

**Teacher's Manual**

# **Instruction Coach**

## **English Language Arts**

**Dear Educator,**

*Instruction Coach* has been built to meet the new, higher standards for English Language Arts and contains the rigor that your students will need. We believe you will find it to be an excellent resource for comprehensive instruction, practice, and assessment.

***The Triumph Learning Team***



Instruction Coach, English Language Arts, First Edition, Grade 7, Teacher's Manual  
537NATE

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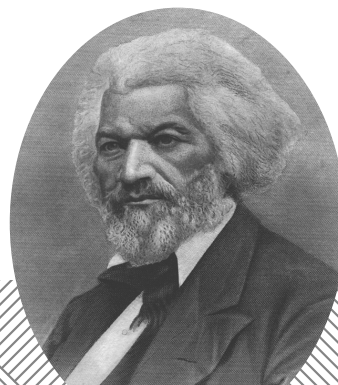
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# Introduction

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Welcome to *Instruction Coach*, a supplemental reading curriculum program designed to provide differentiated instruction for English Language Arts. The program's purpose is to bring on-level students where they need to be to meet the rigors of today's classroom. Differentiated instruction meets the needs of learners with a wide range of proficiency within one classroom.

The program consists of four components:

- consumable Student Edition
- comprehensive Teacher's Manual
- Independent Leveled Practice Reading Selections
- Benchmark Assessments

## ***Student Edition***

The Student Edition incorporates genre-specific reading and writing lessons that cover skills in a holistic, contextualized way.

## **Reading Lessons**

Each reading lesson provides instruction through the use of a teacher-modeled passage and covers a cluster of applicable skills and strategies. The basic instructional model is the research-proven, three-step "gradual-release model":

- 1. Listen and Learn** The teacher presents skills to the class in the context of a passage, modeling the thought process a proficient reader would use to understand the passage.
- 2. Share and Learn** Students work in small groups to analyze a scaffolded second text and called-out vocabulary, applying the skills they learned in their whole-class work as well as key review skills.
- 3. Read On Your Own** Students read leveled passages independently, then answer questions about them to demonstrate comprehension.

## **Assigning the Independent Leveled Practice Reading Selections**

Each reading lesson in the Student Edition has a corresponding Independent Practice Reading Selection. The Independent Practice Reading Selection is available in three versions written at different reading levels to meet the needs of a wide range of students. Level 1 passages are written below grade level; Level 2 passages are written at grade level; Level 3 passages are written above grade level. The comprehension questions are the same for each leveled passage within a selection, so regardless of reading level, all students have the opportunity to apply higher-level critical thinking skills and strategies independently. (Exception: In the Reading Poetry lesson, three different poems, at three different reading levels, are provided to give students the opportunity to read poetry independently. In this case, the comprehension questions are specific to the poem.)



## Writing Lessons

Each writing lesson provides instruction through the use of an exemplar passage, called a mentor text, followed by modeled organizational and drafting activities, and covers a cluster of applicable skills. All writing lessons start with an introduction to the writing type. Then the teacher models a successful student mentor text. As a class, the teacher and students analyze this mentor text's features and discuss what makes it a proficient example of the writing type. The teacher walks students through a vocabulary activity. Then students are given their own writing assignment.

The rest of each writing lesson walks students through addressing the writing assignment using a seven-step writing process:

1. **Get Ready** [Brainstorm/Take Notes on Research]: Depending on the writing type, students are either given a graphic organizer to assist in brainstorming or research pieces to mine for information.
2. **Organize** Using the mentor text as an example, the teacher models organizing an essay around an appropriate text structure, and students use graphic organizers to organize their own writing.
3. **Draft** Teachers walk students through a brief lesson. Then students draft their own essays.
4. **Peer Review** Students work in pairs to review their peers' work and provide feedback using a project-specific feedback form.
5. **Revise** After being guided through some modeled revisions, students revise their own work based on the feedback from their peers.
6. **Edit** The teacher and students work through a lesson on one or more grammar and mechanics topics. Then students edit their writing for grammar, usage, and mechanics.
7. **Publish** Students publish their drafts in final form with suggestions provided for digital delivery.

## Teacher's Manual

The Teacher's Manual provides English Language Arts skills charts correlated to the appropriate lesson in the Student Edition. It also provides detailed support for every reading and writing lesson. Reduced Student Edition pages are included on pages requiring teacher-led, whole-class instruction.

The Teacher's Manual also includes extension activities. These activities emphasize communication and collaboration. Each activity includes a rubric that addresses both the content and the presentation of the completed project.



## **Benchmark Assessments**

The Benchmark Assessments will help you assess your students' grasp of the skills taught in the *Instruction Coach* program. There are five Benchmark Assessments. Each assessment contains skills taught within a section of the Student Edition and reviews skills from a previous section. The final Benchmark Assessment is summative and reviews the skills taught throughout the program. Performance on these assessments will indicate whether a student has mastered the content of the lessons covered by each Benchmark Assessment.

Each assessment includes four reading comprehension passages, one language arts passage with intentional errors, multiple-choice and open-ended questions, and a writing prompt. The outline below indicates when to assign each benchmark assessment.

**Lesson 1:** Reading Historical Fiction

**Lesson 2:** Writing Responses to Literature

Assign **Benchmark Assessment 1**

**Lesson 3:** Reading Literary Nonfiction

**Lesson 4:** Writing Personal Narratives

**Lesson 5:** Reading Historical Texts

Assign **Benchmark Assessment 2**

**Lesson 6:** Reading Drama

**Lesson 7:** Reading Poetry

**Lesson 8:** Writing Fictional Narratives

Assign **Benchmark Assessment 3**

**Lesson 9:** Reading Scientific and Technical Texts

**Lesson 10:** Writing Informative Texts

**Lesson 11:** Reading Persuasive Nonfiction

**Lesson 12:** Writing Opinion Pieces

Assign **Benchmark Assessment 4**

Assign **Summative Assessment**



# Peer Group Discussions

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In each reading lesson, students will participate in a peer group discussion by reading a passage, answering questions about it, and discussing the lesson's Discussion Questions. Use the following guidelines to introduce to students the rules, roles, and expectations for participating in a peer group.

