Voices of the Revolution

Selections

1 And Then What Happened, Paul Revere?

2 Katie’s Trunk

3 James Forten
Describing Conflict

SAY This week we will be reading a story about a famous man in American history from the time before the United States was first formed. Briefly explain the origins of the American colonies and the conflict over taxes that resulted in the American Revolution.

Have students share what they know about the early history of America.

SAY Listen as I read about the taxes that led to war in the American colonies. Display the poem “Taxes” and read it aloud, holding up a piece of paper, a pen, a glass, and a cup at the appropriate moments in the poem. Use facial expressions and gestures to help convey the colonists’ feeling of outrage. Then read the poem a second time, asking students to recite it with you.

Tell students about a situation that led you to have a conflict or disagreement with someone else. Explain how you resolved the conflict. Then ask students to share their own experiences with resolving conflicts. Write key terms from the discussion on the board, including words such as disagree, stay calm, negotiate, compromise, and resolve. Read these words aloud with students, explaining any unfamiliar ones.

Materials

• a glass
• a cup

Vocabulary

colonist, taxes, ink, conflict, disagreement, resolve, stay calm, compromise, negotiate

Technology

Get Set for Reading CD-ROM
And Then What Happened, Paul Revere?

Education Place

www.eduplace.com
And Then What Happened, Paul Revere?

Audio CD

And Then What Happened, Paul Revere?
Audio CD for Voices of the Revolution

MULTI-LEVEL RESPONSE

Beginning/Preproduction

Have students draw the angry colonists protesting over the taxes.

Early Production/Speech Emergent

Have students work in small groups to read the poem as a role-play with one student playing a reporter and the others playing angry colonists.

Intermediate/Advanced

Have students work in small groups to create lists of strategies for resolving conflicts. Then have them present their lists to the class.
Get Set to Read

On the Brink of War, pages 260–261

Have students open their Anthology to pages 260–261 and read the title out loud. Explain to students that they are going to read about Paul Revere, a hero of the American Revolution. Add that they will learn about his life and about his famous ride from Boston to Lexington and Concord, two towns in Massachusetts.

Explain that the American Revolution was a war that took place over two hundred years ago. SAY At that time, America was not a free country. It was ruled by England. Many Americans believed that war would lead to freedom.

And Then What Happened, Paul Revere?

Segment 1, pages 262–270

Lead students on a picture walk, using these suggested prompts.

Pages 263–265: What can you tell about the selection from looking at the clothes worn by Paul and his family? What kind of person do you think young Paul Revere was?
Page 268: Why do you think the American colonists in this picture dumped all those boxes into Boston Harbor?

Contractions and Possessives

Write did not and didn’t on the board. Say each word several times and have students repeat. Circle the apostrophe in didn’t. Explain that didn’t is a contraction, or a combination of the words did and not. Further explain that the apostrophe takes the place of the letter o in not. Present several more examples of words and their contracted forms, and have students come to the board to circle the apostrophe. Prompt them to say which letter the apostrophe replaces.

Write the following sentences on the board: Pat has a cat. Pat’s cat is black. Read each sentence several times. Point out the apostrophe in Pat’s. Remind students that possessives also take an apostrophe. Explain that Pat’s is a possessive noun, or that the cat belongs to Pat. Present several more examples of sentences with possessive nouns. Have students call out the possessive relationship.
Cities

Have students find and read this excerpt from the first two paragraphs on Anthology page 263: In 1735 there were in Boston 42 streets, 36 lanes, 22 alleys, 4,000 houses, 12 churches, 4 schools, 418 horses ... Along with the horses, streets, and alleys, there were, of course, people in Boston — about 15,000.

Point out Boston on a map of the United States. SAY Boston was an important port city in the American colonies. Write the word city on the board and ask students to tell about some of the things in their own city. Encourage them to be specific about the names of the streets, churches, schools, and other things they know. Record students’ responses on the board. Be sure to include in the list the words street, highway, house, apartment, church, school, office, building, store, park, and bridge.

Display the Picture-Word Cards. Read the list aloud with students showing each card as they mention the word.

Have students use the words and their prior knowledge to describe the city or town where they live or one that is nearby. Before they do so, you may want to post a map of local cities and list on the board available information about their population, size, and general make-up.

MULTI-LEVEL RESPONSE

BEGINNING/PREPRODUCTION
Repeat the words on the list and ask students to point out the appropriate Picture-Word Card.

EARLY PRODUCTION/SPEECH EMERGENT
Have students work in pairs to use available resources to create a simple map of your city with labels for important features. When they have finished, ask partners to display their map and tell about the parts of the city that it shows.

INTERMEDIATE/ADVANCED
ASK Is your city bigger or smaller than Boston in 1735? How do you know? How is Boston in 1735 different from your city? How is it similar to your city?
And Then What Happened, Paul Revere?

Segment 2, pages 271–278

Lead students on a picture walk, using these prompts.

Pages 272–273: Why does Paul Revere travel on horseback?
Page 275: What do you think is inside the trunk that Paul Revere and John Hancock are carrying?
Page 277: Read the last sentence on this page. How do you think Boston has changed since Paul Revere’s lifetime?

Subject-Verb Agreement

Draw a cat on the board and write: The cat is black. Then draw two more cats and write: The cats are black. Say the sentences several times.

Underline the words cat and is in the first sentence. Explain that the word cat is the subject and the word is the verb. Because there is only one cat, the verb needs to match or agree with the subject. Now underline the words cats and are in the second sentence. Point out that there are two cats on the board, so the verb (are) needs to agree with the subject, cats.

Give several more examples of sentences with singular and plural subjects. Call students to the board to underline the subjects and verbs. Make sure students recognize that an s on the end of a subject may signify plural, whereas an s on the verb may signify singular.
More Jobs

Have students find and read this sentence in the first paragraph on Anthology page 264: Street vendors were constantly crying their wares—everything from fever pills to hair oil to oysters. **SAY** crying their wares means “shouting out what they have for sale.”

