Unit 1/Week 5

Title: Sleds on Boston Common

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.4, RL.5.7, RL.5.10; RF.5.4; W.5.2, W.5.4, W.5.10; SL.5.1, SL.5.2; L.5.1, L.5.2, L.5.3, L.5.4, L.5.5

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

If you can explain your reasons, you can sometimes get people to change their minds and come to agreement, no matter what your age or difference in opinion. Henry learned that just because someone has a different viewpoint on how a country is run does not mean that he is not a good person.

Synopsis

This is a story set in December 1774, six months after King George III had closed the Boston Harbor. Now only the King’s ships entered the harbor. This left very little work for the men because there was no trade. Henry Price, who is celebrating his ninth birthday, tells the story. He heads to Boston Common to try out his new sled where he finds that the soldiers have taken over the area where he and his siblings normally went sledding. The whole town used the common area before it was taken over. He decides to speak up to General Thomas Gage who listens and provides an area for the children to sled.

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** |
| How does the author let you know the story takes place in the historical past? | It is 1774, British have closed Boston Harbor, new governor Thomas Gage (p. 102) |
| Patriots are people who love their homeland and defend it. Who are the patriots in this story? | Sam Adams, John Hancock, William Price (p. 102) |
| How does the closing of Boston Harbor lead to hard times for the people of Boston? | Boston Harbor was closed by King George, food and other necessities could not come into Boston, fewer jobs for people who worked in the harbor (p. 102, 104) |
| Henry says there are more and more British soldiers marching on Boston Common. What do you think “common” means in this selection? | Common is a multiple meaning word. In this context, it means a public open area in a town or city. (p. 104) |
| What evidence does the author provide to show how the people of Boston feel about the British soldiers’ presence in their town? (pg. 104) | The soldiers have cut down fences and trees for firewood, taken over the harbor, and monitored people’s payment of their taxes. All of these things would have angered the people of Boston. The author also writes, “Most of us didn’t like General Gage’s troops in our town. Most of them didn’t like us either.” |
| Why did Henry think, “It was the best kind of New England day”? (pg. 106) | It was his ninth birthday, there was lots of snow, he got a sled for his birthday, perfect day for sledding |
| Reread p. 107. What in the text helps you to infer that Henry’s family is having a hard time due to the closing of the harbor? | Old mittens, patched leather boots |
| Reread page 108. Why were Henry and his siblings steaming mad? Why did the author put “our” and “their” in italics toward the end of the page? How do these italicized words shed further light on the kids’ feelings? | Henry and his siblings were mad because the Common was supposed to belong to everyone in the town. Now, “It was covered by the barracks of General Gage’s troops. And they were everywhere, these troops, officers and soldiers, drummers and cooks.” And they had set up tents and other obstructions all over the Common.  The author puts our and their in italics to further separate the two groups. It went from being “our” Common to “their” Common. The italics further emphasize the children’s hateful feelings at how overrun “their” (and the town’s) Common had become. |
| Henry’s father told his children to “look sharp but don’t look like you’re looking” when they go to the Common. What did Henry’s father mean by this statement? How did Henry and his siblings follow through on this advice? (pg. 108) | They are angry at the British troops for taking over their Common. They want to notice everything so that they can help the patriots, one of which is their father. They don’t want to get in trouble by looking like they are spying.  The siblings followed through on his advice by being very attentive, “We walked among the barracks, and listened with our eyes and with our ears.” |
| How does Henry stand up for what he believes? (pg. 112) | He stands up for his right to use the Common by deciding to speak up to General Gage. He told General Gage that “the Boston Common belonged to all of us…” and how “his troops knocked down our snow forts, ruined our ponds for skating, and built fires in the middle of sled runs.” He also shared that it was his birthday and that he wanted to use his new sled. |
| How did General Gage respond to what Henry had to share? Thinking about how Henry first perceived General Gage, how was his response different than what Henry might have expected? Cite evidence from the text to support your answer. (p. 112) | General Gage responded by thinking silently for a moment, “General Gage crossed his arms and looked out across the snowy Common…No one spoke a word.”  He put his hand on Henry’s shoulder and told him he had a “fine sled.” Then he asked who made it. General Gage shared that he had sons and daughters as well and that he knew “my own children would like to sled this hill if they were here.” Finally he ordered the troops to let the children use the hill.  This response was different from Henry’s impression in the beginning of the story. The impression was that the soldiers would only follow the orders of King George. Since General Gage was British, and under King George’s rule, he would not be open to what a Bostonian, Patriot, especially a kid, would have to say. |
| What evidence does the author provide to show how much Henry enjoyed sledding on that first day? (pg. 116) | Students should be able to cite that paragraph that reads, “I’ll never forget the first time I came down that hill on a sled I could call my own...” Henry felt joy sledding with the wind in his face, going over bumps faster and faster. |
| How does Henry feel about General Gage at the end of the story? State examples from the text. | Henry compares him to his father, which means he must like him. He said on page 110: “General Gage looked like a man who would listen, a good man, a man like my father.” Also on page 115 Henry states that he is “a man of his word” meaning that he kept his promise to let them sled and skate. That is another reason why I believe Henry respected General Gage. Also the illustration on page 113 shows Henry and General Gage shaking hands, which is another example of how someone shows respect for another. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Page 102 - patriot | Page 102 - spectacles, governor  Page 104 - wharf, dock, masts, swagger  Page 106 - navigation, plank, steeple  Page 107 - expect, stark, ruts  Page 108 - barrack, keg  Page 109 - tyrant, glare, sternly  Page 112 - courage, spunk, rebel, swiftly  Page 114 - sprawl Page 116 - siege |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 104 - common | Page 102 - steady  Page 106 - tuck, tramp  Page 107 - harsh  Page 112 - inspect  Page 114 - instruct  Page 116 - independent |