## Discussion Guidelines

As you begin to implement the program, work with students to create a list of rules by which they should abide when participating in group discussions. Post the rules prominently so that students can refer to them as needed. Review with students why it is important that each member of a group follows the same rules. Consider the following rules for discussion:

- Give your full attention to the person who is speaking. Make eye contact.
- Only one person speaks at a time.
- Do not interrupt when a person is speaking.
- It is OK to disagree with someone politely.
- It is not OK to criticize someone's opinion.
- Do not laugh when a person is speaking.
- Encourage everyone in the group to participate.
- Stay focused on the task.
- Fulfill the role you are assigned.

During peer group discussions, circulate to answer questions and be sure that students are following the established rules and are staying on task.

## Discussion Roles

Each member of a peer group should have an assigned role and a specific task to complete during the discussion. Discuss with students the specific expectations for each role. Display the description and expectation of each role next to the rules in your classroom.

- **Facilitator** keeps the group on task by leading the discussion of the Consider, sidebar callout, and Discussion Questions; asking questions; and making sure each student participates.
- **Note-Taker** records the group's answers to the questions that the group has about the passage and possible answers to those questions.
- **Word Watcher** reviews the vocabulary words that appear before the Share and Learn passage and ensures that each student understands the meaning of each word.
- **Presenter** concludes the group's discussion of the Consider, sidebar callout, and Discussion Questions, and shares the group's final thoughts with the rest of the class. (In groups of three, the facilitator and presenter can be the same student.)

Remind students that although they have been assigned a role, it is their responsibility to share their opinions, to make sure each student gets a chance to speak, and to make sure the group stays on task.



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## ***Managing Peer Group Discussions***

You can run peer-group discussions using the Share and Learn passages in several ways. Divide the class into groups of four students each. The following are suggestions and should be adapted to meet the needs of your classroom.

- **Reviewing the Rules** Review the rules you have established with the class. Remind students that a successful and productive discussion requires students to be prepared, respectful, and on task.
- **Assigning Roles** You may choose to allow students to assign roles within their own groups, or you may want to assign roles to students whose strengths are best suited to the particular role.
- **Reading the Passage** Allow groups to decide if they would like one student to read the passage aloud to the group, take turns reading parts of the passage aloud, or read alone silently. Each student should answer the questions and take notes in the sidebars as they read. If groups decide to read aloud, remind them that they should stop to allow readers to make notes and answer questions as they go through the text.
- **Vocabulary** The word watcher should lead the discussion about the vocabulary words in the passage. As you walk around the classroom during the discussions, check in with the word watcher to make sure students have a correct understanding of the vocabulary.
- **Answering Questions** Students should answer all questions in the Student Edition. Remind students that they should record their answers to the questions in their own books. The note-taker will record the group's answers on a copy of the handout on the next page.
- **The Facilitator** The student in this role should encourage students to ask each other questions about their ideas and to support their ideas with examples from the text. Remind students that it's OK to disagree, but to be considerate by asking for clarification, offering their own opinions supported by the text, and acknowledging that other people might have different insights.
- **Sharing Responses** Having groups share their discussions ties the activity together. Students will be interested to hear what their peers discussed in other groups.

Once the time you have allotted for peer group discussion is over, check to see if any group has questions about the sidebar prompts. After confirming students' understanding, have the whole class discuss their responses to the Consider and Discussion Questions. You may want to have each group present its answer for each question in turns, or you can continue the discussion by having a presenter express the group's most interesting idea. Act as a moderator, and make sure each group gets to share its opinions and to ask about other groups' conclusions. Remember that there is no single correct answer to the Consider and Discussion Questions, so encourage students to share freely their ideas.



## **Peer Group Discussion Recording Sheet**

**Lesson** \_\_\_\_\_

**Selection** \_\_\_\_\_

**Facilitator** \_\_\_\_\_

**Note-Taker** \_\_\_\_\_

**Word Watcher** \_\_\_\_\_

**Presenter** \_\_\_\_\_

**Record your group's thoughts about the Consider Questions on the lines below.**

**1.** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2.** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Record your group's answers to the Discussion Questions on the lines below.**

**1.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Record any other questions or ideas your group came up with during your discussion.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Peer Writing Conferences

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Remind students that peer reviews are supposed to be productive discussions. Here are some reminders to give your students before they begin working with their partners.

When giving feedback:

- **Be positive.** Be sensitive to your partner's feelings. Start by giving positive feedback about something specific in the work. Don't tell your partner only that something needs fixing, but explain why you think it needs improvement, and offer some suggestions for fixing it. You could also ask questions to help the writer explain why he or she wrote what he or she did rather than saying the writing was unclear. Also, look for good points to mention.
- **Remember your audience.** Keep an open mind when reviewing a partner's work. Maybe your partner has written a personal narrative about his or her dog, but you prefer cats. In the peer review process, your personal likes and dislikes don't matter. What matters is the audience the writer is trying to reach. So even if you don't agree with your partner's opinion or choice of topic, try to stay objective when making comments on the writing.

When getting feedback:

- **Listen objectively.** Be receptive to your reviewer's comments. Listen attentively. Don't argue with your reviewer, but feel free to discuss his or her feedback politely and calmly.
- **Use your judgment.** Use your own judgment about the comments your partner made. Keep the purpose of your writing and your audience in mind when deciding whether your partner's suggestions are good ones. You don't have to take every suggestion, but you should always try to be receptive.



