Unit 4/Week 4

Title: America’s Champion Swimmer: Gertrude Ederle

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.3. 1, RI.3.3, RI.3.4, RI.3.7; W.3.2, W.3.4; L.3.1, L.3.2, L.3.4, L.3.5

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

Being one of a kind can be very difficult. Hard work, determination and perseverance are some of the attributes needed to face challenges in a world that tries to limit you.

Synopsis

Gertrude Ederle grew up in the early 1900s when equality for women was not the same as today. In this story

Gertrude Ederle faces obstacles, both physical and social that she overcomes in order to prevail at her lifelong dream of being the first women to swim the English Channel.

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.)
3. 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** | **Evidence-based Answers** |
| The text states that Gertrude Ederle’s place was in the water. What can be concluded from this statement? Use the illustration on page 92 to support your answer. | Gertrude Ederle’s place was in the water which according to the statement in the text as well as the illustration, one can conclude that she enjoyed swimming. |
| Reread the first paragraph on page 93. The text states that “It wasn’t until she was seven that she had her first adventure in the water.” What was her adventure and how did this adventure impact her life? Find evidence from the text to support your answer. | Gertrude fell into a pond and nearly drowned while visiting her grandmother in Germany. After this event Gertrude’s father was determined to teach her how to swim. Soon she swam better than any of her siblings. |
| Reread page 94. Gertrude became a member of the New York Women’s Swimming Association. This organization is for women only. What could be concluded through evidence in the text about the rights of women in the early 1900’s? | (Pg. 92) In 1906 women were kept out of many clubs and restaurants, some states women were not even allowed to vote and many people felt that a women’s place was in the home.  (Pg. 94) She joined the association to take swimming lessons.  It was hard to keep her out of the water. She loved to swim. |
| Gertrude began taking swimming lessons. How did Gertrude improve as a swimmer? (Pg. 94) | At fifteen she won her first race, a year later she attempted to be the first woman to swim seventeen miles from lower Manhattan to Sandy Hook, New Jersey. She accomplished this task and even beat the men’s record. |
| Reread page 95. Trudy’s mother refers to her as a “plain home girl” Using evidence from the text, what does this mean about Trudy as a person? | Trudy enjoys swimming and doesn’t seem to allow her accomplishments and the attention that these accomplishments have brought to her affect her as a person. |
| On page 95 the text states that swimming the English Channel is the ultimate challenge for Trudy. Why is this event considered to be such a challenge? | Many have tried to swim the channel, which is more than twenty miles wide and very cold. Only five men – and no women- had ever made it all the way across. This is a very difficult task. |
| Trudy was not able to finish the swim across the English channel. A newspaper editorial also declared that Trudy wouldn’t make it and that women must admit they would “remain forever the weaker sex.” What effect did this have on her determination to succeed? (Pgs. 96-97) | Trudy did not give up on her dream. She found a new trainer, and a year later, she was ready to try again. These events did not discourage her. |
| Look at the illustration on page 97. Find evidence from the text that explains what is happening in this illustration. | To protect her from the icy cold water, Margaret coated Trudy with lanolin and heavy grease. |
| The illustration on page 98 shows two ships in the water with Trudy. Why are these ships in the English Channel? Find evidence from the text. | (p.98) A tugboat names Alsace accompanied Trudy to make sure she didn’t get lost in the fog and was safe from jellyfish, sharks, and the Channel’s powerful currents. Trudy’s sister, father, and trainer also rode upon the tugboat. The second boat in the illustration consisted of reporters and photographers. |
| Reread page 99. Why did Margaret, Trudy’s sister and some others on the tugboat begin to sing American songs? | They began to sing songs to entertain Trudy as she swam and to keep her brain and spirit good as she swam. |
| Reread the last paragraph on page 99. Why did Trudy eat chicken, chocolate, sugar cubes, and drink beef broth while swimming on her back? | The English Channel was a twenty mile wide body of water, which contained cold waters and strong currents. These foods would give energy as she continued her swim and might help to warm her up. |
| The English Channel can be described as a cold, treacherous body of water that can change very quickly. (Pg. 100) | At about one-thirty in the afternoon it started to rain. For a while Trudy would swim forward a few feet only to be pulled back. By six o’clock the tide was stronger; the waves were twenty feet high. In the next few hours, the rain and wind became stronger and the sea rougher. Trudy’s left leg had become stiff. |
| Reread paragraph five on page 100. The text states that “It was eerie being out there all alone.” What evidence from the text, as well as the illustration on page 100, helps give the meaning of the word eerie? | The text says that Trudy was alone and scared. The weather was rainy, dark, and windy. The illustration shows the severe weather as well. Eerie means scary and gloomy. |
| Earlier in the story the text states that a newspaper article described Trudy as being courageous, determined, modest, and poised. (Pgs. 100-101) | Trudy swam through twenty feet high waves. There were times when the boats were unable to be seen, she felt alone and scared in the eerie waters. Her left leg had gone stiff. Trudy’s trainer was frightened for her and wanted her to get out of the waters, but she refused, she kept swimming. She knew she would either swim the Channel or drown. She said after she got ashore, “All the women of the world will celebrate.” She was thinking of not only her success, but as well what her accomplishment for women around the world. |
| On page 101 and 102 the text states that once Trudy got ashore she stated, “All the women of the world will celebrate.” In newspapers across the world, Trudy’s swim was called history making. Using the evidence stated throughout the story, what does Trudy mean when she makes this statement and why is her accomplishment some important to women as well as history? Find evidence from throughout the text to support the claim. | (p.92) In 1906 women were kept out of many clubs and restaurants, some states women were not even allowed to vote and many people felt that a women’s place was in the home.  (p.96) A newspaper editorial also declared that Trudy wouldn’t make it and that women must admit they would “remain forever the weaker sex.”  (p.102) Trudy swam the Channel in fourteen hours an thirty-one minutes, beating the men’s record by almost two hours.  Reporters declared that the myth that women are the weaker sex was “shattered and shattered forever.”  Her accomplishment was not only personally important, but as well impacted women and their role in society as a whole. |
| On page 102 and 103 the text states that Mayor Jimmy Walker as Trudy arrived in New York city hall said, “American women, have ever added to the glory of our nation.” President Calvin Coolidge sent a message to Trudy that called Trudy “America’s Best Girl.” What do these statements about Trudy mean? Use evidence from the text to support your claim. | Trudy was the first women in history to accomplish the task of swimming the English Channel. She also set a new record in doing so, which meant she had beaten the men’s worlds record. She was an American girl from New York that had not only made her nation proud, but women around the world. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Page 93 – adventure, disaster, strokes  Page 95 – courageous, modest, poised, records  Page 102- aboard, salute  Page 103 – athletic prowess  Page 105 – beacon, strength | Page 100 – eerie |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 93 – drowned, determined, mastered  Page 95 – ultimate, challenge  Page 96 – newspaper editorial, declared, current  Page 97 - lanolin, complained  Page 98 – tugboat, reporters, photographers, choppy  Page 99 – entertain | Page 99 – ordered, refused  Page 100 – stirred, seasick  Page 101 – constant, coast, flares, waded, ashore, celebrate, coast  Page 102 – myth, shattered |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Gertrude Ederle showed determination, hard work, and perseverance throughout the story. Using a timeline and/or flowchart trace the obstacles she faces throughout her journey in becoming a world renowned swimmer and how she reacts to these challenges. Use your flowchart and/or timeline to assist you in writing a paragraph describing Gertrude Ederle’s journey in becoming one of the best women swimmers in the world.*

