



## Close reading plan

*"Give Me Liberty or Give Me Death"* Speech by Patrick Henry, March 23, 1775

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What makes this text complex?			
<b>Text and Author</b>	<i>Give Me Liberty or Give Me Death</i> , speech, Patrick Henry, 1775 (Primary source document)	<b>Where to Access Text</b>	<a href="http://avalon.law.yale.edu/18th_century/patrick.asp">http://avalon.law.yale.edu/18th_century/patrick.asp</a> text only <a href="#">PDF file</a> (lines correspond to markings in lesson plans) <a href="http://www.history.org/almanack/life/politics/giveme.cfm">http://www.history.org/almanack/life/politics/giveme.cfm</a> text, contextualization & audio file
Text Description			
<p>This speech was given by Patrick Henry on March 23, 1775, in response to interference of the Royal Navy brought in from the King's appointed Governor, Lord Dunmore. Mr. Henry was requesting that it was time for the Virginia colony to raise a militia in order to defend their right to freedom. Others believed that they should wait and give the British a chance to respond to their demands. In the text, Patrick Henry maintains that the British have already demonstrated unwillingness to work with them. This speech is commonly believed to have been memorable and influential in the events leading up to the declaration of war.</p> <p>The text provides a context to help students understand the interactions and relationships between the British and the Colonists during this time period. It also provides experience for students to comprehend historical text and primary documents. This can also serve as a model to illustrate persuasive techniques utilized in rhetorical texts, examples of counterarguments, and ways in which Patrick Henry describes the actions of the British in order to make his point that war is “inevitable”.</p>			
Quantitative			
<b>Lexile and Grade Level</b>	980 Lexile Level, 5 <sup>th</sup> grade	<b>Text Length</b>	1,214 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
The central idea of the text is that it is time for the Colonists to take action against the tyranny of the British. This is explicitly stated in the text and can be implied by the many examples and counterarguments that Patrick Henry cites in his speech.		The text follows a rhetorical structure as Patrick Henry introduces himself and provides a disclaimer about the fact that he plans to speak freely. He selects key points to share, and, as the text moves on, he becomes more heated and ends with a powerful conclusion that is meant to resonate with the Colonists.	
Prior Knowledge Demands		Language Features	
Students expected to read this piece should have some prior knowledge of the events living up to the American Revolution, an idea of the structure of government of the colonial period and preferably some exposure to argumentative texts and rhetorical texts.		Some of the language in this text is archaic, with sentence structure that is extremely formal and is meant to be spoken aloud. Vocabulary is unique to the time period.	
Vocabulary			
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)	
<i>“Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.” (CCSS ELA Appendix A)</i>		<i>“[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text.” (CCSS ELA Appendix A)</i>	

- inevitable
- invincible
- retreat
- forging
- resounding

- avert
- noble
- slighted
- ceremony
- reception

- martial
- subjugation
- entreaty
- supplication
- magnitude

- arduous
- beseech
- prostrated
- tyrannical
- interposition

**Potential Reader/Task Challenges**

Readers will be challenged by the stamina needed to tackle this demanding, thought-provoking text. The archaic language and vocabulary will be unfamiliar to students, as will the type of prose that is used. Drawing upon knowledge of differences during the time period will be difficult. The length of the text could be a challenge for some. It is recommended to use a small excerpt of the text as an element of differentiation.

Text-dependent questions		
Question	Standard alignment	Page of this document
TDQ #1 Read the first paragraph of the speech. Why is the word <i>House</i> capitalized, and how does that help you understand the audience of the speech?	<a href="#">CCSS.ELA-LITERACY.RI.5.4</a>	6
TDQ #2 Why does Patrick Henry include the phrase “I shall speak forth my sentiments freely and without reserve”?	<a href="#">CCSS.ELA-LITERACY.RI.5.1</a>	9
TDQ #3 What details has Patrick Henry chosen in order to persuade the Colonists to take action against the tyranny of the British?	<a href="#">CCSS.ELA-LITERACY.RI.5.8</a>	12
TDQ #4 How does Patrick Henry use metaphor in this text? What is he trying to say with this metaphor?	<a href="#">CCSS.ELA-LITERACY.RL.5.4</a>	16
TDQ #5 Why does Patrick Henry think that at this point war is the only option? How does he communicate this to his audience?	<a href="#">CCSS.ELA-LITERACY.RL.5.6</a>	19

## Target Standards

- [CCSS.ELA-LITERACY.RI.5.4](#)  
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- [CCSS.ELA-LITERACY.RI.5.1](#)  
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- [CCSS.ELA-LITERACY.RI.5.8](#)  
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- [CCSS.ELA-LITERACY.RL.5.4](#)  
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- [CCSS.ELA-LITERACY.RL.5.6](#)  
Describe how a narrator's or speaker's point of view influences how events are described.

