



5TH
GRADE

VOLUME 5.3

Book Club Teacher's Guide

American Revolution

For pairing with *C. I. A. Unit of Study—
Historical Fiction, Chains 5.3*

Sarah Collinge

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American Revolution Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning Multiple themes throughout the book increase the challenge for readers of this text. Themes include but are not limited to freedom, government, overcoming hardships, the spirit of optimism, and the historical importance of people's circumstances in past times. These themes will be generalized across the people and events of the American Revolution.</p> <p>Structure This nonfiction text is organized, for the most part, chronologically. Some additional information and details are woven throughout the chronological events. Each section presents a variety of images including artwork, maps, and photos of memorabilia. Cause and effect relationships contribute to the overall structure of this text.</p> <p>Language Conventionalilty and Clarity Historical language and primary documents add depth to the language of this text. Domain-specific vocabulary also increases the text complexity.</p> <p>Knowledge Demands Students will need to have a great deal of background knowledge about the time period before, during, and after the American Revolution.</p>	<p><i>American Revolution</i> has not been given a Lexile score.</p> <p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to the purpose and complexity of the tasks assigned and the questions posed.</p>

C. I. A.
Book Club Lesson Plans

American Revolution

DAY 1, GENRE & BLURB

In this lesson... you will be reminding students how they can use clues in the blurb to help identify the story elements—character, setting, problem, and main events. After identifying these story elements, students will use them to make predictions.

Learning Targets:

Read closely to monitor comprehension (RI 1)

- Make predictions

Show understanding of story elements (RI 3)

- Main characters
- Setting
- Problem

Infer genre (RI 5)

Gather and categorize information through note taking (W 8)

Connect:

We have been learning...

...that good readers enjoy reading in collaboration with others. Today we are going to start our book clubs. Each of you will be working with a group of students to read a book and uncover the author's message. It will be your responsibility to read the book and take careful notes in your reader's notebook. You will be responsible for

1. Reading the book on your own,
2. Completing all assignments on time,
3. Keeping your work neat,
4. Working cooperatively with your assigned partner, and
5. Attending important C. I. A. meetings.

(Hand out a book club text and a book club notebook to each student.

Have each student record the following on the front cover of his or her student book club notebook:

- the genre of the book—historical nonfiction—on the first line
- the subject—Revolutionary War—on the second line
- his or her name on the third line
- the date on the fourth line

On page 3, have each student record his or her partner's name and the names of everyone else in his or her group. Also, have students record the title of the book to which they've been assigned.)

Notice that we are all reading the same historical nonfiction book. We will be using our background knowledge of the genre, historical nonfiction, to help us understand the text better.

(Make a copy of the historical nonfiction genre chart [see Appendix] for each student. Students will paste or tape this chart onto page 4 of their book club notebooks. Introduce the genre chart for historical nonfiction, using a poster-sized chart that can be displayed in your meeting area throughout this unit of study. Genre posters can be purchased at www.shop.readsidebyside.com.)

Teach:

Today I am going to remind you...

...that good readers look carefully at the cover of a book and read the blurb prior to starting a book so that they can begin to think about the story elements. The main elements of the story are character, setting, problem, and main events.

We did this activity prior to reading the book *Chains*. Please turn in your reader's notebooks to our first entry for *Chains*, where you made notes about the main story elements. You will each be completing this same task right now using your book club book.

Guided Practice—Work Time:

Please open up to page 5 in your book club notebooks. Notice how you will be reading the blurb of your book club book to gather information about the characters, setting, and problems in the story. Remember that often the characters in historical nonfiction are groups of people. Finally, you will make a prediction about what might happen in the book.

Today I am going to have you complete this task with your partners. You will have 35 minutes to complete this task together. Then, you will come back to the meeting area to share your predictions with the class.

(Dismiss the students for partner work. Conduct conferences with partnerships as necessary.)

Share-out:

Discuss: What are you predicting?

Link:

Today and every day when you read...

...I want you to think about the story elements before you start reading a book, by paying close attention to the cover of the book and the information in the blurb. You can also use that information to help you make predictions.

Read the Blurb

Main Character:

The Americans who struggled for independence. (Patriots)

Secondary Characters:

A world power (Great Britain)

Setting (time, place, circumstance):

The 13 colonies
The American Revolution

Problem:

The Americans struggled for independence.

Prediction:

I predict the Patriots will prove to be the heroes of the revolution.