Culminating Task

* Re-Read, Think, Discuss, Write

*What lesson did Henry learn from his encounter with General Gage? Cite evidence from the story to support your answer. Include at lease three quotes from the story to support your answer. Be sure that your ideas are expressed in a comprehensive paragraph including an opening and concluding sentence.*

Answer: Henry learned that just because someone has a different viewpoint on how a country is run does not mean that he is not a good person. In the last paragraph on page 116-he says: ”We were Americans now, my family and I. We were Boston patriots hoping to win a war against a king. But we’d never forget the tall British general that we’d met on my birthday. General Gage had given us back a pond and our sled runs on Boston Common because he had children of his own. Indeed, he was a good man.” I remember that General Gage was sent by the King of England, the king we were in a war against but (p. 116) Also on page 115 Henry states that he is “a man of his word” meaning that he kept his promise to let them sled and skate. That is another reason why I believe Henry respected General Gage. Also the illustration on page 113 shows Henry and General Gage shaking hands, which is another example of how someone shows respect for another.

Additional Tasks

* A tyrant is a person who uses power in a cruel or an unjust way. The base of the word tyrant is the Greek word tyrannos, which refers to a king who has taken power by force. Other words with this base include tyranny and tyrannical. You can figure out the meaning of words in the same word family by breaking them into parts. What do the words tyranny and tyrannical mean? Answer: Tyranny adds the suffix y, which makes it a noun. It means rule by a tyrant. The word tyrannical has the adjective suffix -ical, which very often means like. So tyrannical means like a tyrant. Go back to page 104. Have the students reread the page and find all the words that are related to ships.

Answer: trade, harbor, wharf, dock, masts, port

* Fluency practice activity, page 119A

Have students practice fluency beginning of page 112, “Then General Gage asked me...” to page 114, “instruct all troops...” Assist in chunking the sentences, using phrasal marks to help students with meaning and how punctuation plays a part.