Draw a chart on the board with the job street vendor and a word or words telling where the job is done. Have students tell about street vendors they have seen. Remind students that Paul Revere had many jobs. Ask them to name some of his jobs, and add these to the chart. Be sure these include dentist, carpenter, printer, writer, and farmer. Have students discuss where a person in each job works. Add their responses to the chart. Then ask them to share their prior knowledge about what each job entails.

### Vocabulary
street vendors, crying their wares, pills, hair oil, oysters, dentist, carpenter, printer, writer, farmer

### Materials
- Anthology
- drawing paper
- pencils or crayons

### IF NEEDED...
#### Beginning/Preproduction
See Master ELL 3–1.
Display the poem “Taxes” and read it aloud with students. Copy the poem onto sentence strips and distribute them. Next, read the poem aloud again asking students to hold up their strips when they hear the corresponding words. Have them repeat the line. After that, have students arrange the strips in the order of the poem and read it aloud together.

#### Who Am I?
Play a game in which you make up a riddle about one of the jobs on the chart and students guess which job it is. **SAY** The name of my job starts with an f and I work in a field or barn. **Who am I?**
After you have asked several riddles, have students take turns making up their own riddles.

### LANGUAGE DEVELOPMENT

<table>
<thead>
<tr>
<th>Job</th>
<th>Where the Person Works</th>
</tr>
</thead>
<tbody>
<tr>
<td>street vendor</td>
<td>street</td>
</tr>
<tr>
<td>dentist</td>
<td>office</td>
</tr>
<tr>
<td>carpenter</td>
<td>building site</td>
</tr>
<tr>
<td>farmer</td>
<td>field, barn</td>
</tr>
</tbody>
</table>

### MULTI-LEVEL RESPONSE

#### Beginning/Preproduction
Have students choose one of the jobs listed on the chart and draw the person doing his or her job.

#### Early Production/ Speech Emergent
**ASK** Which jobs are usually done outside? What does a dentist do?

#### Intermediate/ Advanced
**ASK** Which job would you like to do? Why? Which job would you not like to do? Why?
**Synonyms**

Write the following sentences on the board: *The pizza smells good. The pizza smells terrific. The pizza smells great.* Read each sentence several times and act them out to emphasize the words *good, terrific, and great.*

Underline the words *good, terrific, and great.* Explain that these words are synonyms, or words that are close in meaning. Draw a word web on the board with *good* in the center. Write *terrific* and *great* in the web and prompt students to come up with two or three additional words that have similar meanings (i.e., *fantastic, incredible, fabulous*).

Model the sentence *The pizza smells good,* again. Have volunteers say the sentence using the additional synonyms students suggested for the word web.

**Skill Objective**

Students identify synonyms as words that have the same or almost the same meaning.

**Academic Language**

- synonym

Write several pairs of sentences on the board such as *The dog ran fast. The dog ran quickly.* Have students come to the board to underline the synonyms. Prompt students as necessary and explain unknown vocabulary.

Have partners use a dictionary or a thesaurus to find two to three synonyms for words such as *walk, street, hear, child, busy.*

Have partners go back through the selection to find and write five sentences that have a word that could be substituted with a synonym. Have them write the sentences again, substituting the synonym. Encourage students to refer to a dictionary or thesaurus.

**Leveled Reader**

*Voices of the Revolution*

*The Story of Bunker’s Cove* by David Neufeld

This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Describing Work

Have students find and read aloud these sentences in the first paragraph on Anthology page 266: Paul had to find new ways to make money. So he engraved portraits, produced bookplates, sold pictures, made picture frames, brought out hymnbooks, and became a dentist. **SAY** We have discussed Paul Revere’s many jobs. Today we will learn and use words to talk about different types of work.

Write several jobs on the board. Ask students to name things a person does while working at each job. Record responses in a chart like the one shown.

<table>
<thead>
<tr>
<th>Jobs</th>
<th>Words That Tell Us About the Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>farmer</td>
<td>dig, plow, plant, water, harvest</td>
</tr>
<tr>
<td>janitor</td>
<td>clean, dust, sweep, polish</td>
</tr>
<tr>
<td>carpenter</td>
<td>saw, hammer, attach, build</td>
</tr>
<tr>
<td>cook</td>
<td>wash, cut, peel, mix, boil, bake</td>
</tr>
</tbody>
</table>

Read the information in the chart with students, pantomiming each action as it is named. Then write these sentences on the board: *I’m a janitor. I clean, dust, sweep, and polish.* Read the sentences aloud as you pantomime each action.

Ask volunteers to repeat the sentences for another job, replacing the underlined words with others from the chart and performing the appropriate actions.

**MULTI-LEVEL RESPONSE**

- **Beginning/Preproduction**
  Have students choose one of the jobs from the chart and pantomime the actions of doing that job.

- **Early Production/Speech Emergent**
  Have pairs of students take turns pantomiming different jobs on the chart. The other partner must try to guess the job.

- **Intermediate/Advanced**
  Have pairs of students pick one job and write a want ad for it that tells what the person who wants the job must be able to do.
And Then What Happened, Paul Revere?

America’s Revolutionary War began on the night of April 18, 1775. That was the night when Paul Revere made his famous ride. And Then What Happened, Paul Revere? is the true story of Paul Revere’s ride.

Paul Revere and his family lived in Boston, Massachusetts. He was a silversmith, a church bell ringer, and a dentist. He was also a secret agent who spied on the British.

On the night of April 18, 1775, Revere saw two lanterns in a church steeple. That was the signal he had been waiting for. It meant the British were sailing across the harbor and would march to the towns of Lexington and Concord. Revere’s job was to warn people to defend themselves. He had to tell Patriot leaders John Hancock and Samuel Adams, too.

Revere rowed across the Charles River. A horse was waiting for him on the other side. He galloped along the Lexington road. In Lexington, Paul Revere found Hancock and Adams. Fifty farmers were there too. They were ready to fight the British. The battles of Lexington and Concord were the first in the Revolutionary War.