DAY 2, TEXT STRUCTURE & TEXT FEATURES

In this lesson... you will be helping readers identify the text structure and organization of sections/ chapters of a text prior to reading. You will model how readers analyze the purpose of the text structure and create a plan for how to read the text for understanding.

To prepare for this lesson, photocopy the text features chart for *American Revolution*, given below, for all students.

Learning Targets:

Examine the importance of text structure (RI 5)

Establish a plan for locating and drawing information from the text (RI 7)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers look carefully at the cover of a book and read the blurb prior to starting a book so that they can begin to think about the story elements.

Teach:

Today I am going to remind you...

...that good readers look carefully at the structure of the text and develop a plan for reading the text with understanding.

Please open up to the table of contents for the book *American Revolution*.

The table of contents shows how the book has been divided into sections based on topics of the American Revolution. Notice that the first five sections focus on topics related to the characters, setting, problem, and important events leading up to the Revolutionary War.

Please place a sticky note on page 19, following these first five sections. This marks the end of quadrant 1.

When we read nonfiction texts, our purpose is not necessarily to read every single piece of information. In many cases we read in order to gain information about a specific topic, or to answer a specific question.

Our purpose for reading *American Revolution* will be to determine whether the book *Chains*, written by Laurie Halse Anderson, is consistent with historical facts. Therefore, we will focus on reading details and facts that connect to the story *Chains*.

Not all of the sections will be read in order, and we will probably skip some sections that are irrelevant to our purpose. While we are still going to mark all of the quadrants with sticky notes, please understand that this text will not follow the strict four-quadrant format. This is something you can expect when reading nonfiction text that does not follow a narrative structure.

Please place a sticky note on page 35. This marks the end of quadrant 2.

Please place a sticky note on page 49. This marks the end of quadrant 3.

Text features throughout the nonfiction text will help us know which parts of the book are important and connect to the details and facts found in the story *Chains*.

Today we are going to look closely at the text features found in the book *American Revolution* in order to determine their purpose. Please take out the handout titled “Text Features Chart—*American Revolution*.”

Watch me as I model how I locate text features in the book.

Notice how I consider the purpose of each of these text features.

Model:

The first text feature listed on our chart is “section title.” Please turn to page 6 to find an example of a section title. The section title on page 6 reads “Life in British America.” A section title is used to tell what you are going to be reading about in the section. The section title reveals the main idea of the section.

Can you find another example of a section title?

(Prompt students to add an additional example to column 3.)

Guided Practice:

(For each of the additional text features, begin by introducing the text feature from column 1. Have students turn to the page or pages listed in column 2. Read the description of the text feature in column 4. Prompt students to find another example of the text feature to add to column 3.)

Link:

Today and every day when you read...

...I want you to use text structure and the text features to help you understand the book better.

Text Features Chart

American Revolution

TEXT FEATURE	FOUND ON	ALSO FOUND ON	DESCRIPTION
Section Title	p. 6		Tells what you are going to be reading about in the section (main idea)
Heading	p. 6		Tells what you are going to be reading about in a certain part of a section (main idea)
Illustration	p. 24		Artwork that emphasizes information given in the text or adds to the enjoyment of the text
Caption	p. 6		Words below or beside an image that tell about the image
Map	p. 8		Information presented in a visual format to communicate where something is or where an event occurred
Memorabilia	p. 10		Artifacts that emphasize information given in the text
Primary Document	p. 27		A historical document written by someone who experienced or witnessed the event that it describes
Facts	p. 64	N/A	List of additional facts
Timeline	p. 8	N/A	A visual representation of events displayed in chronological order
Additional Resources	p. 68	N/A	A list of other resources related to the topic
Glossary	p. 70	N/A	Words from the text and their definitions displayed alphabetically

DAYS 7–8, RETELL SUMMARY WRITING

In this lesson...students will be synthesizing their understanding of the first quadrant of their book club texts by writing retell summaries. Students will be using the retell summary frame to organize their writing. Students should be expected to produce quality work.

Learning Targets:

Summarize the text (RI 2)

- One sentence sum-up
- Retell summary of the first quadrant

Show understanding of story elements (RI 3)

- Character
- Setting
- Plot

Write an expository piece (W 2)

- Retell events from the beginning, middle, and end of text, in sequence

Write clearly and coherently for task and audience (W 4)

Recall information and draw evidence from the text (W 8, 9)

Write in a short time period (W 10)

Acquire and use key vocabulary (L 6)

Connect:

We have been learning...

