fosn 13 teacer's guide

joseph warren an american hero

by sasha griffin

fountas-pinnell level u

narrative nonfiction

selection summary

joseph warren was a hero of the american revolution, but he is not very well-known. warren was very angry at the way the british treated the colonists. his leadership was important in persuading the colonists to rebel against the british in the revolution.

characteristics of the text

<table>
<thead>
<tr>
<th>genre</th>
<th>narrative nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>text structure</td>
<td>third-person narrative organized in eight short sections</td>
</tr>
<tr>
<td>content</td>
<td>joseph warren; heroes</td>
</tr>
<tr>
<td>themes and ideas</td>
<td>causes of american revolution; revolutionary war terms, people, places</td>
</tr>
<tr>
<td>language and literary features</td>
<td>conversational historical narrative</td>
</tr>
<tr>
<td>vocabulary</td>
<td>many revolutionary war and military terms, some of which might not be familiar to english language learners, such as stamp act, &quot;taxation without representation,&quot; boston tea party, treason. cultural references such as patriot (p. 2), indian (p. 12).</td>
</tr>
<tr>
<td>words</td>
<td>many proper nouns, some of them challenging, such as british parliament, boston massacre, committee of correspondence, governor thomas hutchinson</td>
</tr>
<tr>
<td>illustrations</td>
<td>multisyllable words such as legendary, political, taxation</td>
</tr>
<tr>
<td>book and print features</td>
<td>seventeen pages of text with chapter headings, sometimes in the middle of the page</td>
</tr>
<tr>
<td>captions</td>
<td>captions, sidebars</td>
</tr>
</tbody>
</table>

© 2006. fountas, i.c. & pinnell, g.s. teaching for comprehending and fluency, heinemann, portsmouth, n.h.
Joseph Warren An American Hero by Sasha Griffin

Build Background
Help students use their knowledge of history and the American Revolution to visualize the selection. Build interest by asking a question such as the following: What do you know about the events leading up to the American Revolution? Read the title and author and talk about the cover illustration. Tell them that this book is narrative nonfiction, so it includes factual information. It describes people and events from the colonial period in American history, before the Revolutionary War, when Americans were subjects of British rule.

Frontload Vocabulary
Some everyday words may be unfamiliar to English learners. Before reading, check understanding of the following words: drain pipe, buckles, oyster shells, warehouse, shopkeepers, craftsmen, hairpin.

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

Page 2: Have students look at the illustration of Joseph Warren. Suggested language: George Washington and Paul Revere were two well-known heroes of the American Revolution. What kinds of things make someone a hero?

Page 4: Point out the heading (A Colonial Doctor). Explain that Warren entered politics because he had strong feelings about what was happening to the colonists.

Page 7: Direct students to the caption on page 7. Explain that Warren was angry about things the British rulers made the colonists do, such as paying heavy taxes. He wrote letters and newspaper articles expressing his anger, and many people agreed with him. Warren called the British officials foes, or enemies.

Pages 8–9: One day a street fight broke out between British and a crowd of colonists. What different emotions do you see on the faces of the colonists? Now turn back and read from the beginning to find out how Joseph Warren encouraged colonists to rebel against British rule.

Target Vocabulary
- foes – enemies p. 7
- formal – following set traditions or rules, p. 15
- gushed – poured out in a very fast and forceful way, p. 8
- legendary – having been famous for a long time, p. 7
- magnificent – very beautiful and impressive, p. 16
- plunged – dived in suddenly, p. 18
- retreat – withdraw from an attack, p. 8
- revolution – sudden, complete change, p. 2
- shimmering – reflecting light in sparkling, glimmering way, p. 15
- strategy – a plan for reaching a goal, p. 16
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 Analyze/Evaluate Strategy and to form opinions about the text as they read.

Discuss and Revisit the Text
Personal Response
Invite students to share their personal responses to the selection.
Suggested language: What did you find most interesting about the text?

