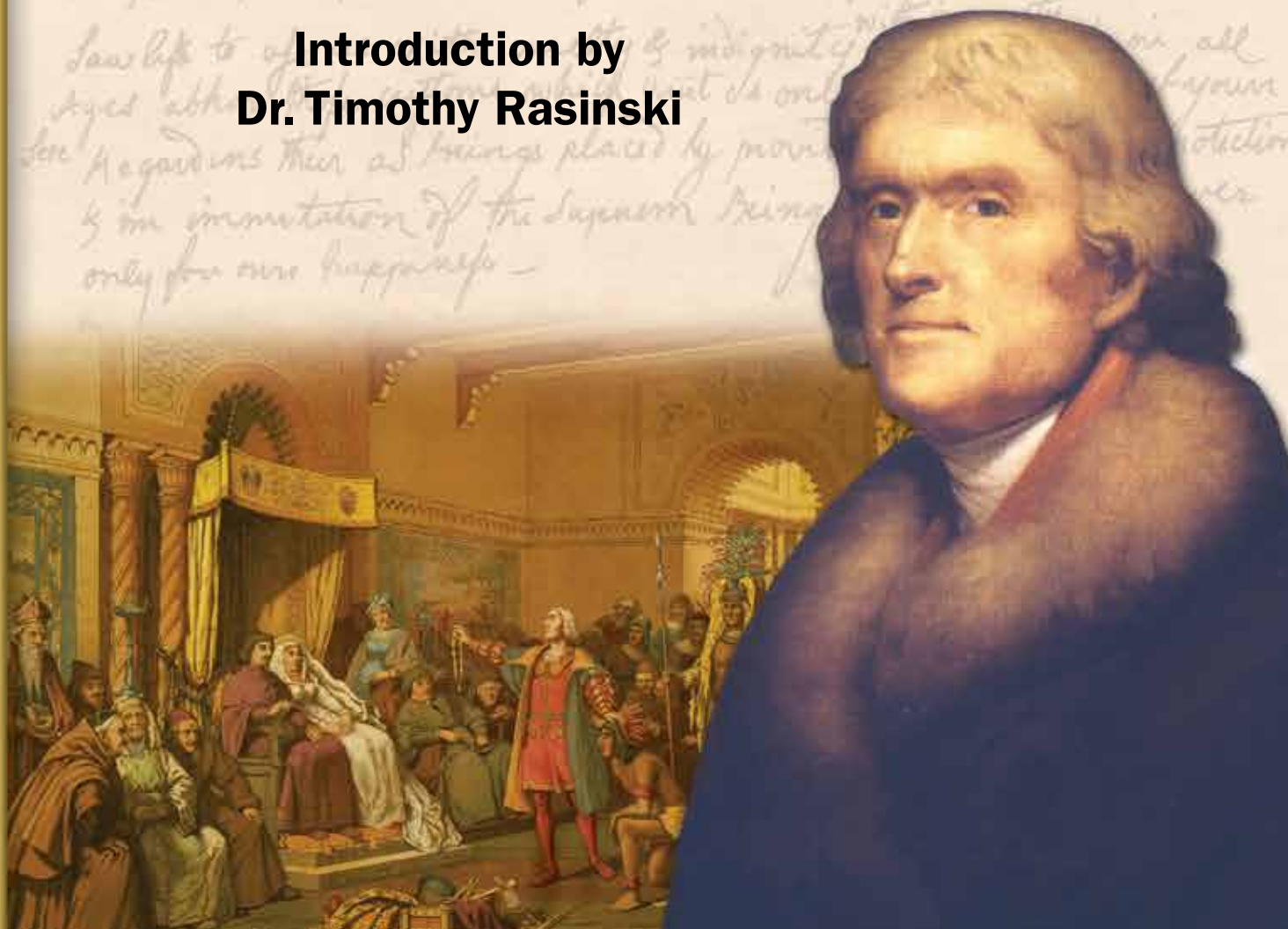




Primary Source Fluency Activities Early America

Introduction by
Dr. Timothy Rasinski



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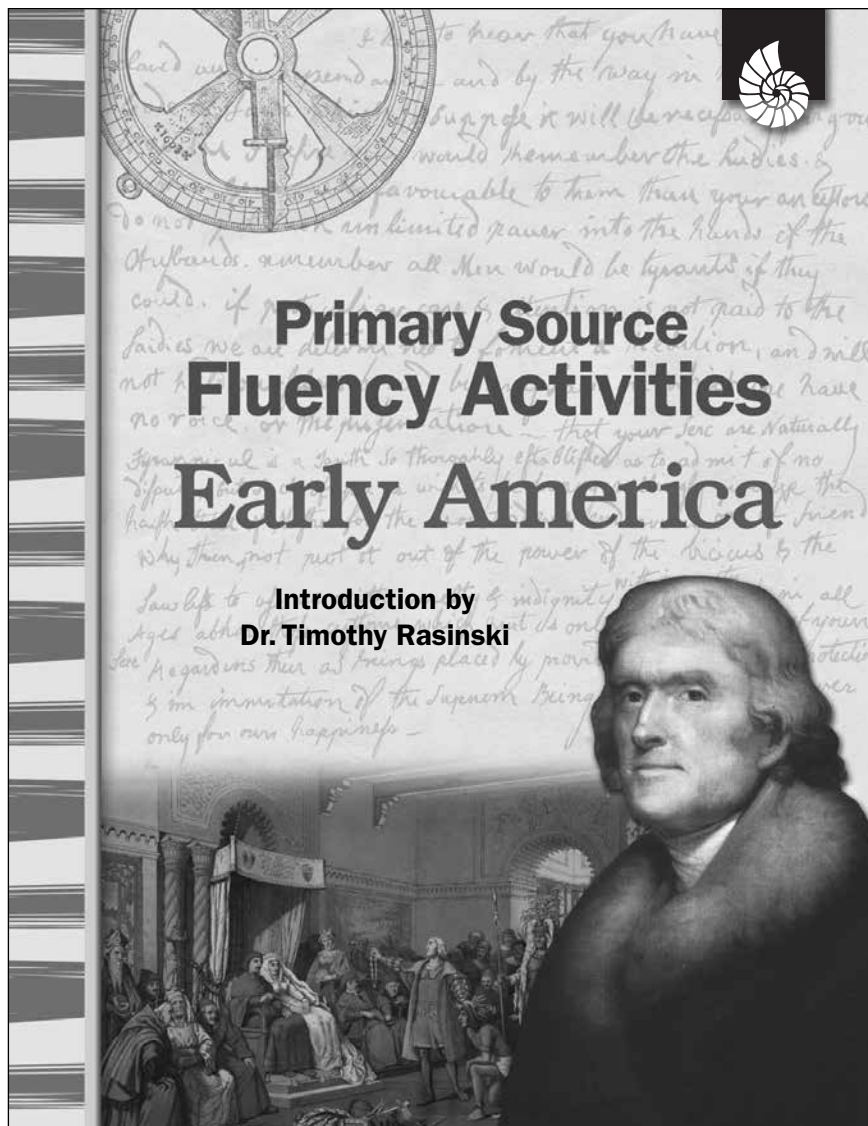
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Introduction by
Dr. Timothy Rasinski

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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 to Teaching Fluency (cont.)

By Dr. Timothy Rasinski

Scheduling and Practice

The texts should be read repeatedly over several days. We recommend that you introduce one text at a time and practice it over the next three, four, or five days, depending on how quickly your students develop mastery over them. Write the text you are going to read on chart paper and/or put it on an overhead transparency.

Have the students read the text several times each day. They should read it a couple times at the beginning of each day; read it several times during various breaks in the day; and read it multiple times at the end of each day.

