Unit 3/Week 1

Title: And Then What Happened, Paul Revere?

Suggested Time: 3 days (45 minutes per day)

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

Behind big events in history there are people like us who have families, interests, jobs, and different personalities.

Synopsis

Silversmith Paul Revere takes his famous midnight ride to warn Americans that British soldiers are advancing.

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

|  |  |
| --- | --- |
| **Text Dependent Questions** | **Answers** |
| Reread the last sentence on p. 263. What does this say about Paul? | Paul was curious, wanted to learn, wanted to stay busy. He always wanted to be doing something. |
| p.264 How does the word *constantly* illustrate the pace of life in Boston at the time? | Boston is always busy. The streets and the harbor are full of various kinds of activities. |
| p. 264 What is the purpose of the church bells in Boston at this time in history? | Bells were a method of communication. They announced good and bad news, anniversaries, holidays. |
| p. 264-265 Use the illustration on p. 265 to explain the phrase “his hat clapped to his head, his coattails flying.” | Paul is in a hurry so he is holding on to his hat. Coattails refers to the back of his long jacket. They are flying because he is running. |
| Reread the first sentence on p.266. Why was Paul busy doing these things? | Paul had 16 children! He needed to add more and more places at the table and find new ways to make money to support his growing family. |
| p.267 Why does Paul sometimes make mistakes? | He gets so busy he forgets what he is doing. |
| p. 267 How does life change in Boston beginning in 1765? | The English were causing trouble for the colonies. They “couldn’t do this and couldn’t do that.” The English started taxing things. The Sons of Liberty club was formed. |
| p. 267 What do you think the word *liberty* means? Look up the definition. Why is the secret club is called “Sons of Liberty’? | The word *liberty* means “the freedom to think or act without being constrained by necessity or force.” This group wanted freedom from England because they opposed how the colonists were being treated. |
| p. 267 What was the intent of dressing up like Indians before the Sons of Liberty went to dump the tea in the harbor? | This secret club didn’t want anyone to know who they were. They were afraid of punishment from the English who made the laws for the colonies and kept imposing new taxes. |
| p.269 Describe Paul’s activities as a secret agent. | When it looked more and more as if the English and colonists were going to war, Paul had to find out the English plans. He patrolled the streets at night, delivered messages to Philadelphia, and kept himself ready at all times to warn the countryside. |
| p. 270 What is the significance of the repeating phrase “hat clapped to his head, his coattails flying”? | This phrase shows the urgency of everything that Paul did. |
| p.270 What was Dr. Warren’s plan for Paul? | He was to go the same way as the English- across the Charles River. He was to alarm the citizens, inform John and Sam and he was to leave *now*. |
| p.273 What is the significance of the exclamation point and italics in the phrase “What! *Paul* Revere?” | Paul must have been famous or well-known among the English soldiers. |
| p.274-275 A green is a grassy, public area. It can generally be found in the middle of a town or city center. Why were the farmers gathering on Lexington Green? What is the importance of this location in American History? | The farmers were preparing to take a stand against the English and “the troops were said to be near.” This is the site of the battles of Lexington and Concord, the first battles of the Revolutionary War (top p.276) |
| p. 276-278 What was Paul’s life like after the war ended? | Paul went back to being busy at many different jobs- Silversmithing, hardware store, set up a foundry, made church bells, began dreaming again, told the story of his Big Ride. |
| The title of the story is And Then What Happened, Paul Revere? The author repeats this question and other similar questions several times throughout the story. What effect does this have on the tone of the story? | These questions help give the story an informal, personal tone- as if a grandfather was telling this story to his grandchildren, and they were asking, “And then what happened?” throughout the story. |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **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 267 - liberty  Page 267 - opposed  Page 267 - colonies  Page 270 - patriot  Page 274 - Take a stand  Page 274 - green | Page 266 - engraved, whittled  Page 267 - withdrawn, taxes  Page 268 - sentries  Page 269 - scouts, “this was not swatting flies”  Page 274 - volley  Page 276 - foundry  Artificial, scrawl, ragged, stockinglike |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 264 - constantly  Page 265 - coattails flying  Page 274 - gathering | Page 265 - off he went  Page 267 - scrawl  Page 268 - orderly fashion  Page 268 - incident  Page 268 - cargo  Page 269 - express rider  Page 269 - snooping  Page 272 - overtake  Page 272 - arouse  Page 275 - succession |

Culminating Tasks

* *In your opinion, which word best describes Paul Revere: smart, ambitious, busy, lucky, energetic, or accomplished? Find evidence from the text to support your answer. As a reminder, to be accomplished means that you are highly skilled and successful beyond dispute. To be ambitious means to show a strong desire to achieve your goals. To be energetic means to show great excitement and energy.*

Possible Answer: The word “energetic” best describes Paul Revere. He was always busy making and doing things. (Specific examples can be found on pages 263, 264, 266, and 276.) He also used his energy to support the Sons of Liberty and ultimately the American Revolution (pages 267 and 268). All of this shows that “energetic” is the best word to describe Paul Revere.

* *Find examples in the selection to prove or disprove this statement: Paul Revere could not have carried out his famous midnight ride without help from others.*

Answer:Paul was helped by a friend, who rushed to the North Church to hang the lanterns. He had two friends row him to the other side of the river after a lady gave him her petticoat. His dog went home to retrieve his spurs. He was able to catch a ride with John Hancock after his horse was taken, and then John Lowell helped him carry the trunk of important papers.

* *Trace the sequence of key events in the Big Ride.*

Answer: (Note to teacher: There are many, many trivial details that are fun, but not crucial to understanding. The goal of this task is for students to pull out the KEY events. Lanterns were hung in North Church, rowed across Charles River and rode his horse to Lexington to warn the citizens and John Hancock and Sam Adams. He woke up the citizens of Lexington and warned the farmers on his way to Concord. He saved the important documents.

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.