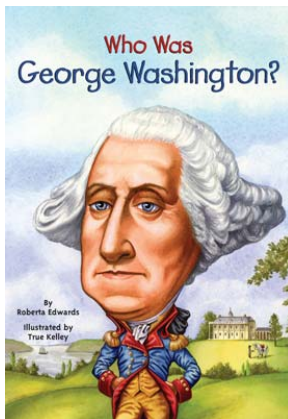


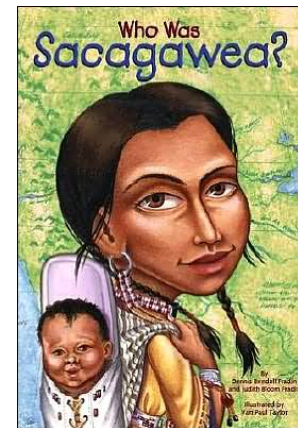
WASHINGTON TOWNSHIP PUBLIC SCHOOLS

FOURTH GRADE

## GENRE UNIT: BIOGRAPHIES



TEACHER RESOURCE GUIDE



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## GENRE UNIT / TITLE SELECTIONS

**Biography:** An account of a person's life written, composed, or produced by another. Biographies can introduce students to a whole new world of historical figures and different eras. Studying them can also inspire students as they read about people who overcame problems, faced obstacles and criticism, but persevered to succeed.

<b>Title # 1</b>	<p><u>Who Was Thomas Jefferson?</u> By Dennis Brindell Fradin</p> <p>A biography on the life of Thomas Jefferson which highlights many memorable moments in his life. Some of these include that he was a bookworm who could read for 15 hours straight and owned more than 6,000 books. He also was a self-taught architect who designed his own home, the Virginia statehouse, and the University of Virginia. Most importantly the book highlights that Thomas Jefferson was the author of the Declaration of Independence and the third president of the United States.</p> <p>This book has 96 pages (8 chapters) with numerous maps, diagrams and illustrations. A timeline of events is included in the back of the book.</p> <p>High average.</p>
<b>Title # 2</b>	<p><u>Who Was Ben Franklin?</u> By Dennis Brindell Fradin</p> <p>A biography on the life of Ben Franklin which highlights many memorable moments in his life. Some of these include that he a scientist who discovered the nature of lightning, an inventor who created bifocal glasses, a musical instrument, and an artificial “arm”. He also was a founding father of the United States of America.</p> <p>This book has 102 pages (9 chapters) with numerous maps, diagrams and illustrations. A timeline of events is included in the back of the book.</p> <p>Average.</p>

GENRE UNIT / TITLE SELECTIONS

<p><b>Title # 3</b></p>	<p><u>Who Was George Washington?</u> By Roberta Edwards</p> <p>A biography on the life of George Washington which highlights many memorable moments in his life. Some of these include that he was a boy who had a bossy mother, was a great athlete and horseback rider, and was the very first president of the brand-new United States.</p> <p>This book has 101 pages (10 chapters) with numerous maps, diagrams and illustrations. A timeline of events is included in the back of the book.</p> <p>Low average.</p>
<p><b>Title # 4</b></p>	<p><u>Who Was Sacagawea?</u> By Dennis Brindell Fradin and Judith Bloom Fradin</p> <p>A biography on the life of Sacagawea which highlights many memorable moments in her life. She was a sixteen-year-old who made one of the most remarkable journeys in American history assisting Lewis and Clark on their exploration of the West. Without her the Lewis and Clark expedition would have failed.</p> <p>This book has 107 pages (9 chapters) with numerous maps, diagrams and illustrations. A timeline of events is included in the back of the book.</p> <p>Low.</p>

COMMON CORE STATE STANDARDS FOR ENGLISH AND LITERACY  
BIOGRAPHY UNIT FOCUS  
GRADE 4

**Essential Common Core Standards**

- R.I.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- R.I.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- R.I.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**Common Core Standards Addressed**

- R.L.4.3 Describe in depth a character, setting, or even in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- R.I.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

## Common Core Standards Embedded

- R.L.4.3 Describe in depth a character, setting, or even in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- R.L.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- R.I.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- R.I.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- R.I.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- R.I.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- R.I.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- R.I.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- R.F.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- R.F.4.4 Read with sufficient accuracy and fluency to support comprehension.  
a. Read on-level text with purpose and understanding.  
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
  - b. Provide reasons that are supported by facts and details.
  - d. Provide a concluding statement or section related to the opinion presented.
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply grade 4 *Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- S.L.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- S.L.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- S.L.4.3 Identify the reasons and evidence a speaker provides to support particular points.

- S.L.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose words and phrases to convey ideas precisely.
- L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
  - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.



## BIOGRAPHY UNIT READING CALENDAR

Week/ Section 1	<p><b>Whole Class Lesson 1: Introduce the genre: Biographies</b> Show samples of biographies and autobiographies List genre characteristics on chart. Assign the books.</p>	<p>Independent/Teacher Circulates <i>Relate to genre overview- e.g., Review characteristics of a biography.</i></p>	<p>Independent/Teacher meets with Small Groups <i>Students highlight characteristics of a biography.</i></p>	<p><b>Whole Class Lesson 2: Reading Strategy:</b> <i>Identify specific words or wording (e.g. highlight, post-it notes) that causes comprehension difficulties and seek clarification. Introduce book marks.</i></p>	<p>Independent/Teacher meets with Small Groups <i>Relate to new vocabulary using bookmarks</i></p>
Week/ Section 2	<p>Independent/Teacher meets with Small Groups <i>Relate to new vocabulary using bookmarks.</i></p>	<p><b>Whole Class Lesson 3: Concepts About Print-</b> <i>Identify and evaluate features that support text meaning(e.g. maps, charts, illustrations)</i></p>	<p>Independent/Teacher meets with Small Groups <i>Identify and evaluate features that support text meaning.</i></p>	<p>Independent/Teacher meets with Small Groups <i>Identify and evaluate features that support text meaning.</i></p>	<p>Independent/Teacher meets with Small Groups <i>Identify and evaluate features that support text meaning.</i></p>
Week/ Section 3	<p><b>Whole Class Lesson 4: Determining Main Idea</b> <i>Complete Main Idea chart</i></p> <p><b>Open-ended Quiz:</b> <i>Complete</i></p>	<p>Independent/Teacher meets with Small Groups <i>Create questions to relate to text.</i></p>	<p>Independent/Teacher meets with Small Groups <i>Create questions to relate to text. and writing</i></p>	<p><b>Whole Class Lesson 5: Vocabulary and Concept Development-</b> <i>Use new vocabulary and grammatical construction in own speech and writing</i></p>	<p>Independent day to finish project from lesson 5</p> <p><i>Eulogy activity</i></p>

<p>Week/ Section 4</p>	<p>Independent/ Small Group <i>Using specific vocabulary to create personal documents.</i></p>	<p>Independent/ Small Group</p>	<p><b>Whole Class Lesson 6: Creative Responses to Text</b> using <i>bio-cube, bio- bag, bio-box or voki activity.</i></p>	<p>Independent/ Small Group <i>Continue to work and finish project from lesson 6</i>  <i>Bio-cube, bio- bag, bio-box or voki activity.</i></p>	<p><b>Whole Class Lesson 7: Closing Activity and/or Assessment- Time Capsule</b></p>
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BIOGRAPHY UNIT READING CALENDAR  
PACING GUIDE



<p>Week/ Section 1</p>	<p><b>Whole Class Lesson 1: Introduce the genre: Biographies</b> Show samples of biographies and autobiographies List genre characteristics on chart. Assign the books.</p>	<p>Independent/Teacher Circulates <b>Spec-Ed</b> – Read pp.1-18 <b>Low-</b> Read pp. 1-13 <b>Avg</b> – Read pp. 1-22 <b>High-</b> Read pp. 1-26 <b>res. –See whole class lessons</b> <i>Relate to genre overview- e.g., Review characteristics of a biography.</i></p>	<p>Independent/Teacher meets with Small Groups <b>Spec-Ed</b> – Read pp.1-18 <b>Low-MEET Avg</b> – Read pp. 1-22 <b>High</b> - Read pp. 1-26 <b>res. –See whole class lessons</b> <i>Students highlight characteristics of a biography.</i></p>	<p><b>Whole Class Lesson 2: Reading Strategy:</b> <i>Identify specific words or wording (e.g. highlight, post-it notes) that causes comprehension difficulties and seek clarification. Introduce book marks.</i></p>	<p>Independent/Teacher meets with Small Groups <b>Spec-Ed</b> – Read pp.19-30 <b>Low-</b> Read pp. 14-29 <b>Avg-MEET res. -</b> <b>High</b> - Read pp. 27-37 <b>res. –See whole class lessons</b> <i>Relate to new vocabulary using bookmarks.</i></p>
<p>Week/ Section 2</p>	<p>Independent/Teacher meets with Small Groups <b>Spec-Ed</b> – Read pp.19-30 <b>Low-</b> Read pp. 14-29 <b>Avg</b> – Read pp. 23-32 <b>High -MEET</b> Book 4 – Read pp. <b>res. –See whole class lessons</b> <i>Relate to new vocabulary using bookmarks..</i></p>	<p><b>Whole Class Lesson 3: Concepts About Print-</b> <i>Identify and evaluate features that support text meaning(e.g. maps, charts, illustrations)</i></p>	<p>Independent/Teacher meets with Small Groups <b>Spec-Ed</b> – Read pp.31-52 <b>Low- MEET Avg</b> – Read pp. 33-47 <b>High</b> - Read pp. 38-60 <b>res. –See whole class lessons</b> <i>Identify and evaluate features that support text meaning.</i></p>	<p>Independent/Teacher meets with Small Groups <b>Spec-Ed</b> – Read pp.31-52 <b>Low-</b> Read pp. 30-42 <b>Avg -MEET High</b> - Read pp. 38-60 Meet in small group <b>res. –See whole class lessons</b> <i>Identify and evaluate features that support text meaning.</i></p>	<p>Independent/Teacher meets with Small Groups <b>Spec-Ed</b> – Read pp.53-78 <b>Low-</b> Read pp. 43-55 <b>Avg</b> – Read pp. 48-68 <b>High-MEET res. –See whole class lessons</b> <i>Identify and evaluate features that support text meaning.</i></p>

<p>Week/ Section 3</p>	<p><b>Whole Class Lesson 4: Determine Main Idea of the text</b> <i>Formulate questions to interpret text</i> <b>Open-ended Quiz</b> .</p>	<p>Independent/ Teacher meets with Small Groups <b>Spec-Ed</b> – Read pp.79-86 <b>Low- MEET Avg</b> – Read pp. 69-79 <b>High -</b> Read pp. 61-80 <b>res. –See whole class lessons</b> <i>Create questions that relate to text.</i></p>	<p>Independent/ Teacher meets with Small Groups <b>Spec-Ed</b> – Read pp.79-86 <b>Low- Read</b> pp. 56-73 <b>Avg -MEET High -</b> Read pp. 61-80 <b>res. –See whole class lessons</b></p>	<p><b>Whole Class Lesson 5: Vocabulary and Concept Development-</b> <i>Use new vocabulary and grammatical construction in own speech and writing</i></p>	<p>Independent day to finish project from lesson 5  <i>Eulogy activity</i></p>
<p>Week/ Section 4</p>	<p>Independent/ Small Group <b>Spec-Ed</b> – Read pp.87-107 <b>Low-</b> Read pp. 74-101 <b>Avg</b> – Read pp. 80-102 <b>High -</b> Read pp. 81-96 <b>res. –See whole class lessons</b> <i>Use specific vocabulary to create personal documents.</i></p>	<p>Independent/ Small Group <b>Spec-Ed</b> – Read pp.87-107 <b>Low-</b> Read pp. 74-101 <b>Avg–</b> Read pp. 80-102 <b>High -</b> Read pp. 81-96 <b>res. –See whole class lessons</b></p>	<p><b>Whole Class Lesson 6: Creative Responses to Text</b> using <i>bio-cube, bio-bag, bio-box or voki activity.</i></p>	<p>Independent/ Small Group <i>Continue to work and finish project from lesson 6</i>  <i>Bio-cube, bio-bag, bio-box or voki activity.</i></p>	<p><b>Whole Class Lesson 7: Closing Activity and/or Assessment-Time Capsule</b></p>

# Whole Class Lesson # 1

## What's in a Biography?

### Exploring and Identifying Biography Elements

#### Essential Common Core Standard RI 4.5

##### **Overview:**

Students will identify examples of biographies and **the overall structure of chronological order**. Generate a list of biographical characteristics through class discussion.