Answer:

Gertrude Ederle grew up during a time period where women had very little rights. At the age of seven she has what the text refers to as an adventure, meaning she nearly drowns in a pond while visiting her grandmother in Germany. From that moment on, her father was determined to teacher her to swim. She instantly fell in love with swimming. Later joining the New York Women’s Swimming Association and taking lessons. At fifteen she wins her first big race, beating the men’s record. She goes on to improving her swimming abilities and winning three U.S. Olympics medals in Paris, setting twenty-nine U.S. and world records. Gertrude still had one task she wanted to accomplish; swimming the English Channel. Newspapers wrote that she would not be able to complete such task, because no women had ever tried before and as the news article wrote, women are weaker than men. This did not discourage Gertrude. She tried swimming the Channel and failed. Still determined, she hired a new trainer and a year later tried to swim the Channel again. After swimming for hours, eating food while swimming, battling strong currents, rain, and wind, losing movement in her left leg, she had accomplished her goal. She was the first women to swim the English Channel, once again beating the men’s record by nearly two hours. This was not only an accomplishment for Gertrude, but women around the world. She had proven time and time again that women were not the weaker gender.

Note to Teacher

* Students may be interested in looking at real photos of Gertrude Ederle. One can go to Discoveryeducation.com to research further about this amazing women athlete.
* Research the time period of the 1900s.

Supports for English Language Learners (ELLs) to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.