# Word Maps to Build Vocabulary

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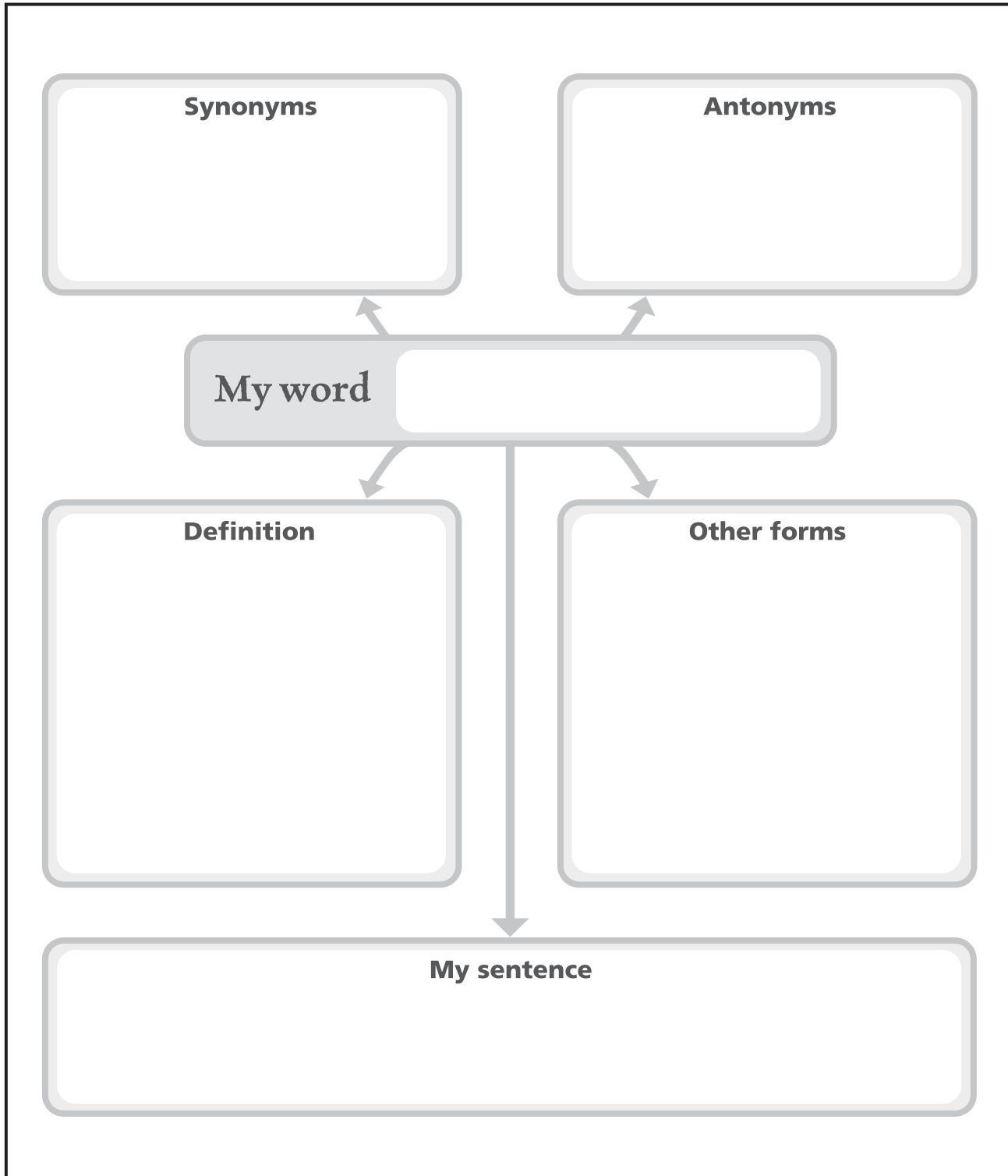
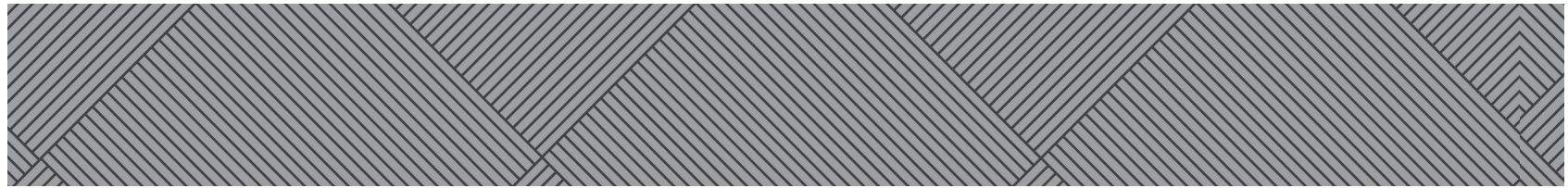
Expanding students' vocabulary is crucial for improving their reading comprehension. A word map is a useful tool for developing students' vocabulary base. It is a graphic organizer that prompts students to think about vocabulary words and concepts in a variety of ways, giving them definitional and contextual understanding. By using word maps, students utilize their prior knowledge to explore the facets of a word or term.

Most word maps ask students to define a word, list synonyms and/or antonyms, and use the word in a sentence of their own creation. Some ask students to draw a picture of the concept. This format helps visual learners explore the meanings of words in depth.

## How to Use the Word Map

Use the word map to introduce the vocabulary words that appear in each Share and Learn passage in the reading lessons. As part of your whole-class instruction, model how to complete the map with one of the highlighted vocabulary words from the passage.

1. Direct students' attention to the word list and word map.
2. Have students put a target word in the central box.
3. Have students suggest words or phrases to put in the other boxes by asking them such questions as "What is it?" and "What is it like?" and "What are some examples?" Note that not all words lend themselves to every box on the word map. For some words, students will be unable to complete all the boxes. Use these occasions to have students explain why the particular word doesn't suit the activity.
4. Model how to write a definition by synthesizing all the information in the word map.
5. Have students create word maps for the remaining vocabulary words as part of their peer group discussions. Have them create the maps in their notebooks, or provide them with blank copies of the map. A reproducible version appears on the next page.







# Freewriting

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Freewriting is a prewriting and drafting technique designed to get ideas flowing. During a freewrite, a student is instructed to write without stopping for a specified brief period of time, usually about five minutes, without worrying about grammar, spelling, or organization. A freewrite is used as an idea starter or to allow students to record broad ideas about a topic. Freewriting differs from brainstorming; in freewriting, students write continuously in phrases and sentences to form a paragraph, while in brainstorming, they list and group ideas, often in a graphic organizer.

## **How to Use Freewriting Activities in the Classroom**

Read the introductory paragraph on the first page of each writing lesson with the class. Lead a brief discussion of it, and then read the Essential Question. Then allow students five to ten minutes to complete a freewrite in response to the Essential Question.

Remind students that their writing can be very rough because the main purpose is to gather ideas. As they are working, circulate to ensure that students remain on task.

As a group, discuss students' freewrite responses after they complete the activity.



# Teacher-Student Writing Conferences

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Writing conferences are meetings held with individual students to discuss their writing. They last about five minutes each. Their goal is not to fix students' writing but to teach them the strategies or techniques they need to fix it themselves. Writing conferences should teach students to write well independently by leading them to assess their own work as they write.