...that good readers read slowly at the beginning of the book in order to make sure they understand all the story elements, including character, setting, and plot.

Teach:

Today I am going to remind you...

...that good readers write a retell summary of the first quadrant of a book in order to monitor their comprehension. When we summarize, we think about the most important events and details from the story. The process of summarizing helps us recognize when we are confused so that we can go back and clear up that confusion.

You each wrote a retell summary at the end of the first quadrant of the book *Chains*. Please turn to the retell summary you wrote for *Chains*. Notice how this piece of writing begins with an introduction and ends with a conclusion. Also notice how the body paragraphs tell only the most important events.

Guided Practice—Work Time:

Now turn to page 14 in your book club notebook. On this page, you will recognize the retell summary frame we used when we read *Chains*. You will use this same frame to organize your retell summary for your book club book.

(Review the retell summary frame with students.)

Now turn to page 15 in your book club notebook. This is where you will write your retell summary for your book club book. You will use the summary frame to organize your writing. You may also use the entries in your notebook as tools. The problems list on page 11 and the important events list on page 12 will be especially helpful to you.

You will each be completing your retell summary independently. If you need help, first go to your assigned partner to get help. If you are still stuck, sign up for a conference and I will come and coach you and your partner in order to quickly help you get back on track. You will have two days for this assignment.

American Revolution Retell Summary Sample

The book *American Revolution*, by Stuart Murray, explains the events of the American Revolution.

First, the thirteen colonies were peaceful after the French War. Each colony had its own governor, who was appointed by the king of England. Then, the British Parliament placed new taxes and duties on British imports.

Next, many colonists were angry. They believed only their own colonial legislatures had the right to tax them. They refused to import British goods until the taxes and duties were lifted.

After that, Great Britain sent Redcoat soldiers to Boston and closed the port at Boston Harbor. Angry colonists stopped buying British goods and began to prepare to fight the British for their freedom.

Finally, in April 1775, the Revolution began. The rebels captured Fort Ticonderoga in May, and went on to lay siege to Breed's Hill in June. One thousand Redcoats were killed and wounded. George Washington took command of the rebel forces and built strong defenses against the British. By March of 1776, the Redcoats and Loyalists had fled Boston.

It is clear, the Patriots were serious about wanting their freedom from Great Britain and would risk their lives against the powerful British army in order to gain that freedom.

DAY 9, EVALUATE THE THE HISTORICAL ACCURACY OF *CHAINS*

In this lesson...students will evaluate whether the author Laurie Halse Anderson made the setting of her story *Chains* historically accurate. Historical credibility is a critical element of historical fiction. In order to evaluate the historical accuracy of the setting of Anderson's story, students will be analyzing the details in *Chains* and comparing those details to the facts presented in *American Revolution*.

To prepare for this lesson, make copies of the "Setting" and "Problems" handouts and give them to each student.

Learning Targets:

Read closely to understand diverse media (RI 1, 2, 3, 7)

Analyze multiple texts (RI 9)

Consider the author's point of view (RI 6)

Evaluate the sufficiency of evidence (RI 8)

Analyze multiple texts (RI 9)

Connect:

We have been learning...

...that good readers write in order to monitor their comprehension while reading. Yesterday, you wrote a retell summary of the first quadrant of the book *American Revolution*.

Teach:

Today I am going to teach you...

...that good readers evaluate whether an author of historical fiction has made the setting of his/her story historically accurate.

We have been reading the historical fiction book *Chains*, by Laurie Halse Anderson. In that book she describes the setting of New York Harbor in 1776 and the problems that were occurring there.

Today, we are going to evaluate whether her depiction of this place and time is accurate based on the facts presented in the historical nonfiction text *American Revolution*.

Please read the instructions at the top of the handout titled “Setting.”

Now open up to page 44 in *American Revolution*. Find the picture of New York Harbor.

Follow along with me as I read the excerpt from the book *Chains* that appears in the left column of your handout. As I read, think about whether Laurie Halse Anderson’s description is consistent with the picture on page 44 of *American Revolution*.

Model:

When the passage from *Chains* said that the ship was tied up at a long dock, one of many that jutted into the river, I thought Laurie Halse Anderson created a historically accurate setting because in the picture on page 44 of *American Revolution* it shows many ships coming into the harbor and tying up at the docks.

I am going to add this fact to the right column of the chart.

Guided Practice—Work Time:

Each of you will continue to contextualize the facts about the setting of the story, and also those related to the problems in the story. You will use pages from *American Revolution* to do this work. At the bottom of each handout, you will draw a larger conclusion by considering whether Laurie Halse Anderson’s book *Chains* is consistent with historical facts.

