

Lesson 15  
Monday – Read Aloud  
Find Definition Using Context Clues

**Directions: Find the definition of the word using the context clues in the story. Circle the context clues you used to find the definition of the word.** (RL.5.4)

## Citizen Spies

America’s War for Independence was every Patriot’s war. Even citizens who couldn’t join the regular army took part in the fight. Families followed soldiers, doing the **tedious** work of cooking and cleaning. At the **peal** of a bell, messengers rode between towns and **rural** areas, bringing the latest news. And everywhere, militias answered the **summons** to defend their nation. But some ordinary citizens helped in a more secretive way. They were spies.

Some individuals posed as Loyalists, **mocking** the Patriot cause to gain the enemy’s trust. Joining groups of British sympathizers, they gathered valuable information. Many citizen spies operated in groups. One such group was **personally** launched by George Washington in 1778. Based in New York City, it was called the Culper Ring.

Washington went to great lengths to make sure this ring of spies involved trusted citizens who were **efficient** and clever. He assigned Major Benjamin Tallmadge, the Army’s chief of intelligence, to **organize** this group—and not even Washington himself knew who the participants were.

The central figure of the Culper Ring was Robert Townsend—code name: Culper Junior. Townsend worked at two jobs that put him at the center of information exchange. As a newspaper reporter, he had access to social functions, where he could chat with British soldiers. His dry goods store kept people—and information—coming and going.

It was through the store that the Culper Ring created an elaborate scheme that forwarded information upstate to General Washington. This involved a relay of spies who looked as if they were just going about their normal business. Another member of the ring, Austin Roe, would often stop at Townsend’s store. A series of signals let him know there was news to relay. Roe would take letters with him back to his cattle field and place them in a drop box.

Across the bay, spy Anna Strong would hang a black petticoat on her clothesline. This signaled Aaron Woodhull—code name: Culper Senior—that Caleb Brewster had arrived in his whaleboat to pick up the letters. Woodhull then counted the number of handkerchiefs to let him know exactly where Brewster’s boat lay waiting. Under cover of darkness, Woodhull would take the letters to the boat.

When one of their letters was intercepted by the British, the Culper Ring added extra security measures. Invisible ink was one method. Usually, messages in invisible ink would be written between the lines of newspaper articles or harmless personal letters.

The Culper Ring also devised secret codes. Everyone except Townsend, Woodhull, Tallmadge, and Washington **lacked** the special dictionary needed to decode these messages. Spies also used special stencils called “masks” to hide messages within documents. These masks would contain **mimic** shapes, such as an hourglass. The reader then lay the shape over a document to find the secret message.

## Multiple Choice Comprehension Questions

Directions: Choose the best answer for the following questions.

### Monday – “We Were There, Too!” (pg. 450-461)

1. What does Joseph Martin mean when he says he was a soldier “in name at least”? (RL.5.1)
  - A. He was in the army but not allowed to fight.
  - B. He had no experience in fighting even though he was officially in the army.
  - C. He was given a worthless job in the army.
  - D. They made him do things other than fight.
2. What evidence does the author offer to support the idea that Joseph is a curious person? (RL.5.1)
  - A. He was able to practice and get good at writing his name.
  - B. He practiced battle drills and marched in parades.
  - C. He climbed up on the roof of a house to look over the battlefield.
  - D. He watched ships arriving at nearby Staten Island.

### Tuesday – “We Were There, Too!” (pg. 450-461)

3. Part A  
Why were the Americans “soon dashing for their lives”? (RL.5.3)
  - A. They were scared to fight and ran away.
  - B. The soldiers were making fun of them.
  - C. The British warship began firing on the American soldiers.
  - D. They saw dead bodies and ran for their lives.

#### Part B

Which statement from the story best supports the answer to part A?

- A. “Joseph could overhear soldiers on board mocking the Americans”
- B. “all of a sudden came such a peal of thunder from the British shipping”
- C. “leaping over the bodies of their friends.”
- D. “fear and disorder seemed to take full possession of all”

## Wednesday – “Patriotic Poetry” (pg. 466-468)

4. This poem tells a story but also conveys the poet’s message or theme about Paul Revere’s actions. What theme is suggested by the details about sparks and flames?  
(RL.5.2)
- A. Horses are the unsung heroes of the American Revolution.
  - B. Even the revolution needed help from unlikely sources.
  - C. Many ordinary people helped aid the revolution.
  - D. The actions of one person can affect many people and set great events in motion.

### Writing Prompts

**Directions: Paste the writing prompt below in your notebook. After reading the question, write your answer in your notebook. Be sure to answer all questions and provide text evidence (R.A.P.S.). Required length is 75 words or half a page.**

## Monday - “We Were There, Too!” (pg. 450-461)

### Writing Prompt

Prompt: In what ways were the Continentals and the militia the same and different? (RI.5.3)

## Tuesday - “We Were There, Too!” (pg. 450-461)

### Writing Prompt

Prompt: What is ironic, or unexpected, about Joseph’s decision to enlist and fight for six more years? (RL.5.1)

## Wednesday - “Patriotic Poetry” (pg. 466-468)

### Writing Prompt

Prompt: What is the point of view of the speaker? How does this point of view affect how the story is told? (RL.5.6)