##### **Classroom Resources:**

Variety of biography examples

Chart paper

Document camera

Leveled biography books

##### **Instructional Plan:**

Gather samples of biographies from the classroom or library. Samples should include a variety of biographical resources such as chapter books, story books, autobiographies, and works within a series.

Students will become familiar with the components of a biography **and identify that they are written in chronological order**. They can include, but are not limited to the following:

- Birth date/place
- Date of death
- Country and/ or city that the person lived
- Significant contribution(s)
- Problems or obstacles that person had to overcome
- Important events from history
- Influential people in that person's life
- Written by someone other than that person

**Instruction and Activities:**

1. Introduce the biography genre by showing the students a few of the sample biographies you selected. Use the document camera to highlight the different characteristics of a biography.
2. Lead a discussion about what makes a biography and have students brainstorm with you to generate a list of common characteristics.
3. Generate a list of biographical characteristics on chart paper. Guide them toward the characteristics listed above.
4. Assign leveled biography books to groups. Discuss care and maintenance of their book and review literature group expectations.

**Student Assessment/Reflections:**

Informally assess



## **Whole Class Lesson # 2**

### **Identifying Specific Words & Unfamiliar Concepts**

#### **Essential Common Core Standard RI 4.4**

#### **Overview:**

This lesson will teach students a strategy to identify specific words or wording that causes comprehension difficulties and to seek clarification.

#### **Classroom Resources:**

Vocabulary bookmarks (reproduced on cardstock- attached)

Leveled biography books

Document camera

Biography for modeling (Sacagawea)

#### **Instructional Plan:**

Familiarize yourself with the model text, Sacagawea. Use Sacagawea to model the strategy of identifying specific words or wording that causes difficulty.

Students will use a bookmark to keep track of words or wording that interferes with their comprehension. They will record the words, pages and paragraph numbers on their bookmarks. Word meanings will be clarified during small group discussions.

#### **Instruction and Activities:**

1. Use document camera and Sacagawea to model the thought process involved in identifying words that may interfere with comprehension.
2. Read the Sacagawea prologue (pages 1-4) orally, and demonstrate how to record words or wording, with page number, on bookmark.
3. Be sure to include at least one example of a specific word and one example of an unfamiliar concept.

Examples:

Word: “translator” Unfamiliar Concept: “Louis and Clark Expedition”

4. Pass out bookmarks for students to record name, book title, and author.
5. Allow students time to read their prologue independently. Have students record specific words or unfamiliar concepts on their bookmarks.
6. If time permits, have students share some examples.

#### **Student Assessment/Reflections:**

Collect bookmarks at the end of the lesson to check for understanding. Students will be held accountable for maintaining their bookmarks. Bookmarks can be collected and evaluated at the end of each section or at the end of the unit.









## **Whole Class Lesson # 3**

### **Identify Features That Support Text Meaning**

#### **Common Core Standard RI 4.7**

#### **Overview:**

This lesson teaches students to identify text features in a nonfiction passage and the role of text features as a tool to aid the readers' understanding.

#### **Classroom Resources:**

Social studies textbook  
Text Feature mini poster (attached)  
Text Feature Worksheet (attached)  
Leveled biography books  
Scavenger Hunt Worksheet (attached)  
Scavenger Hunt Answer Key (attached)

#### **Instructional Plan:**

Students will use social studies books to identify features used by authors as a tool to aid the readers' understanding. They will then become familiar with the term "Text Features" and complete a Scavenger Hunt Worksheet. As an assessment, students will locate text features in their leveled text.

Text features include but are not limited to the following:

- Table of Contents
- Headings and subheadings
- Charts and graphs
- Glossary
- Index
- Information boxes
- Captions
- Photos and illustrations
- Diagrams
- Bold and italicized text

**Instruction and Activities:**

1. Students take out their social studies textbooks. Ask students to scan their books to identify any features other than written text that could support text meaning. Generate a list of ways in which an author uses these features to help the reader comprehend meaning.
2. Identify these features as “text features.” Distribute the “Text Features” mini poster and discuss any features that were not previously mentioned.
3. Pass out Scavenger Hunt Worksheet. Students work in pairs (or individually) to find answers to the worksheet using their social studies text.
4. Go over answers to the Scavenger Hunt.

**Student Assessment/Reflections:**

Students complete Text Features Worksheet using their own leveled text.

# Text Features

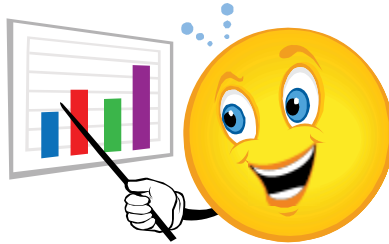


Table of Contents

Heading and Subheadings

Captions

Photos and Illustrations

Diagrams

Charts and Graphs

Bold and Italicized Text

Glossary

Index

Information Boxes



## Text Feature Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Find an example of each text feature in your biography. Record the page you found this feature and what information you learned from this feature.

<b>Text Feature</b>	<b>Page Found</b>	<b>What information did you learn from your text feature?</b>
Diagram		
Timeline		
Caption		
Illustration		
<i>Italic lettering</i>		
Table of Contents		
Map		

Name: \_\_\_\_\_

**TEXT FEATURES:**  
**New Jersey Textbook Scavenger Hunt**

1. Using the table of contents, find the page in Unit Two where you begin reading about the Lenape Way of Life. \_\_\_\_\_
2. On page 122, there is a map of the thirteen original colonies. How long did it take to travel by coach from New York City to Boston? \_\_\_\_\_
3. What was the population of Cape May County in the year 2000. Use the graph on page 45 to help find your answer. \_\_\_\_\_
4. What is the caption on page 129?  
\_\_\_\_\_  
\_\_\_\_\_
5. Use the time line on pages 160 and 161 to find out in which year the first telegraph message was sent by Samuel Morse. \_\_\_\_\_
6. In the Reference Guide section of your New Jersey textbook, on pages R10-R11, there is a physical map of the United States. Locate California, and write the height of Mt. Whitney (in feet). \_\_\_\_\_
7. The diagram on pages R12-R13 illustrates Geography Terms. What do you call a narrow waterway that is dug across land so that ships can travel from one body of water to another? \_\_\_\_\_
8. Using the glossary, write the definition for *colony*.  
\_\_\_\_\_
9. The photograph on pages 264-265 shows a ferry in motion. What building is in the background? \_\_\_\_\_
10. Use the chart on page 66 to find the English translation of the word *Watchung*.  
\_\_\_\_\_

## **Text Features Scavenger Hunt: New Jersey Textbook**

Answer Key:

1. 68
2. 7 days
3. 100,000
4. The signers of the Declaration of Independence took many risks.
5. 1844
6. 14,494 feet
7. canal
8. land that is ruled by another country
9. The New Jersey State Aquarium
10. Hilly place

## **Whole Class Lesson # 4**

### **Determining Main Idea of the Text**

#### **Essential Common Core Standard RI 4.2**

**Overview:**

This lesson teaches students to determine the main idea from the level texted.

**Classroom Resources:**

Main Idea/ Supporting Details Chart (attached)

Leveled biography books

Biography for modeling (Sacagawea)

Document camera

**Instructional Plan:**

Students will formulate main ideas to interpret text, using the Main Idea/ Supporting Details Chart Worksheet as a guide. Teacher will model how to fill out chart/worksheet by using Sacagawea.

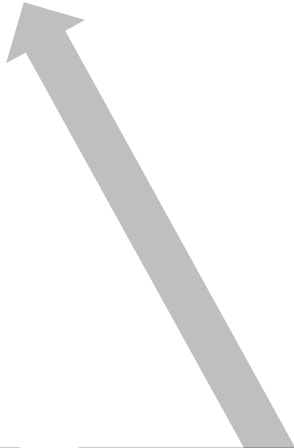
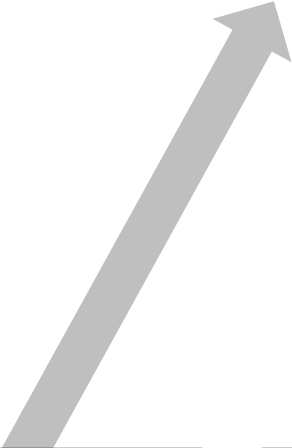
**Instruction and Activities:**

1. Teacher will explain the importance of the reading strategy, finding main idea.
2. Teacher will use document camera to model how to complete main idea chart, using Sacagawea.
3. Allow approximately 10 minutes in class for students to begin identify main idea on their own, using the main idea chart worksheet and their own biographies. Teacher will circulate and assist as needed.

**Student Assessment/Reflections:**

Students will complete Main Idea/ Supporting Details Chart Worksheet

Main Idea



Supporting Details



**Name:** \_\_\_\_\_

**Some Great Character Traits**

adventurous  
affectionate (loving)  
anxious (nervous)  
afraid  
angry  
argumentative  
bossy  
brave (daring)  
conscientious (hard-working)  
cowardly  
curious  
determined  
dishonest  
cruel (mean)  
faithful  
fortunate (lucky)  
friendly  
generous (giving)  
glum (sad)  
greedy  
immature  
impatient  
independent  
innocent  
intense (serious)

jealous (envious)  
lazy  
lively (energetic)  
calm  
cautious (careful)  
clever (smart)  
compassionate  
competitive  
disrespectful  
excited  
expert  
honest  
humorous (funny)  
imaginative (creative)  
intelligent (smart)  
humble (doesn't brag)  
mature  
naïve (doesn't know things)  
moody  
mysterious  
melodramatic  
mischievous  
obedient (obeys)  
nervous  
obnoxious  
malicious (mean)  
conceited (a bragger)  
embarrassed  
shy  
stubborn

**OPEN-ENDED SCORING RUBRIC**  
For Reading, Listening, and Viewing  
**(Modified)**

<b>Points</b>	<b>Criteria</b>
<b>4</b>	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides a clear and focused explanation/opinion that links to or extends aspects of the text.
<b>3</b>	A 3-point response demonstrates an understanding of the task, addresses all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
<b>2</b>	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
<b>1</b>	A 1-point response demonstrates minimal understanding of the task, does not address part of the requirements, and provides only a vague reference to or no use of the text.
<b>0</b>	A 0-point response is irrelevant or off-topic.



## Open-Ended Scoring Guide for Reading, Listening, and Viewing

<b>Points</b>	<b>Guide</b>
<b>4</b>	<p>A student at this score point:</p> <ul style="list-style-type: none"> <li>• Synthesizes the passage/story</li> <li>• Draws appropriate and logical conclusions that are elaborated</li> <li>• Makes relevant and controlled use of text</li> <li>• Provides appropriate details and accurate explanations</li> </ul>
<b>3</b>	<p>A student at this score point:</p> <ul style="list-style-type: none"> <li>• May synthesize the story but specific text reference may only be implied</li> <li>• Provides a simple but accurate explanation</li> <li>• Makes relevant use of text to support or explain</li> <li>• Draws appropriate conclusions that may be elaborated</li> </ul>
<b>2</b>	<p>A student at this score point:</p> <ul style="list-style-type: none"> <li>• Provides some text reference which may be incorrect or provides a general explanation that omits specific links to the text</li> <li>• May focus on irrelevant or minor details</li> <li>• May simply retell the story or passage</li> <li>• May imply story details by relating life experiences, by describing story elements, or by identifying concepts in the passage</li> </ul>
<b>1</b>	<p>A student at this score point:</p> <ul style="list-style-type: none"> <li>• Misinterprets the task or fails to address part of the task</li> <li>• Presents one simple idea or detail</li> <li>• Provides no explanation</li> <li>• Does not clearly refer to the text</li> </ul>
<b>0</b>	<p>A student at this score point:</p> <ul style="list-style-type: none"> <li>• Completely misinterprets the task</li> <li>• Merely selects key words or phrases from the task or the title</li> <li>• Shows no evidence of having read the story</li> </ul>

## **Whole Class Lesson # 5**

### **New Vocabulary & Grammatical Construction**

#### **Essential Common Core Standard RI 4.4**

#### **Overview:**

This lesson teaches students to use new vocabulary and grammatical construction by creating a eulogy for their historical figure. **Use 10 specific domain words or phrases to complete eulogy.**

#### **Classroom Resources:**

Leveled biography books  
Biography for modeling (Sacagawea)  
Sample eulogy for Sacagawea (attached)  
Eulogy project worksheet (attached)  
Vocabulary list for each book (attached)  
Eulogy graphic organizer (attached)

#### **Instructional Plan:**

Teacher will explain that a eulogy is a speech that honors and praises a deceased individual and essentially highlights important points of his/her life. Teacher will model how to create a eulogy speech, using Sacagawea.

