the British government led many colonists to boycott tea altogether.

However, King George III was certain that the colonists could not hold to their boycotts and tea replacements for long. He continued to send ships filled with tea, and he expected the colonists to pay the required taxes.





When three ships filled with tea arrived in Boston around early December 1773, the colonists had finally had enough and refused to pay the tax. They called for the tea to be sent back. Town meetings were called to “devise measures for getting rid of this annoyance,” according to Samuel Cooper, a Boston Tea Party participant.

Despite repeated requests, Governor Hutchinson of the Massachusetts Bay Colony refused to send the tea back to England. Instead, he insisted that the tea be unloaded and the taxes paid by midnight, December 16. If not, he would force the unloading of the tea with the use of warships and cannons. To prove his point, he ordered two ships to stand guard at the entrance to Boston Harbor. No ships could leave the harbor without his permission.



*Town meetings were called to decide what should be done with the tea being held onboard three ships in the harbor.*



Many of the more outspoken Bostonians felt that the governor's refusal to send the tea back to England left them few options.

On December 16, 1773, Samuel Adams, a leader known for organizing protests against the British government, announced to those at a special town meeting, "This meeting can do no more to save the country." Were his words a signal that the time had come for action?

A group of men at the meeting hollered and whooped a war cry. Groups of men marched down to Griffin's Wharf in disguise. Hundreds of onlookers followed to watch events unfold.



*Samuel Adams encouraged his fellow colonists to protest the tax on tea.*





## That Fateful Night

Joshua Wyeth, age 16, was one of many to march upon the wharf. He described his experience to a journalist many years later. Here is a paraphrase of what he said:

*I had but a few hours warning of what was intended to be done. To prevent discovery we agreed to wear ragged clothes . . . , dressing to resemble Indians. Our most intimate friends among the spectators had not the least knowledge of us.*

*At the appointed time, we met in an old building at the head of the wharf, and fell in one after another, as if by accident, so as not to excite suspicion . . . .*

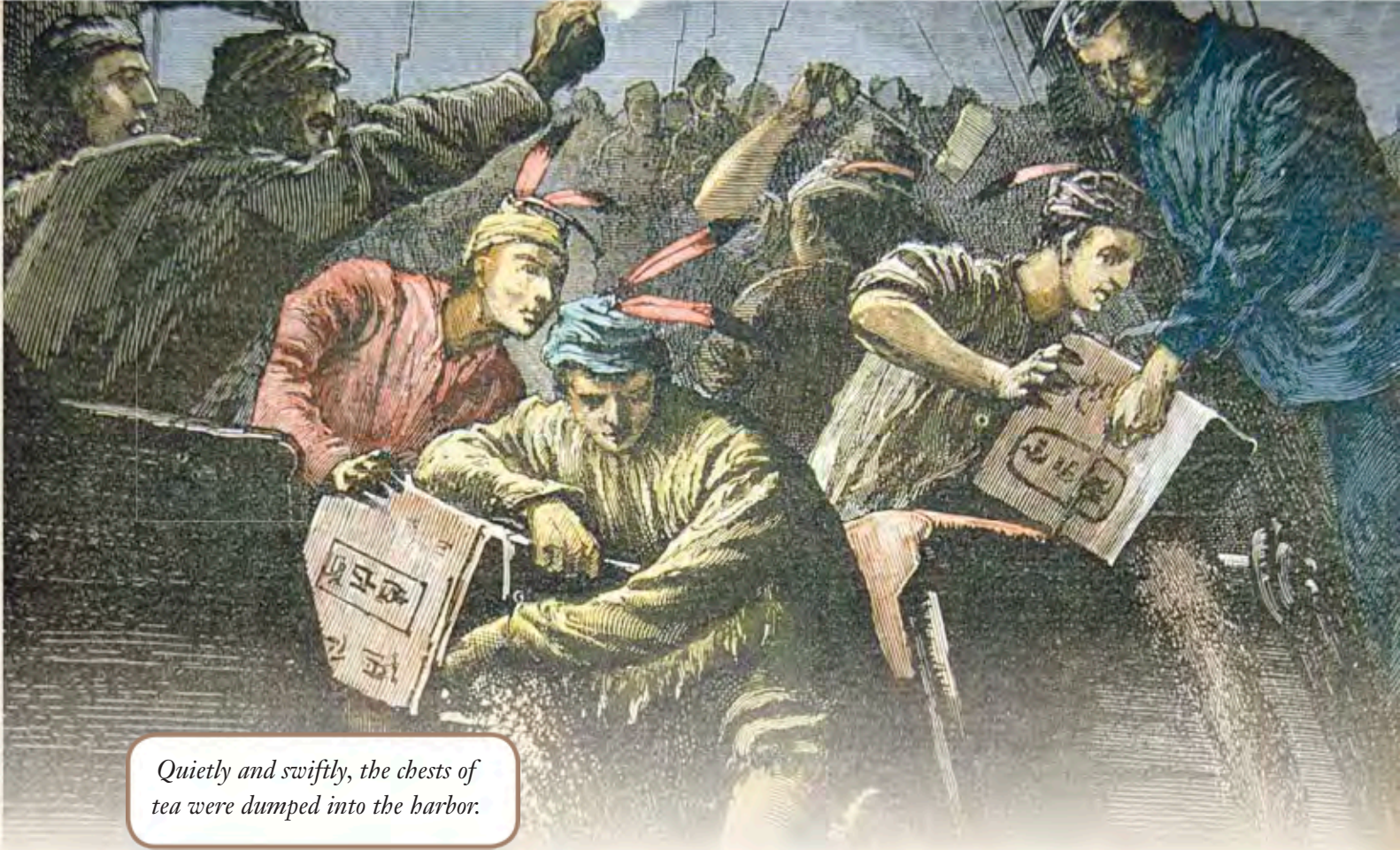
*We boarded the ship moored by the wharf, and our leader ordered the captain and crew to open the hatchways, and hand us the hoisting tackle and rope, assuring them that no harm was intended them. . . . Some of our number then jumped into the hold, and passed the chests to the tackle. As they were hauled on deck others knocked them open with axes, and others raised them to the railing and discharged their contents overboard. All who were not needed on this ship went on board the others, where the same ceremonies were repeated.*