At the end of the war, Revere went back to being a silversmith. He also made church bells. But he will always be remembered for his famous ride.

Comprehension Questions for the Anthology Selection

1. Read the first sentence in the last paragraph on page 263. Why do you think the author wants you to know that information? (Revere was always doing many things, and the author will tell about all the things Revere did.)

2. Do you think the author liked Paul Revere? Explain. (Answers will vary.)

3. Why do you think Paul Revere was always so busy? (Answers will vary.)

Regular and Irregular Verbs

Review with students how to form the past tense of regular verbs by adding ed. SAY: Not all verbs in English are regular verbs. Some verbs are irregular. They don’t use the ed ending to form the past tense. They have their own special forms for the past tense. Write the following sentences on the board: I ride my bike to school. I rode my bike to school yesterday. Point out that ride in the first sentence is in the present tense. Then point out that rode, not rided, is the past tense of ride. Present several more examples of pairs of sentences with irregular verbs. Have students keep a list of irregular verbs and their past tense forms in their notebooks for easy reference.
Written Communication

Have students find and read this excerpt from the fifth paragraph on Anthology page 269:

[H]e patrolled the streets at night, delivered messages to Philadelphia, and kept himself ready at all times to warn the countryside.

SAY  Paul Revere shared news about the English with other American Patriots by delivering messages. Point out that messages may be spoken or written on a piece of paper. SAY  Today we are going to talk about the different forms of writing that people use to communicate every day.

Ask students to name and tell about different forms of communication that people use every day for giving and receiving information. Write the name of each writing form on the board and, if possible, display an example as it is named. Make sure the following ways of communicating information are mentioned: phone message, note, letter, email, ad, newspaper. Read the list aloud with students.

Have students choose from the board one of the ways of communicating and complete the following cloze frame describing the purpose of the form: An(n) ___ is used to ___. Have students write the sentences on the board and read them aloud. Finally, lead a discussion about when it makes most sense to use each writing form.

Vocabulary
- patrol, patriot, phone message, note, letter, email, ad, newspaper

Materials
- Anthology
- examples of writing forms

BEGINNING/PREPRODUCTION

Display the poem “Taxes” and have students read it chorally. Write the following cloze frame on the board: What do you ___. List the following words on the board: think, say, want, need, have. Work with a volunteer to ask and answer questions using the frame and words. (For example, What do you need? I need a drink of water.) Then have students work in pairs to ask and answer questions. Next, repeat the process, changing the sentence frame to What does he/she ___. and having students ask and answer questions about their classmates.

BEGINNING/ PREPRODUCTION

Give students samples of writing forms and have them indicate each one as you name it. Ask students to repeat the name of the sample. Make sure to include phone message, note, letter, email, ad, and newspaper.

EARLY PRODUCTION/ SPEECH EMERGENT

ASK  Which way of communicating would you use to find out what the weather will be like tomorrow? What information should you include in a phone message?

INTERMEDIATE/ ADVANCED

Provide pairs of students with examples of the writing forms on the board. Have partners work together to identify each piece of writing and compare two of them.
Using Exact Nouns and Verbs

Tell students that they can improve their writing by using exact nouns and verbs in their sentences. Explain that exact nouns and verbs can help readers to have a clearer mental picture of the people, places, and events described in their writing.

Write a simple sentence on the board: *The boy ran after the dog.* Read this sentence several times for students. Say, *We can make the verb run more exact and give the reader a better mental picture of the action in this sentence. What are some other words that are close in meaning to run?* Prompt students to call out words such as *race, chase,* or *follow.* Write a new sentence on the board: *The boy chased after the dog.*

Write additional sentences on the board with vague nouns and verbs. Ask students to suggest exact nouns and verbs to make the sentences more vivid. Write the new sentences on the board.

Language Experience Activity Ask students to choose a famous person such as a TV actor, singer, sports star, or politician. Have students call out interesting facts about the person’s life and write them on the board. Prompt students to provide exact nouns and verbs and help them with unknown vocabulary. Then work as a group to write a short paragraph about the person. Encourage students to think about what kind of mental picture they want to give their readers.

Skill Objective
Students use exact nouns and verbs to improve their writing.

Academic Language
- exact nouns
- exact verbs

Multi-level Practice

**Beginning/Preproduction**
Have students draw a picture of someone or something doing an action. Help students to write exact nouns and verbs that describe their pictures.

**Early Production/Speech Emergent**
Have groups of two or three students go back through the selection to find exact nouns and verbs that describe Paul Revere. Help students with vocabulary as necessary.

**Intermediate/Advanced**
Write two or three sentences that contain vague nouns or verbs on the board. For example, *The horse ate grass.* Have groups of two or three students rewrite the sentences using exact nouns or verbs.

Selection 1: *And Then What Happened, Paul Revere?* Day 5
Display the first stanza of the poem “My Neighbors and I.” Read it aloud.

**SAY** Neighbors are people who live near you. They form part of your community. To what different groups of people do you belong? What groups form your community? Write their response on the board, including family, friends, school, church, and town.

Read the words with students.

**SAY** This week we will be reading a story about a community that was divided by the American Revolution. Explain that during the conflict, some colonists were Patriots and others were loyal to the king of England. As a result, people in the same community were on opposite sides.

**SAY** Listen as I read all of this poem about a community in conflict.

Display the rest of “My Neighbors and I” and read the entire poem aloud. On a second reading, have students repeat each line after you.

Tell About It

Ask students to tell about some of their experiences with community groups. Write on the board key terms that help define a community, such as get along, cooperate, participate, share, and similar interests. Read the words with students and discuss their meanings.
Get Set to Read
Who Were the Tories?, pages 290–291

SAY Let's look at Anthology pages 290–291. Read the title and the first sentence with me. Tell students they are going to read about a young girl and her family who try to protect their home from American Patriots during the Revolutionary War. Explain that not all Americans were Patriots. SAY Americans who supported the English were called Tories. Point out the portrait of King George on page 290. ASK Over what country do you think King George ruled?