#### **Instruction and Activities:**

1. Teacher passes out eulogy project assignment sheet and explains requirements.
2. Teacher passes out eulogy graphic organizer and models how to fill it out, using Sacagawea. (Use Sacagawea Eulogy for details.)
3. Students are given time in class to complete eulogy graphic organizer on their historical figure.
4. Teacher models how to create a four paragraph eulogy speech, using the requirements on the eulogy project assignment sheet. (See Sample)
5. Students are given time to work on their graphic organizer to write their historical figures' four paragraph eulogy.

Page 33

6. When all eulogies are complete, students will share their eulogies with the other students in their literature group. Once all students have shared, they will choose the eulogy that best represents their historical figure. This will be the eulogy that is shared with the whole class.
7. Each group will have one student present their eulogy.

#### **Student Assessment/Reflections:**

Students will be assessed on the accuracy of their eulogy and vocabulary usage.

## Eulogy for Sacajawea

We are gathered here today to honor the life and contributions of Sacajawea. Sacajawea was born sometime around the year 1788 and died on December 20, 1812. She was a member of the Shoshone Indian Tribe. Sacajawea lived a short life, but she did much to help the Lewis and Clark **expedition** reach the Pacific coast. Americans honor her for her contributions to our country.

Brave is one word to describe Sacajawea. When she was just 11 or 12 years old, an enemy tribe attacked the Shoshone Indians. Fifteen of Sacagawea's people died that day. She tried to run away but she was caught and taken prisoner. She was brave to live among an enemy tribe at such a young age. Sacajawea was also very intelligent. She knew a lot about the land around her, and many people counted on Sacajawea to lead them through mountains and across rivers. Another character trait of Sacajawea was that she was very faithful to those who treated her well. When Sacajawea joined the Lewis and Clark Expedition, she was faithful to the **voyagers** and guided them across the land. She never tried to run away and go back to her own people. Sacajawea knew that those men depended on her, and she was very faithful to them.

There are many reasons why Sacajawea is famous. The most important reason is that she helped to guide the Lewis and Clark **Expedition** to the Pacific Ocean after the United States bought the Louisiana Purchase from France. She knew her way around the land out west and helped make important decisions on which way to travel. Also, Sacajawea acted as a translator for the Indian tribes that they met along the way. She was able to help the white men trade for horses, food and other things. When one of their boats, called a **pirogue**, began to sink, Sacajawea **prevented** a disaster! She jumped in and caught all the papers, **instruments**, books, medicine and other important items that were floating away. If she hadn't done this, the men might have had to turn back. They were also thankful that Sacajawea knew a lot about which plants were **edible** and which were poisonous. She was famous for helping to keep the men of the Lewis and Clark Expedition alive!

Sacajawea was a fascinating woman. Her prized **possession** was a belt made of blue glass beads. She wore that belt for almost her whole life until it was traded for a sea-otter cape that one of the white captains wanted. Her name, Sacajawea, can be **translated** to mean "bird woman". It is thought that she was named this because she was small and moved quickly, just like a bird. Once, when Sacajawea saw her brother after five years, she was overjoyed with emotion and jumped for joy. She burst into happy tears, but her brother, who was now a chief, had to remain **dignified** in front of his people. It was a very happy day in Sacajawea's life. And so, we honor Sacajawea for all the wonderful ways in which she helped our country to grow from coast to coast. She sacrificed many things in her life so that the white men would be successful in their journey and for that we owe Sacajawea our thanks!

## Eulogy Project: Incorporating New Vocabulary

Name: \_\_\_\_\_

Due Date: \_\_\_\_\_

A eulogy is a speech written to remember someone who was admired and respected by many people. It highlights important points of his or her life.

As you know, the historical figure that you have been reading about has played an important role in the shaping of our country. Your assignment is to write a eulogy in remembrance of the life and work of this person. In this assignment, you must include at least ten vocabulary words from your new text. (Use your vocabulary list to help select your words.) These words must be underlined in your eulogy.

Before writing your eulogy, use the attached web to help you organize your thoughts and information.

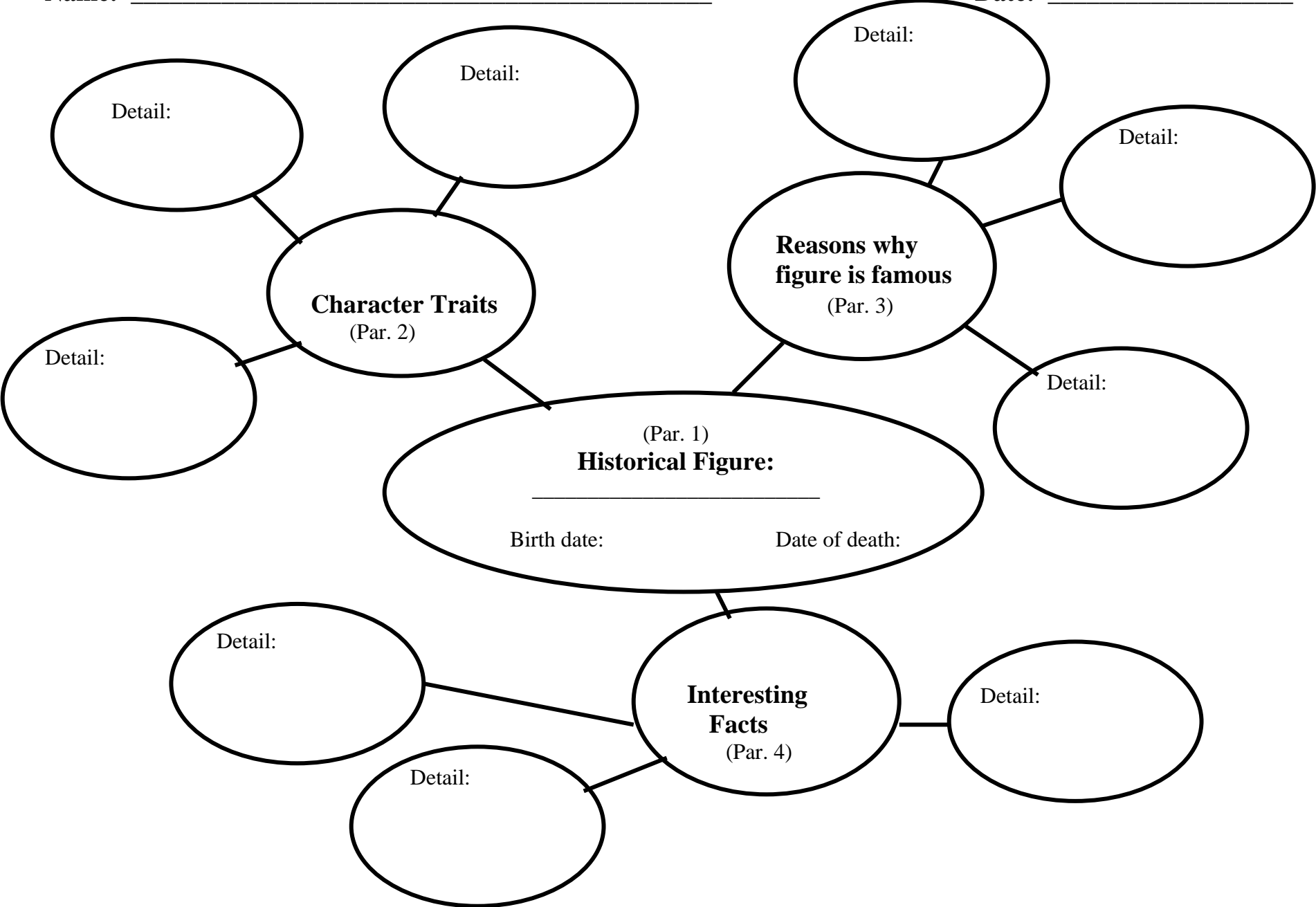
Your eulogy should include the following information:

- Paragraph One: Introduction with name of historical figure, birth date, and date of death.
- Paragraph Two: Three character traits that best describe your historical figure. Be sure to support each character trait with details from the text.
- Paragraph Three: Three reasons that support why this person is famous.
- Paragraph Four: Three interesting facts from this person's life and a strong concluding sentence.

**BRAINSTORM FORM**  
**Eulogy Graphic Organizer**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Vocabulary List  
Who Was Thomas Jefferson

statesman	seized
prosperous	bayonet
estate	plantation
inherited	treaties
attorney	voyage
unified	vessel
silhouette	device
architect	cipher
abandon	consult
endured	inauguration
protest	expedition
proposed	residents
delegates	illegal
dissolve	smuggle
proclaim	debt
majority	volumes
unanimous	finances
portable	coincidence
mutual	legacy
vacancy	neglect
combat	sculpture

Vocabulary List  
Who Was Ben Franklin

statesman	riot
current	mob
reeled	budge
minister	foe
arithmetic	repealed
apprentice	rebel
appealed	sacred
lodging	delegate
proposed	undeniable
scheme	recited
stow away	tribute
impressed	assuredly
lovelorn	crucial
coined	currency
tailor	colony
artificial	convince
debate	

Vocabulary List  
Who Was George Washington

repeal	tracts
scarce	surveyor
outcome	hostile
shrewd	militia
unit	abandon
resume	crude
amputate	shambles
shudder	treaty
reap	temporary
hoist	appoints
independent	term
united	rebellion
loyal	republic
oath	musket
quill	frontier
athletic	doted
confessed	mend
justifies	



Vocabulary List  
Who Was Sacagawea

expedition	gooseberries
translator	bailed
hides	squall
quills	junipers
woolly	kettles
reservations	mucky
prairies	ravine
moccasins	bluff
territory	cradle board
cluster	dignified
breeding	fennel
magpies	currants
barge	thundered
scarce	camas roots
glided	wapato
sharpshooter	vast
putrid fever	frontiersman

# Whole Class Lesson # 6

## Creative Responses to Text

### Essential Common Core Standard RI 4.2

#### Overview:

Students will use computers to complete the Bio-Cube, **Bio-Bag, Bio-Box, or Voki** activity online. Students will use the bio-cube website as an interactive tool to help **summarize** their historical figure's life. Specific prompts ask students to describe a person's significance, background, and personality; **focusing on key details**. The finished printout can be folded into a fun cube that can be used for future reference.

#### Classroom Resources:

Leveled biography books

C.O.W.S or computer lab

[www.readwritethink.org/materials/bio\\_cube/](http://www.readwritethink.org/materials/bio_cube/)

Bio-cube Planning Sheet (attached)

Biography for modeling (Sacagawea)

#### Instructional Plan:

Teacher will use planning sheet to model what information is required on the bio-cube. The book, "Who Was Sacagawea?" will be used to model the format.

#### Instruction and Activities:

1. Using document camera and Sacagawea text to explain bio-cube planning sheet.
2. Teacher will use bio-cube website to show how to input the planning sheet information. Students observe how to navigate the website.
3. Students are given time in class to complete their planning sheet.
4. Arrange for students to have access to computers to input their data. Students then print out their bio-cube sheets and decorate if desired.
5. When all bio-cubes have been printed and decorated, work with students to construct the "actual" cube.

#### Student Assessment/Reflections

Students will be assessed on the completion and accuracy of the information on the cube.

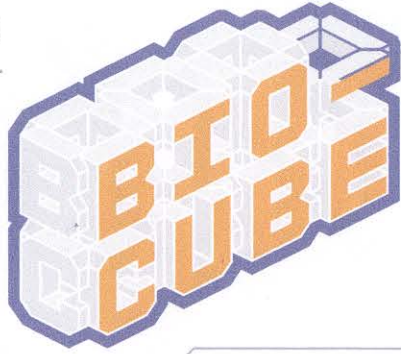
# BIO-CUBE PLANNING SHEET

Use this planning sheet to prepare for the online Bio-Cube activity by filling in the information for each side of the cube. Since space on the cube is limited, you will need to summarize your information.

Side	Prompt	Information
1	Person's name, time period, and place	
2	Personal background	
3	Personality traits	
4	Significance	
5	Biggest obstacle	
6	Important quotation	

Adapted from McLaughlin, M., & Allen, M.B. (2002). *Guided comprehension in action: Lessons for grades 3-8*. Newark, DE: International Reading Association.