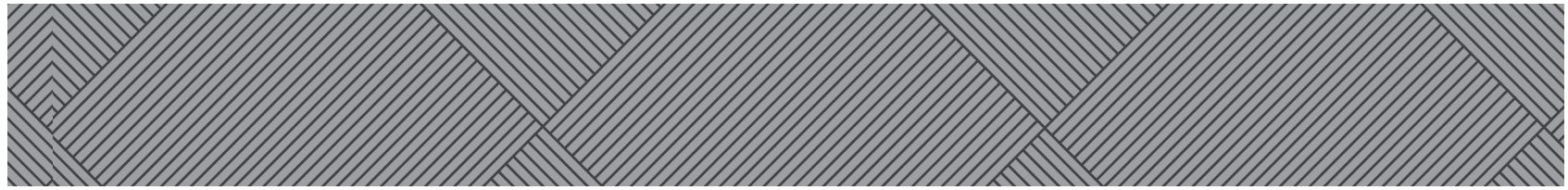
Hold writing conferences during class, while students are working on their writing assignments. You can move a chair from desk to desk to sit near each student, or you can designate a separate table for the task.

## **Conducting Writing Conferences in the Classroom**

During a writing conference, have the student's writing in front of you both. Frame the conference as a conversation, with both you and the student talking as well as listening.

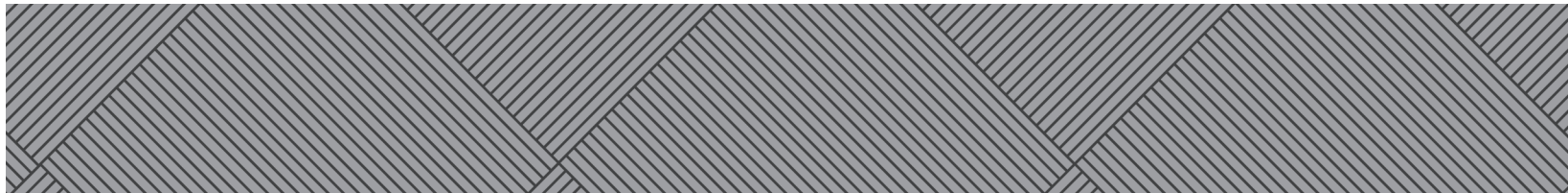
1. Determine where in the writing process the student is, and assess how well the student is handling the tasks required at that stage. To do this, ask the student open-ended questions about his or her writing or the process being followed.
2. Once you have determined how well the student is progressing, ask follow-up questions to help you narrow down tasks with which the student needs help. Provide the student with feedback, pointing out things that are being done well and things that require work.
3. Use the student's answers to your questions in combination with a quick review of his or her work to determine a relevant writing strategy or technique to teach.
4. Conclude the conference by asking the student to summarize how he or she will utilize the strategy you just taught.

After each conference, record notes on the student's progress on a sheet like the one on the next page. Note any areas with which the student is struggling and the strategies you suggested. This will help you to record each student's progress throughout the year.



Week of: \_\_\_\_\_

Student	Writing Type	Student Needs	Strategy



**Week of:** \_\_\_\_\_

Student	Writing Type	Student Needs	Strategy



# **INSTRUCTION COACH Teacher's Manual**

**English Language Arts, Grade 7**

# Reading Historical Fiction

## Focus Skills

- > Evaluate Evidence
- > Inferences and Supporting Details
- > Main Idea and Supporting Details
- > Theme
- > Summarize
- > Setting
- > Cause and Effect
- > Word Choice
- > Point of View
- > Indirect Characterization
- > Context Clues
- > Historical Fiction vs. Nonfiction
- > Engage in Collaborative Discussion
- > Genre
- > Compare and Contrast Genres

## Review Skills

- > Main Idea
- > Plot

## Reading Selections

**Listen and Learn** *Henry Speaks Out / Peace Will Be My Applause* . . . . .6

**Share and Learn** *Ready to Serve* . . . . . 14

**Read On Your Own** *The Mystery of the Tides*. . . . . [Online](#) [Handout](#)

## Whole Class **Listen and Learn**

**Henry Speaks Out** Student Edition page 5

---

Direct students' attention to the photograph of the protestors. Lead a discussion about how historic events might influence the writing of books and movie scripts.

**Lesson 1**

# Reading Historical Fiction

Look at the headline in the newspaper below.  
How do fiction writers use historic events in their books and movie scripts?

**ESSENTIAL QUESTION**

*How can historical fiction enrich our understanding of the past?*

**Lesson 1 • Reading Historical Fiction 5**

### **What effect might historic events have on a story's plot?**

Possible response: The plot of a story might center around a historic event. The historic event would affect the setting, drive the plot, and could influence the characters' motivations and actions.

### **How have movies that you have seen incorporated historic events into the story?**

Possible response: Some movies I have seen are about real events from history, such as the sinking of the *Titanic* and the attack on Pearl Harbor. These movies included scenes from before, during, and after the event. While the movies are based on actual historic events and facts, the characters, dialogue, and details are mostly made up.

### **Essential Question**

Read the Essential Question aloud. Tell students to keep it in mind as they read the lesson selections.

Possible responses: Historical fiction often includes information about real events from the past to enrich the text and give context to the plot of the story. If a reader of historical fiction is unfamiliar with an event, he or she can learn about it through the story. A reader can connect with the characters more closely and gain an understanding of how people might have been affected by the event.

## Henry Speaks Out Student Edition pages 6–7

Read “Henry Speaks Out” straight through with the class. Then read it a second time, using the Think Alouds with the class to model the process of thinking through the questions.

### Think Aloud

#### SETTING

*When I reread the third sentence of the first paragraph, I see that the year is 1943. This is when the story takes place. The story takes place at Greenville High School in Greenville, South Carolina. Based on other details in the first paragraph, it sounds as though the story is set in the school’s auditorium, where a large group of people have assembled to listen to speeches.*

#### CONTEXT CLUES

*If I look for clues in the text near the phrase “Oratorical Contest,” I see the phrase “giving her speech to the audience.” I can predict that oratorical means “relating to giving a speech.” The text also says that Ramona was “explaining how” the Nineteenth Amendment gave all women the right to vote. These clues reaffirm that an oratorical contest is a contest in which participants deliver a speech.*

### Listen and Learn

#### Consider ►

In what ways can readers connect with history through historical fiction?

What characters and events from history can be woven into the plot of a story to create historical fiction?

## Henry Speaks Out

**SETTING** The setting is the time and place in which a story happens. Reread the third sentence of the first paragraph. When and where does this story take place?

**CONTEXT CLUES** Often you can understand the meaning of a word by looking at the words that appear in the text around it. In the first paragraph, the author uses the phrase “Oratorical Contest.” What words in this paragraph are clues to the meaning of the word *oratorical*?

