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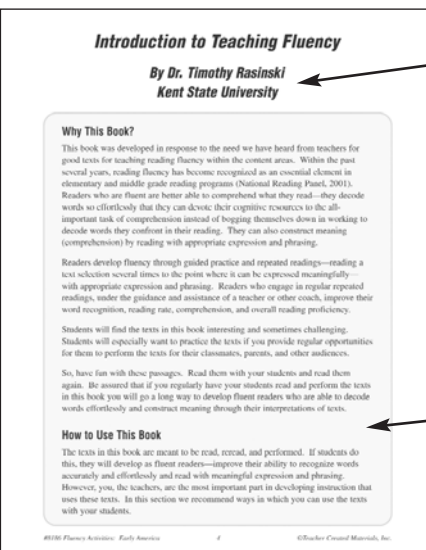
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How to Use This Product (cont.)



Introduction to Teaching Fluency
By Dr. Timothy Rasinski
Kent State University

Why This Book?
This book was developed in response to the need we have heard from teachers for good texts for teaching reading fluency within the content areas. Within the past several years, reading fluency has become recognized as an essential element in elementary and middle grade reading programs (National Reading Panel, 2001). Readers who are fluent are better able to comprehend what they read—they decode words so effortlessly that they can devote their cognitive resources to the all-important task of comprehension instead of bogging themselves down in working to decode words they confront in their reading. They can also construct meaning (comprehension) by reading with appropriate expression and phrasing.

Readers develop fluency through guided practice and repeated readings—reading a text selection several times to the point where it can be expressed meaningfully—with appropriate expression and phrasing. Readers who engage in regular repeated readings, under the guidance and assistance of a teacher or other coach, improve their word recognition, reading rate, comprehension, and overall reading proficiency.

Students will find the texts in this book interesting and sometimes challenging. Students will especially want to practice the texts if you provide regular opportunities for them to perform the texts for their classmates, parents, and other audiences.

So, have fun with these passages. Read them with your students and read them again. Be assured that if you regularly have your students read and perform the texts in this book you will go a long way to develop fluent readers who are able to decode words effortlessly and construct meaning through their interpretations of texts.

How to Use This Book
The texts in this book are meant to be read, reread, and performed. If students do this, they will develop as fluent readers—improve their ability to recognize words accurately and effortlessly and read with meaningful expression and phrasing. However, you, the teachers, are the most important part in developing instruction that uses these texts. In this section we recommend ways in which you can use the texts with your students.

Introduction Written by Dr. Timothy Rasinski

- In a survey conducted by the National Reading Panel, fluency was determined to be one of the five researched-based components of reading. Dr. Timothy Rasinski from Kent State University is an expert on teaching students to become fluent readers. His book, *The Fluent Reader*, is an excellent resource of oral reading strategies for building word recognition, fluency, and comprehension.

How to Use This Book

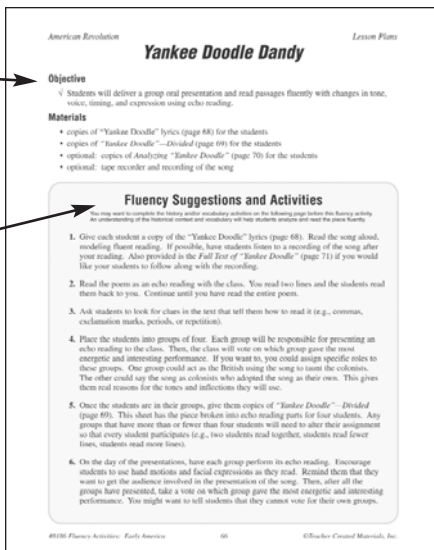
- Dr. Rasinski's introduction contains important information and ideas of how to use this book with your readers.

Objective

- A fluency objective is included for each lesson. This objective tells you which fluency strategy will be practiced within the lesson. See pages 12–13 for descriptions of the fluency strategies used within this book.

Fluency Suggestions and Activities

- These steps in the lesson plan describe how to introduce the piece to your students. Suggestions for ways to practice and perform the piece are also provided for your use. Remember that authentic performances are very important to ensure successful fluency for your readers.