Make two copies of the text for each student. Have students keep one copy in school in their “fluency folders.” The other copy can be sent home for the students to continue practicing with their families. Communicate to families the importance of children continuing to practice the text at home with their parents and other family members.

Coaching Your Students

A key ingredient to repeated reading is the coaching that comes from a teacher. As your students practice reading the target text each week, alone, in small groups, or as the entire class, be sure to provide positive feedback about their reading. Help them develop a sense for reading the text in such a way that it conveys the meaning that the author attempts to convey or the meaning that the reader may wish to convey. Through oral interpretation of a text, readers can express joy, sadness, anger, surprise, or any of a variety of emotions. Help students learn to use their reading to convey this level of meaning.

Teachers do this by listening, from time to time, as students read and coaching them in the various aspects of oral interpretation. You may wish to suggest that students emphasize certain words, insert dramatic pauses, read a bit faster in one place, or slow down in other parts of the text. And of course, lavish praise on students’ best efforts to convey a sense of meaning through their reading. Although it may take a while for the students to learn to develop this sense of “voice” in their reading, in the long run it will lead to more engaged and fluent reading and higher levels of comprehension.

Introduction to Teaching Fluency (cont.)

By Dr. Timothy Rasinski

Word Study

Although the goal of the passages in this book is to develop fluent and meaningful oral reading, the practicing of passages should also provide opportunities to develop students' vocabulary and word decoding skills. Students may practice a passage repeatedly to the point where it is largely memorized. At this point, students may not look at the words in the text as closely as they ought. By continually drawing attention to interesting and important words in the text you can help students maintain their focus and develop an ongoing fascination with words.

After reading a passage several times through, ask students to choose words from the passage that they think are interesting or important. Put these words on a word wall, or ask students to add them to their personal word banks. Talk about the words, their meanings and spellings. Help students develop a deepened appreciation for these words. Encourage students to use these words in their oral and written language. You might, for example, ask students to use some of the chosen words in their daily journal entries each day.

Once a list of words has been added to a classroom word wall or students' word banks, play various games with the words. One of our favorites is "word bingo." Here, students are given a card containing a 3 x 3, 4 x 4, or 5 x 5 grid. In each box, students randomly write words from the word wall or bank. Then, the teacher calls out words or sentences that contain the target words or definitions of the target words. Students find the words on their cards and cover them with markers. Once a horizontal, vertical, or diagonal line of words is covered, a student calls "Bingo" and wins the game.

Have students sort the chosen words along a variety of dimensions—by syllable, part of speech, presence of a certain phonics features such as long vowel sound or a consonant blend, or by meaning (e.g., words that express how a person can feel and words that don't). Through sorting and categorizing activities, students get repeated exposure to words, all the time examining the words differently with each sort.

Choose words from a text that lend themselves to extended word family instruction. Choose a word like "hat" and brainstorm with students other words that belong to the same word family (e.g., "cat," "bat," "chat," etc.). Once a brainstormed list of word family words are chosen, have students create short poems using the rhyming words. These composed poems can be used for further practice and performance.

No matter how you do it, make the opportunity to examine selected words from the passages part of your regular instructional routine for these fluency texts. The time spent in word study will most definitely improve students' overall fluency.

Introduction to Teaching Fluency (cont.)

By Dr. Timothy Rasinski

Performance

After several days of practice, arrange a special time of a day for the students to perform the text, as well as other ones practiced from previous days. This performance time can range from five minutes to 30 minutes. Find a special person (such as the principal) to listen to your children perform. You may also want to invite a neighboring class, parents, or another group to come to your room to listen to your children perform. Have the children perform the targeted text as a group. Later, you can have individuals or groups of children perform the text again, as well as other texts that have been practiced previously.

As an alternative to having your children perform for a group that comes to your room, you may also want to send your children to visit other adults and children in the building and perform for them. Principals, school secretaries, custodians, playground aides, and visitors to the building are usually great audiences for children's reading. Tape recording and video taping your students' reading is another way to create a performance opportunity.