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fold

fold

**Quotation**

"I have traveled a long way to see the great waters. Now that you are going to see the monstrous fish, I think it is hard that I cannot go". This shows how she was courageous and curious.

fold

**Background**

She was taken prisoner at age 12 and then began to work with the white men to explore new land in the United States. She had two children and knew a lot about the northwest territory.

fold

**Person's Name**  
Sacajawea

**Time Period**  
1788-1812

**Place**  
Northwest US

**Significance**

She became famous for helping to guide the Lewis and Clark Expedition to the Pacific Coast. She translated for them and showed them what foods were safe to eat.

fold

**Obstacle**

When she was just 12 years old, her Shoshone Indian tribe was attacked. Many of her people died. Sacajawea was taken prisoner and had to learn to live among enemies and strangers.

**Personality**

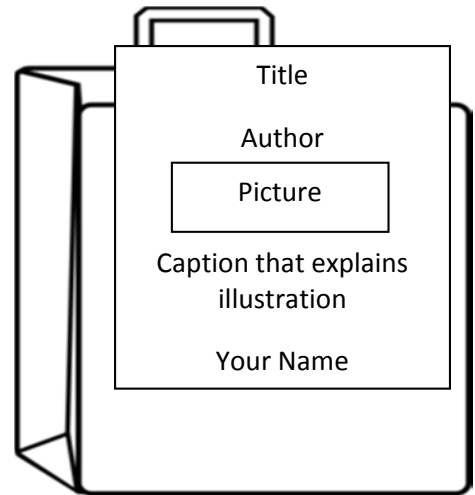
Sacajawea was courageous, intelligent, faithful and curious about life. She was also very wise. Many people looked to her for advice and knowledge.

**Bio-Cube created by Mrs. Knorr**

Cut along the outside edges of your Bio-Cube. Then, fold along the dotted lines, making sure that your typed information stays on the outside. Tape the sides together to make a cube.

# Bio- Bag

Follow the directions below for each section to complete your Bio- Bag project.



## Front cover of the bag:

On the front cover of the bag please include the title of your book, the author, an illustration showing an important event in the book, a caption explaining the illustration and your name.

## Right side of the bag:

### Character(s)

Draw a picture of the main character(s) from the book. Under the picture write a description about your character. Be sure to use evidence from the text to support your description of the character(s)

### Setting

Explain the where and when the story takes place. Give details to describe the setting.

## Left side of the bag:

### Problem and Resolution

Write a paragraph explaining the main problem the character had to overcome in the story. Write about what the main character did to resolve this problem.

## **Back of the bag:**

### **Summary**

Write a summary of the main events from the story in chronological order. Be sure to include a beginning, middle and end.

### **Item descriptions**

Describe the five items that you have placed inside the bag. Explain what each item is, what it has to do with the story and why you chose to put this item in the bag.

### **Inside the bag**

Place five items that represent an important event in the book. Each item needs to be symbolic of main character, setting, problem or event in the story. Describe these items and what they represent.

# Paper Bag Book Report Rubric

Requirements	Points
<b>Front cover-</b> Title, author, illustrations, caption, your name	10
<b>Right side- Characters</b> Main character(s) with description	10
<b>Right side – Setting</b> When and where	10
<b>Left side – Problem</b> What is the problem in the story	10
<b>Left side- Resolution</b> How was the problem resolved	10
<b>Back side- Summary of the book</b> Beginning, middle, and end	15
<b>Back side- Item descriptions</b> Descriptions of each item, what they stand for	15
<b>Oral Presentation</b> Present your project using a clear voice and ideas are clear and important to the story	20
<b>Totals</b>	<b>100</b>

Name \_\_\_\_\_

# Breakfast of our Country's Founders

Complete the following project; check off each item on the list as you complete it.

\_\_\_1. Design the front panel of the box. Invent a name for the cereal that is related to the title of the book. Be sure to include an illustration and your names.



\_\_\_2. On one side panel of the box, list some information about your person's childhood. You might include where your person was born, what kind of family he/she had, how long he/she went to school or any other information about his/her **young** life that you think is interesting or important.

\_\_\_3. On the opposite side panel, describe interesting facts about this person. This panel should list new information about your famous person. Be sure to include ideas that are not related to the other parts of this project.

\_\_\_4. On the back panel, draw a picture that illustrates why this person is important. Then write a summary describing why your person is famous. What contributions did he/she make? Why are these contributions important?

\_\_\_5. Put a surprise toy or symbol inside the box. The toy or symbol should represent something your famous person did or something important about your famous person.

\_\_\_6. Be prepared to give a presentation on your famous person.



Name \_\_\_\_\_

Date \_\_\_\_\_

### Biography Cereal Box Rubric

Grades are determined on a five-point rating scale for each category. Categories are based on lessons taught. Point values are as follows:

5=Outstanding, 4=Very Good, 3=Satisfactory, 2=Needs Improvement, 1=Needs Extensive Improvement

Writing Category	Comments	1	2	3	4	5
<b>Front Panel</b> Creative Name Picture Dates of birth and death Student name						
<b>Side Panel</b> Tells about childhood (Where they were born, family, schooling, etc.)						
<b>Side Panel</b> Interesting facts Unique, unrepeated facts Appropriate number of facts						
<b>Back Panel</b> Includes a picture Includes a summary, with contributions to the world						
<b>Publishing/Presentation</b> Completed project represented careful attention to details including spelling and grammar. Worked well with partner(s) and there is evidence of shared responsibility to the final project						

Total Points: \_\_\_\_\_

Final Grade: \_\_\_\_\_

## **Whole Class Lesson # 7**

### **Closing Activity/ Final Assessment**

**Common Core Standard: RL 4.3**

#### **Overview:**

Students create a time capsule that represents their historical figure and write an explanation for each object they include in their capsule.

#### **Classroom Resources:**

Leveled biography books  
Time Capsule Project Worksheet (attached)  
Miscellaneous art supplies

#### **Instructional Plan:**

Teacher will discuss what a time capsule is and the importance of choosing meaningful objects to place inside. Teacher will use time capsule worksheet to explain activity. The teacher can explain what objects should be included in a Sacagawea Time Capsule.

A Sacagawea Time Capsule could include:

- Blue beads to represent her most prized possession, a blue beaded belt
- A picture of the gold Sacagawea dollar to represent how America has honored her
- A drawing or photo of a Native American family representing the family she lost at an early age.
- A bird to represent how she got her name
- Plants to represent her knowledge of edible plants.

#### **Instruction and Activities:**

1. To obtain background knowledge, teacher asks students questions about time capsules.
2. Teacher helps students understand the difference between common objects and objects that represent something important, which should be included in a time capsule.
3. Teacher distributes time capsule worksheet and explains activity.
4. Teacher shares Sacagawea time capsule, showing five significant objects and the rationale for each.
5. Teacher assigns project and due date. Teacher distributes art supplies as needed.

#### **Student Assessment/Reflections:**

Students will be assessed on the following:

- The five objects in the time capsule
- The rationale for each object
- The design of the shoe box

## Time Capsule Project

Name: \_\_\_\_\_

Due Date: \_\_\_\_\_

Imagine that you are the subject of your biography. You are responsible for creating a time capsule about this person. Put yourself in your historical figure's shoes and decide what you would like future generations to learn about this person.

You will need to choose five meaningful objects to include in a time capsule. Make sure to choose objects that represent important information about this person. You will also need to write a brief paragraph for each object explaining why you included it. Please write each explanation on a different index card.

Although time capsules are more fun to open when they include actual objects, please do not include objects that are valuable. If you cannot find a particular object, you may draw a picture instead.

Your time capsule will be a shoe box that you will need to decorate to represent the life and time period of your person. Please store your objects and your explanations in the shoe box.



# SECTION 1



## WHO WAS THOMAS JEFFERSON? WEEKLY OVERVIEW

### **Title: Who Was Thomas Jefferson?**

#### **Section #1**

Pages 1-26

#### **Summary of Important Events**

*Introduction:* Thomas Jefferson has been honored in many ways because he wrote the Declaration of Independence. He had many public triumphs but often had a sad private life.

*Chapter 1:* Jefferson was born in 1743 in Virginia. He came from a very large family. He was a well-educated young man with the nickname “Tall Tom” because of his height. Not much is known about his parents, but his father was a wealthy slave owner. Thomas’s father died of illness when Tom was just fourteen. He was to inherit his father’s wealth when he turned 21 years old. Jefferson studied under a minister to fulfill his father’s dream of going to college.

*Chapter 2:* One of Thomas’s professors at The College of William and Mary introduced him to George Wythe, a well-known lawyer, and Francis Fauquier, the colonial governor of Virginia for Great Britain. Wythe began to teach Thomas law, and eventually Jefferson became a very good young lawyer. He also became interested in politics and won a seat in the House of Burgesses. They soon began to challenge some laws made by the governor. His house in Virginia burned down in a fire, and Jefferson began to design a new one, called Monticello. He fell in love with Rebecca Burwell but was too shy to ask her out. She eventually married another man. Thomas later married widow Martha Wayles Skelton, who had a young son, John. Thomas and Martha had many children, most of whom tragically died.

#### **Instructional Strategies / Objectives**

- Explore and identify biography elements (See Whole Class Lesson #1)
- Identify specific words and unfamiliar concepts (See Whole Class Lesson #2)

**Vocabulary to be Addressed in Small Group**

statesman (p.2)

prosperous (p. 4)

estate (p. 8)

inherited (p. 12)

attorney (p. 16)

unified (p. 17)

silhouette (p. 18)

architect (p. 20)

abandon (p. 25)

endured (p. 26)

**Who was Thomas Jefferson?**  
**Selected Vocabulary for Section One**

1. **statesman (p.2):** a person who has great wisdom and ability in directing the affairs of a government or in dealing with important public issues.
2. **prosperous (p. 4):** having good fortune or wealth; financially successful
3. **estate (p. 8):** a large piece of property usually having a mansion or grand house on the grounds.
4. **inherited (p. 12):** received property from predecessors (family members who died), as in an heir
5. **attorney (p. 16):** lawyer
6. **unified (p. 17):** working together as a single unit; became as one
7. **silhouette (p. 18):** the outline or general shape of something; a dark image outlined against a lighter background
8. **architect (p. 20):** a (professional) person who designs buildings, houses or other structures
9. **abandon (p. 25):** to cast away, leave, or desert a person or property
10. **endured (p. 26):** tolerated, suffered through or lasted

Who Was Thomas Jefferson?  
Vocabulary Activity- Section 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: Circle the letter of the vocabulary word that is correctly used in each sentence.**

1. Target Word: **statesman** (p. 2)
  - A. We visited the statesman president at the White House.
  - B. The statesman talked to the people about the new laws.
2. Target Word: **prosperous** (p. 4)
  - A. The prosperous farmer owned many acres of land.
  - B. He was very prosperous as he shouted to the people.
3. Target Word: **estate** (p. 8)
  - A. Be sure to estate yourself before leaving the house.
  - B. We visited the large estate and enjoyed walking in the gardens.
4. Target Word: **inherited** (p. 12)
  - A. She inherited her mother's jewelry collection after she died.
  - B. The man was inherited after he robbed the bank.
5. Target Word: **attorney** (p.16)
  - A. He needed to attorney right away when he was arrested.
  - B. The attorney helped to explain the laws to us.
6. Target Word: **unified** (p.17)
  - A. The country was unified when it fought against Great Britain.
  - B. We were unified in our decision because we all had different opinions.



7. Target Word: **silhouette** (p.18)
- A. My aunt had a lovely silhouette drawn of her face.
  
  - B. The silhouette woman was mean to her children.
8. Target Word: **architect** (p. 20)
- A. We hired an architect to design our new house.
  
  - B. The farm had a lot of ripe, fresh architect in the fields.
9. Target Word: **abandon** (p. 25)
- A. The abandon had many loving family members.
  
  - B. That cruel man decided to abandon his dog alongside the road.
10. Target Word: **endured** (p. 26)
- A. The family was endured as it traveled across the country.
  
  - B. The explorers endured many hardships as they traveled to the new land.

**Answer Key:**

1. B
2. A
3. B
4. A
5. B
6. B
7. A
8. A
9. B
10. B

## WHO WAS BEN FRANKLIN? WEEKLY OVERVIEW

**Title: Who Was Ben Franklin?**

**Week/ Section: # 1**

Pages: 1-22

### **Summary of Important Events**

*Introduction:* The book begins with an overview of Ben Franklin's life as a statesman, scientist, inventor and author.

*Chapter One:* Chapter one focuses on Ben and his son William answering the question, "Were lightning and electricity the same thing?" Ben's idea was that the wire on the kite would draw electricity from the cloud and the electricity would run down the kite string to the key. Then Ben stored the electricity in a Leyden jar. Ben proved that lightning was electricity and the kite experiment made Ben a famous scientist. Ben also invented the lightning rod. The lightning rod's purpose was to make lightning less dangerous and to protect people who were inside.