Question 1	
Question #1	Read the first paragraph of the speech. Why is the word <i>House</i> capitalized, and how does that help you understand the audience of the speech?
Standard(s) covered:	<a href="#">CCSS.ELA-LITERACY.RI.5.4</a> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
Example response that meets standard	Look-fors
<p>I think the word “House” is capitalized because it is a proper noun. That probably means the “gentlemen” he is talking to probably belong to an official group.* I think it might have something to do with the people they voted for, because the people in government would be the ones to do a lot of “debate”.</p> <p>*extended thinkers might name the House of Burgesses or the House of Representatives as a possible audience</p>	<ul style="list-style-type: none"> <li>• Reader noticed word capitalization relates to a proper noun</li> <li>• Reader thought about and reflected on other words that give more context to the word or phrase in question</li> <li>• Reader noted their thinking that either government, elected officials, people you vote for or people who make laws were the group that Patrick Henry is addressing</li> </ul> <p>*Exceeding the standard: Reader inferred that the audience was the House of Representatives or, specifically, the House of Burgesses.</p>
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:	
Objective	In this lesson, you will determine the meaning of unknown words by identifying context clues and using your background knowledge about the American Revolution.
Prior knowledge to review	<a href="#">CCSS.ELA-LITERACY.RI.5.4</a> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . Review fourth grade and previous 5 <sup>th</sup> grade vocabulary related to the American Revolution and American Government units from grade 5.
Steps to achieve objective	<b>Think aloud for direct instruction</b>
1) Reread the sentence and look for context clues.	<ul style="list-style-type: none"> <li>• First, I reread the sentence where the word “House” is written &amp; think of meanings of that word. I had to <b>think about the rules of capitalization and proper nouns</b>.</li> <li>• I needed to decide if “House” <b>meant</b> the kind of house we live in, but that did not <b>make sense</b> in the sentence.</li> </ul>

<p>2) Reread the rest of the paragraph to find more clue words and supporting evidence.</p>	<ul style="list-style-type: none"> <li>• Then I <b>looked at some other words</b> in the paragraph like “debate” and “gentlemen”. I noticed evidence to support the clues, like the line, “<i>different men</i> often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to <i>those gentlemen...</i>”</li> </ul>
<p>3) Ask yourself, “How do these clues fit together to get an idea of the word meaning?”</p>	<ul style="list-style-type: none"> <li>• I thought about my <b>background knowledge</b> and what I know about the way government works. I know that people debate laws and ideas that they might disagree on.</li> <li>• I know it isn't the kind of house where people live, because that does not make sense with the context clues of the sentence. I know that a capital letter means a proper noun, which means it is something specific.</li> <li>• I remembered our government unit about how the House of Burgesses in Virginia used to meet to debate things. I thought about the House of Representatives and thought that the word <i>House</i> might mean the government. This seems to make sense using context clues, because it seems like he is talking to people who vote and make decisions. So, his audience must be the House of Representatives.</li> </ul>
<p>4) Write your response by naming the context clues and explain how they helped you determine the meaning.</p>	<ul style="list-style-type: none"> <li>• I started by turning the question around: “Who is the audience Patrick Henry is talking to?”</li> <li>• I used evidence-based terms in order to start my next few sentences.</li> <li>• I found some context clue words, such as “gentlemen” and “debate”</li> <li>• I concluded by thinking about previous units of study in Social Studies and what I knew about proper nouns.</li> <li>• All of this information helped me develop my theory that Patrick Henry was referring to the House of Representatives.</li> </ul>

### Extension and practice

- For struggling students who have a hard time finding context clues, they could use their reading journal to create a three column chart. The first column should read “new word or phrase”, the second column should read “context clue words” and the third column should read “what I think it means”. This will help students organize their thinking as they develop theories about the text. English Language Learners might be paired with another article with information about the House of Burgesses & government in Virginia at that time, as well as additional texts on their level in order to scaffold and support their knowledge of their study of the American Revolution.