Ask students to look at the illustration on page 291. Read the side caption with them. SAY This is a family of Tories, or Loyalists. Why do you think many Tories left the colonies and moved to Canada?

Katie’s Trunk
Segment 1, pages 293–299

Lead students on a picture walk, using these prompts.

Page 295: What hot drink is Katie’s mother pouring?
Page 297: Why do you think Katie runs back to her house?
Pages 298–299: Why are the rebels breaking into Katie’s house? Why does Katie hide in her mother’s wedding trunk?

Syllabication: VCCV and VCV Patterns

Review the term syllable with students. SAY A syllable is a word part with one vowel sound. Write the word letters on the board and say it several times. Point to the first e in letters and ask the class whether it is a vowel or a consonant. Write the students’ response (V or C) over the e. Continue in the same way for the next three letters (t, t, and e).

Explain to students that writing V-C-C-V over the e, t, t, and e in letters can help them figure out how to pronounce the word. Draw a horizontal line between the two letters labeled C in the word. Say the word again, emphasizing the two syllables (let/ters). Point out that each syllable has only one vowel sound. Continue with additional examples as necessary. Repeat this process with the VCV pattern.

Skill Objective
Students break words with VCCV and VCV patterns into syllables.

Academic Language
• vowels
• consonants
• syllables

Language Transfer Support
Keep in mind that your students’ first languages will all have consonant-vowel patterns that are quite distinct from the patterns found in English. For example, Japanese displays a highly consistent CV pattern. In Spanish, CV patterns dominate, but there are predictable CVC syllables as well.
Location Words

Have students find the second paragraph on Anthology page 294. Read aloud this excerpt from that paragraph as students follow along:

I could feel the itchiness in the air;
the wind bringing cold,
the clouds tumbling over the trees . . .

**ASK** Where were the clouds? Point out that the word over helps tell where the clouds were.

Hold a book or another object over your desk. **SAY** The book is over my desk. Write over on the board and read it with students. Then move the book to other locations in relation to your desk and ask students where it is. Write on the board each location word students use. If necessary, supply words they do not know. Be sure to include above, on, in/inside, under/below, and near/by/next to.

**Show It** Have students read each word aloud with you as they demonstrate with a book and their own desks the meaning of each word.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Use location words from the board and have students place a book according to your indications, for example, “Put the book over the table.”

**Early Production/Speech Emergent**

Have students work in pairs. Ask one partner to give several commands to his or her partner by completing this cloze frame: Put the book ___ your desk. The other student should place the book accordingly. Then have partners switch roles.

**Intermediate/Advanced**

Review with students the rules for “Simon Says.” Play one round of the game with them, directing them with location words to complete various tasks, such as Simon says, “Put your hands inside your pockets.” Then have students take turns being Simon for subsequent rounds of the game.
**Katie’s Trunk**

**Segment 2, pages 300–303**

Lead students on a picture walk, using these prompts.

**Page 300:** What are the rebels looking for? What will happen to Katie?

**Pages 302–303:** What is Katie’s father watching through the window?

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**Verb Phrases with have**

**Review** the terms *main verb* and *helping verb* with students. Write the following sentence on the board: *The girls have played soccer.* Identify the main verb (*played*) and the helping verb (*have*). **SAY** The verbs *have* and *played* tell what the girls (the subjects) were doing in the sentence. These two verbs together are called a verb phrase.

**Draw** a simple chart on the board reviewing subject-verb agreement for *have*, *has*/singular subjects; *have*/*has*/plural subjects and *I, you, had*/singular or plural subjects. Write examples of verb phrases with *have* for each entry. Explain any verb phrases that students don’t understand.

**Write** several more sentences that use verb phrases with *have*, *has*, and *had*. Have students identify the verb phrase in each. Further break down the verb phrase into main verbs and helping verbs.

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**Skill Objective**

Students write verb phrases that begin with forms of *has/have*.

**Academic Language**

- verb phrase

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**Language Transfer Support**

Keep in mind that the perfect tenses can be quite challenging for English language learners because of differences in tense boundaries across languages. Help students contrast the present perfect with the simple past and simple present tenses. Time lines are helpful, as are time word clues such as *yet* and *since*.
Parts of a House

Have students read the first line in the second stanza on Anthology page 298:

*Then I heard voices by the door.* Remind students that Katie hid inside her house when her Patriot neighbors arrived. **SAY** *Today let’s talk about the parts of a house.*

1. Draw a simple diagram of the exterior of a house, including a door, a window, the roof, and a chimney. Point to each part and ask students to identify it. Add the words as labels. Follow a similar procedure with a cutaway diagram of the interior of a house including the floor, ceiling, walls, and stairs.

2. Display the Picture-Word Cards for floor, walls, and stairs. Read the labels aloud with students. Finally, draw a simple floor plan for a house with a kitchen, living room, bedroom, and bathroom. Display the Picture-Word Cards for kitchen, living room, and bedroom.

**What Is It For?**

Have students identify the rooms in a house and read the names aloud. Then lead a discussion about what each room is used for.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students choose one of the parts of a house and draw a picture. Ask them to label their picture to indicate which room they drew.

**Early Production/Speech Emergent**

With a student, model asking and responding to the questions that follow. Then have pairs of students take turns asking and answering these questions and similar ones about the parts of a house or the classroom. **ASK** *What is the kitchen used for? the living room? Where is the door to our classroom? Where is a window? the floor? a wall? the ceiling?*

**Intermediate/Advanced**

Have students draw simple labeled floor plans of their homes. They can then lead a classmate on a guided tour of the rooms, naming each room and telling about its main features.
Dictionary: Spelling Table/ Pronunciation Key

Tell students that they can use the dictionary when they are not sure how to spell or pronounce a word. Introduce the terms spelling table and pronunciation key and hold up an example of a spelling table/pronunciation key. Pass it around the class for students to take a closer look. Give a brief definition for each term.