Regardless of how you do it, it is important that you create the opportunity for your students to perform for some audience. The magic of the performance will give students the motivation to want to practice their assigned texts.

Performance Not Memorization

Remember that the key to developing fluency is guided oral and silent reading practice. Students become more fluent when they read the text repeatedly. Reading requires students to actually see the words in the text. Thus, it is important that you do not require students to memorize the texts they are practicing and performing. Memorization leads students away from visually examining the words. Although students may want to try to memorize some texts, the instructional emphasis needs to be on reading with expression so that any audience will enjoy the students' oral rendering of the text. Keep students' eyes on the text whenever possible.

One of the most important things we can do to promote proficient and fluent reading is to have students practice reading meaningful passages with a purpose: to perform them. This program provides students with just those opportunities to create meaning with their voices as well as the wonderful words in these primary sources.

How to Use This Product

General Information

This book contains famous historical texts such as speeches, poems, letters, government documents, newspaper articles, and songs. Each of these primary sources are from the early American period (i.e., exploration through the writing of the Constitution). Activities for each primary source teach important fluency strategies while covering key historical events and people, such as exploring the New World, American Indian tribes, colonial life, the Revolutionary Era, Abigail Adams, Thomas Jefferson, George Washington, and Benjamin Franklin.

Depending on the reading levels of your students, you may find some of these pieces too difficult to use at the beginning of the year. Instead, focus on the pieces that are rewritten or pieces where the original reading level is lower. Unfortunately for students today, we write differently now than the people of the past. What that means for our students is that they often have to decipher very difficult and complex writing just to read a primary source document. This book is set up to help your students be successful as they tackle writings from the past. Instead of just reading the document or letter once and moving on, the students practice and reread the pieces in preparation for authentic presentations. That way, not only does their fluency grow through careful repetition, but as the class discusses the pieces, the students' comprehension improves as well.

Presentations

One of the most important aspects of these lessons are the presentation pieces. The authors and editors of this book have tried to provide you with plenty of ideas. If the idea suggested for a certain piece will not work for your classroom situation, flip through the book and look for other suggestions that might be suitable. The key is that you have the students practice reading the pieces for authentic reasons. If the end presentation is always just to their own class, they will quickly lose interest. Once they've lost interest in the performance, they will not work as hard at perfecting their fluency. You will not see much growth in your students if they feel that all their practice is for nothing.

Instead, be creative and fun as you plan these presentations. Invite different guests or whole classes in to hear your presentations. Younger classes make great audiences if the content is something they are also studying. Keep in mind that many teachers of younger students cover George Washington, Thomas Jefferson, Benjamin Franklin, the Declaration of Independence, and the Constitution whether it is specifically in their standards or not.

How to Use This Product (cont.)

Presentations (cont.)

If you have a hard time finding people to whom your class can present, try to tie the presentations into celebrations or holidays. Some possible times to hold presentations might include: Presidents' Day, the beginning of spring, Mother's Day, Memorial Day, Flag Day, the first day of summer, Father's Day, Labor Day, when autumn begins, Columbus Day, Election Day, Veteran's Day, Thanksgiving day, and when winter begins. Don't forget about celebrations that take place over whole months. Some of these include: Black History Month, American Indian Heritage Month, and Women's History Month.

Finally, try to tie your presentations into schoolwide events. For example, you could have your students add to the school's morning announcements. Or, you could ask for a special part in the Veteran's Day celebration. Rather than holding your own assembly, work with other teachers to hold a Poetry Celebration where students read historical poetry. Remember, your students' fluency will only improve if you make the performances important and authentic.

