A Song Heard ‘Round the World
by Mary Kincaid

Fountas-Pinnell Level T
Narrative Nonfiction

Selection Summary
The song “Yankee Doodle” began as a nursery rhyme in England. Eventually, new lyrics were written to insult an unpopular British leader. Then British soldiers used the song to insult American soldiers. But the tune ends on a triumphant note when it becomes a song of American pride.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Narrative nonfiction</th>
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<tbody>
<tr>
<td>Text Structure</td>
<td>Third-person narrative, told in chronological order</td>
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<tr>
<td></td>
<td>Clear presentation that includes both fact and opinion</td>
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<tr>
<td>Content</td>
<td>History of the song “Yankee Doodle”</td>
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<tr>
<td></td>
<td>Information on the French and Indian War and the American Revolution</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Marching songs lift the spirit and make the soldier’s work easier.</td>
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<td></td>
<td>Insults have no effect on the strong and confident.</td>
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<td></td>
<td>An insult loses its power if it is ignored or laughed at.</td>
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<tr>
<td>Language and Literary Features</td>
<td>Informal language appropriate to the reader</td>
</tr>
<tr>
<td></td>
<td>Historical facts presented in a narrative framework</td>
</tr>
<tr>
<td></td>
<td>Engaging questions</td>
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<tr>
<td>Sentence Complexity</td>
<td>Many short declarative sentences and questions</td>
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<tr>
<td></td>
<td>Use of colon, dash, and quotation marks</td>
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<tr>
<td>Vocabulary</td>
<td>Historical names and terms: Oliver Cromwell, allies, French and Indian War, colonists, Revolutionary War, Parliament, Lexington, Concord, John Hancock, Samuel Adams, redcoats</td>
</tr>
<tr>
<td>Words</td>
<td>Colloquialisms: catchy, quirky, dandies, snappy-looking, scruffy</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Color illustrations, historic paintings with captions</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Twelve pages of text, all with illustrations</td>
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<td></td>
<td>Section headings, captions, chart, timeline chart, insets with song lyrics</td>
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Build Background
Help students use their knowledge of the American Revolution to visualize the selection. Build interest by asking questions such as the following: Do you know the words to “Yankee Doodle”? During the American Revolution, British soldiers sang “Yankee Doodle” as an insult to Americans. What do you think the famous words mean? If possible, have the class sing the first verse and chorus of the song. Read the title and author and talk about the cover illustration. Explain that this book is narrative nonfiction. The people in the book were real and the events really happened.

Introduce the Text
Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 2: Have students read the headings and opening paragraph of the book.
Suggested language: What do you expect to learn as you read this book? What does the author mean by saying that the tune of “Yankee Doodle” is catchy? What do you think she means by quirky words?

Page 4: Have students look at the illustration and read the caption. What differences do you notice in how the two soldiers are dressed? What details of the British soldier’s uniform make him look “more professional”?

Pages 8–9: Have students locate the highlighted words objected and repeal. The American colonists objected to new laws imposed by the British. Why do you think they objected to British laws? Do you think the colonists would have fought if the British had agreed to cancel or repeal the unpopular laws?

Now turn back to the beginning and read to find out how “Yankee Doodle” became a proud marching song.

Target Vocabulary

advantages – skills or situations in one’s favor, p. 11
benefit – something helpful and useful
contrary – stubborn and prone to disagreeing with others
midst – in the middle of, p. 5
objected – expressed an opinion against, p. 8
previously – prior to
prohibit – ban or forbid
rebellious – acting against authority, p. 12
repeal – cancel a law, p. 8
temporary – meant to serve for a short time
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Question Strategy by asking themselves questions before, during, and after they read the narrative.

Discuss and Revisit the Text
Personal Response
Invite students to share their personal responses to the selection.
Suggested language: How would you handle an insult? Would you ignore it or laugh at it? How do you think the British felt when—instead of being offended by it—the colonists used “Yankee Doodle” as a proud marching song?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
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<tbody>
<tr>
<td>• British soldiers looked down on the “scruffy-looking” Colonial army.</td>
<td>• Familiar songs and words sometimes have interesting histories that help us to understand them.</td>
<td>• The headings and dates help the reader understand the sequence of events and their relation to each other.</td>
</tr>
<tr>
<td>• The catchy tune of “Yankee Doodle” was used for a variety of lyrics, some of them insulting.</td>
<td>• Laughing at an insult can take away the power of the insult to hurt or embarrass the people to whom it is directed.</td>
<td>• Historic illustrations and a timeline aid visualization and comprehension.</td>
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<tr>
<td>• Rather than reacting to the song as an insult, the colonists showed strength and confidence by proudly marching to “Yankee Doodle.”</td>
<td></td>
<td>• A line-by-line analysis helps the reader understand the lyrics of “Yankee Doodle.”</td>
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Choices for Further Support
• Fluency Invite students to choose a passage from the text to read aloud. Ask them to read with expression and pause or stop in places indicated by punctuation.
• Comprehension Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.
• Phonics/Word Work Remind students that the prefixes dis- and un- are added to base words and root words to mean “not” or “the opposite of.” Ask students to give the meanings of these words from the text: disagree (p. 2), unpopular (p. 3), independence (p. 8), and disrespect (p. 10).
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 12.7.