*Chapter 2:* Chapter two focuses on Ben's childhood. Ben was born in Boston, Massachusetts. At this time, Massachusetts still belonged to England. Ben was from a large family of seventeen and lived in a small house, which only consisted of four rooms in total. Ben's parents wanted him to become a minister, but since he was born on a Sunday, left-handed, and a smart aleck, his parents reconsidered. At the age of eight, Ben was good with handwriting and reading. Another invention Ben thought of was paddles for swimmers to help them swim faster. At the age of ten, Ben was pulled out of school to work in the shop. Ben hated candle-making, but his parents decided that he must become an apprentice. Ben's parents later decided that Ben would work as an apprentice for his brother James, at the printing shop. Ben was to work there until he was twenty-one years old.

### **Instructional Strategies / Objectives**

- Explore and identify biographical elements (See Whole Class Lesson #1)
- Identify specific words and unfamiliar concepts (See Whole Class Lesson #2)

## **Vocabulary to be Addressed in Small Group**

statesman (p. 1)

current (p. 6)

reeled (p. 8)

minister (p. 14)

arithmetic (p. 15)

apprentice (p. 18, 20)

appealed (p. 20)

**Who Was Ben Franklin?**  
**Selected Vocabulary Section 1**

1. **statesman (p.1):** a person who shows skill or wisdom in conducting public or national affairs.
2. **current (p.6):** the flow of electricity in an electric circuit or through any conducting body or medium.
3. **reeled (p.8):** to draw or pull by winding a line on a reel.
4. **minister (p.14):** a person who is ordained for religious service in a church; pastor.
5. **arithmetic (p.15):** the science and technique of computing with numbers.
6. **apprentice (p.18):** a person who works for a skilled worker in order to learn a trade or art.
7. **appealed (p.20):** an earnest request or call, as for help or sympathy.

Who Was Ben Franklin?  
Vocabulary Activity- Section 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Who Was Ben Franklin? Vocabulary Activity- Section 1

**Directions: Circle the correct letter of the vocabulary word that is correctly used in each sentence.**

1. Target Word: statesman (p.1)
  - A. My mom left me with the admonition to do my chores before dinner.
  - B. I felt full of admonition when I lost my money.
  
2. Target Word: current (p 6)
  - A. The room was full of reverie as I took a test in complete silence.
  - B. During all the reverie of field day, an announcement came over the loud speaker.
  
3. Target Word: Leyden (p. 8)
  - A. I enjoyed the tranquil setting by the peaceful lake.
  - B. The loud concert was very tranquil, as I listened to the screaming fans.
  
4. Target Word: reeled (p.8)
  - A. I deciphered the secret code.
  - B. My brother will decipher for his test.
  
5. Target Word: minister (p.14)
  - A. I compromised when I told my brother what he was going to do.
  - B. My sister and I compromise when we share our toys.

6. Target Word: arithmetic (p. 15)

- A. The sound of the beautiful song was eerie.
- B. The sky looked eerie as the full moon was rising.

7. Target Word: apprentice (p. 18, 20)

- A. The vivid words left me confused.
  
- B. I use vivid details when I write stories.

8. Target Word: appealed (p. 20)

- A. The gypsy traveled from place to place searching for work.
  
- B. The gypsy lived in her house her entire life.

**Answer Key:**

1. A
2. B
3. A
4. A
5. B
6. B
7. B
8. A



## WHO WAS GEORGE WASHINGTON? WEEKLY OVERVIEW

**Title: Who was George Washington?**

**Section: # 1**

Pages: 1 -12

### **Summary of Important Events**

*Introduction:* The book begins with an introduction of George Washington's life. It highlights the fact that George was both a top general and the first president of the United States.

*Chapter One:* The chapter focuses on George Washington's childhood in Virginia. George was born as a healthy baby and grew into an athletic boy who later became known as the best horsemen in Virginia. The chapter then describes George's siblings and his relationship with his mother mentioning that he was most fond of this half-brother Lawrence. Because there was not enough money to send George to England, he was taught at home. When George was eleven, his father died. George visited his half-brother and his bride at Mount Vernon for long visits. In 1746, George was asked to move to Mount Vernon and live with his half brother and his wife.

### **Instructional Strategies / Objectives**

- Explore and identify biography elements (See Whole Class Lesson #1)
- Identify specific words and unfamiliar concepts (See Whole Class Lesson #2)

## **Vocabulary to be Addressed in Small Group**

independent (p. 1)

united (p.2)

loyal (p.2)

oath (p.4)

quill (p.6)

athletic (p.7)

confessed (p.9)

justifies (p.12)

**Who was George Washington?**  
**Selected Vocabulary for Section One**

1. **independent (p.1)**: not subject to the political control or rule of another
2. **united (p. 2)**: joined together
3. **loyal (p. 2)**: faithful in one's allegiance to one's king, government, or country
4. **oath (p. 4)**: a formal declaration
5. **quill (p. 6)**: a large, stiff feather
6. **athletic (p. 7)**: physically active and strong
7. **confessed (p. 9)**: made known or admitted
8. **justifies (p. 12)**: to show to be just or reasonable

**Who Was George Washington?**  
**Vocabulary Activity- Section 1**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: Circle the letter of the sentence that uses the target word correctly.**

**1. Target Word: independent (p.1)**

- A. The colonies were independent from Britain.
- B. The independent child relied on his mother for everything.

**2. Target Word: united (p 2)**

- A. The united fans screamed and yelled at each other.
- B. We joined together to become united.

**3. Target Word: loyal (p. 2)**

- A. The faithless friend was loyal.
- B. The loyal friends worked together when they discovered they had a problem.

**4. Target Word: oath (p. 4)**

- A. I took an oath to promise to do the best that I could.
- B. The oath was a summary of the book.

**5. Target Word: quill (p.6)**

- A. The pen was made from the quill of a turkey.
- B. The quill was used to create a bouncing ball.

**6. Target Word: athletic (p. 7)**

- A. The athletic girl was good at sports.
- B. The athletic boy was strong in math.

**7. Target Word: confessed (p. 9)**

- A. The vivid words in the book left me confessed.
- B. I confessed that I took the apple from the tree.

**8. Target Word: justifies (p. 12)**

- A. The doctor tried to justify her actions.
- B. The doctor justifies the disease as chicken pox.

## **Answer Key:**

1. A
2. B
3. B
4. A
5. A
6. A
7. B
8. A

## WHO WAS SACAGAWEA? WEEKLY OVERVIEW

**Title: Who was Sacagawea?**

**Section: # 1**

Pages: 1 -18

### **Summary of Important Events**

*Introduction:* The book begins with an introduction of George Sacagawea's life. It highlights the impact that she made in the Lewis and Clark expedition.

*Chapter One:* The chapter focuses on Sacagawea's childhood as a Shoshone Indian (Snake Indians). The reader learns the meaning of Sacagawea's name and the type of life the Shoshone's lived. They lived in tipis, hunted, fished, wore warm clothing, and made medicine from plants. This chapter discusses the attack on these people and what ultimately happened to Sacagawea. She was made a prisoner and then a wife to Toussaint Charbonneau thus making her pregnant at 15.

### **Instructional Strategies / Objectives**

- Explore and identify biography elements (See Whole Class Lesson #1)
- Identify specific words and unfamiliar concepts (See Whole Class Lesson #2)

## **Vocabulary to be Addressed in Small Group**

expedition (p. 1)

translator (p.1)

hides (p.9)

woolly (p.9)

quills (p.9)

reservations (p.11)

prairies (p.11)

moccasins (p.12)



**Who was Sacagawea?**  
**Selected Vocabulary for Section One**

1. **expedition (p.1)**: journey, or trip made for some specific purpose
2. **translator (p. 1)**: one who turns one language into another
3. **hides (p. 9)**: the skin of an animal
4. **woolly (p. 9)**: the fine, soft, curly hair that forms the fleece of sheep and certain other animals
5. **quills (p. 9)**: a large, stiff feather
6. **reservations (p. 11)**: A piece of land set apart by the federal government for a special purpose, especially one for the use of a Native American people.
7. **prairies (p. 11)**: An large area of flat or rolling, mostly treeless grassland
8. **moccasins (p. 12)**: A soft leather slipper traditionally worn by certain Native American peoples

**Who Was Sacagawea?**  
**Vocabulary Activity- Section 1**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: Circle the letter of the sentence that uses the target word correctly.**

**1. Target Word: expedition (p.1)**

- A. The woman joined the expedition northwest.
- B. She worked with great expedition.

**2. Target Word: translator (p. 1)**

- A. A translator was needed to understand the native language.
- B. Our television used a translator for better reception.

**3. Target Word: hides (p. 9)**

- A. My dog hides from guests when they come over.
- B. We wore hides to keep warm.

**4. Target Word: woolly (p. 9)**

- A. My thinking has been very woolly lately.
- B. I went out a bought a woolly fleece.

**5. Target Word: quills (p.9)**

- A. The pen was made from the quill of a turkey.
- B. The quill was used to create a bouncing ball.

**6. Target Word: reservations (p.11)**

- A. The reservations were made for 8:00 PM.
- B. The Lenape lived on various reservations.

**7. Target Word: prairies (p. 11)**

A. The prairies looked beautiful from the airplane.

B. The prairie dogs try to come in my house.

**8. Target Word: moccasins (p. 12)**

A. The moccasin flowers are beautiful.

B. I bought moccasins to wear for the Native American play.

## **Answer Key:**

1. A
2. A
3. B
4. B
5. A
6. B
7. A
8. B

# SECTION 2



## WHO WAS THOMAS JEFFERSON? WEEKLY OVERVIEW

### **Title: Who Was Thomas Jefferson?**

### **Section #2**

Pages 27-44

### **Summary of Important Events**

*Chapter 3:* The thirteen colonies were growing restless under British rule and were beginning to protest certain taxes. The Boston Tea Party was one of these protests. Britain closed Boston Harbor which infuriated many colonists, Thomas Jefferson included. Patrick Henry made his famous Give Me Liberty speech. The First Continental Congress met to discuss Britain's rule and to give ultimatums. After Britain failed to comply with the colonists' requests, war broke out in Lexington, Massachusetts. The Second Continental Congress met that spring, and Jefferson joined this group of men. He was asked to write some of the Congress's official documents. They wanted to create a new, independent nation, and a vote of the colonies would be taken. The Congress would need a document explaining to Britain why the colonists were becoming independent. Jefferson was asked to write the Declaration of Independence despite the fact that he felt others were better prepared. He was soon inspired to write our nation's most famous document.

### **Instructional Strategies / Objectives**

-Identify features that support text meaning (See Whole Group Lesson #3)

**Vocabulary to be Addressed in Small Group**

protest (p. 28)

propose (p. 32)

delegates (p.32)

dissolve (p. 42)

proclaim (p. 43)

majority (p. 35)

unanimous (p. 43)

portable (p. 41)

mutual (p. 42)

vacancy (p. 33)

**Who was Thomas Jefferson?**  
**Selected Vocabulary for Section Two**

1. **protest** (p.28) - to express disapproval; to object to or argue a point
2. **propose** (p. 32) - to offer or suggest
3. **delegates** (p. 32) - representatives
4. **dissolve** (p. 42) - to undo or break up
5. **proclaim** (p. 43) - to pronounce or declare in a public, formal way
6. **majority** (p. 35) - the greater part or number; the number larger than half of the total
7. **unanimous** (p. 43) - of one mind; in complete agreement; agreed
8. **portable** (p. 41) - capable of being transported; easily carried
9. **mutual** (p. 42) - pertaining to each of two or more; held in common; shared
10. **vacancy** (p. 33) - an empty or unoccupied place; an unoccupied position or office



Who Was Thomas Jefferson?  
Vocabulary Activity-Section 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: In each set of words below, underline the word that does not belong. Then write a sentence explaining why it doesn't belong.**

1. protest                  complaint                  approval                  argument

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2. suggestion                  offer                  denial                  proposal

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3. representatives                  spokesmen                  substitutes                  delegates

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4. dissolve                  unite                  separate                  disassemble

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5. conceal                  announce                  proclaim                  declare

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6. most majority minority greater

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7. unanimous uncontested unified unaccepted

---

---

8. lightweight manageable portable inconvenient

---

---

9. mutual detached shared common

---

---

10. vacancy opening emptiness presence

---

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## **Answer Key:**

1. approval
2. denial
3. substitutes
4. unite
5. conceal
6. minority
7. unaccepted
8. inconvenient
9. detached
10. presence

## WHO WAS BEN FRANKLIN? WEEKLY OVERVIEW

**Title: Who Was Ben Franklin?**

**Week/ Section: # 2**

Pages: 23-47

### **Summary of Important Events**

*Chapter 3:* Ben was working in his brother's shop, where he was printing booklets and songs. As the master, James gave money for food and lodging to the family that housed his apprentices. Ben made a deal with his brother to give him the meal money instead of the family. As a result, Ben was able to save part of his meal money and spend it on books. Ben's brother was very harsh towards him, so he decided to play a trick on his brother by writing funny articles using a woman's name, "Silence Dogood." Ben really wanted to be the publisher and he was tired of his brother beating him, so he ran away.