Reader's Theater

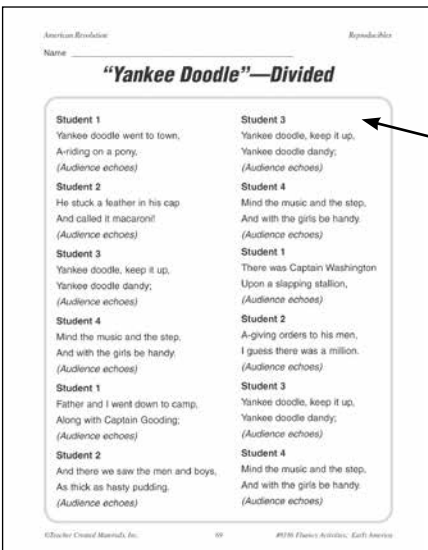
Throughout the lessons in this book, you will find numerous reader's theater scripts. This is an exciting and easy method of providing students with the opportunity to practice fluency leading to a performance. Because reader's theater minimizes the use of props, sets, costumes, and memorization, it is an easy way to present a "play" in the classroom. Students read from a book or prepared script using their voices to bring to text to life. Reader's theater has the following characteristics:

1. The script is always read and never memorized.
2. Readers may be characters, narrators, or switch back and forth.
3. The readers may sit, stand, or both, but they do not have to perform any other actions.
4. Readers use only eye contact, facial expressions, and vocal expression to express emotion.
5. Scripts may be from books, songs, poems, letters, etc. They can be performed directly from the original material or adapted specifically for the reader's theater performance.
6. Musical accompaniment or soundtracks may be used, but are not necessary.
7. Very simple props may be used, especially with younger children, to help the audience identify the roles played by the readers.
8. Practice for the reader's theater should consist of coached repeated readings that lead to a smooth, fluent presentation.

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.

A student reproducible titled "Analyzing 'Yankee Doodle'". It includes a section for the student's name and a set of directions: "Directions: Answer the following questions." The questions are numbered 1 through 6, covering topics such as the meaning of the song, reading strategies, genre, and analysis of the lyrics. At the bottom, there is a table for recording analysis results.

Character	Tone	Volume	Reading Rate
British soldier			
Patriot			

Fluency Strategy Descriptions

These paragraphs describe the fluency strategies taught through the lessons in this book. These descriptions are meant to provide teachers with basic information about the strategies before beginning the lessons.

Choral Reading

Choral reading is when groups of students read the same text aloud together. This strategy has become more popular in recent years. It allows for a lot of reading time by all students rather than single students reading while everyone else listens.

Cumulative Choral Reading

This is a special type of choral reading where one student begins reading. Then, at predetermined points, other students join in the reading. By the end of the passage, the entire group is reading in unison.

Echo Reading

In echo reading, one reader (or a small group) reads a part of the text. Then, the rest of the group (or class) echoes back the same text.

Oral Reading

Oral reading is when the students read the text aloud rather than silently. All of the strategies in this book fall under the strategy of oral reading.

Paired Reading

Paired reading is when two students or a student and an adult read text together. They can either read it chorally or they can read alternating lines or stanzas.

Poem for Two Voices

This type of poem has been written (or rewritten) so that it can be read by two readers. The readers alternate between lines of the poem while sometimes reading lines together.

Reader's Theater

Reader's theater is usually written for three to five students. It includes lines of the text that are shared individually and lines that are stated by all the students. It is like a script of a play, but there are few props and no costumes used in the production of the piece.

Repeated Reading

This type of reading is when the students read and reread a piece to improve upon their fluency. Every lesson within this book suggests that you have the students use repeated reading to improve their fluency before the performance of the piece.

Fluency Strategy Descriptions *(cont.)*

This chart indicates the fluency strategies practiced within the lessons in this book. Some lessons have more than one strategy marked because students will be working on multiple skills within the lesson.

