Unit 1/Week 2

Title: Davy Crockett Saves the World

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.7; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.6; L.5.1, L.5.2, L.5.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Tall tales embellish or stretch the truth to make a human and their deeds seem larger than life.

In this tall tale, Davy Crockett is a great American hero that will do what he has to do to protect the country.

Synopsis

In this tall tale, Davy Crockett lives in the woods where he combs his hair with a rake and shaves his beard with an ax. Halley’s Comet is hurling towards Earth and the president is trying to stop it. The president puts an advertisement in the newspaper calling for Davy Crockett to come to Washington to help. Davy climbs to the top of the Eagle Eye Peak and jumps on Halley’s Comet and rides it into the Atlantic Ocean. The ocean put the comet’s fire out and Davey hurls it into outer space. He becomes an American hero, is elected to Congress, and marries Sally Sugartree.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Based on the text, where and when does the story take place (what is the setting)? What clues help you to identify the setting? | The story takes place in the south in the woods; you can tell because of the illustrations and because when Davy runs, “the trees have to step aside.” Also, it says he could drink the Mississippi River dry. |
| Dialect is a form of informal language that is spoken in a particular area by a specific group of people. Give an example of dialect used by the author. | Ex. “This here story tells exactly how he did it, and every single word is true, unless it is false.” |
| Think about the quote, “This here story tells exactly how he did it, and every single word is true, unless it is false.” Describe what the narrator means by this, in your own words.  (Explain to or remind students, if necessary, that this story is a tall tale, i.e., it includes a lot of false and exaggerated information about real people, in which the information cannot always be trusted.) | The quote introduces the reader to the fact that there may be parts of the story that are false. |
| Based on the text, describe what is a threat to America at this time? | “Scientists have discovered the biggest, baddest ball of fire and ice and brimstone” (sulfur-used in gunpowder and burns with a strong odor). It is Halley’s Comet and it is “hurling” towards America. |
| Based on the text, what does the word hurling mean? | Hurling means to travel really fast, like a comet moves. |
| Based on the context clues, what is an advertisement? | An advertisement is something in the newspaper that gets people’s attention. |
| Based on what the text has told us about Davy Crockett’s character so far, why did the president choose him to help save America from the comet? | The president heard Davy Crockett was a brave man that lived in the mountains far away. We know that Davey is strong because he “could whip ten times his weight in wildcats.” |
| What are some examples of dialect? | The author uses the words “purty,” and “hurrycane,” and the phrases “right smart” and a “mite faster.” |
| Based on the context clues, what does the word “commenced” mean? | The word commenced means to begin. Sally Sugartree climbed the tree and started looking for Davy. |
| Give some details about the setting that remind the reader that this is a tall tale. | “Eagle Eye Peak was so high you could see every state and river and mountain in a whole geography book.” |
| Davy was told by the president to “wring the comet’s tail off.” Based on the context clues, what does wring mean? | When you wring something you hold onto it tightly and twist. |
| What words and phrases does the author use to describe Halley’s Comet? | “Lightning and thunder flew out of its tail that even though it was night, the entire countryside lit up and all the roosters set to crowin’!” |
| How does the illustrator of this tall tale use details from the story to make the events of the plot entertaining? Explain how the pictures support the elements of a tall tale. | The author personifies the comet (eyes, mouth, nose). On page 66, the picture of the comet give is an evil look, with a pointed nose and a mean smile on his face. This also supports that this story is a tall tale because comets don’t have human qualities like faces. |
| Explain how the comet’s attempt to drown Davy helped solve the problem. Do you think the comet meant for this to happen, or do you think it was an accident? Why or why not? | When the comet plunges into the ocean, its fire is put out and Davy is able to throw it into outer space. |
| How does the author describe what happened to Davy’s hair after the comet burned it off? How do you know that her description is an exaggeration? | The author says that Davy’s hair grew back in tufts like grass and it was in such a snarl that he could no longer comb it with the rake. |

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  **BIG IDEAS OF TEXT**  Words addressed with a question or task | **WORDS WORTH KNOWING**  Words to be part of systematic vocabulary instruction, not essential for understanding the big ideas of the text |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text |  | brimstone  sauntered  infernal, tufts |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | reckon, woodsman, aside  crow  tail  hurling, lickety-split, smithereens  purty, advertisement  whirlwind  fireball | heap  impress  bridled, commenced, varmints, mite  wring  cannonball  tender, discombobulated  elected  snarl |

Vocabulary

Culminating Task

* Re-Read, Think, Discuss, Write

*In your own word, write a definition of a tall tale. Use examples from “Davy Crockett Saves the World” to support your definition.*

Answer: There are many different answers. Accept answers from the text that mention and describe examples of exaggeration and/or make believe, such as: Davey combs his hair with a rake, shaves with an ax, defeats a comet, rides a bear. The teacher may have a rubric that gives students a certain amount of points for each example they can provide. Student’s answer should provide quotes and information that related back to at least two different elements of a tall tale. For example: “A tall tale is a story that exaggerates stories about a person’s life. Davey Crockett was a man who grew up in the woods, but he did not ‘comb his hair with a rake’” or have a pet bear. A tall tale also makes the person seem larger than life, such as when Davey Crockett rode the comet into the ocean and then hurled him into outer space.”

Additional Tasks

* Fluency: Explain that tempo is how quickly or slowly someone reads (or plays music, etc.). Then repeat with highly exaggerated expression. Have the class work in pairs to read the paragraphs with and without exaggeration and to discuss what makes the experiences different.