**Week 1**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** How did James Forten demonstrate heroism during the American Revolution? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text*** Text-based comprehension
* Text-based discussion

(Whole and Small Group) | * “James Forten,” excerpt from *Now Is Your Time* by Walter Dean Myers
* Respond to text questions orally and/or in writing from BAP lesson, James Forten
 |  |
| **Building Knowledge*** Leveled Readers
* Paired Text
* Supplemental Materials

(Whole and Small Group) |  |  |  |  |  |
| **Vocabulary**Drawn from the texts | dexterity, aspects, abolitionists, relented, men of color, captives, bondage, privateers, profit, authorities, comrades, provisions, surrendered, tentative, persuade, yellow fever, rebels, traitors, enslavement, apprentice, contributions, influential |
| **Foundational Skills*** Fluency
* Decoding
* Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activities |
| **Language/ Syntax*** Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities |

**Week 1**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** How did James Forten demonstrate heroism during the American Revolution? |
|  | **1** | **2** | **3** | **4** | **5** |
| Writing* Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | * The Readers’ Notebook (independent reading and written response to text)
* Use Graphic Organizer, Flow Chart: Sequence of Events, to organize thinking and then to summarize the biographical story (Projectable 14.2)
 | Choose one of the following based on the type of writing to be highlighted:1. James Forten overcame difficulties in order to one of the most successful African American men of his time. Describe the difficulties of Forten’s life and the many ways that he helped others throughout his lifetime.
2. Walter Dean Myers writes that James Forten was “not a hero.” Instead, he describes Forten as a “man who helped to create” the United States of America. What are some things that Forten did in his later years that helped to create a nation?
3. A hero is brave, good, and often looked up to by other people. Describe at least three things that Forten did in his lifetime that would qualify him as a “hero.”
 |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.5.2, RI.5.3 |
| WritingW.5.2 |
| Speaking and ListeningSL.5.1  |

**Week 2**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** What role did African Americans play during the American Revolution? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text*** Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 | Optional 🡪🡪 |
| **Building Knowledge*** Leveled Readers
* Paired Text
* Supplemental Materials

(Whole/Small Group, and Independent work)*All students experience all texts and resources regardless of level.* | * *The Extraordinary Life of Thomas Peters* (from Leveled Readers)
* “Black Revolutionary Seamen”

 <http://www.pbs.org/wgbh/aia/part2/2p51.html> * “Prince Hall”

<http://www.pbs.org/wgbh/aia/part2/2p37.html> * “Runaways”

<http://www.pbs.org/wgbh/aia/part2/2p17.html> Other Resources:* Photo Essay, “African Americans in the Revolutionary War,” <http://www.oxfordaasc.com/public/features/archive/0907/photo_essay.jsp?page=1>
* “African Americans in the American Revolution”

<http://www.buzzle.com/articles/african-americans-in-the-american-revolution.html> * “African Americans and the Revolution”

<http://ncpedia.org/history/usrevolution/african-americans> |
| **Vocabulary**Drawn from the texts | Complete Rolling Vocabulary Activity |

**Week 2**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** What role did African Americans play during the American Revolution? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Foundational Skills*** Fluency
* Decoding
* Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activities |
| **Language/ Syntax*** Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities |
| **Writing*** Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | Complete the Writing process (edit, revise, and publish) with the Culminating Task from the previous week. |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.5.2, RI.5.3 |
| WritingW.5.2 |
| Speaking and ListeningSL.5.1 |