*Chapter 4:* Ben ran away and ended up in Philadelphia, where he met Debby. Ben rented a room from her and found a job with a printer. He did so well that the governor of Pennsylvania wanted to help set Ben up in business, if he would sail back to England and buy printing supplies. The governor never sent the money and Ben was stranded in England; however, he did make the best of his time there. Ben returned to Philadelphia and began to publish his own newspaper called the *Pennsylvania Gazette*. Ben and Debby got married and Ben's son, William was born. Ben published the *Poor Richard's Almanac*, which made him wealthy. He eventually handed his printing business over to his partner.

### **Instructional Strategies / Objectives**

- Identify features that support text meaning (See Whole Class Lesson #3)

## **Vocabulary to be Addressed in Small Group**

lodging (p. 23)

proposed (p. 24)

scheme (p. 30)

stow away (p. 32)

impressed (p. 35)

lovelorn (p. 40)

**Who Was Ben Franklin?**  
**Selected Vocabulary Section 2**

1. **lodging (p.23):** a small house, cabin, or hut, especially one used as a place to stay temporarily during a vacation.
2. **proposed (p.24):** to put forward for consideration, discussion, or acceptance.
3. **scheme (p.30):** a program or course of action for doing something; plan.
4. **stow away (p.32):** a person who hides himself on a ship or airplane, especially in order to obtain free passage.
5. **impressed (p.35):** to influence or produce a strong effect on the mind or feelings of.
6. **lovelorn (p.40):** abandoned by one's lover; miserable because of love.

**Who Was Ben Franklin?**  
**Vocabulary Activity-Section 2**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: In each set of words below, circle the word that does not belong. Then write a sentence explaining why.**

1. lodging                  place                  shelter                  leave

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2. proposed                  planned                  denied                  offered

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3. scheme                  plot                  plan                  avoid

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4. stow away                  hide                  cover                  reveal

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5. impressed      disappointed      stimulated      affected

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6. lovelorn      unloved      loveable      loveless

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## **Answer Key:**

1. leave
2. denied
3. avoid
4. reveal
5. disappointed
6. loveable

## WHO WAS GEORGE WASHINGTON? WEEKLY OVERVIEW

**Title: Who was George Washington?**

**Section: # 2**

Pages: 13-42

### **Summary of Important Events**

*Chapter 2:* Chapter 2 starts with George Washington living in Mount Vernon. Here he began to socialize with the richest families and took dancing lessons, becoming an excellent dancer. George also took up fencing lessons, learned about music, and wrote himself a long list of rules about good manners to fit in with the members of society. Eventually George went on to become a surveyor, which was the perfect job for George since he loved the outdoors, was quick at math, and needed to earn money. George lived a rough life in the wilderness as a surveyor. When George reached the age of twenty he was in excellent health, but his half brother, Lawrence had developed a terrible cough. After Lawrence's death, George decided to fill his vacant post as a militia man.

*Chapter 3:* In the 1750's, because France and England had been fighting over land in the Ohio River Valley, George was sent to deliver a warning to the French. The message was for the French to abandon the forts at once. Although the French ignored the message, George made it home safely and was promoted for his bravery. After several battles with the French, the British general died from a battle wound and George Washington took command of the forces.

*Chapter 4:* George had seen enough of war and moved back to Mount Vernon. Here he met his wife to be, Martha Custis. George and Martha ran a farm and owned as many as three hundred slaves. During his fifteen years as a farmer, George Washington was an elected member of Virginia's House of Burgesses.

### **Instructional Strategies / Objectives**

- Identify features that support text meaning (See Whole Class Lesson #3)

## **Vocabulary to be Addressed in Small Group**

tracts (p. 16)

surveyor (p.16)

hostile (p.18)

militia (p.21)

abandon (p.23)

crude (p.23)

musket (p.26)

frontier (p.28)

doted (p. 31)

mend (p. 36)

**Who was George Washington?**  
**Selected Vocabulary for Section Two**

1. **tracts (p.16):** a stretch or expanse of land
2. **surveyor (p. 16):** a person that finds the shape area and boundaries of land.
3. **hostile (p. 18):** feeling or showing hatred or dislike
4. **militia (p. 21):** a military force that is not professional
5. **abandon (p. 23):** to go away from without intending to return
6. **crude (p. 23):** made without skill; rough
7. **musket (p. 26):** a long-barreled gun fired from the shoulder
8. **frontier (p. 28):** new or unexplored area
9. **doted (p. 31):** lavished with extreme or excessive affection
10. **mend (p. 36):** to return to good working condition

**Who Was George Washington?**  
**Vocabulary Activity-Section 2**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: In each set of words below, circle the word that does not belong. Then write a sentence to explain why.**

**1. tracts                      fences                      territories                      regions**

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**2. surveyor                      assessor                      doctor                      measurer**

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**3. hostile                      agreeable                      spiteful                      argumentative**

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**4. militia                      soldiers                      officer                      athlete**

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**5. abandon                      surrender                      cherish                      discard**

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**6. crude                      simple                      planned                      sketchy**

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**7. musket                      gun                      weapon                      tool**

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**8. frontier                      unexplored                      city                      unoccupied**

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**9. doted                      dislike                      adore                      admire**

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---

**10. mend                      destroy                      fix                      improve**

---

---

## **Answer Key:**

1. fences
2. doctor
3. agreeable
4. athlete
5. cherish
6. planned
7. tool
8. city
9. dislike
10. destroy

## WHO WAS SACAGAWEA? WEEKLY OVERVIEW

**Title: Who was Sacagawea?**

**Section: # 2**

Pages: 19-52

### **Summary of Important Events**

*Chapter 2:* Chapter 2 begins with Thomas Jefferson's plan to have an expedition head northwest to the Pacific Ocean. Two men Meriwether Lewis and William Clark would lead this expedition. These two men gathered 43 men to accompany them; they named themselves the Corps of Discovery. When the Corps reached North Dakota, Charbonneau heard word that they needed another person. Sacagawea was the woman to go since she could speak Shoshone. Shortly before their trip Sacagawea gave birth to a baby boy name Jean Baptiste aka Pomp.

*Chapter 3:* During the winter the Corps built boats and loaded them with supplies to take with them on the Missouri River. Sacagawea was excited to be heading back to her homeland. She came in very handy during this boat trip and saved many of the supplies that were almost lost with a squall. This led to the Sacagawea River being named after her. Many problems arose during their travels such as; ice, muck, mosquitoes, storms, and flues. Sacagawea came down with a sickness and took quite sometime to heal. When they finally arrived on land the journey began for Sacagawea's people.

### **Instructional Strategies / Objectives**

- Identify features that support text meaning (See Whole Class Lesson #3)



## **Vocabulary to be Addressed in Small Group**

territory (p.20)

cluster (p.24)

breeding (p.25)

barge (p.33)

magpies (p.33)

currants (p.38)

gooseberries (p.38)

bailed (p.39)

squall (p.40)

junipers (p.40)

kettles (p.41)

mucky (p.42)

ravine (p.49)

bluff (p.49)

cradle board (p.49)

**Who was Sacagawea?**  
**Selected Vocabulary for Section Two**

1. **territory (p.20):** an area of land
2. **cluster (p. 24):** a number of things of the same kind
3. **breeding (p. 25):** produce young
4. **barge (p. 33):** a boat used to carry or transport
5. **magpies (p. 33):** a type of bird
6. **currants (p. 38):** a small seedless raisin
7. **gooseberries (p. 38):** a red or yellow type of berry
8. **bailed (p. 39):** to remove from or empty
9. **squall (p. 40):** a sudden violent gust of wind
10. **junipers (p. 40):** a type of evergreen tree or shrub
11. **kettles (p. 41):** a metal container to boil liquids or cook food
12. **mucky (p.42):** filthy, dirty, slimy
13. **ravine (p.49):** deep narrow valley or hole in the earth's surface worn by running water.
14. **bluff (p.49):** a cliff or steep hill
15. **cradle board (p.49):** wooden frame worn on the back, used by North American Indian women for carrying an infant.

**Who Was Sacagawea?**  
**Vocabulary Activity-Section 2**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: In each set of words below, circle the word that does not belong. Then write a sentence to explain why.**

1. land                      government                      territories                      animals

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---

2. individual                      cluster                      bunch                      same

---

---

3. offspring                      grandmother                      breeding                      produce

---

---

4. boat                      supplies                      raft                      barge

---

---

5. magpies                      birds                      fly                      cat

---

---

**6. seedless                      raisin                      vegetable                      currants**

---

---

**7. gooseberries                      fruit                      plant                      shell**

---

---

**8. stayed                      bailed                      left                      remove**

---

---

**9. gust                      calm                      squall                      wind**

---

---

**10. vine                      tree                      evergreen                      junipers**

---

---

**11. kettles                      cook                      boil                      cup**

---

---

**12. slimy                      mucky                      clean                      dirty**

---

---

**13. enclosed                      hole                      narrow                      ravine**

---

---

**14. cliff**

**flat**

**steep**

**bluff**

---

---

**15. teenager**

**cradle board**

**baby**

**wooden**

---

---

## **Answer Key:**

1. animals
2. same
3. grandmother
4. raft
5. cat
6. vegetable
7. shell
8. stayed
9. calm
10. vine
11. cup
12. clean
13. enclosed
14. flat
15. teenager

# SECTION 3



## WHO WAS THOMAS JEFFERSON? WEEKLY OVERVIEW

### **Title: Who Was Thomas Jefferson?**

### **Section #3**

Pages 45-67

### **Summary of Important Events**

*Chapter 4:* After signing the Declaration of Independence, Jefferson quit the Congress and went home to Monticello. He served in the Virginia legislature and then became the governor. He was not a good wartime governor, however, and Virginia was not prepared for the British troops. He was told the British were coming to capture him, so he sent Martha and the children away while he hid in the woods with his telescope. The British took over Monticello. Thomas met up with his family and took refuge at a neighboring plantation. The colonists were victorious in the Battle of Yorktown, and thus the Revolutionary War ended. Some Virginians accused Jefferson of not doing enough to protect their state during the war, but he was exonerated. Thomas was hurt by the harsh words of his people. He also suffered injuries in a horseback riding accident. In the following year, after giving birth to their daughter, Lucy Elizabeth, Martha died. She made Thomas promise before she died never to remarry. He was overwrought with grief. Friends felt he should return to politics, and so he did. He went to France (with his 11-year old daughter, Patsy) to make treaties with the European countries. Two-year-old Lucy died, so Jefferson wanted his only other living child to come to France. Eight-year-old Maria was accompanied by her slave, Sally Hennings, who was only fourteen herself. A relationship ensued between Thomas and Sally. They had many children together, and Sally eventually earned her freedom.

*Chapter 5:* President George Washington wanted Jefferson to become his Secretary of State. Thomas eventually agreed to the job, but he had too many political differences with Alexander Hamilton, Treasury Secretary and leader of the Federalist Party. Jefferson later left the politics of Washington and headed home to Virginia. He had three peaceful years there before returning to politics. He was nominated by the Democrat-Republicans, but his friend, John Adams won the election. Jefferson, at the age of 68, became Vice-President of the United States, but he now knew he wanted to run for President in the next election.