* Looking at the 5 stories we have read, they all have aspects of communicating beliefs in order to change or transform a situation. Give examples from each text in how this was demonstrated.
  + - “Going Someplace Special” - Tricia Ann builds confidence in herself through the people and situations she encounters throughout the story.
      * Her Grandma constantly encourages her to believe in herself and not to believe what others say.
      * Mama Frances
      * Peace Fountain experience
      * Jimmy Lee
      * Southland’s Hotel situation
      * Blooming Mary in the garden
      * Grand Music Palace
      * Public Library
    - “Shiloh”- Marty believes that unjust acts such as cruelty to animals should need to be voiced.
      * Marty brings the Shiloh home
      * He takes him to Doc Murphy’s
      * He cares for him
      * Speaks up to Judd Travers
    - “Maya Lin” – Maya Lin communicates her beliefs through art.
      * Civil Rights memorial
      * Viet Nam Memorial
    - “Night of San Juan”- The sisters want to have Jose Manuel included in all their activities and fun. They believe he should have friends to play with.
      * The sisters come up with a plan to get Jose to go to the beach with them.
      * Amalia spoke to Jose’s grandma, asking if he could go to the beach with them
      * By taking this chance, the sisters find that grandma is not so mean, and she gave permission for Jose to go with them
    - “Sleds On Boston Common”- Henry Price believed that the Common belonged to the people and so he stood up to General Gage. He was calm and reasonable in his arguments and General Gage listened and granted his requests.

His arguments were:

* + - * The Common belonged to all the people of Boston
      * Children need a place to play
      * It was his birthday
      * He wanted to try his new sled given to him by his father
* In each story we witnessed the characters engage within “acts of courage.” Compare and contrast these “acts of courage” in each of the 5 stories. Cite evidence from each story to support your thinking and conclusions.
  + - “Goin’ Someplace Special”
      * Tricia Ann speaks up to the girl at the Music Hall
    - “Shiloh”
      * Marty speaks up to Judd Travers
    - “Maya Lin”
      * Maya Lin was courageous in putting out works of art that were controversial because of the subject matter and what they represented
    - “Night of San Juan”
      * The sisters stood up to Jose Manuel’s grandma
    - “Sleds On Boston Common”
      * Henry Price spoke up to General Gage

1. In “Goin’ Someplace Special” the main character was being judged by people. In “The Night of San Juan” and “Sleds On Boston Common” the main characters make judgments about other people. What lessons did each character learn? Cite examples from each text.
   * + “Goin’ Someplace Special”
       - The character Tricia Ann is judged by the color of her skin. She has to deal with unfair laws and treatment by others. She learned to believe in herself and not let other people’s judgments affect her.
     + “The Night of San Juan”
       - The 3 sisters saw the grandma as being mean, judging her because she “never smiled” and let Jose Manuel play in the streets. They learned that grandma was just concerned about Jose and that she was generous by sharing a meal with them. They learned not to judge others, but rather to approach them to find out who they really are.
     + “Sleds On Boston Common”
       - Henry Price judged General Gage by what others had perceived him to be and also that he worked for the King of Great Britain who had ordered the Harbor to be closed. After seeing what General Gage’s troops had done at the Common, Henry decided to approach and voice his concerns with the General. Before and after this encounter with the General, Henry learned that Gage was a reasonable man, comparing him to his father. He learned not to judge a person for what they stand for or who they work for, but rather making an effort to find out who they really are.

Note to Teacher

* **For EL/SEL support**:
  + Use of illustrations to assist with comprehension: pgs. 103, 105, 107, 109, 111, 113
  + To support ELs to assist with setting: Have students read the title of the story and the first sentence. Then pose the question: Where and when does the story take place?
  + Stopping at points for clarification with questions like:

What problems are the people of Boston having and why? Cite evidence from the story.

Based on what you have read on page 102, who is telling the story (narrator) and what have we learned about him so far?

What does he mean when he says, “Thomas Gage is a powerful man indeed?”

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.