	Choral Reading	Cumulative Choral Reading	Echo Reading	Oral Reading	Paired Reading	Poem for Two Voices	Reader's Theater	Repeated Reading
Exploration Log (pages 14–17)				x				x
Sir Francis Drake (pages 18–22)		x						x
Iroquois Poetry (pages 23–27)				x				x
Pueblo Traditional Song (pages 28–32)						x		x
Learning about Pilgrims (pages 33–36)					x			x
Slavery in America (pages 37–41)								x
The Boston Tea Party (pages 42–46)				x				x
Liberty in the Colonies (pages 47–52)		x						x
Declaring Independence (pages 53–60)				x				x
Patrick Henry Speaks (pages 61–65)							x	x
Yankee Doodle Dandy (pages 66–71)			x					x
Paul Revere's Famous Night (pages 72–77)	x							x
Paine's Common Sense (pages 78–82)								x
July 4, 1788 (pages 83–86)	x							x
Preamble to the Constitution (pages 87–91)							x	x
The First Ten Amendments (pages 92–99)				x				x
Arriving in the New World (pages 100–105)							x	x
The Explorer Columbus (pages 106–111)						x		x
Pocahontas of the Powhatan Tribe (pages 112–114)		x						x
Pocahontas and John Rolfe (pages 115–117)					x			x
From Africa to America (pages 118–122)				x				x
Earl of Dartmouth (pages 123–129)					x			x
The Boston Massacre (pages 130–135)							x	x
Remember the Ladies (pages 136–140)							x	x
Jefferson's Reaction to the Constitution (pages 141–146)							x	x
Thomas Jefferson Writes (pages 147–156)				x				x
George and Martha Washington (pages 157–160)				x				x
Washington's Farewell Speech (pages 161–165)							x	x
The Bald Eagle (pages 166–170)				x				x
Benjamin Franklin (pages 171–180)				x				x
The Federalist Papers (pages 181–187)							x	x
Treaty of Paris Boundaries (pages 188–192)				x				x

Exploration Log

Fluency Objective

- √ Students will read passages fluently and accurately within a group oral reading activity, focusing on conversational, expressive language.

Materials

- overhead transparency of *Columbus Log* (page 16)
- copies of *Columbus Log Divided Reading* (page 17) for the students

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. Display the *Columbus Log* (page 16) on an overhead projector. Read the two journal entries aloud, demonstrating fluency, as the students follow along. Draw students' attention to the expressive, conversational style used as you read.
2. Read the text a few more times using different reading styles. You could read it like a formal speech or in a short, choppy fashion. Compare the different styles of reading and ask the students to comment on the most appropriate way to read this particular text.
3. Next, tell the students that they are traveling back in time. Christopher Columbus has just returned from his journey to the New World. Columbus wants to be as famous as Marco Polo. (Polo became famous after he wrote a book about his travels to China.) So, Columbus is trying to find a good publisher to print his journal. He wants to find a group of people to read his journal in an exciting, interesting way so that the publishers will fight to be able to print the book. (This means more money for Columbus.) He's invited the students in this class to give public performances of his journal. He will decide which group gets to perform the reading for the publishers. So, students need to work hard within their groups to figure out the most interesting and exciting way they can perform the reading!
4. Divide the students into groups of four and give them copies of the *Columbus Log Divided Reading* (page 17). The text of the journal entries is divided into four parts. A student in each group will be assigned to read each part. The sections of text are leveled so that you can assign students to the reading parts that best fit their reading levels. Reader 1 is level 4.7; Reader 2 is level 3.6; Reader 3 is level 5.3; and Reader 4 is level 3.4.
5. Allow the students time in class and at home to practice reading their parts, focusing on expressive, conversational language. They should have time together as well as individually to prepare for the presentation.
6. When students have had the opportunity to practice reading their parts several times and on a few different occasions, set up a presentation day. Invite someone into the room to act as Columbus (principals work nicely for this). Each group should present its oral reading to the class. At the end, "Columbus" can declare that everyone did such a good job that he can't decide. They're all winners! (Or, if your students enjoy a bit of competition, you can have the class take a vote on which group gave the most energetic and interesting presentation of the material.)