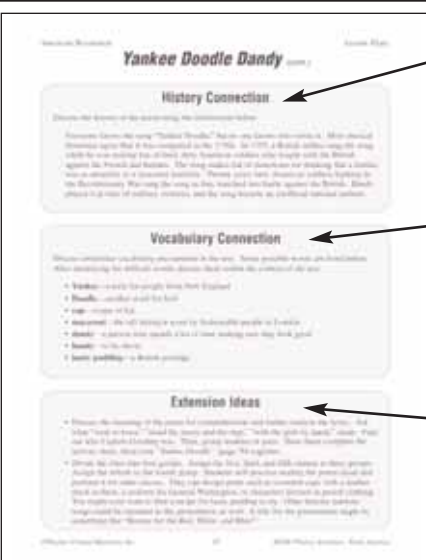


Objective
Students will deliver a group oral presentation and read passages fluently with changes in tone, voice, timing, and expression using echo reading.

Materials
• copies of "Yankee Doodle" lyrics (page 68) for the students
• copies of "Yankee Doodle"—Divided (page 69) for the students
• optional: copies of Analyzing "Yankee Doodle" (page 70) for the students
• optional: tape recorder and recording of the song

Fluency Suggestions and Activities

- Give each student a copy of the "Yankee Doodle" lyrics (page 68). Read the song aloud, modeling fluent reading. If possible, have students listen to a recording of the song after your reading. Also provided is the Fall Part of "Yankee Doodle" (page 71) if you would like your students to follow along with the recording.
- Read the poem as an echo reading with the class. You read two lines and the students read them back to you. Continue until you have read the entire poem.
- Ask students to look for clues in the text that tell them how to read it (e.g., commas, exclamation marks, periods, or repetition).
- Place the students into groups of four. Each group will be responsible for presenting an echo reading to the class. Then, the class will vote on which group gave the most energetic and interesting performance. If you want to, you could assign specific roles to these groups. One group could act as the British using the song to taunt the colonists. The other could say the song as colonists who adapted the song as their own. This gives them real reasons for the tones and inflections they will use.
- Once the students are in their groups, give them copies of "Yankee Doodle"—Divided (page 69). This sheet has the piece broken into echo reading parts for four students. Any groups that have more than or fewer than four students will need to alter their assignment so that every student participates (e.g., two students read together; students read fewer lines; students read more lines).
- On the day of the presentations, have each group perform its echo reading. Encourage students to use hand motions and facial expressions as they read. Remind them that they want to get the audience involved in the presentation of the song. Then, after all the groups have presented, take a vote on which group gave the most energetic and interesting performance. You might want to tell students that they cannot vote for their own groups.



History Connection
American Soldiers using "Yankee Doodle" to taunt the British during the Revolutionary War. The British called the Americans "Yankees" because they came from New England. The British also called them "Yankees" because they were so brave and fought so hard.

Vocabulary Connection
The following words are used in the text. Some words are new to students. After discussing the words, students should be able to use them in their own words.

- Yankee**—people from New England
- British**—people from Great Britain
- war**—a fight between two countries
- taunt**—to make someone feel bad or to make someone feel angry
- brave**—to be very brave
- fight**—to be in a fight

Extension Ideas

- Have students write a poem about the American Revolution. They should use the words "Yankee" and "British" in their poems.
- Have students write a story about the American Revolution. They should use the words "Yankee" and "British" in their stories.
- Have students write a play about the American Revolution. They should use the words "Yankee" and "British" in their plays.

History Connection

- Each text in this book relates to an important historical person or event. Information is provided with each lesson to give you the historical context of the piece.

Vocabulary Connection

- Vocabulary words have been chosen and defined for your use. Introduce the words to your students and have them define the words, or you can simply record the definitions on the board for student reference.