Distribute copies of a spelling table/pronunciation key. Point to the first sound in the table/key and model for students. Then say the sample words and have students repeat. Continue through as many entries in the table/key as necessary.

Read one of the sample words from the table/key and have students point to the corresponding sound.

Skill Objective
Students use the spelling table and pronunciation key in a dictionary.

Academic Language
• spelling table
• pronunciation key

Language Transfer Support
Because most languages have one-to-one sound spelling correspondence, English language learners may have difficulty figuring out the myriad sounds in an English spelling table or pronunciation key. Have students keep a list of pronunciation symbols and their sounds, along with sample words, as a reference.

Leveled Reader
Voices of the Revolution
Friends or Enemies?
by Philemon Sturges
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
**Vocabulary**
furniture, bed, table, chair, cabinet, dresser

**Materials**
- Anthology
- markers
- Picture-Word Cards bed, chair, dresser (See Master ELL 3–6.)

**IF NEEDED...**

**Beginning/Preproduction**
See Master ELL 3–4.

Display the poem “My Neighbors and I” and read it aloud with students. Write these sentences on the board: My neighbors and I share the land. I share the land with my neighbors. My neighbors share the land with me. Read the sentences aloud, explaining the different shades of meaning. Have students repeat the sentences with you. Then write on the board these cloze frames: My neighbors and I ___. I ___ with my neighbors. My neighbors ___ with me. Have students take turns supplying verbs and completing the cloze frames orally.

**LANGUAGE DEVELOPMENT**

**20–25 MINUTES**

**Furniture**

Have students look at the illustrations on Anthology pages 294–295.

**ASK** What pieces of furniture do you see in these pictures? If necessary, point out the bed, table, chairs, and cabinet as you write these words on the board. Display the Picture-Word Cards for bed and chair. Then ask students to find and name another piece of furniture in the story pictures. You may need to point out the dressers on pages 299 and 302–303. Add dresser to the list on the board. Display the Picture-Word Card for dresser.

Discuss with students how each piece of furniture is used, and where it is usually found. Add this information to the board to create a chart like the one shown.

<table>
<thead>
<tr>
<th>Types of Furniture</th>
<th>Used For</th>
<th>Found In</th>
</tr>
</thead>
<tbody>
<tr>
<td>bed</td>
<td>sleeping</td>
<td>bedroom</td>
</tr>
<tr>
<td>table</td>
<td>eating, writing</td>
<td>kitchen, dining room</td>
</tr>
</tbody>
</table>

**Tell About It**

Read all the furniture words aloud with students. Pause after each word and ask students to tell what the piece of furniture is used for and where it is found.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students draw a labeled picture of one room in a house, including the furniture.

**Early Production/Speech Emergent**

Provide students with the following cloze frames: A ___ is used for ___. It usually is found in the ___. Have them complete the frames to create sentences about each type of furniture listed in the chart.

**Intermediate/Advanced**

Have students use their sample floor plans from Day 3 to help them create an inventory of furniture often found in each room of a home.
Selection Review

Strategies for Comprehensible Input
Use the Selection Summary and suggested strategies to support student comprehension.

**Restate:** caught in the middle
in an uncomfortable position between her friends and her family

**Show:** wedding trunk
Have students look at the illustration on Anthology page 299. Explain what a wedding trunk is used for.

**Restate:** She believes that there is still some goodness in her neighbors
Katie believes that her neighbors are good people, even though they have different political beliefs.

Comprehension Questions for the Anthology Selection
1. **Look at the illustration on page 293. How do Katie and her family feel? How do you know?** (scared; The mother tries to hide the family behind a tree so the soldiers can’t see them.)
2. **Retell the story to a partner. Use the pictures to help you. Tell what happens at the beginning, middle, and end of the story.** (Answers will vary.)
3. **How would you react if you were in Katie’s situation?** (Answers will vary.)

Verb Phrases with teach, learn; let, leave; sit, set; can, may

**Write** on the board: Mrs. Smith teaches Sarah to play the piano. Sarah learns how to play the piano. Read each sentence several times. Underline teaches in the first sentence. **SAY** Mrs. Smith is a teacher. She teaches Sarah. Underline learns in the second sentence. **SAY** Sarah is a piano student. She is learning. Review the relationship between Mrs. Smith and Sarah and the verbs teach and learn as many times as necessary. Present pairs of sentences showing the different meanings between the following verbs, as well: let/leave, sit/set, and can/may.
Movements

Have students find and read these lines on Anthology page 296:

The rebels were arming, brother told me,
marching and drilling beyond the meadows.

Write the word march on the board and read it aloud. **Ask** Who can show me how to march? Have volunteers march in place. Explain that the word march describes a certain type of movement.

**SAY** Today let’s talk about ways to describe different types of movement. Next, perform the following actions or have volunteers perform them: run, lean, jump, tumble. Write each word on the board as it is performed. Read the words aloud with students.

Have students take turns to perform other movements. Write the appropriate verbs on the board. Read all the words aloud with students, having them do the movements with you.

**Vocabulary**
rebels, arming, brother, marching, drilling, meadows, run, lean, jump, tumble

**Materials**
• Anthology

**Act It Out**

**Beginning/Preproduction**

See Master ELL 3–4.

Display the poem “My Neighbors and I” and have students read it chorally. Then write the phrase as different as day and night on the board. Read it aloud with students. Point out that day and night are antonyms, words with opposite meanings. Work with students to generate a list of opposites they know. Supply them with the following pairs: dark/light, black/white, hot/cold, lose/tight, up/down, heavy/light. Then erase the words day and night from the phrase on the board to create this cloze frame: as different as ___ and ___. Have students complete the phrase orally with opposite pairs. Write these on the board. Then have students use each new phrase in the second verse of the poem.

**Early Production/Speech Emergent**

Have students pantomime each different action as you mention it. Ask them to repeat the name of the action before they start each pantomime.