Exploration Log *(cont.)*

History Connection

Discuss Columbus' journeys as an explorer. Explain that Columbus kept records of his travels by writing in journals. Ask the students why he might have kept records of his travels. During this discussion, share facts from the historical background information provided below.

Christopher Columbus was one of the finest sailors of his time. He hoped to find a shorter route to India, China, and Japan by traveling west through uncharted waters. The trip took longer than expected because Columbus did not know that Earth was as large as it is. He thought it was smaller. He did not tell the sailors the actual distance traveled each day because they would worry about being far away from home. He encouraged his men with promises of riches and fame. He kept a record of his journeys in his logbook.

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.

- **reckoning**—a count of something, accounting
- **appearance**—how something looks
- **summoned**—called someone or something
- **adequate**—enough of something
- **seaman**—a man who works at sea
- **lay-to**—to hold a ship still by turning it into the wind

Extension Ideas

- Challenge the students to do expressive reading of their own journal entries. Have them write journal entries or select entries from journals they have been keeping. Instruct the students to practice reading their selected entries and then perform them for the class or small groups within the class.
- Have your students locate other journal entries written by Christopher Columbus about his journeys using resource books or the Internet.

Columbus Log

Sunday, 9 September, 1492

This day we completely lost sight of land. Many men sighed and wept for fear they would not see it again for a long time. I comforted them with great promises of lands and riches. I decided to count fewer miles than we actually made. I did this so the sailors might not think themselves as far from Spain as they really were. For myself I kept a confidential, accurate, reckoning. Tonight I made ninety miles.

Thursday, 11 October, 1492

I sailed to the west-southwest. The crew of the *Pinta* spotted reeds and a small board. A stick was found that looks man-made, perhaps carved with an iron tool. These made the crew breathe easier; in fact, the men have even become cheerful. A special thanksgiving was offered to God for giving us renewed hope through the many signs of land.

About ten o'clock at night I saw a light to the west. It looked like a wax candle bobbing up and down. It had the same appearance as a light or torch belonging to fishermen or travelers who raised and lowered it. I am the first to admit I was so eager to find land that I did not trust my own senses, so I called Gutierrez and asked him to watch for the light. After a few moments, he, too, saw it. I then summoned Rodrigo Sanchez. He saw nothing, nor did any other member of the crew. It was such an uncertain thing I did not feel it was adequate proof of land. Then, at two hours after midnight, the *Pinta* fired a cannon, my signal for the sighting of land.

I now believe the light I saw was truly land. When we caught up with the *Pinta*, I learned Rodrigo de Triana, a seaman, was the first to sight land. I lay-to till daylight. The land is about six miles to the west.

Name _____

Columbus Log Divided Reading

Reader 1

Sunday, 9 September, 1492

This day we completely lost sight of land. Many men sighed and wept for fear they would not see it again for a long time. I comforted them with great promises of lands and riches. I decided to count fewer miles than we actually made. I did this so the sailors might not think themselves as far from Spain as they really were. For myself I kept a confidential, accurate, reckoning. Tonight I made ninety miles.

Reader 2

Thursday, 11 October, 1492

I sailed to the west-southwest. The crew of the *Pinta* spotted reeds and a small board. A stick was found that looks man-made, perhaps carved with an iron tool. These made the crew breathe easier; in fact, the men have even become cheerful. A special thanksgiving was offered to God for giving us renewed hope through the many signs of land.

Reader 3

About ten o'clock at night I saw a light to the west. It looked like a wax candle bobbing up and down. It had the same appearance as a light or torch belonging to fishermen or travelers who raised and lowered it. I am the first to admit I was so eager to find land that I did not trust my own senses, so I called Gutierrez and asked him to watch for the light. After a few moments, he, too, saw it. I then summoned Rodrigo Sanchez. He saw nothing, nor did any other member of the crew. It was such an uncertain thing I did not feel it was adequate proof of land. Then, at two hours after midnight, the *Pinta* fired a cannon, my signal for the sighting of land.