You will each be reading and completing the “Setting” handout and the “Problems” handout independently, or with a partner. If you need help, first go to your assigned partner to get help. If you are still stuck, sign up for a conference, and I will come and coach you and your partner in order to quickly help you get back on track.

You will have 35 minutes to work, after which you will meet your partners in the meeting area to review your work, make additions or changes, and then participate in a whole-class share-out.

(Assign each group their C. I. A. meeting date. Assign students their pages to read and dismiss students for independent work. Conduct conferences with partnerships as necessary.)

American Revolution—See pp. 44, 6, 7, 10, & 11.

Share-out:

(At the beginning of the share-out time, give students 5 minutes to compare notes and receive help from their partners. Then move into a quick, whole-class discussion.)

Discuss: Do you think Laurie Halse Anderson, in her book *Chains*, created a setting that is historically accurate? Why or why not?

Link:

Today and every day when you read...

...I want you to evaluate whether authors of historical fiction make their stories historically accurate by making details in the text consistent with historical facts..

Setting

In the book *Chains*, did Laurie Halse Anderson create a historically accurate **setting** when she described the port of New York City in May of 1776? Look at the painting of New York Harbor on page 44 of the book *American Revolution*. Is Anderson's description of the setting consistent with the picture? What facts from pages 6 and 7 in *American Revolution* connect to the scene Anderson creates at the beginning of chapter 5 of *Chains*?

<p><i>Wednesday, May 29, 1776</i></p> <p>The ship was tied up at a long dock, one of many that jutted into the river. The sun sparkled off the water so strong I had to shade my eyes. Tall houses of brick and stone faced us, with rows upon rows of windows looking down at the street. They reached higher than the oldest trees back home. There were smaller buildings, too, all crowded shoulder to shoulder, with no room for a feather to pass betwixt them.</p> <p><i>Chains, p. 26</i></p>	
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I think/do not think that Laurie Halse Anderson created a historically accurate **setting**, because...

Setting

In the book *Chains*, did Laurie Halse Anderson create a historically accurate **setting** when she described the port of New York City in May of 1776? Look at the painting of New York Harbor on page 44 of the book *American Revolution*. Is Anderson's description of the setting consistent with the picture? What facts from pages 6 and 7 in *American Revolution* connect to the scene Anderson creates at the beginning of chapter 5 of *Chains*?

<p>Wednesday, May 29, 1776</p> <p><u>The ship was tied up at a long dock</u>, one of many that jutted into the river. The sun sparkled off the water so strong I had to shade my eyes. <u>Tall houses of brick and stone faced us</u>, with <u>rows upon rows of windows looking down at the street</u>. They reached higher than the oldest trees back home. There were smaller buildings, too, <u>all crowded shoulder to shoulder</u>, with no room for a feather to pass betwixt them.</p> <p><i>Chains</i>, p. 26</p>	<ul style="list-style-type: none">• wooden ships were tied to the docks p.44• Tall buildings stood three stories high p.44• New York was a city p.6• Buildings stood very close together p.44
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I think/do not think that Laurie Halse Anderson created a historically accurate **setting**, because...

she describes New York and it is just like the painting on page 44 with tall brick buildings and ships tied to docks.

Problems

In chapter 5 of the book *Chains*, the Locktons return to New York from Boston. Bellingham meets them on the dock and accuses the Locktons of having been in London. Lockton responds by saying,

“London? Never! England offers us nothing but taxes, stamps, and bloodshed” (p. 30).

Does the **problem** in the fictional story *Chains* match the real problem of this time in history? Check Laurie Halse Anderson’s story against the facts found on pages 10 and 11 of *American Revolution*.

<p><i>Wednesday, May 29, 1776</i></p> <p>“England offers us nothing but taxes, stamps, and bloodshed.”</p> <p>“We are at war, sir,” Bellingham said in a voice that I could hear. “Insults are the least of my concern. I’m worried about the British invasion.”</p> <p><i>Chains, p. 30</i></p>	
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I think/do not think that Laurie Halse Anderson created a historically accurate **problem**, because...

Problems

In chapter 5 of the book *Chains*, the Locktons return to New York from Boston. Bellingham meets them on the dock and accuses the Locktons of having been in London. Lockton responds by saying,

“London? Never! England offers us nothing but taxes, stamps, and bloodshed” (p. 30).