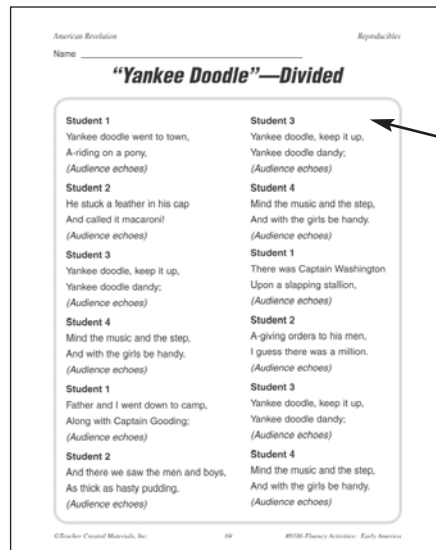
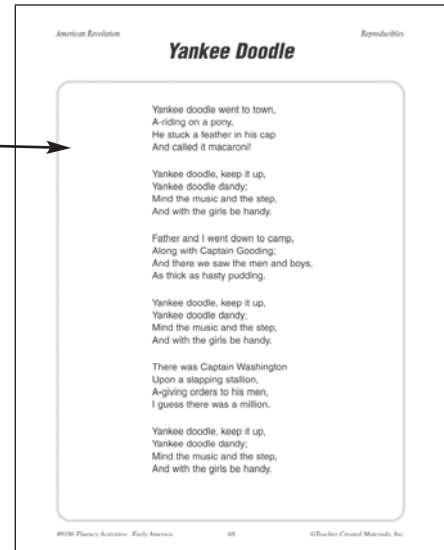
Extension Ideas

- One or two extension ideas are given for each lesson. These ideas are usually fun, challenging, and interesting.

How to Use This Product (cont.)

Primary Source Text

- For each lesson, a copy of the primary source text is provided for the teacher. Sometimes, the students will not receive copies of this text. They may only receive copies of the rewritten text, divided reading, or reader's theater. This text is provided so that teachers can read the original document to the students and/or refer to it as they teach the lesson to the class.

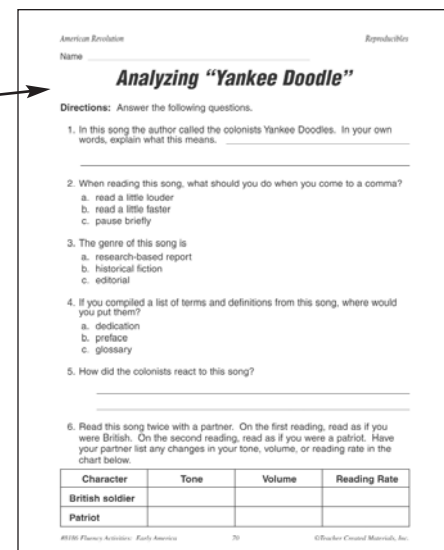


Student Versions of the Primary Source Text

- For most of the texts, the author of the book has rewritten the texts for the students to use. Sometimes, it is simply rephrased in modern language. Other times, the text has been divided into smaller reading sections. There are also pieces that have been rewritten into reader's theater scripts for the students to perform.

Student Reproducibles

- For most of the lessons, at least one of the student reproducibles is designed to help students analyze the text. These are quite often one of the extension activities since they do not focus on fluency as much as comprehension of the piece. If time allows, be sure to complete these activity sheets with your students.



Preamble to the Constitution

Reader's Theater (cont.)

All: in order to form a more perfect union

R7: To solidify our nation and join together bringing our own unique characteristics

R1: into one unified whole for the good of us all

All: establish justice

R2: We had to decide what our government would do for us

R3: and ensure that all of us would be treated fairly and equally in the eyes of the law

R4: No taxation without representation

All: insure domestic tranquility

R5: We have had enough of war and seek peace in our nation

R6: We stood by England in the French and Indian War

R7: and fought against her for the right to govern ourselves

All: provide for the common defense

R1: To protect all of the citizens from enemies of our nation

R2: it is the duty of our government to protect our lives, liberty, and property

All: promote the general welfare

R3: and foster the good of all the citizens

All: and secure the blessings of liberty to ourselves and our posterity

R4: We will create an active partnership between the government and the people,

R5: we the people of this new nation,

R6: to secure safe communities to live in and raise our children

All: do ordain and establish this Constitution for the United States of America

R7: The Constitutional Convention met at the State House in Philadelphia

R1: There were 55 delegates to the Convention

R2: Twelve of the thirteen states were represented

R3: The Constitution was ratified on June 21, 1788.

All: We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

The First Ten Amendments

Objective

- ✓ Students will determine the meaning of text and then participate in an oral reading of public proclamations, focusing on accuracy, voice tone, and expression.