*We were merry, in an undertone, at the idea of making so large a cup of tea for the fishes, but [we used] no more words than were absolutely necessary. . . . I never worked harder in my life.*

*Accounts vary as to just how many colonists took part in the “ceremonies.”*







*Quietly and swiftly, the chests of tea were dumped into the harbor.*

George Hewes, a Boston shoemaker, also joined in. Over fifty years after the event, Hewes recalled that night:

*It was now evening, and I immediately dressed myself in the costume of an Indian, equipped with a small hatchet, . . . and a club. . . . [A]fter having painted my face and hands with coal dust in the shop of a blacksmith, I repaired to Griffin's wharf, where the ships lay that contained the tea.*

*When I first appeared in the street after being thus disguised, I fell in with many who were dressed, equipped and painted as I was, and who fell in with me, and marched in order to the place of our destination.*

*When we arrived at the wharf, there were three of our number who assumed an authority to direct our operations, to which we readily submitted. They divided us into three parties, for the purpose of boarding the three ships which contained the tea at the same time. The name of him who commanded the division to which I was assigned was Leonard Pitt. The names of the other commanders I never knew.*



Once aboard the ships, the colonists demanded that the ships' captains hand over the keys to the hatches, or compartments, where the tea was stored. The chests of tea were hauled on deck and split open with tomahawks. The contents were then dumped overboard. Tea leaves scattered across the water. As Hewes recalls,

*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, while those in the other ships were disposing of the tea in the same way at the same time. We were surrounded by British armed ships, but no attempt was made to resist us.*

The following day, tea leaves could still be seen floating in the harbor. Colonists in rowboats beat the tea with their paddles until they were certain the tea would be of no use for drinking.



### **Caught in the Act**

Several accounts describe how a few citizens quietly attempted to save some tea for their own use. With hopes that no one was looking, they filled their coat pockets with the precious leaves. However, their deeds were soon discovered and their pockets emptied of the tea. With a few swift kicks as punishment, these citizens were sent on their way!



*King George III ruled Britain during the time of the Boston Tea Party.*

### **Standing Up to the King**

Despite the pounds of tea destroyed on the evening of December 16, 1773, the disguised colonists did no other damage to the ships or the people aboard them. Overall, it was a peaceful protest meant to send a strong message to King George and the British government.

Here is how Hewes recalled the conclusion to the event:

*We then quietly retired to our several places of residence, without having any conversation with each other, or taking any measures to discover who were our associates; nor do I recollect of our having had the knowledge of the name of a single individual concerned in that affair, except that of Leonard Pitt. . . . There appeared to be an understanding that each individual should volunteer his services, keep his own secret, and risk the consequences for himself.*



The days and nights that followed this event were more quiet in Boston. If for only a short time, the colonists had spoken out against British rule. Eventually, King George ordered punishment for his disobedient subjects, leading the colonies one step closer to revolution!