**Intermediate/Advanced**

Begin a game in which you instruct students to perform a movement using an action word on the board and some words they have learned in previous lessons. For example, tell them to Lean on a chair or Jump over a pencil. Then have students take turns giving similar instructions.
Voice

Ask half of the class to cover their eyes. Point to various students in the other half of the class and ask them to say a few words such as Today is ___. Have each student speak. Ask Can you tell me who said that? Do you recognize that person’s voice? Then have several students define this meaning of voice.

Explain that the words and expressions they use when writing reveals their voice, or what they are like as a person. Emphasize that students can improve their writing by showing what they feel when they add expressions and words that they use when they speak. Ask If you read a letter with expressions such as I’m psyched or That’s cool, what can you guess about the writer? Prompt students to answer with descriptions of what they think the reader might be like. Continue presenting some other common expressions. Ask students to give possible descriptions of writers who might use the expressions.

Skill Objective
Students improve their writing by making their voice more apparent.

Academic Language
• voice

Multi-Level Practice

Beginning/Preproduction
Help students understand that speakers of a language use different words in different situations. Write a variety of words and phrases on the board that might reveal what a person is like. Use current slang, outdated slang, and more formal language. Have students repeat and act out the words and phrases.

Early Production/Speech Emergent
Write a variety of words and phrases on the board that might reveal what a person is like. Use current slang, outdated slang, and more formal language. Then read the words aloud and ask students if they can figure out who might say or use this word.

Intermediate/Advanced
Have groups of two to three students go through the selection Michelle Kwan: Heart of a Champion to find words and expressions that give clues about what Michelle is like as a person.
Boats/Ships

Vocabulary
ships, boats, sailing, sailboat, sail, deck, mast, anchor

Materials
• Picture-Word Cards
rowboat, single-mast sailboat, container ship, sails
(See Master ELL 3-9.)

SAY This week we will be reading the true story of a young African American Patriot who fought on a ship at sea during the American Revolution. Before we begin to read the story, let's talk about ships and boats.

Display the Picture-Word Cards. Ask students to share what they know about watercraft. If necessary, write ship and boat on the board, explaining that ship is used for larger craft and boat is used for smaller craft. Then draw a simple diagram of a double-mast sailing ship on the board. Have students share what they know about sailing and sailboats. Label the parts of the diagram as they are mentioned, including the sails, deck, masts, and anchor. Explain the function of each part. Have students point to each part and read the label aloud.

SAY Now let's read a poem about ships during the American Revolution. Display “The Docks” and read it aloud. Read the poem a second time, having students recite each line after you.

Have students pantomime as you give a few instructions, such as
Lower the anchor, Raise the anchor, Raise the sails,
Lower the sails.

MULTI-LEVEL RESPONSE

Beginning/Preproduction
Repeat the words on the list and ask students to point out the appropriate Picture-Word Card.

Early Production/Speech Emergent
Ask students to use complete sentences to respond to these questions: What are the sails on a ship used for? What is an anchor used for?

Intermediate/Advanced
Have students work in pairs to write riddles about the parts of a ship. They can then read their riddles to other pairs, challenging them to figure out the correct answers.
Get Set to Read

Fighting for Freedom, pages 310–311

**SAY** Read the title and the first sentence. Look on page 310, and find the portrait of James Forten. He was an African American sail-maker who fought in the Revolutionary War. Read the caption about the school on page 310. **ASK** In what city did James Forten go to school? Who started this school?

**SAY** Thousands of African Americans fought in the Revolutionary War. Some fought at sea. Others fought on land. Have students look at the portrait and the flag on page 311. Read the captions with them. **ASK** Why do you think James Forten served in the navy?

James Forten

Segment 1, pages 313–320

Lead students on a picture walk, using these prompts.

**Pages 314–315:** Many free African Americans lived and worked in Philadelphia. What is one kind of work they did?

**Page 317:** Sometimes James helped out in the shop where his father worked. What do you think his father is helping James learn in this illustration?

**Pages 318–319:** As a child, James saw black soldiers marching through Philadelphia. How do you think these men looked to James?

Prefixes **sub**- and **sur**-

**Write** the word *marine* on the board. In a different-colored chalk, write the prefix **sub**- at the beginning of *marine*. **SAY** Marine is a word that is close in meaning to sea. When we add the letters **sub**- to the beginning of the word marine, we change the meaning to “under or below the sea.” The prefix **sub**- means “under or below.” A submarine is a ship that operates under water.

**Tell** students that **sub**- is a prefix. Explain that a prefix always attaches to the beginning of a base word. Write additional examples of words that have the **sub**- prefix, for example, *substitute, subtract, subtitle*. Call students to the board to underline the prefix in the examples. Model and explain each as necessary.

**Repeat** this process with the **sur**- prefix, meaning “over, above, or additional.” You might use *surround, surface, survivor*.
At the Harbor

Have students find the second paragraph on Anthology page 314. Read aloud the first sentence in that paragraph as students follow along: *As day broke over the harbor, the masts of the ships loomed against the gray skies.* Say: *Yesterday we talked about ships and boats. Today let’s talk about a harbor—a place where ships and boats dock to load and unload people and things.*

Display the Picture-Word Cards. Ask students to share what they know about harbors. If necessary, use maps to help them understand that harbors are found where large bodies of water meet the land, and that harbors allow ships and boats to come and go easily, loading and unloading goods and people.

Ask several students to record on the board key words from the class discussion. Be sure they include *harbor, docks, waterfront, loading,* and *unloading.* Read these words with students and discuss their meanings.

Have students role-play loading and unloading a ship, using books and backpacks as “goods” and their desks as “ships.”

**Vocabulary**

harbor, masts, ship, loom, waterfront, loading, unloading

**Materials**

- Anthology
- maps
- markers
- drawing paper
- pencils or crayons
- Picture-Word Cards

(See Master ELL 3–9.)