1 Henry had never been so terrified in his life. His mouth was dry, his heart was beating rapidly, and his fingers were tightly clutched around the papers in his hands to keep them from shaking. Up on stage, his friend Ramona was giving her speech to the audience of the 1943 Greenville High School Oratorical Contest in Greenville, South Carolina. She was explaining how, in 1920, the Nineteenth Amendment to the U.S. Constitution gave all American women the right to vote. Henry could not see her, though, because he had closed his eyes to calm himself.


Normally, Henry was a very good public speaker. He knew how to raise his voice so that everyone in a room could hear him. He never spoke so quickly that people could not understand what he was saying. He was used to keeping eye contact with many people at once and using his hands to explain or emphasize his points. Last year, he even won third place at this very same contest. This year, however, Henry was positive that once it was his turn up on that stage, he would

forget everything he had ever learned about public speaking—including the words to the speech he was about to give.

Why was Henry so nervous this year? Because the famous Dr. W. E. B. Du Bois was judging the contest and presenting the prizes. Dr. Du Bois did not often leave the campus of the University of Alabama, where he lived and taught. But he had come here to support today’s contest and help promote his idea that education held the key to equality for African Americans.







**Listen and Learn**

“Henry!” Henry’s friend Martin poked him in the arm. “Pay attention! You’re up next.”

Henry laid his notes down on his chair and slowly walked to the podium. He glanced at the judges’ table, where Dr. Du Bois sat in a crisply pressed suit and tie, and quickly looked away. For forty years, Dr. Du Bois had been fighting against the same injustices that Henry was now going to speak about. Henry was honored that such a great man had come to his school to listen to him and his classmates, and he had been looking forward to this day for weeks. But now that the moment had arrived, he felt queasy and weak. He took a deep breath and tried again to look at Dr. Du Bois, but he simply could not do it.

Bravely forcing himself to face his audience, Henry began to talk about the U.S. Constitution and the rights it gives to African Americans. He described how the Thirteenth Amendment had ended slavery, how the Fourteenth Amendment had granted African Americans the rights of citizenship, and how the Fifteenth Amendment had given African Americans the right to vote. The more he spoke, the more relaxed and confident his voice became. Soon he was so absorbed in his topic that he almost forgot that Dr. Du Bois was in the room.

Henry explained the problem—African Americans were still struggling to achieve the rights guaranteed to them by those amendments more than seventy years earlier. For example, segregation prevented white and African American people from riding buses together. Also, although whites and African Americans might have separate facilities, these facilities were generally not equal.

**POINT OF VIEW** A fiction selection is told from a certain perspective, or point of view. In first-person point of view, a character tells the story using the words *I* and *me* to refer to himself or herself. In third-person point of view, someone outside the story tells it. That outside narrator refers to characters by name or with words such as *he*, *she*, *it*, or *they*. Look at paragraph 4. How can you tell that this story is told from the third-person point of view?

**INFERENCES AND SUPPORTING DETAILS** Inferences are educated guesses that readers make based on details in a text and on their prior knowledge. What details help you understand why Henry wants to make eye contact with Dr. Du Bois? How does your own life experience help you understand what Henry is feeling?

**WORD CHOICE** An author chooses words and phrases to help paint a picture for the reader. Look at the phrase “he was so absorbed in his topic” in the last sentence in paragraph 6. What else “absorbs”? What does this show about Henry and his speech?

**Lesson 1 • Reading Historical Fiction 7**

**Think Aloud**

**POINT OF VIEW**

*I can tell this story is told from the third-person point of view because I see the word him in paragraph 4. Martin is speaking to Henry and calls him by name: “Henry!” The author refers to the characters by name and says that Martin “poked him in the arm.” If the story was told using first-person point of view, Henry would refer to himself by using the pronouns I and me.*

**INFERENCES AND SUPPORTING DETAILS**

*The evidence in the text that tells me why Henry wants to make eye contact is that Dr. Du Bois is a hero to Henry, he is a world-renowned expert on Henry’s topic, and Henry is honored that he is there. Also, I can draw on my own experiences of feeling nervous and struggling to be brave and forthright. I know it can be scary to meet a hero, but I also know that we must sometimes try to face our fears, just like Henry is doing.*

**WORD CHOICE**

*When I read the word absorb, I visualize a sponge absorbing water. I know that absorb can also mean “fully engaged in something.” For example, an event or task can absorb all of someone’s thought and focus. The author uses the word absorbed in the phrase “he was so absorbed in his topic” to mean that Henry was so engaged in his topic, he was no longer nervous or concerned about Dr. Du Bois’s presence.*

## Henry Speaks Out Student Edition pages 8–9

### Think Aloud

#### GENRE

A fact is something that can be proved, such as the date an event occurred or the site of a historic event. I can scan the text for content words related to historical facts. In paragraph 1, the text says that “in 1920, the Nineteenth Amendment to the Constitution gave all American women the right to vote.” In addition, I can verify that Greenville is a real place in South Carolina and that Dr. Du Bois was a real person (Dr. W. E. B. Du Bois) who fought for civil rights in the 1940s.

#### INDIRECT CHARACTERIZATION

Dr. Du Bois’s actions reveal that he is a kind man who is genuinely pleased with Henry’s speech and opinions. If he were not pleased, the author might have written something such as, “Dr. Du Bois abruptly left the room without acknowledging Henry.”

#### THEME

The story is about young people delivering speeches on civil rights for African Americans in the United States. One of the judges of the speech contest is a very famous civil rights leader, Dr. Du Bois. Knowing this, I think a theme would be that younger generations can give older generations hope about the future, especially regarding the struggle for civil rights. Another theme might be that people must speak out and take action in order to make the world a better place for everyone. Finally, the importance of facing one’s fears is a theme in this story.

#### SUMMARIZE

A good summary includes only the most important ideas from the story. I would summarize the rest of the story this way: Once Henry begins his speech, he begins to feel confident, and he overcomes his fear of speaking in front of Dr. Du Bois. He finishes his speech and wins the biggest prize of all—Dr. Du Bois tells him how much the speech meant to him and that he believes Henry will make a difference in the world.

**GENRE** Historical fiction uses details about real places, events, and people from history as part of the story. What real facts have been woven into this story so far?