### What next?

<p>For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other non-fiction texts to teach</p>	<p>See more examples of how to teach determining the meaning</p>
<p>Objective: Readers determine meaning by identifying context clues.</p> <ol style="list-style-type: none"> <li>1. Reread the sentence and look for context clues.</li> <li>2. Reread the rest of the paragraph to find more clue words and supporting evidence.</li> <li>3. Ask yourself, "How do these context clues fit together to get an idea of the word meaning?"</li> <li>4. Write your response by naming the context clues and explaining how they helped you determine the meaning.</li> </ol>	<p><a href="http://learnzillion.com/lessons/3868">Determining meaning of unknown words by making a chart- http://learnzillion.com/lessons/3868</a> 1.</p> <p><a href="http://learnzillion.com/lessons/757">Explain how to determine a new word in a non-fiction text- http://learnzillion.com/lessons/757</a></p>

Question 2	
<b>Question #2</b>	<b>Why does Patrick Henry include the phrase “I shall speak forth my sentiments freely and without reserve”?</b>
<b>Standard(s) covered:</b>	<a href="#">CCSS.ELA-LITERACY.RI.5.1</a> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Example response that meets standard	Look-fors
He probably said that because he wants to put his feelings out there openly. I think he wants to “freely” say what he feels “without reserve”, meaning without holding on to them. He is probably worried that what he is going to say will upset people, because later he talks about “an awful moment for this country.” I think that he knows something bad is going on, and he wants to talk about it.	<ul style="list-style-type: none"> <li>• Specifically quotes the text</li> <li>• Paraphrases what the text is saying</li> <li>• Explains the choice of quotes</li> <li>• Makes an inference about the quote's meaning</li> </ul>
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:	
<b>Objective</b>	In this lesson, you will make an inference about what a quote means by choosing another relevant quote to explain it.
<b>Prior knowledge to review</b>	Review that inferences are made when you take your background knowledge and add it to new information from the text.
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>
1) Define the vocabulary in the selection.	<ul style="list-style-type: none"> <li>• Think about the quote in the question. Ask, “How does it relate to what I already know (my background knowledge)?”</li> <li>• I know that being “sentimental” is when people cry over commercials, and it probably has something to do with feelings, so I thought about how he is really trying to share his feelings with others. I thought about the word “forth” and knew it didn't mean fourth like fourth grade. It starts the same way as “forward”, so I figured out that it meant going forward.</li> </ul>

2) Paraphrase what this line in the text is saying.	<ul style="list-style-type: none"> <li>I think Patrick Henry wants to be free or open to share what he is feeling. He probably doesn't want to hold on to, or hold back his feelings, but wants to share them with others. This means it is probably really important to him.</li> </ul>
3) Find another quote that supports your theory about what this line says.	<ul style="list-style-type: none"> <li>I skimmed the rest of the text. I can take a look at the rest of what he is saying by finding out that he is pretty angry, and noticing that what he is planning to talk about is a big deal! I am underlining some important parts that give me clues about what he means in his introduction. One quote that I chose says, "Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country..." I think this means that if he <i>doesn't</i> share his opinion about what is happening, he will feel like he has betrayed his country. So he feels like he <i>has to</i> speak his mind.</li> </ul>
4) Combine your quotes with the supporting evidence to establish your inference.	<ul style="list-style-type: none"> <li>I add the first line + my background knowledge + the new quote to my notes and I think about that. In my notebook, I create a three column chart using "Line from Text" in the first column, "My background knowledge" and "other supporting evidence." I use this to develop a statement about what I think he is saying, using the other evidence I have gathered from the text.</li> <li>I develop an explanation about how they relate to each other. I start with TTQA (turn the question around): "I shall speak forth my sentiments freely and without reserve"? Patrick Henry includes this phrase because he wanted people to listen carefully to what he needed to say even though they might not agree at first.</li> <li>Then I would explain what I meant, like this: "Some people were having different feelings about going against the King. Some people were loyalists and some people were Patriots. He is getting ready to say something he thinks is really not going to be popular with everyone. These are his neighbors and friends, and he wants them to listen."</li> <li>I add in some evidence-based terms and then include the quote I chose, careful to include quotation marks: "In the speech he later says, 'Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country...'"</li> <li>I finish with an explanation about how this new quote relates to my theory, "He is saying that he is not going to worry about making people mad, because he thinks this issue is so important that people need to be honest with each other. He thinks it is so important that he even believes it would be treason (going against his country) not to speak his mind.</li> <li>So, by saying he is going to 'put forth his sentiments freely', he is saying he won't hold anything back, because he feels it is a life or death situation."</li> </ul>