Responding
Have students complete the activities at the back of the book, using their Reader's Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill
Fact and Opinion Explain that narrative nonfiction gives facts about real people and events but also includes the author's opinions about the subject. A fact can be proven to be true. An opinion is what someone thinks or believes to be true, but it cannot be proven. Someone can disagree with an opinion. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below.

Think Aloud

The statement listed under “Opinion” is what the author believes. It cannot be proven, and people may disagree with it. What is a fact about “Yankee Doodle”? Page 2 says that “Yankee Doodle” is well known in the United States. That statement could be checked by surveying people in the United States. List that detail under “Fact” in the Graphic Organizer.

Practice the Skill
Have students share another example of a narrative nonfiction book that gives both fact and opinion about something from long ago.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts
- How does the author organize the information about “Yankee Doodle” in this book?
- Which sentences on page 11 tell how colonists defeated the redcoats?
- Why did the colonists change the name of the song from “Yankee Doodle” to “The Lexington March”?
Critical Thinking

Read and answer the questions.

1. Think within the text: List one fact and one opinion from the book.
   - Fact: On April 18, 1775, the British marched out of Boston.
   - Opinion: The tune is “catchy” and the beat is “lively.”

2. Think within the text: Why was the Revolutionary War fought?
   - We might still pay taxes to England and follow England’s laws.
   - We might not have a president.

3. Think beyond the text: Describe some ways in which the United States would be different if no one had rebelled against the British laws.
   - The British used the song as a way to make fun of the colonists, but the colonists liked the song and sang it proudly as one of their own.
   - The changes in how the song was used show how the colonists overcame what was expected of them.

4. Think about the text: How does the author use the song “Yankee Doodle” to tell about the Revolutionary War?
   - The British used the song as a way to make fun of the colonists, but the colonists liked the song and sang it proudly as one of their own.

Making Connections: According to the author, songs helped the soldiers keep up their spirits and express their feelings. Which songs are important to you? Why are they important?

Write your answer in your Reader’s Notebook.

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Critical Thinking

Review the questions. Possible responses shown.

1. Think within the text: List one fact and one opinion from the book.
   - Fact: On April 18, 1775, the British marched out of Boston.
   - Opinion: The tune is “catchy” and the beat is “lively.”

2. Think within the text: Why was the Revolutionary War fought?
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Grade 5
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Thinking Beyond the Text

Think about the question below. Then write your answer in one or two paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

Describe one or more ways that you have reacted when someone has insulted or made fun of you. Describe what the American troops did when the British insulted them by singing “Yankee Doodle”. What did the Americans' reaction show about their attitude and confidence?
Critical Thinking

Read and answer the questions.

1. Think within the text  List one fact and one opinion from the book.

2. Think within the text  Why was the Revolutionary War fought?

3. Think beyond the text  Describe some ways in which the United States would be different if no one had rebelled against the British laws.

4. Think about the text  How does the author use the song “Yankee Doodle” to tell about the Revolutionary War?

Making Connections  According to the author, songs helped the soldiers keep up their spirits and express their feelings. Which songs are important to you? Why are they important?

Write your answer in your Reader’s Notebook.
“Yankee Doodle” first rode into battle in the Revolutionary War with the redcoats. The tune kept time with the measured steps of marching soldiers.

British troops sang verse after verse of “Yankee Doodle” on their 20-mile trek from Boston to Concord. They were showing disrespect for the scruffy Americans. The British added some new verses. The ones below poked fun at two colonial leaders. One was John Hancock. The other was Samuel Adams.

The redcoats’ singing had an unexpected effect on the colonists. Instead of becoming angry, the Americans liked the tune! More than that, the colonists decided to make the song their own.

Comments:

Accuracy Rate
(# words read correctly/105 × 100) %

Total Self-Corrections

Behavior | Code | Error | Error
---|---|---|---
Read word correctly | ✓ | cat | 0
Repeated word, sentence, or phrase | ◐ | cat | 0
Omission | ◐ | cat | 1

Grade 5
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