**Theme 3/Selection 3:** James Forten

**Beginning/Preproduction**

See Master ELL 3–7.

Display the poem “The Docks” and read it aloud, having students repeat each line after you. Have students write the words *docks, ships, men,* and *British* on separate index cards. Cover these words in the poem with self-sticking notes. Then read the poem aloud again, pausing at each covered word. Have students hold up the appropriate cards and supply the missing words. Then ask students to read the poem chorally, displaying each card at the appropriate moment.

**Multi-level Response**

**Beginning/Preproduction**

Have students draw a ship about to enter the harbor. Ask students to label their pictures using the list of words on the board.

**Early Production/®

Speak Emergent**

Ask: *What are docks used for? What things might you see in a harbor?*

**Intermediate/Advanced**

Ask students to use the illustration on Anthology pages 314–315 as a model for making their own drawings of a harbor area. Have them label the items in their drawings, using the list of words on the board. When they have finished, ask students to tell about what they have drawn as they show their work to classmates.
**James Forten**

**Segment 2, pages 320–327**

Lead students on a picture walk, using these prompts.

**Page 321:** When be was fifteen, James became a sailor. What kind of work do you think he had to do?

**Page 323:** James was taken aboard one of the British ships as a prisoner. One day the captain’s son saw him playing a game. What was the game?

**Page 324:** The prisoners had to spend most of their time below decks. How do you think James felt?

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**Adjectives**

**Draw** a simple picture of a fat cat on the board. Say *fat cat* and write it under the picture. Then draw a picture of a thin cat on the board. Say *thin cat* and write it on the board. Underline the words *fat* and *thin*.

**Explain** to students that *fat* and *thin* are adjectives. **SAY** Adjectives are words that describe nouns. They tell what the noun looks like or how many there are. Point to the fat cat. **ASK** What does the cat look like? Prompt students to respond that the cat looks fat.

**Draw** a few more simple pairs of objects such as a tall tree and a short tree or three books and five books. Have students identify the adjectives. Prompt students as necessary and help with unknown vocabulary.

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**Skill Objective**

Students identify and write adjectives.

**Academic Language**

- **adjective**
- **noun**

**Materials**

- colored pencils or markers

**Language Transfer Support**

In languages such as French and Spanish, adjectives show the number and gender of the nouns they are describing. If your students produce adjective/noun combinations, such as *carefuls drivers* or *greens mountains*, remind them that in English there is no plural form of adjectives. Correct students by saying *careful drivers* or *green mountains*. Have students repeat the correct adjective/noun combination.

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Say an adjective/noun combination, such as *brown dogs, pretty flower, small ball, round face*. Have students draw a picture that corresponds to your cue.

**Early Production/Speech Emergent**

On the board write eight to ten adjective/noun combinations such as *five hats, square box, hot sun*. Have students copy the phrases and make drawings to match.

**Intermediate/Advanced**

Have students write five adjective/noun combinations. Have them join with a partner. One partner says his or her combinations. The other partner draws what he or she hears.
Military Forces

Have students find and read this excerpt from the second sentence on Anthology page 320: The colonies had few ships of their own to fight against the powerful British navy... Remind students that James Forten signed up to fight on a privateer against the British. Then write the word navy on the board and ask students what it means. If necessary, explain that a navy is the group of ships, sailors, and officers that a nation uses to fight at sea.

Explain to students that the army is trained to fight on land. Have students share what they know about armies and write their contributions on the board. Provide information they do not to mention.

Use the words on the board to make a Venn diagram to compare and contrast the navy with the army. Read the words aloud with students, explaining the meanings as necessary. Have students repeat the words as you add them to the diagram.

Vocabulary
- colonies, navy, privateer, ships, sailors, crew, uniforms, battle, attack, officers, army, soldiers, squad, marching

Materials
- Anthology
- Picture-Word Cards
  sailor, captain
  (See Master ELL 3–9.)

IF NEEDED...

Beginning/Preproduction
See Master ELL 3–7.
Write the poem “The Docks” on sentence strips. Display the poem and read it aloud with students. Say: Listen as I read the poem. When you hear the words that are on your sentence strip, stand up and repeat them after me. Read the poem aloud again. Then ask students to arrange their strips in the order of the poem and read them in sequence chorally.

Multi-Level Response

BEGINNING/ PREPRODUCTION

Have students choose one of the military jobs mentioned in the lesson and draw a person doing his or her job. Ask students to label their drawing.

EARLY PRODUCTION/ SPEECH EMERGENT

Have students use complete sentences to respond to these questions: Where does a navy fight? an army? Who fights in a navy? in an army?

INTERMEDIATE/ ADVANCED

Have students work in pairs to write a paragraph comparing and contrasting the army and the navy. When they have finished, ask them to read the paragraph aloud.
Antonyms

Write the following sentences on the board: *This is a long pencil. This is a short pencil.* Hold up examples of a long and a short pencil. Emphasize the words *long* and *short* as you read each sentence several times.

Underline the words *long* and *short*. Explain that these words are antonyms, or words that are opposite in meaning. Write and say the word *antonym*. Have students say the word with you. Contrast the meanings of *antonym* and *synonym*. Write additional examples of pairs of antonyms. Say each pair and draw a simple picture to explain the opposite meanings, if necessary.

Write additional words such as *big, clean, black* on the board and say them several times. Prompt students to call out antonyms for each word (i.e., *small, dirty, white*).

Skill Objective

Students identify antonyms as words that have opposite meanings.

Academic Language

- *antonym*

MULTI-LEVEL PRACTICE

**Beginning/Preproduction**

Have students work with more fluent English speakers to create an illustrated and labeled antonym chart.

**Early Production/Speech Emergent**

Have partners write and illustrate sentences for sets of antonyms such as *slow/fast, wide/narrow, wet/dry, happy/sad.*

**Intermediate/Advanced**

Have partners or small groups come up with five sets of antonyms. Have them write sentences for each set of antonyms to show the different meanings. Encourage students to use a dictionary.