### Extension and practice

- Students can verbally explain to each other their theory about what the statement means. They can tick off on their fingers the evidence that their partner uses and make sure the speaker verbally uses a "thesis statement" (I think it means \_\_\_\_\_, because 1, 2 and 3. In the text it says\_\_\_\_\_)
- Students can work in pairs to draft a short response to this text dependent question. They can swap with another pair to make sure they are accountable to an interpretation of the text that can be supported with evidence.
- In small groups, students who are struggling could list the evidence that they find about the text. They can work to interpret the important pieces of evidence to approach an inference.  
English Language Learners could read an additional descriptive article to provide the exact background knowledge they will need in order to make an inference to this text. Here is an example: <http://www.landofthebrave.info/give-me-liberty.htm>

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to define vocabulary and phrases in context.

See more examples of how to teach defining vocabulary and phrases in context.

Objective: In this lesson, you will make an inference about what a quote means by choosing another relevant quote to explain it.

- 1) Define the vocabulary in the selection.
- 2) Paraphrase what this line in the text is saying.
- 3) Find another quote that supports your theory about what this line says.
- 4) Combine your quotes with the supporting evidence to establish your inference.

<http://learnzillion.com/lessons/3709-make-an-inference-and-verify-it-with-direct-quotes>

<http://learnzillion.com/lessons/4074-learn-how-to-interpret-a-direct-quote->

<http://learnzillion.com/lessons/3869-support-your-thinking-with-evidence-from-the-text>

Question 3

<p><b>Question #3</b></p>	<p>TDQ #3 <b>What details has Patrick Henry chosen in his speech to persuade the Colonists to take action against the tyranny of the British?</b></p>	
<p><b>Standard(s) covered:</b></p>	<p style="text-align: center;"><a href="#"><u>CCSS.ELA-LITERACY.RI.5.8</u></a></p> <p style="text-align: center;">Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	
<p style="text-align: center;"><b>Example response that meets standard</b></p>		<p style="text-align: center;"><b>Look-fors</b></p>
<p>Patrick Henry says the three reasons that prove they must go to war are that the British already are preparing for war, the colonists have tried everything, and that justice is on their (the Colonists’) side. I chose three quotes that he uses to prove it is time for the Colonists to take action. <b>First</b>, in his speech he states, “are fleets and armies necessary to a work of love and reconciliation?” He says this to describe that what the British are saying, and what they are doing, do not match. They say they want to improve relationships, but are bringing more men, more ships and more weapons and taking military action against the people of the colonies, especially Boston. <b>Second</b>, he says “we have done everything that could be done to avert the storm which is now coming on.” He says this and then lists all of the things the Colonists have tried, saying, “our petitions have been slighted, our remonstrances have produced additional violence and insult.” This proves that no matter what the Colonists do, they are not being treated with respect and are left with no choice. After sending petitions, begging and asking for representation, it seems they get only more violence. <b>Finally</b>, he gives evidence that waiting would be foolish. To the people who think the British are too powerful, he explains that they should not wait until all of their guns are taken away before they fight, and they should not underestimate their own power. He says, “The millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us.” He is explaining that in their passion for the cause, and with justice on their side, they can accomplish the seemingly insurmountable task of defeating the British in war.</p>		<ul style="list-style-type: none"> <li>• Identifies key details from the text that show Patrick Henry's argument.</li> <li>• Lists specific quotes of Henry’s to illustrate how the British have been given plenty of chances.</li> </ul> <p>Reader explains with own words the importance of this evidence, showing inferential thinking about the quotes selected from the text.</p>
<p style="text-align: center;"><b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b></p>		
<p><b>Objective</b></p>	<p>In this lesson you will learn how to explain an argument by selecting key details used as evidence by the author.</p>	