Reader 4

I now believe the light I saw was truly land. When we caught up with the *Pinta*, I learned Rodrigo de Triana, a seaman, was the first to sight land. I lay-to till daylight. The land is about six miles to the west.

Sir Francis Drake

Fluency Objective

- ✓ Students will read passages fluently and accurately within a cumulative choral reading activity, focusing on correct conversational, expressive language.

Materials

- overhead transparency of *Voyage of Sir Francis Drake* (page 20)
- overhead transparency of *Voyage of Sir Francis Drake Cumulative Reading* (pages 21–22)
- copies of *Voyage of Sir Francis Drake Cumulative Reading* (pages 21–22) for the students

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 the text for this lesson is a record of one of Sir Francis Drake's voyages. Remind the students to use expressive language when reading with fluency.
2. Display the transparency of the *Voyage of Sir Francis Drake* (page 20) on the overhead projector for all to see. Read the first paragraph, demonstrating fluency with accuracy and expression. Focus particular attention on the use of long sentences, divided by commas. Explain that when reading long sentences, it is important to pause, when commas are encountered, to assist with the understanding of the text. Tell students that this is especially important when reading aloud for others, as they will be doing at the end of the lesson. Demonstrate this by reading the sentence below, pausing at each comma:

The 15th day of November, (pause) in the year of our Lord 1577, (pause) Master Francis Drake, (pause) with a fleet of five ships and barks, (pause) and to the number of 164 men, (pause) gentlemen and sailors, (pause) departed from Plymouth, (pause) giving out his pretended voyage for Alexandria.

3. Explain to the students that they are practicing this skill so that they will be prepared for a cumulative choral reading activity. The students will read the text in groups of three. This means that one student will read a line, then another student joins as the first student continues, and then a third student joins in reading with the first two. Have two students help you demonstrate this process with the passage below. (Explain that R1, R2, and R3 stand for Reader 1, Reader 2, and Reader 3.)
R1: The FAMOUS VOYAGE of Sir FRANCIS DRAKE into the South Sea,
R1, R2: and thence about the whole Globe of the Earth,
R1, R2, R3: begun in the year of our Lord 1577.
4. Divide the students into groups of three and assign parts to the students. Allow the students time in class to practice reading their parts, focusing on expressive, conversational language.
5. Arrange for the groups to perform their cumulative readings publicly to other classes, administrators, or parents.

Sir Francis Drake *(cont.)*

History Connection

Use this information to discuss how Sir Francis Drake worked with Queen Elizabeth I to fight against the Spanish Armada and other enemies of the British.

Queen Elizabeth I hired Francis Drake to take riches from Spanish ships. Drake also explored the New World. After sailing through the Straits of Magellan in 1577, he headed north along the west coast of South America. Along the way he raided treasures from Spanish ships. The gold he took was so heavy that it almost sunk his ship!

Drake continued north and explored the coast of California. He looked for the Northwest Passage hoping to sail east. He did not find it, so he sailed across the Pacific Ocean and back to England. There, the queen knighted him and sent him out on more important trips.

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.

- **therehence**—after that
- **fleet**—group of ships or boats sailing together
- **barks**—small sailing ships
- **contrary**—unfavorable
- **tempest**—violent storm
- **vehement**—strong
- **wrack**—wreck or smashed
- **extremity**—very great danger
- **afflict**—hurt
- **withal**—with
- **notwithstanding**—however
- **spawning**—producing

Extension Idea

- Have your students locate more information about Sir Francis Drake using an Internet search engine. Instruct the students to try different search terms, such as “Sir Francis Drake” or “Sir Francis Drake Voyages.” Have the students write paragraphs of new information they gather about Drake. Then have them practice reading the paragraphs with fluency to perform for classmates.