### **Instructional Strategies / Objectives**

- Formulate questions to interpret text (See Whole Class Lesson #4)
- Complete open-ended question
- Use new vocabulary and grammatical construction to create a eulogy (See Whole Class Lesson #5)



**Vocabulary to be Addressed in Small Group**

combat (p.47)

seized (p. 48)

bayonet (p.49)

plantation (p. 50)

treaties (p. 53)

voyage (p. 55)

vessel (p. 59)

device (p. 62)

cipher (P. 62)

consult (p. 67)

**Who was Thomas Jefferson?**  
**Selected Vocabulary for Section Three**

1. **combat** (p. 47) - a fight, struggle, or controversy, as between two persons, teams, or ideas
2. **seized** (p. 48) - grabbed; took hold of suddenly and forcibly
3. **bayonet** (p. 49) - a daggerlike steel weapon that is attached to or at the muzzle of a gun and used for stabbing or slashing in hand-to-hand combat.
4. **plantation** (p. 50) - a usually large farm or estate, esp. in a tropical or semitropical country, on which cotton, tobacco, coffee, sugar cane, or the like is cultivated, usually by resident laborers.
5. **treaties** (p. 53) - agreements; contracts; mutual understandings
6. **voyage** (p. 55) - a journey, usually by sea
7. **vessel** (p. 59) - a craft for traveling on water, now usually one larger than an ordinary rowboat; a ship or boat
8. **device** (p. 62) - a thing made for a particular purpose; an invention or contrivance, esp. a mechanical or electrical one.
9. **cipher** (p. 62) - the key to a secret method of writing.
10. **consult** (p. 67) - to seek advice or information from; ask guidance from

Who Was Thomas Jefferson?  
Vocabulary Activity-Section 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: Choose a word from the box that is a synonym for each vocabulary word.**

WORD BOX: instrument, battle, contract, solve, estate, ship, blade, journey, grab, ask
-------------------------------------------------------------------------------------------

1. combat \_\_\_\_\_

2. seize \_\_\_\_\_

3. voyage \_\_\_\_\_

4. bayonet \_\_\_\_\_

5. vessel \_\_\_\_\_

6. device \_\_\_\_\_

7. cipher \_\_\_\_\_

8. consult \_\_\_\_\_

9. treaty \_\_\_\_\_

10. plantation \_\_\_\_\_

## **Answer Key:**

1. battle
2. grab
3. journey
4. blade
5. ship
6. instrument
7. solve
8. ask
9. contract
10. estate

## WHO WAS BEN FRANKLIN? WEEKLY OVERVIEW

**Title: Who Was Ben Franklin?**

**Week/ Section: # 3**

Pages: 48-79

### **Summary of Important Events**

*Chapter 5:* Ben's focus was to do good for mankind. As a scientist, Ben made an early electric battery, studied a powerful ocean current, and experimented with other ideas. Ben's ideas on health were to take a daily "air bath" and to exercise. Ben also invented the following: the Franklin stove, lamps, bifocals, glass harmonica, and an artificial arm. Ben had a hand in creating America's public library system and founded the Union Fire Company in 1736. Ben was named postmaster of America. Philadelphia needed a hospital and a school for higher learning, both of which Ben helped to start. In 1736, Ben entered politics and won an Assembly seat. Ben served as a general for the French and Indian War. The colonists claimed that the Penns (an English family who had founded the colony) were not paying enough to fight the war. Therefore, Ben was asked to go to England and get money from the Penns.

*Chapter 6:* Ben and his son Billy settled into a London apartment. The British government agreed to pay more money; however, the Franklins did not leave yet. In 1762, the King of England named William Franklin royal governor of New Jersey. William and his wife settled in Burlington and Ben returned to his wife and daughter in Philadelphia. There was new trouble from the Penns. The colonists wanted Pennsylvania to be taken away from the Penns, so Ben went back to England to further the cause. England had won the French and Indian War, but it needed money because the war was costly. England came up with the Stamp Act, which taxed Americans on paper goods. Ben argued against the Stamp Act before Parliament. In 1774, Ben's wife, Debby died. Ben felt he was to blame because he was away for so long. Ben sailed back home and while he was at sea, war broke out between England and America.

### **Instructional Strategies / Objectives**

- Formulate questions to interpret text (See Whole Class Lesson #4)
- Complete an open-ended question
- Use new vocabulary and grammatical construction to create a eulogy (See Whole Class Lesson #5)

## **Vocabulary to be Addressed in Small Group**

coined (p. 48 )

tailor (p. 51)

artificial (p. 58)

debates (p. 64)

rioting (p. 74)

mob (p. 74 )

budge (p. 74)

foe (p. 75)

repealed (p. 77)

rebels (p. 77)

**Who Was Ben Franklin?**  
**Selected Vocabulary Section 3**

1. **coined (p.48):** to devise a new word or phrase.
2. **tailor (p.51):** a person who makes, alters or mends clothing; especially outer garments.
3. **artificial (p.58):** not natural; man-made.
4. **debates (p.64):** a discussion or argument; dispute.
5. **rioting (p.74):** a disorderly, often violent, disturbance or outbreak by a large crowd.
6. **mob(p.74):** a disorderly crowd.
7. **budge (p.74):** to move slightly or give way.
8. **foe (p.75):** enemy; adversary.
9. **repealed (p.77):** to withdraw or cancel formally or officially; revoke.
10. **rebel (p.77):** a person who resists or refuses to obey authority.

**Who Was Ben Franklin?**  
**Vocabulary Activity-Section 3**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Choose a word from the word box that is a synonym for each word.

**WORD BOX**

change	argue	invent	traitor	garment maker
crowd	fight	enemy	wiped out	fake

1. coined \_\_\_\_\_

2. tailor \_\_\_\_\_

3. artificial \_\_\_\_\_

4. debate \_\_\_\_\_

5. riot \_\_\_\_\_

6. mob \_\_\_\_\_

7. budge \_\_\_\_\_

8. foe \_\_\_\_\_

9. repealed \_\_\_\_\_

10. rebel \_\_\_\_\_



## **Answer Key:**

1. invent
2. garment maker
3. fake
4. argue
5. fight
6. crowd
7. change
8. enemy
9. wiped out
10. traitor

## WHO WAS GEORGE WASHINGTON? WEEKLY OVERVIEW

**Title: Who was George Washington?**

**Week/ Section: # 3**

Pages: 43-73

### **Summary of Important Events**

*Chapter 5:* In 1765, the English Parliament passed the Stamp Act and in 1773 the Boston Tea Party occurred. After these incidents, George Washington decided to lead the brand-new Continental Army.

*Chapter 6:* Over time, George Washington became a shrewder general by recognizing that short, surprise strikes against the enemy were better than staging big battles. In 1778, a German general who called himself Baron Von Steuben helped to teach Washington's men to work as a unit. This helped make the Continental Army more professional which helped them to win the war.

*Chapter 7:* After receiving good news that the Continental Army had won an important victory in Saratoga, Washington led ten thousand of his men westward to set up camp in Valley Forge until spring. Although the months at Valley Forge should have been a time for the troops to rest and regain their strength, the troops faced many hardships. They needed uniforms, shoes and food. Soldiers suffered from frostbite and many of their horses died because they did not have food to feed them. Terrible as the time was at Valley Forge, conditions at winter camp in Morristown the following year were worse and sick soldiers died in huge numbers. Washington's army was down to eight thousand men with fewer than three thousand well enough to fight.

### **Instructional Strategies / Objectives**

- Formulate questions to interpret text (See Whole Class Lesson #4)
- Complete open-ended question
- Use new vocabulary and grammatical construction to create a eulogy (See Whole Class Lesson #5)

## **Vocabulary to be Addressed in Small Group**

repeal (p. 46)

scarce (p.47)

outcome (p.56)

shrewd (p.60)

unit (p.63)

resume (p.68)

amputate (p.69)

shudder (p.70)

reap (p. 70)

hoist (p. 73)

**Who was George Washington?**  
**Selected Vocabulary for Section Three**

1. **repeal (p.46):** to withdraw or cancel
2. **scarce (p. 47):** difficult to get or find
3. **outcome (p. 56):** a result or consequence
4. **shrewd (p. 60):** clever or keen
5. **unit (p. 63):** a single thing
6. **resume (p. 68):** to go on after interruption
7. **amputate (p. 69):** to cut off
8. **shudder (p. 70):** trembled suddenly from horror or disgust
9. **reap (p. 70):** to receive as a reward
10. **hoist (p. 73):** to lift or pull up

**Who Was George Washington?**  
**Vocabulary Activity-Section 3**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: Choose a word from the word box that is a synonym for each vocabulary word.**

**WORD BOX**

quiver	group	restart	limited	cut off
lift	clever	result	earn	recall

1. repeal \_\_\_\_\_

2. scarce \_\_\_\_\_

3. outcome \_\_\_\_\_

4. shrewd \_\_\_\_\_

5. unit \_\_\_\_\_

6. resume \_\_\_\_\_

7. amputate \_\_\_\_\_

8. shudder \_\_\_\_\_

9. reap \_\_\_\_\_

10. hoist \_\_\_\_\_

## **Answer Key:**

1. recall
2. limited
3. result
4. clever
5. group
6. restart
7. cut off
8. quiver
9. earn
10. lift

## WHO WAS SACAGAWEA? WEEKLY OVERVIEW

**Title: Who was Sacagawea?**

**Week/ Section: # 3**

Pages: 53-86

### **Summary of Important Events**

*Chapter 4:* On August 31, 1805 Shoshone warriors appeared to Lewis and his men and they brought them back to their village. Sacagawea realized that these were her people and the chief was her brother. Sacagawea made a deal with him to supply horses and guides in exchange for battle axes, knives, and clothing. Sacagawea did not stay with her people, but decided to go on with the Corps to cross the Bitterroot Mountains.

*Chapter 5:* The journey across the Bitterroot Mountains was rough. It was very cold, and hunger was a big factor. Once they had crossed the mountain they met the Nez Perce Indians. Here they traded with them and made a deal to leave their horses with them. Their journey then continued as they paddled to the Pacific. This journey was equally as tough; hunger being a factor. On the Columbia River rain filled their boat, clothing began to rot, and fleas were everywhere! Once on land they met a Chinook Indian chief where they made trades. It was not winter and they decided to build a fort. This fort became known as “Fort Clatsop.”

*Chapter 6:* They made use of their time at Fort Clatsop; here they made over 300 moccasins, traded with nearby Indians for food, and stored salt. The time together made Clark really begin to love Pomp; he called him “my little dancing boy.” After spending three and a half months at the fort it was now time to head back to St. Louis.

### **Instructional Strategies / Objectives**

- Formulate questions to interpret text (See Whole Class Lesson #4)
- Complete open-ended question
- Use new vocabulary and grammatical construction to create a eulogy (See Whole Class Lesson #5)

**Vocabulary to be Addressed in Small Group**

thundered (p.53)

dignified (p.58)

scarce (p.64)

camas roots (p.66)

wapato (p.75)



**Who was Sacagawea?**  
**Selected Vocabulary for Section Three**

1. **thundered (p.53):** to move or go with a loud noise or violent action
2. **dignified (p. 58):** to act honorable or have manners
3. **scarce (p. 64):** hard to find, absent
4. **camas roots (p. 66):** a type of root gathered by women and children of the Indian tribes. It was a major source of food.
5. **wapato (p. 75):** known as an Indian potato

**Who Was Sacagawea?**  
**Vocabulary Activity-Section 3**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: Choose a word from the word box that is a synonym for each vocabulary word.**

**WORD BOX**

formal	burst	potato	food gathered	rare
--------	-------	--------	---------------	------

1. thundered \_\_\_\_\_

2. dignified \_\_\_\_\_

3. scarce \_\_\_\_\_

4. camas roots \_\_\_\_\_

5. wapato \_\_\_\_\_

## **Answer Key:**

1. burst
2. formal
3. rare
4. food gathered
5. potato

# SECTION 4



## WHO WAS THOMAS JEFFERSON? WEEKLY OVERVIEW

### **Title: Who Was Thomas Jefferson?**

### **Section #4**

Pages 68-96

### **Summary of Important Events**

*Chapter 6:* Thomas Jefferson was elected President of the United States in the year 1800. His goal was to have peace and an honest friendship with all nations. He moved into the White House, although it was not yet completed. He became an exceptional leader. In 1803, Jefferson helped to make the greatest land deal in U.S. history, the Louisiana Purchase. Because he was curious about lands to the west of the Louisiana Purchase, he commissioned the Lewis and Clark expedition. He brought a relaxed, friendly style to the Presidency. He was reelected in 1804. He worked hard to keep peace with Britain, but his attempts to end slavery were unsuccessful. This was considered his greatest failure as President. He finished his term and retired to Monticello.

*Chapter 7:* He loved spending time with his family, especially his grandchildren. In 1825, Jefferson founded the University of Virginia, designed by Jefferson and his granddaughter Cornelia. Thomas Jefferson died at Monticello on July 4<sup>th</sup>, the fiftieth anniversary of the Declaration of Independence.

*Chapter 8:* Thomas Jefferson's legacy lives on in the many parks, towns and landmarks that have been named after him. Also, our national holiday, the Fourth of July commemorates Jefferson's most famous contribution to America, The Declaration of Independence.