*For many days after the historic protest, the streets of Boston were quiet and orderly.*



# Compare Texts

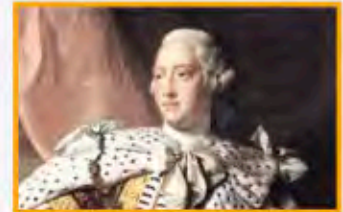
## TEXT TO TEXT

**Analyze Multiple Accounts** In a small group, discuss the following questions about the texts in Lesson 12, and support your ideas with text evidence from both selections. *From whose perspective does each author describe the events of the Boston Tea Party? How does each account affect readers' understanding of the events? What do you learn from reading both texts together?*



## TEXT TO SELF

**Write a Letter** Imagine that King George III has asked you how he should deal with the disobedient colonists. Write a letter in which you advise him on how to calm the colonists and keep the colonies under British rule.



## TEXT TO WORLD

**Research Taxes** Just as the colonists did, Americans today pay taxes. Tax money has a special purpose. Use the Internet or print reference sources to research both a national and a state tax. Find out which people or government agencies are responsible for collecting the taxes and for what the collected taxes are used. Share your information with a partner.



# Grammar

**What Are the Simple Verb Tenses?** A verb in the **present tense** tells what is happening now or what is happening over and over. A verb in the **past tense** tells what happened in the past. Many verbs in the past tense end with *-ed*. A verb in the **future tense** tells what will happen in the future. Verbs in the future tense use the helping verb *will*.

Sentence	Tense of Verb
Americans <b>value</b> freedom.	present tense
Long ago, England <b>ruled</b> America.	past tense
We <b>will celebrate</b> our independence and freedom on July 4.	future tense

## Try This!

**Copy these sentences onto another sheet of paper. Circle the verb in each sentence. Label it as present tense, past tense, or future tense.**

- 1 England needed money after the French and Indian War.
- 2 King George III agreed to new taxes for American colonists.
- 3 Even today's kings and queens expect obedience.
- 4 Still, most people dislike unfair taxes.
- 5 Years from now, Americans will remember the colonists' protests with pride.



Your readers will be confused if you shift the verb tense within a sequence of events you are writing about. Tell readers whether events are happening, have already happened, or will happen in the future by choosing the correct tense and using it consistently.

### Shifting Tenses



When my family visited Boston last summer, we see Paul Revere's house.



We toured the house, and then we will tour the *USS Constitution*, an early American battleship.



We have a great time!

### Consistent Tense



When my family visited Boston last summer, we saw Paul Revere's house. We toured the house, and then we toured the *USS Constitution*, an early American battleship. We had a great time!

## Connect Grammar to Writing

As you edit your problem-solution composition, look for inappropriate shifts in verb tenses and correct them. Using consistent verb tenses will make your writing easier to understand.

# Opinion Writing

**✓ Organization** When you write a **problem-solution composition**, you describe a problem and how you think it should be solved. Discuss the problem first. Then propose your solution. You should take a strong position and give reasons you think your solution will work. Include facts and examples to support your proposal.

Noah wrote a problem-solution composition about what his community should do to make the local park safer. Later, he added transition words to connect his ideas more clearly. He also moved a sentence in paragraph 1 that was confusing.

Use the Writing Checklist below as you revise your writing.

## Revised Draft

My family used to enjoy Greenville  
*However, we*  
 Park. ~~I~~ don't go there anymore. The

playground equipment is no longer safe.

*Move to ¶ 2*

We need the park to be a nice place

for us to visit again. Many swings are

rusted, and the jungle gyms are broken.

*Also,*

~~The~~ children's sandbox is full of leaves

and broken toys.

## Writing Checklist

### ✓ Organization

Did I use a logical order?

### ✓ Purpose

Did I clearly explain the problem and its solution?

### ✓ Evidence

Did I include facts and examples to support my proposal?

### ✓ Elaboration

Did I choose words that make the problem and solution clear?

### ✓ Conventions

Did I use transitions to link my ideas?

Did I use correct grammar, spelling, and punctuation?



## Save Greenville Park!

by Noah Friedman

My family used to enjoy Greenville Park. However, we don't go there anymore. The playground equipment is no longer safe. Many swings are rusted, and the jungle gyms are broken. Also, the children's sandbox is full of leaves and broken toys. There is no place for people to bring their dogs for exercise and fresh air.

We need the park to be a nice place for us to visit again. I realize that park renovations can be costly. I also realize that it isn't possible to tax the community in order to raise money to pay for the park. I propose a fundraiser and volunteer effort instead, in which my neighbors and I fulfill our civic duty by taking care of our community.

There are many improvements that we could make with a little extra money and time. First, we could paint the swings and fix or replace broken equipment. We also could clean up litter and install new trash bins. Finally, we could add a fence to make a separate area where dogs could exercise away from the play areas. Greenville Park is located at the center of three neighborhoods. Hundreds of people would benefit from these park improvements!

### Reading as a Writer

What transitions did Noah add to make the organization of his points clearer? What transition words could you use to connect points in your problem-solution composition?

In my final paper, I added transition words to make my points easy to follow. I also used past, present, and future verb tenses correctly.