**INDIRECT CHARACTERIZATION** The way a character acts reveals information about him or her. In paragraph 10, the text says that “a wide smile spread over Dr. Du Bois’s face” and that he warmly shook Henry’s hand. What do Dr. Du Bois’s actions show about his character?

**THEME** The theme is a truth about life or human nature that an author wants readers to understand as a result of reading a piece of literature. What are some themes in this story?

**SUMMARIZE** A summary is a brief retelling of important ideas in a story. The story begins with Henry waiting to participate in a contest in which he will be speaking in front of Dr. Du Bois about equal rights and freedom. Summarize the middle and end of the story.

“If freedom is good for any,” Henry declared in conclusion, “it is good for all!”

The room exploded into applause as Henry turned to exit the stage. He almost tripped and fell, in shock, when he spotted Dr. Du Bois standing up to clap. Other people followed Dr. Du Bois’s lead, and soon the whole room was on its feet, cheering because of Henry’s speech.

10 When the prizes were announced, the judges awarded Henry first prize. Henry felt his throat close again in panic as he walked toward the judges’ table, but seeing a wide smile spread over Dr. Du Bois’s face put him at ease. Warmly, the great man reached across the table and shook Henry’s hand. Henry looked him in the eye and smiled.

“Sometimes I get discouraged because all my hard work to end unfair treatment has accomplished so little,” Dr. Du Bois told Henry. “Hearing you and other young people like you speak out gives me hope that one day we can end discrimination once and for all.”

“Thank you, sir,” Henry managed to say, his heart filling with pride.

“No, thank you, Henry,” Dr. Du Bois replied gently. “If you act upon the ideas you presented today, you will help lead us to freedom.”



# PEACE

## Will Be My Applause

1 During a lifetime that spanned ninety-five years and bridged two centuries, Dr. W. E. B. Du Bois worked tirelessly to change a system that caused people to be treated unequally. Born in 1868, he became a brilliant student and an educated man who urged African Americans to get a good education to help themselves do well in life. The example he set and the work he did inspired generations of African Americans after him to strive for equality and peace.

### Young Scholar

In the 1870s, life was peaceful in the small New England town of Great Barrington, Massachusetts. It mattered little to young Will Du Bois that, even though nearly everyone in his town was white, he and his mother were African American. Unlike most other places in the United States at the time, Massachusetts did not practice segregation, and African Americans and whites were not separated from each other in Great Barrington. They were allowed to play in the same parks, attend the same schools, and shop in the same stores.

### A Rude Awakening

In 1884, Du Bois wanted to go to college at Harvard University, but because his mother had recently died, he did not have enough money to do so. Instead, he went to Tennessee to attend Fisk University, a college for African Americans. He felt very much at home on the college campus, side by side with other bright, young African American scholars. Outside the university, however, he found a hostile world where he was treated like a second-class citizen.



African Americans were not allowed to use the same facilities as white people.

### Listen and Learn



Dr. W. E. B. Du Bois

**HISTORICAL FICTION VS. NONFICTION** Historical fiction includes facts and characters from history in a fictional story. Nonfiction contains only factual information. How is the beginning of "Peace Will Be My Applause" different from the beginning of "Henry Speaks Out"?

**HISTORICAL FICTION VS. NONFICTION** Historical fiction includes some facts. What facts in the first two paragraphs of this article also appear in "Henry Speaks Out"?

Read "Peace Will Be My Applause" straight through with the class. Then read it a second time, using the Think Alouds with the class to model the process of thinking through the questions.

## Think Aloud

### HISTORICAL FICTION VS. NONFICTION

*The beginning of "Peace Will Be My Applause" presents facts about Dr. Du Bois. The facts are not used here as parts of a fiction story, as they were in "Henry Speaks Out." "Henry Speaks Out" shows a realistic character in a realistic setting, but the events are dramatic details—they are fictional. In contrast, "Peace Will Be My Applause" presents only objective, biographical information about Du Bois's early life in order to show the difficulties he and other African Americans faced outside the safety of their university environments.*

### HISTORICAL FICTION VS. NONFICTION

*Both selections include factual information about Dr. Du Bois and his work promoting civil rights for African Americans. Dr. Du Bois is an important character in "Henry Speaks Out" and the main subject of "Peace Will Be My Applause." In scanning for other facts, I see that both selections discuss the civil rights gained by African Americans through amendments to the Constitution, as well as the hostility they faced as a result of discrimination and segregation.*

**Think Aloud**

**CAUSE AND EFFECT**

*In paragraph 4, the author explains how Du Bois observed that, because of segregation, African Americans did not receive the same educational opportunities as whites: “Many whites still treated African Americans as though they were not equal and kept them from attending white schools. . . . The schools for African Americans did not have the same quality of teachers, books, and other resources.” The author explains that Du Bois thought a lack of education or a poor education resulted in many African Americans living in poverty, because they were not educated to qualify for good jobs. Last, the author focuses on how Du Bois’s experience teaching the children of poor black farmers in rural schools caused him to believe that education was the “cure” for racism.*

**EVALUATE EVIDENCE**

*In looking for evidence that Du Bois believed education was a key to success, I need to find ways in which his actions displayed this belief. In paragraph 5, the author explains that after Du Bois graduated from Fisk University, he furthered his education in the United States and abroad. He won scholarships to both the University of Berlin and Harvard and then went on to become the first African American man to receive a doctorate from Harvard. Du Bois’s actions to further his education are evidence that he believed strongly in its importance.*

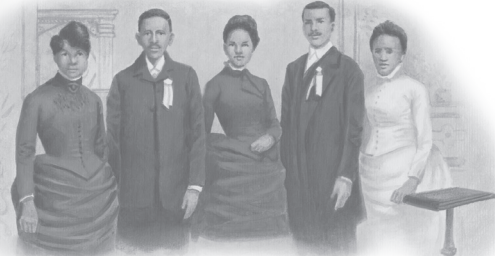
**CAUSE AND EFFECT**  
Sometimes there are one or more causes for an effect. In paragraph 4, what events cause Du Bois to believe strongly in education?