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>
</thead>
<tbody>
<tr>
<td>• Joseph Warren was a respected doctor in Boston during colonial times.</td>
<td>• Not all heroes are given the praise or honor they are due.</td>
<td>• The chapter heads preview the content of each section.</td>
</tr>
<tr>
<td>• Joseph Warren expressed his outrage over British rule by writing articles and giving speeches.</td>
<td>• Good leaders inspire and organize others to say or do what they believe in.</td>
<td>• The text boxes and captions provide background information.</td>
</tr>
<tr>
<td>• Joseph Warren played an important role in bringing about the American Revolution.</td>
<td>• The struggle for independence may require sacrifice.</td>
<td>• The illustrations depict the time period and add excitement to the text.</td>
</tr>
</tbody>
</table>

Choices for Further Support
• Fluency Invite students to choose a short passage from the text to read aloud in partners, and demonstrate phrased, fluent reading. Remind them to pay attention to punctuation, and to stress certain words to create a sense of emotion, such as frustration or urgency.

• 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 Provide practice as needed with words and word parts, using examples from the text. Remind students that looking at the suffix of a word can help them figure out the meaning. Point out, for example, the word legendary on page 7 and explain that the base word is legend and the suffix is –ary, so legendary leaders are people we know about through stories.
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 13.10.

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
Conclusions and Generalizations \( \sqrt{ } \) Remind students that they can draw conclusions about a character or situation by looking for key details in a selection. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud

On page 11, the text describes how Warren led an angry crowd to a tea merchants warehouse to protest the sale of tea. Afterward, he was a planner of the Boston Tea Party. Both acts defied British rule and put Warren in danger. Add these details to the chart. They support the conclusion that Joseph Warren was brave.

Practice the Skill
Have students share an example of another selection in which they drew a conclusion or made a generalization about a character. Ask them to explain what conclusions they drew about the characters.

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
• Which sentences on page 4 support the idea that Joseph Warren was a devoted doctor?
• What is the meaning of shimmering on page 15?
• What is the author’s purpose in writing this text?
**Critical Thinking**

**Read and answer the questions.**

1. **Think within the text:**
   - What was a minuteman?

2. **Think about the text:**
   - Why does the author think that Joseph Warren is a hero?

3. **Think beyond the text:**
   - How might the results of the Battle of Bunker Hill have been different if Joseph Warren had been in charge?

4. **Think about the text:**
   - Why do you think the author chose to compare Joseph Warren to George Washington and Paul Revere?

---

**Making Connections**

Joseph Warren was considered a hero by many others. Describe a person you consider to be a hero. Why is that person a hero to you?

Write your answer in your Reader’s Notebook.
Thinking Beyond the Text

Think about the questions 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.

On page 10, the author says that Joseph Warren wrote letters and gave speeches in which he described the unfairness of British rule and warned people to protect their rights. Why do you think rights are so important? Why did Warren think it was important for colonists to protect their rights? Explain your answer, giving examples from the selection.
Critical Thinking

Read and answer the questions.

1. **Think within the text**  What was a minuteman?

2. **Think about the text**  Why does the author think that Joseph Warren is a hero?

3. **Think beyond the text**  How might the results of the Battle of Bunker Hill have been different if Joseph Warren had been in charge?

4. **Think about the text**  Why do you think the author chose to compare Joseph Warren to George Washington and Paul Revere?

**Making Connections**  Joseph Warren was considered a hero by many others. Describe a person you consider to be a hero. Why is that person a hero to you?

Write your answer in your Reader’s Notebook.
More people agreed with Joseph Warren’s ideas. He did not have a position in the government. But he played a big part in Boston politics. He not only wrote speeches but made them, too. He and Paul Revere helped organize Boston’s craftsmen and workers into a political group.

Warren was also a member of the Committee of Correspondence. He wrote letters to other towns and colonies. In the letters, he warned people to protect their rights. And through all of this, he kept working as a doctor. He was still the most popular doctor in Boston.