Materials

- copies of *The Bill of Rights* (page 94) for the students
- copies of *The Bill of Rights—Divided Reading* (pages 95–97) cut apart for the students
- copies of *Analyzing the Bill of Rights* (pages 98–99) for the students
- dictionaries and thesauri

Fluency Suggestions and Activities

You may want to complete the history and/or vocabulary activities on the following page before this fluency activity. An understanding of the historical context and vocabulary will help students analyze and read the piece fluently.

1. Explain that to help understand the Bill of Rights, the students will rewrite the amendments into their own words. Divide the class into nine groups and present each with a section from *The Bill of Rights—Divided Reading* (pages 95–97). (Amendments IX and X are combined.)
2. Allow students time in class to read their amendment(s) and rewrite each using current language. Provide each group with a dictionary and thesaurus to assist them in this process. Provide assistance to groups as they work to rewrite their amendments. For example, the first amendment might read:

Congress will not make laws that establish a certain religion or prevent religious practices. Congress will not limit the freedom of the people or press to say what they want. All people will have the right to gather together in a peaceful way. People will have the right to ask the government to hear their complaints in order to solve problems.
3. Once the groups have rewritten their amendments, have them practice group readings of both the original versions and the new versions, focusing on accurate and smooth reading using appropriate expression.
4. Explain to students that when a public proclamation is recited or read (such as a reading of the Bill or Rights or reciting the Pledge of Allegiance), people use a different voice tone from regular conversation. They “announce” the words and speak with conviction and confidence.
5. Instruct the group members to practice reading both versions of their amendments as public proclamations. Finally, have each group present its amendment to the class, with a few group members reading the original version and a few reading the rewritten version.

The First Ten Amendments (cont.)

History Connection

Introduce the Bill of Rights and discuss its history using the information below.

When the Constitution was being written, many delegates wanted to make sure the government didn't have too much power. They kept thinking about Great Britain's power over them when they were colonists. Some of the delegates were upset by the final document because the rights of the people were not included.

By 1791, the Bill of Rights was added. The Bill of Rights is the first ten amendments to the Constitution. The Bill of Rights got its name because these first ten amendments protect the rights of all Americans.

Vocabulary Connection

Discuss unfamiliar vocabulary encountered in the text. Some possible words are listed below. After identifying the difficult words, discuss them within the context of the text.

- **abridging**—shortening something
- **redress**—to sort something out and make it right
- **infringed**—taken away
- **quartered**—given food and shelter
- **consent**—permission
- **affirmation**—to state positively
- **indictment**—when someone is charged with a crime
- **compensation**—to be given money or other goods to make up for losing something else
- **prosecutions**—the processes involved when someone is charged with a crime
- **ascertained**—figured out
- **accusation**—being blamed for doing something wrong
- **compulsory**—mandatory
- **controversy**—expressing different views
- **enumeration**—to specifically list in order
- **disparage**—to lower in position

Extension Ideas

- Encourage discussion of the amendments. Allow students to ask group members to further explain their amendments. Also, encourage them to compare the words in the original versions to the words chosen for the rewritten versions.
- Have students meet with their groups to answer the discussion questions on *Analyzing the Bill of Rights* (pages 98–99).

The Bill of Rights

Amendment I—Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Amendment II—A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Amendment III—No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV—The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V—No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI—In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment VII—In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

Amendment VIII—Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX—The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X—The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

Name _____

Bill of Rights—Divided Reading

Group 1

Amendment I—Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Rewritten version: _____

Group 2

Amendment II—A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Rewritten version: _____

Group 3

Amendment III—No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Rewritten version: _____

Name _____

Bill of Rights—Divided Reading *(cont.)*

Group 4

Amendment IV—The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Rewritten version: _____

Group 5

Amendment V—No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Rewritten version: _____

Group 6

Amendment VI—In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Rewritten version: _____

Name _____

Bill of Rights—Divided Reading *(cont.)*

Group 7

Amendment VII—In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

Rewritten version: _____

Group 8

Amendment VIII—Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Rewritten version: _____

Group 9

Amendment IX—The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X—The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

Rewritten versions: _____