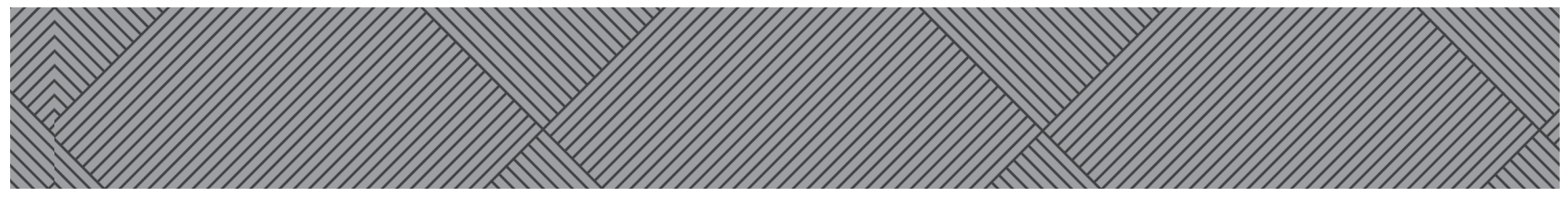
**EVALUATE EVIDENCE**  
When you evaluate evidence, you decide if the facts support the main idea. What evidence in paragraph 5 supports the idea that Du Bois believed education was a key to success?

Although the Thirteenth Amendment to the Constitution had ended slavery at the end of the Civil War in 1865, many whites in the South resented African Americans’ freedom and discriminated against them. States made up their own laws about what African Americans could and could not do. Many whites still treated African Americans as though they were not equal and kept them from attending white schools or eating in restaurants where white people ate. The schools for African Americans did not have the same quality of teachers, books, and other resources that schools for white students had. Because of this, it was extremely difficult for African American students to get a good education. Without decent education, most African Americans were not able to get good jobs. Many of them had to make do by farming on land they did not own, and they continued to live in poverty. During Du Bois’s summers at Fisk, he taught the children of poor black farmers in a rural school. He became convinced that education was not only the key to a happy and fulfilling life, it was also the “cure” for racism.


**The Struggle for Equality**

5 After graduating from Fisk, Du Bois earned scholarships to both Harvard and the University of Berlin, in Germany. In Germany, he saw that different races could live together in equality. His studies concentrated on history and sociology, and in 1895, he became the first African American man to receive a doctorate degree from Harvard. He taught at several universities and continued his own studies, writing papers on slavery and on the lives of African Americans.





**Listen and Learn**



**Civil rights activist W. E. B. Du Bois working in the office of the NAACP's magazine, *Crisis*.**

Du Bois wrote and spoke out vehemently against the restrictions placed on African Americans. In 1905, he and several other African American leaders formed the Niagara Movement to work toward ending discrimination and helping African Americans get equal economic and educational opportunities. Unfortunately, the Niagara Movement ran out of money. Then in 1909, Du Bois joined a group of African American and white leaders who wanted to take strong action against racism. This group, the National Association for the Advancement of Colored People (NAACP), continues to fight for the rights of African Americans today.

In 1919, Du Bois began to support Pan-Africanism, the idea that people of African descent all over the world should unite to work for freedom. He organized several meetings to encourage the spread of this idea. In the last years of his life, Du Bois started writing the *Encyclopedia Africana* about people of African descent. In 1961, at the age of ninety-two, he moved to the newly independent African country of Ghana to give its leaders advice on how to develop the nation.

W. E. B. Du Bois continued to write, teach, and speak out against racism until the end of his life. He wanted the people of all the countries of the world to treat one another fairly and feel safe in the world. Before he died in 1963, he wrote, "Someday, all human beings will learn how to live together in peace, and that peace will be my applause."

**COMPARE AND CONTRAST GENRES** Some nonfiction pieces, such as "Peace Will Be My Applause," tell the story of a real person's life. Based on the readings so far, how are historical fiction and biography different?

**MAIN IDEA AND SUPPORTING DETAILS** The main idea of a paragraph is sometimes stated in a topic sentence. In your own words, restate the main idea of paragraph 7. What details from the paragraph support the main idea?

**Lesson 1 • Reading Historical Fiction 11**

**Think Aloud**

**COMPARE AND CONTRAST GENRES**

*From what I have read so far, I know that a biography only presents objective facts from a real person's life. It is a true account of the subject's life and experiences. In historical fiction, facts and fiction are woven together. Real figures from history may appear in historical fiction, such as Dr. W. E. B. Du Bois in "Henry Speaks Out," but the dialogue, events, and details involving these characters are made up.*

**MAIN IDEA AND SUPPORTING DETAILS**

*The main idea of paragraph 7 appears in the topic sentence: "In 1919, Du Bois began to support Pan-Africanism, the idea that people of African descent all over the world should unite to work for freedom." If I wanted to restate this idea, I would say that Du Bois encouraged people of African descent to work together to gain freedom. Details about how Du Bois started Encyclopedia Africana and how he moved to Ghana to give its leaders advice on how to develop that nation support this idea.*

**Henry Speaks Out / Peace Will Be My Applause** Student Edition page 12

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Read the directions aloud. Discuss how the main ideas, characters, setting, plot, and theme of both selections are alike and different. Then have students fill in the graphic organizer to compare and contrast the content of both selections.

**Sample answers**

**“Henry Speaks Out”:** historical fiction; set in 1943 at Greenville High School, South Carolina; Henry is the main character; Henry is nervous about delivering a speech on civil rights in front of Dr. Du Bois; Du Bois tells Henry that his ideas should help lead African Americans to freedom.

**Both stories:** Dr. Du Bois is a respected leader; people work together to promote civil rights and the end of segregation; include historical facts about the Thirteenth Amendment; deal with the struggles of African Americans.

**“Peace Will Be My Applause”:** biography; covers a time period between 1868 and 1963; the subject is Dr. Du Bois and his accomplishments; Du Bois works for equal rights for African Americans; Du Bois believes that education is a key to success.

**Listen and Learn**

**Comprehension Check**  
Look back at “Henry Speaks Out” and “Peace Will Be My Applause” to see how the fiction and nonfiction selections are similar and different. Consider the main ideas presented, as well as how Dr. Du Bois is portrayed in the two pieces. Use the graphic organizer to help compare and contrast the content of the two selections.

“Henry Speaks Out”

Both stories

“Peace Will Be My Applause”

12 Lesson 1 • Reading Historical Fiction

## Review Skills

Before dividing students into peer groups, reteach any of these concepts with which students are struggling. Questions based on these review skills appear in the Share and Learn questions that scaffold the passage.

main idea	the central idea of a story
plot	the series of events that make up a story, usually presenting a problem or conflict and how it is resolved

## Vocabulary

Use word maps to introduce the vocabulary words that appear in the Share and Learn passage that follows. As part of your whole-class instruction, model how to complete the maps with one of the vocabulary words from the passage. Have students complete word maps for the remaining words as part of their peer groups. More information on using word maps, as well as a blank reproducible, appears on pages xv–xvi.