### **Instructional Strategies / Objectives**

- Complete Bio-Cubes to creatively respond to text (See Whole Class Lesson #6)
- Create time capsule for closing assessment (See Whole Class Lesson #7)

**Vocabulary to be Addressed in Small Group**

inauguration (p. 68)

expedition (p. 71)

residents (p. 73)

illegal (p. 79)

smuggle (p. 79)

debt (p. 88)

volumes (p. 89)

finances (p. 89)

coincidence (p. 91)

legacy (p. 93)

neglect (p. 93)

sculpture (p. 95)

**Who Was Thomas Jefferson?**  
Selected Vocabulary for Section Four

1. **inauguration** (p. 68): an introduction into office with formal ceremonies
2. **expedition** (p. 71): an excursion, journey, or voyage made for some specific purpose, as of war or exploration.
3. **residents** (p. 73): people who reside (live) in a certain place
4. **illegal** (p. 79): forbidden by law
5. **smuggle** (p. 79): to import, export, or move goods in a sneaky way or in a way that is against the law
6. **debt** (p. 88): something that is owed
7. **volumes** (p. 89): a collection of written or printed sheets bound together and constituting a book; one book of a related set or series; a set of issues of a periodical, often covering one year
8. **finances** (p. 89): the money and management of the money that people or companies have
9. **coincidence** (p. 91): an unusual occurrence of two or more events at one time apparently by mere chance
10. **legacy** (p. 93): anything handed down from the past, as from an ancestor or predecessor
11. **neglect** (p. 93): to be forgetful or uncaring in the protection or treatment of; to pay no attention or too little attention to
12. **sculpture** (p. 95): an individual piece of work created by carving

Who Was Thomas Jefferson?  
Vocabulary Activity-Section 4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: Choose the correct word to fill in the blank in each sentence.**

<b>WORD BANK: inauguration, expedition, residents, illegal, smuggle, debts, volumes, finances, coincidence, legacy, neglected, sculpture</b>
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1. All of the \_\_\_\_\_ of the apartment building were friends with each other.
2. Our \_\_\_\_\_ were good, so we could afford to take a vacation.
3. The artist created a beautiful marble \_\_\_\_\_ of the president.
4. It was quite a \_\_\_\_\_ that I saw my old friend just after receiving a letter from her!
5. You could tell the kittens were \_\_\_\_\_ because they did not look healthy or well-fed.
6. The pirates wanted to \_\_\_\_\_ the gold onto the island to hide it from their enemies.
7. John was very lucky to be invited to view the President's \_\_\_\_\_ at the White House.
8. When Thomas Jefferson left the White House, he left behind a \_\_\_\_\_ of hard work and great statesmanship.
9. Mary borrowed three thousand dollars to pay off the \_\_\_\_\_ that she owed.



10. In the library, there were many \_\_\_\_\_ of encyclopedias and atlases for students to use.
11. It was \_\_\_\_\_ for them to carry the antique bayonet on the airplane.
12. Many people were interested in exploring the American West, so Jefferson sent an \_\_\_\_\_ there.

**Answer Key:**

1. residents
2. finances
3. sculpture
4. coincidence
5. neglected
6. smuggle
7. inauguration
8. legacy
9. debts
10. volumes
11. illegal
12. expedition

## WHO WAS BEN FRANKLIN? WEEKLY OVERVIEW

**Title: Who Was Ben Franklin?**

**Week/ Section: # 4**

Pages: 80-102

### **Summary of Important Events**

Chapter 7: Benjamin Franklin was a leader of the congressmen who wanted to break free from England and create a new nation. Ben helped write the Declaration of Independence. Ben also begged his son William to side with America, but he remained loyal to England. Ben was sent to France to help America fight England and France joined the American side in early 1778. Ben signed the peace treaty made between England and the United States. Ben then went back to Philadelphia.

*Chapter 8:* Ben was elected governor of Philadelphia and he helped write the United States Constitution. During the last years of Ben's life, he resided with his daughter Sally and her seven children. One of Ben's final projects was to end slavery. He died on April 17, at the age of 84. Tributes came from around the world honoring Ben's life, but his greatest accomplishment is the country he helped create, the United States of America.

### **Instructional Strategies / Objectives**

- Complete Bio-Cubes to creatively respond to text (See Whole Class Lesson #6)
- Create time capsule for closing assessment (See Whole Class Lesson #7)

## **Vocabulary to be Addressed in Small Group**

colony (p. 80 )

crucial (p. 80)

sacred (p. 84)

undeniable (p. 84)

assuredly (p. 85)

convince (p. 88 )

currency (p. 97)

delegate (p.97)

reciting (p. 101)

tribute (p. 101)

**Who Was Ben Franklin?**  
**Selected Vocabulary Section 4**

1. **colony (p.80):** any territory that is under the control of another, usually distant, country.
2. **crucial (p.80):** very important; critical; decisive.
3. **undeniable (p.84):** that cannot be denied or doubted.
4. **sacred (p.84):** associated with, set apart for, or belonging to God or a god.
5. **assuredly (p.85):** made certain; guaranteed.
6. **convince (p.88):** to cause to believe or feel certain; persuade.
7. **currency (p.97):** the money that is used in a country.
8. **delegate (p.97):** a person given authority to represent or act for another or others; representative; deputy.
9. **reciting (p.101):** to repeat from memory.
10. **tribute (p.101):** anything done, given, or observed as a sign of devotion, gratitude, or respect.

**Who Was Ben Franklin?**  
**Vocabulary Activity-Section 4**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: Choose the correct word from the word bank to complete each sentence.**

WORD BANK

sacred	delegate	undeniable	recited	tribute
assuredly	crucial	currency	colony	convince

1. The \_\_\_\_\_ was chosen to represent the Senate.
2. The girl spent one hour in the morning \_\_\_\_\_ to studying.
3. They formed a \_\_\_\_\_ in the western part of the country.
4. Winning the scholarship was a \_\_\_\_\_ to her hard work.
5. It was the most \_\_\_\_\_ election campaign in years.
6. I tried to \_\_\_\_\_ my parents to let me stay up late.
7. The student \_\_\_\_\_ her story to the class.
8. Her charm is \_\_\_\_\_.
9. Mexico uses pesos as their \_\_\_\_\_.
10. The student was \_\_\_\_\_ not intended to complete the project on his own.

**Answer Key:**

1. delegate
2. sacred
3. colony
4. tribute
5. crucial
6. convince
7. recited
8. undeniable
9. currency
10. assuredly

## WHO WAS GEORGE WASHINGTON? WEEKLY OVERVIEW

**Title: Who was George Washington?**

**Week/ Section: # 4**

Pages: 74-101

### **Summary of Important Events**

*Chapter 8:* The Continental Army was in shambles in the spring of 1781, yet only seven months later, the war ended. One battle changed everything. Washington focused on victory in the South, in Virginia. The British had just moved their entire army to Yorktown, Virginia which was a peninsula. Washington had the strength of twenty-one thousand men and not only outnumbered the British, but hemmed them in on all sides. The British were trapped. This battle marked the end of the war, the Americans has won their independence. George Washington resigned from the army and returned to Mount Vernon planning to take up farming and spend the rest of his days in Virginia. He was fifty-one years old and ready to retire.

*Chapter 9:* While George Washington was living in Virginia, the country was floundering with a weak government. In 1787 at a convention held in Philadelphia, the Constitution was written. It established three branches of power-a strong president, a Congress to pass laws, and a Supreme Court. It mapped out the kind of government George Washington wanted. In 1789 George Washington became the first president of the United States. The job of president is still in many ways what George Washington made of it. In 1792 George was reelected as president for a second term. George died December 14<sup>th</sup> at the age of 67, at Mount Vernon with Martha at his side.

### **Instructional Strategies / Objectives**

- Complete Bio-Cubes to creatively respond to text (See Whole Class Lesson #6)
- Create time capsule for closing assessment (See Whole Class Lesson #7)



## **Vocabulary to be Addressed in Small Group**

shambles (p. 74)

treaty (p.77)

temporary (p.86)

appoints (p.88)

term (p.91)

rebellion (p.91)

republic (p.94)

tributes (p.97)

**Who was George Washington?**  
**Selected Vocabulary for Section Four**

1. **shambles (p.74):** a place or condition of great disorder or confusion
2. **treaty (p. 77):** a formal agreement
3. **temporary (p. 86):** used for a limited time; not permanent
4. **appoints (p. 88):** to name or select for an office or position
5. **term (p. 91):** a definite period of time
6. **rebellion (p. 91):** an armed uprising against a government
7. **republic (p. 94):** a form of government in which the final authority of the state rests with voting citizens
8. **tributes (p. 97):** anything done, given, or observed as a sign of devotion, gratitude, or respect

**Who Was George Washington?**  
**Vocabulary Activity-Section 4**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: Choose the correct word from the word bank to correctly complete each sentence.**

**WORD BANK**

shambles	treaty	temporary	appointed
term	rebellion	republic	tributes

1. The principal found a \_\_\_\_\_ replacement for the teacher.
2. The chief judge \_\_\_\_\_ another judge to the bench.
3. They showed their \_\_\_\_\_ by standing up and leaving in the middle of the meeting.
4. A formal agreement is also known as a \_\_\_\_\_.
5. A \_\_\_\_\_ is a body of people who elect their own representatives.
6. The judge was elected for a \_\_\_\_\_ of four years.
7. Winning the scholarship was a \_\_\_\_\_ to her hard work.
8. My mom made dinner and left the kitchen in a \_\_\_\_\_.

**Answer Key:**

1. temporary
2. appointed
3. rebellion
4. treaty
5. republic
6. term
7. tribute
8. shambles

## WHO WAS SACAGAWEA? WEEKLY OVERVIEW

**Title: Who was Sacagawea?**

**Week/ Section: # 4**

Pages: 87-107

### **Summary of Important Events**

*Chapter 7:* The trip back home was a lot easier but there was still some illness and they were often hungry. Sacagawea used her knowledge of plants to find food and to heal. The Corps split into two and Sacagawea went with Clark. During this time they encountered a huge rock and stream which Clark named after Pomp. They finally arrived at Charbonneau and Sacagawea's home and paid him for his time. When Lewis and Clark arrived home they were heroes. They had paved the way for America's settlement of the West. Their journey had ended.

*Chapter 8:* Chapter eight discusses what had become of Sacagawea. Clark wrote to Charbonneau claiming that he missed Pomp. He offered to help him however he wanted; whether that be buying land or starting a business. He also offered to educate and treat Pomp as his own son through adoption. They decided to go to Clark's home, but eventually left to fur-trade. During Sacagawea and Charbonneau's time away Clark cared for Pomp. While giving birth to a baby girl Sacagawea died. Clark and his wife took in the little girl Lisette. Over time Pomo became a well-known western guide and trader and eventually became mayor.

*Chapter 9:* Sacagawea was nearly forgotten a century after her expedition because white people did not want to honor a Native American. Once this feeling had ended the American discovered her. She has more landmarks and memorials in her honor than any other American woman. No one knows what she looks like, but artists and writers like to try. In 2000 the new dollar coin came out with her picture on the "heads" side.

### **Instructional Strategies / Objectives**

- Complete Bio-Cubes to creatively respond to text (See Whole Class Lesson #6)
- Create time capsule for closing assessment (See Whole Class Lesson #7)

**Vocabulary to be Addressed in Small Group**

fennel (p. 87)

glided (p.92)

vast (p.95)

frontiersman (p.96)

sharpshooter (p.97)

putrid fever (p.100)

**Who was Sacagawea?**  
**Selected Vocabulary for Section Four**

1. **fennel (p.87):** a plant of the carrot family
2. **glided (p. 92):** to move smoothly and continuously along
3. **vast (p. 95):** of very great size or number
4. **frontiersman (p. 96):** a person who lives on the frontier away from others.
5. **sharpshooter (p. 97):** a person skilled in shooting
6. **putrid fever (p.100):** a typhus fever; -- so called from the decomposing and offensive state of the discharges and diseased textures of the body.

**Who Was Sacagawea?**  
**Vocabulary Activity-Section 4**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: Choose the correct word from the word bank to correctly complete each sentence.**

**WORD BANK**

Sharpshooter	glided	vast
frontiersman	putrid fever	fennel

1. The baby got \_\_\_\_\_ and was very ill.
2. The boat \_\_\_\_\_ up and down the Delaware River.
3. The land seemed very \_\_\_\_\_ compared to what I was used to.
4. A \_\_\_\_\_ is very skilled with a rifle.
5. Indians picked roots which were a species of \_\_\_\_\_.
6. A \_\_\_\_\_ is not used to the city life.



**Answer Key:**

1. putrid fever
2. glided
3. vast
4. sharpshooter
5. fennel
6. frontiersman

# APPENDIX