Does the **problem** in the fictional story *Chains* match the real problem of this time in history? Check Laurie Halse Anderson’s story against the facts found on pages 10 and 11 of *American Revolution*.

<p>Wednesday, May 29, 1776</p> <p>“England offers us nothing but <u>taxes</u>, <u>stamps</u>, and <u>bloodshed</u>.”</p> <p>“We are at war, sir,” Bellingham said in a voice that I could hear.</p> <p>“Insults are the least of my concern. I’m worried about the British invasion.”</p> <p><i>Chains</i>, p. 30</p>	<p>1764 Sugar Act 1765 Stamp Act 1767 Townsend Act</p> <p>These acts placed new taxes on the colonies. p.10</p> <p>1770 Boston Massacre</p> <p>Five people were killed by the Redcoats. p.11</p>
--	--

I think/do not think that Laurie Halse Anderson created a historically accurate **problem** because...

many Americans were upset by the taxes England placed on the Colonies. Americans were outraged about the Boston Massacre and began to prepare to fight the British.

Book Club Meeting 1

In this book club meeting...students will be responding to questions about the characters, setting, problems, and main events revealed in quadrant 1 of their book club book. Students will use the charts in their book club notebooks to aid their discussion. Students will also share their evaluation of Laurie Halse Anderson’s book *Chains*. Throughout the discussion, students should each share and respond to thinking.

Learning Targets:

Summarize the text (RI 2)

Show understanding of story elements (RI 3)

- Character
- Setting
- Plot

Evaluate the sufficiency of evidence (RI 8)

Analyze multiple texts (RI 9)

Prepare for collaboration with others (SL 1)

Express ideas and respond to others’ ideas clearly and persuasively (SL 1)

Acquire and use key vocabulary (L 6)

Connect:

We have been learning...

...that good readers read slowly at the beginning of a book in order to make sure they understand all the story elements, including character, setting, and plot. At the end of quadrant 1 they stop and write a retell summary as a way of monitoring their comprehension.

Teach:

Today I am going to remind you...

...that good readers discuss their thinking about a book with others in order to synthesize their thinking and evaluate the thinking of others.

When we meet together in book clubs, the expectations will be that you each

1. Bring your book and book club notebook to the meeting, with all assignments completed;
2. Come prepared to respond to questions and to share your thinking about the book with the group;
3. Participate by both sharing with and listening to group members;
4. Respond to another student's thinking before sharing your own; and
5. Use polite language and mannerisms with everyone in the group.

When you respond to another person's thinking, please use one of our response stems:

- I agree with you because...
- I disagree with you because...

Opening discussion questions:

(Have 2–3 students share their responses to each of these questions. Ask a student to respond to another student before sharing his or her own thinking. As you move through the series of questions, make sure each student gets a turn to talk.)



American Revolution

Open up to the character lists on pages 8 and 9 of your book club notebooks.

Discuss: John Hancock and John Adams were both Patriots who signed the Declaration of Independence. The second paragraph of the Declaration of Independence begins with the words, “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness.” According to the Declaration of Independence, what did these Patriots believe in?

Open up to the problems list on page 11 of your book club notebooks.

Discuss: One of the problems in the book is that the colonists were encouraged to stop buying British goods. In the book *Chains*, Becky Berry tells Isabel, “I could be tarred and feathered for brewing tea!” (p. 43). Is this problem realistic based on the facts of the time period?

Open up to the important events list on page 12 of your book club notebooks.

Discuss: In March of 1776, the Redcoats and Loyalists began to flee Boston. At the beginning of the book *Chains*, Mr. and Mrs. Lockton leave Boston and return to their home in New York. Based on the important events of the time period, why do you think Mr. and Mrs. Lockton left Boston?



Kids Discover: American Revolution

Discuss: What important facts did you discover when you read the magazine *Kids Discover: American Revolution*? How did these facts help you understand the time period of the American Revolution better?

Time for questions:

Do any of you have any questions at this point in the book that you would like the group to answer or help you with?

(Allow time for students to ask their questions, if any. Encourage group members to respond to the questions. Step in to answer questions only when group members are unable to.)

Share-out:

Now you are each going to have an opportunity to share whether you think the setting and problem described in chapter 5 of Laurie Halse Anderson's book *Chains* are consistent with historical facts. You can use your "Setting" and "Problems" handouts to help you.

(Allow each student a chance to share his or her opinion. Ask a student to respond to another student before sharing his or her own thinking.)