Leveled Reader

*Voices of the Revolution*

*Deborah Sampson: Soldier of the American Revolution* by Lee S. Justice

This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
**Education**

Have students find and read this sentence in the fifth paragraph on Anthology page 316: *He believed that the only way the Africans would ever take a meaningful place in the colonies would be through education.*

Remind students that James Forten’s family valued education. Then have students share their experiences with education. **Ask** what are some things you’ve learned in school? What are some things you’ve learned from others? How did you learn these things? List on the board the key terms they mention in their responses. Be sure to include *school, classes, teach, teacher, students, study,* and *learn.* Read the words aloud with students. Ask them to explain the meanings of the words they know. Provide definitions for any terms with which they are unfamiliar.

Have students pantomime some of the things they learn in school, such as reading, writing, drawing, doing math, and so on. Ask them to tell why they think education is important.

**Vocabulary**

African, colonies, education, school, classes, teach, teacher, students, study, learn

**Materials**

• Anthology

**Act It Out**

Have students pantomime some of the things they learn in school, such as reading, writing, drawing, doing math, and so on. Ask them to tell why they think education is important.
Selection Review

Strategies for Comprehensible Input

- **Explain:** abolitionist
  a person who favored the abolition of slavery in the United States

- **Explain:** prison ship
  a ship that was too old to be used in the war; it stayed anchored in a port and was used as a prison

- **Restate:** spoke out
  talked freely and without fear

Comprehension Questions for the Anthology Selection

1. **Read the fourth paragraph on page 316. Why was it important for James to learn to read and write?** (being educated would help him have a better life)
2. **Do you think it was easy for James Forten to be friendly with the son of the captain in the enemy ship? What makes you think so?** (Answers will vary.)
3. **What kind of life do you think James Forten lived after the war ended?** (He kept working hard; was busy with his work and fighting for the freedom of his people.)

Proper Adjectives

**Write** the following sentences on the board: *I like to eat Chinese food.* *Picasso was a Spanish painter.* Ask students to identify the adjective that describes food. Point out that *Chinese* has a capital letter. Then ask students to identify the adjective that describes painter in the second sentence. Again, point out the capital letter in *Spanish.* *Say* Words that have capital letters and describe nouns are called proper adjectives. The proper adjectives in these two sentences, Chinese and Spanish, refer to the countries China and Spain. Most proper adjectives are formed from proper nouns for places or languages. Ask students to name the proper adjectives for their parents’ home countries; list these on the board.
Games

Have students find and read this excerpt in the second full paragraph on Anthology page 323: „Beasley’s son saw the Americans playing marbles."

SAY James Forten played marbles with the British captain’s son. Today let’s talk about the games we play. Write marbles on the board. Ask students who have played marbles to tell how the game is played. If necessary, explain the rules. Next, have students name and describe other games they play. Write the games on the board in a chart like the one shown, including the materials needed to play each one.

<table>
<thead>
<tr>
<th>Game</th>
<th>What You Need to Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>checkers</td>
<td>board, checkers</td>
</tr>
<tr>
<td>fish</td>
<td>deck of cards</td>
</tr>
<tr>
<td>jacks</td>
<td>ball, jacks</td>
</tr>
<tr>
<td>tag</td>
<td>playground</td>
</tr>
</tbody>
</table>

Act It Out Have volunteers explain how to play each game as they pantomime or act out the steps with actual game pieces.

MULTI-LEVEL RESPONSE

Beginning/Preproduction Have pairs of students demonstrate for the class how to play two of the games in the chart.

Early Production/Speech Emergent Ask students to respond in complete sentences to these questions: What games can you play with a deck of cards? What is your favorite game? Tell how it is played.

Intermediate/Advanced Ask pairs of students to choose a game from the list and write a simple set of directions for how to play. Remind them to include a list of any materials needed and to write the steps in order. Then have students compile all the rules into a class games rulebook.

Vocabulary marbles, checkers, fish, jacks, tag

Materials • Anthology

BEGINNING/PREPRODUCTION

See Master ELL 3–7.

Display the poem “The Docks” and have students read it chorally. Then write the word waterfront on the board and read it aloud. Draw a line between water and front as you explain that this word is a compound word, or a word made up of two smaller words that have been joined together. Point out that when students come across an unfamiliar longer word while reading, they can sometimes figure out the word by looking for smaller words they know that have been joined together. Write the following words from the selection on the board and have students read them with you: lamplight, shoemaker, cannonball. Have volunteers come to the board, divide each word into its two smaller words, read these words, then read the entire word aloud, and finally explain its meaning.
Capitalizing Names of People and Places

Review the terms proper noun and proper adjective with students. Remind them that proper nouns and adjectives in English always have capital letters. Write several examples of proper nouns and adjectives on the board.

Explain to students that they can improve their writing by making sure that all of the proper nouns and adjectives in their sentences are capitalized. SAY Good writers go over or proofread their writing. They check to be sure that they have added capital letters to any proper nouns or proper adjectives in their sentences.

Write several sentences on the board — some with capitalized proper nouns and adjectives, and some without capitalized proper nouns and adjectives. Ask students to say which sentences are correct and which are not. Prompt them to explain why.

Skill Objective
Students capitalize the names of people and places.

Academic Language
• common nouns
• proper nouns
• common adjectives
• proper adjectives

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Write a variety of common nouns, proper nouns, common adjectives, and proper adjectives. Have students work in pairs to decide whether the noun or adjective is common or proper. Encourage students to use capital letters as cues.

Early Production/Speech Emergent
Write several sentences with a variety of common and proper nouns and adjectives. Include some sentences with capitalized proper nouns and adjectives and some without capitalized proper nouns and adjectives. Ask partners to decide whether each sentence is correct. Have them add capital letters to proper nouns and adjectives as needed.

Intermediate/Advanced
Have partners go back through the selection James Forten to find as many proper nouns and adjectives as possible. Have students sort the proper nouns and adjectives into words that refer to people, places, or things.