### Sample answers

**My word:** *jubilant*

**Synonyms:** *triumphant, exultant, rejoicing*

**Antonyms:** *sad, sorrowful, miserable*

**Definition:** *extremely happy and proud, especially because of a success*

**Other forms:** *jubilant, jubilation, jubilee*

**My sentence:** *I was jubilant after receiving an A on my history report.*

## Peer Group **Share and Learn**

**Ready to Serve** Student Edition pages 14–16

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Now have students break into groups and read the Share and Learn passage together.

### Peer Group Learning Checklist

For general information about setting up cooperative learning groups, see pages x–xiii in the introduction.

#### Before class . . .

- ✓ Decide how you will group students. For this selection, each group should have three students; heterogeneous grouping is recommended.

#### During class . . .

- ✓ Review the directions with the class before assigning students to groups.
- ✓ Assign students to groups, and assign students in each group to lead discussions, take notes, review vocabulary, and present ideas to the class. Give them thirty minutes to read, review, and discuss the story, and to respond to the questions.

- ✓ As students in each group work together, circulate around the room. Use questions like the ones provided on the Student Edition pages to check for understanding.
- ✓ As groups discuss the selection, make sure students are taking notes and displaying their answers. Check that they understand and can use the vocabulary words correctly.

Possible answers to the questions are below.

### Sample answers

**Page 14, SETTING**—Students should underline evidence including “Boston Tea Party,” “Declaration of Independence,” “Revolutionary War,” and “Cornwallis’s defeat.” Students should circle the phrase “town near Boston.”

**Page 14, CONTEXT CLUES**—Phrases such as “the British ignored the United States’ right to govern itself” and “the stubborn refusal of King George to accept the Declaration of Independence” provide context clues that help me understand that *repression* means “the act of controlling by force.”

**Page 14, POINT OF VIEW**—“Ready to Serve” is told from the third-person point of view since it refers to characters by name and uses words such as *he*, *she*, *it*, and *they*. If the story was being told in the first-person point of view, the author would have used pronouns such as *I* and *me*, and the story would have probably been told from Deborah’s perspective.

**Page 15, INDIRECT CHARACTERIZATION**—The author writes that Deborah used to play with Mr. Thomas’s boys when she was younger, and she enjoyed riding and shooting with them. She even borrowed their schoolbooks to learn what they were learning and to gain the same skills as boys. This information reveals that Deborah has a strong, independent, and curious character.

**Page 15, MAIN IDEA**—Deborah is struggling to gain independence and equal rights. This is especially difficult because, as a woman, she cannot enlist in the Continental Army and fight for what she believes in.





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**Sample answers** continued

**Page 15, INFERENCES AND SUPPORTING**

**DETAILS**—Yes, I think Deborah will go through with her plan. Deborah dresses like a man and ties back her hair. Then, when she wears her disguise to a friend’s home and her friend does not recognize her, Deborah believes that she can carry out her plan to fool the army recruiter.

**Page 16, PLOT**—Deborah’s meeting with the Thomas family establishes the main conflict and serves to build action and provide more information about Deborah’s character and why she is intent on fighting. Mr. Thomas tells her, “If ever there were a young woman who would make an outstanding soldier, it is you.” His words motivate Deborah to put her beliefs into action.

**Page 16, SUMMARIZE**—The interaction between the recruiting officer and Deborah was surprisingly uneventful because he did not suspect that she was a woman. He treated her as if she were any male recruit who was old enough to serve. Deborah answered his questions pointedly, without hesitation.

**Page 16, COMPARE AND CONTRAST GENRES**—

The facts from the story about the Boston Tea Party, King George’s refusal to accept the Declaration of Independence, the Revolutionary War, and Cornwallis’s defeat can be proved. Other facts include information about Deborah’s enlistment into the Fourth Massachusetts Regiment on May 20, 1782, her injuries, and her honorable discharge from the army on October 25, 1783. The details that must be made up include Deborah’s conversation with Mr. Thomas, the details of her plan to fool her friend, and the conversation between the recruiting officer and Deborah. The author included these details to develop the plot and engage the reader in this work of historical fiction.

## Peer Group **Share and Learn**

**Ready to Serve** Student Edition pages 17–18

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Now that your students have read “Ready to Serve” together, have them complete the Discussion Question as a group. Then have them answer the Comprehension Check questions on their own.

### DISCUSSION QUESTION

1. After a doctor discovered that she was a woman, Deborah Sampson was given an honorable discharge from the army. Honorable discharge is defined as “discharge from military service of a person who has fulfilled obligations efficiently, honorably, and faithfully.” How do you think Deborah felt about her discharge from the army? Do you think she viewed her overall experience in the army as a success or a failure? Support your answer with details from the text.

### Evaluation Guidelines:

- Responses maintain a clear focus in answering both parts of the question—how Deborah may have felt about her honorable discharge, and whether or not she viewed her experience in the army with pride or disappointment. A possible answer might explain that Deborah would have viewed her service with pride because she both served her country and proved that women can excel in the army (“if she succeeded, she could live with dignity, integrity, and pride”). She was discharged because of discrimination within the system, not because of her performance as a soldier, so she would likely have viewed her discharge with mixed feelings.
- Answers are supported by relevant and accurate details from the text.
- Answers are written in paragraph form and use proper grammar to convey ideas effectively.

### COMPREHENSION CHECK

1. Deborah is brave and courageous and believes that women should have the same rights as men. She risks her dignity, integrity, and pride by dressing as a man to fight for her country and for women’s rights.
2. The author includes information about the events that led up to the outbreak of the Revolutionary War and eventually to Cornwallis’s defeat, including the Boston Tea Party and the refusal of King George to accept the Declaration of Independence. Also included is the fact that women were not allowed to enlist in the army at this time. These historical facts reveal the source of Deborah’s frustration and show why she is intent on fighting in the war.
3. Deborah stands up for what she believes in—the freedom of the United States to self govern and equal rights for women. She devises a plan to enlist in the male-only army and then carries it out successfully. Deborah proves that being a female cannot prevent her from putting her beliefs into action and helping her country overcome British repression.



***Independent*** **Read On Your Own**

***The Mystery of the Tides***

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Assign one level of the independent reading passage and its associated comprehension questions to each student based on his or her reading level. The passage can be read in class or as homework.