Unit 2/Week 3

Title: Boss of the Plains

Suggested Time: 4 Days (60 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4; RF.4.3, RF.4.4; W.4.4, W.4.9; SL.4.1, SL.4.2, L.4.4, L.4.6

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and 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

John Stetson was innovative and determined to succeed. Through his perseverance, problem solving, and creativity, he invented the most used and the most useful hat to the people of the West; the Boss of the Plains.

Synopsis

“Boss of the Plains” is a biography that tells the story of John Batterson Stetson, who worked with his father as a hatter, until he was diagnosed with tuberculosis and decides goes to explore the American West. Through his time with the people of the West, he invents a better hat for them to wear than the ones they were wearing. The hat achieved instant popularity and was named the “Boss of the Plains” to become the first real cowboy hat.

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

|  |  |  |
| --- | --- | --- |
| Text Under Consideration | Text-Dependent Questions | Answer |
| Pg. 220  and 221 | **What types of hats did settlers and travelers wear? Why was a hat important protection for settlers and travelers in the American West?** | * Knit caps, wool derbies, straw sombreros, old sea captain’s caps, army hats, calico sunbonnets, homburgs, slouch hats, silk high hats. The hats used in the lands they came from. * A hat was important protection from burning sunshine, drenching rain, whipping wind, swirling snow |
| P. 222 | **When does the story take place?** | * 1840’s |
| P. 223 | **What do we know about the main character, John Batterson Stetson?** | * Twelve years old * Worked with his father in the family’s hat maker shop in Orange, New Jersey * Has eleven brothers and sisters * Daydreamed of going to the West * At this point in the story, we do not know he later becomes sick with tuberculosis |
| P. 223  form | **The Stetsons made hats the same way hatters had done it for years: by pressing felt, made from wet fur and wool, over a wooden *form* to shape it.**  **What does the word form mean?** | * *Form* can be used as a verb - to make or produce. In the picture, the men are forming hats on frames. * *Form* is also a noun as in something that gives the shape, as in this sentence * What does the shape of the wooden form look like in the picture? (cowboy hat) |
| P. 224 | **What makes John decide to head West himself?** | * He became sick with tuberculosis * If he wanted to see the West, he couldn’t wait |
| Pgs. 228-229  felt | **What is *felt* made out of? What are the reasons felt is better than a piece of cloth?** | * Animal fur * Thick, warmer, and stronger |
| P. 229 | **How did John help his fellow travelers at Pikes Peak, Colorado with the problem they faced?** | * He used his hat making skills to make a felt tent for them. * On the 750-mile trip they had no tent but did have rabbit skins that they believed would “shrink up and get hard unless they are properly tanned.” The illustration shows and the text confirms, the men were huddled around the campfire. A tent would be much more comfortable. * Stetson showed them how to make fur into cloth without tanning , “thick, warm and stronger than a piece of cloth” and from this felt he constructed a tent. They were then “warm and snug.” |
| P. 230 | **When John was in Pikes Peak, Colorado digging for gold, why did he decide to make a better hat for himself? In what ways was the hat he made useful?** | * For better protection from the weather; the scorching sun blistered his face and the whipping wind blinded him. * The brim kept the sun out of his eyes and the rain off his back. The felt could be brushed or thumped to throw the dust off. |
| Pgs. 236-238 | **In what ways did his new hat help the cowboys of the West?** | * It shielded a cowpoke’s eye from blinding sun and caught the rain before it trickled down his back * It could wave a cow into a corral * Fan the flames of a campfire * Used to carry oats to feed the horse * Scoop water for a drink from a mountain stream * It could impress a lady at a Saturday dance * Come in handy when picking huckleberries * It was a perfect decoy when a cowboy was in trouble * Made a soft cushion for a cowboy’s head at the end of the day |
| P. 239 | **W*hat are some characteristics of John Stetson? How do they contribute to his success?*** | * See Culminating Activity for ideas |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **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 224- Tuberculosis | Page 231 - Trade |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 223 – Form (noun and verb)  Page 224- Fortunes  Page 226 – Skins  Page 228- Hide  Page 229- Felt | Page 233- Wranglers |

Possible Culminating Task

* Reread, Think, Discuss, Write

*What are some characteristics of John Stetson and how did they contribute to his success?*

Possible ideas:

Brave & adventurous: When he was diagnosed with tuberculosis he decides it might be his last chance to follow his dream of seeing the West, so he heads to St. Joseph, MI. This contributes to his success because without it, he would not have spent time with the people of the West to know they needed a better hat to protect them from the weather, and for much more as well.

An Inventor (p. 228): He wanted to show his friends that fur could be made into cloth, so he made a tent made out of felt.

Dedicated, hardworking (p. 233): He was “determined to succeed”. He spent what little money he had to make a hat for the wranglers and cowboys of the West and called it the Boss of the Plains. At first he did not get sales, but then the money came pouring in. (P. 234)

Innovative: The Boss of the Plains hat was designed to help the cowboys in many ways (can give examples to support).

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.