<p><b>Prior knowledge to review</b></p>	<ul style="list-style-type: none"> <li>Identifying main idea &amp; details</li> <li>Paraphrasing quotes and making inferences about their significance</li> </ul>
<p><b>Steps to achieve objective</b></p>	<p style="text-align: center;"><b>Think aloud for direct instruction</b></p>
<p>1) Reread the text and underline evidence related to the argument.</p>	<ul style="list-style-type: none"> <li>I reread the text, looking at the beginning lines. I know that often in a speech, a speaker will “preview” what he is about to say at the start of a new paragraph and then give some information to back up his thinking in that paragraph.</li> <li>Sure enough, I found three different paragraphs with three different lines that made a lot of sense. Because the language is so old-fashioned, I really had to think about what he was trying to say, but I looked to some key lines that seemed very powerful.</li> <li>In the third paragraph of the speech, he talks about the “warlike preparations” the British are making. It makes me think he is saying that the British are preparing, or getting ready, for war. I underlined “<u>are fleets and armies necessary to a work of love and reconciliation?</u>”</li> <li>In the second half of the third paragraph, he says they have “done everything to avert the storm which is now coming on”. This line made some sense to me. When I marked up this text, I underlined the quote on lines 41-43 starting with “<u>we have petitioned; we have remonstrated; we have supplicated...</u>” and I wrote in the margin that he “lists things British did and how it was not successful” and underlined the quote “<u>There is no longer any room for hope</u>”, adding to my notes in the margin that this is “evidence that the British are giving them no choice but to go to war”</li> </ul>
<p>2) Choose 2 or 3 underlined quotes that are persuasive and support the author's argument.</p>	<ul style="list-style-type: none"> <li>I chose three quotes that relate to my thinking.</li> <li>My <b>first quote</b> I chose from the beginning of the first paragraph. I saw that he said “Are fleets and armies necessary to a work of love and reconciliation?” and I synthesized this quote with the general point he is making, which is that the British are already preparing for war.</li> <li>My <b>second quote</b> is: “Sir, we have done everything that could be done to avert the storm that is now coming on” and I synthesized it with what I know about the rest of the section. I want to make the general point that they have done all that they could and the British still respond with violence.</li> <li>My <b>third quote</b> is “the millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us.” I synthesized the quote with what I know about the rest of the section to make the general point that they have done all that they can. They are on the “right” side. What they are fighting for is justice, and they have the passion to win the fight.</li> </ul>

<p>3) Explain the importance of each piece of evidence as it relates to the argument.</p>	<ul style="list-style-type: none"> <li>• For each quote, I take my synthesis of what it all means and jot down a specific sentence that explains my thinking more clearly.</li> <li>• For the <b>first quote</b>, I think about how he shows very specifically that the British are preparing for war. I outline my thinking by clarifying that the British are saying one thing and doing another. I list examples like “bringing ships” and “bringing armies”.</li> <li>• For the <b>second quote</b>, I think about how the Colonists have already done so much. I look at all of the things he lists the British have done and how the Colonists have responded. I jot down some ideas like “the Colonists have begged” and “they have petitioned” and “they have made sacrifices and concessions”. This was a little tricky, because of the challenging words he used, so I used a dictionary to help me with this.</li> <li>• For the <b>third quote</b>, I thought about the entire third paragraph and jotted down my ideas about the quote in my three column chart. I use this to organize my thoughts about what he is saying. I wrote down things like “if they (the Colonists) wait they will just get weaker” and “they are on the right side” and “they are fighting for their own land, their home, their country” and this helps me to get an idea of how I will explain this in my response. I like to find three pieces of evidence, three supporting details seems to be a good number for me as I figure out what the theory is about the author's main point.</li> </ul>
<p>4.) Use the evidence to build a thesis statement about what the author's main argument is.</p>	<ul style="list-style-type: none"> <li>• In my response, I began with a claim, or a statement, that explains how Patrick Henry persuaded the Colonists to go to war. I drafted my claim by counting the three most powerful reasons he cites in the texts and then listing them in the first sentence of my response. On <b>chart paper</b>, I am going to write down my claim. I use the following format: Patrick Henry tried to persuade the Colonists to take action by proving (a), (b), and (c).</li> <li>• My next sentence relates to evidence for (a). I start a next sentence by using an evidence-based term and then the first quote. I explain my thinking by turning my notes from step 3 into complete sentences.</li> <li>• I then write a sentence using an evidence-based term and the second quote. I explain my thinking using my notes from step 3 about the second quote into complete sentences.</li> <li>• I add another evidence-based term and quote # 3 into my response. Then I create an explanatory sentence using my notes from step three, quote three. [see Example Response that Meets Standard]</li> </ul>

### Extension and practice

- If students are having a hard time pulling out quotes from the text, listening to an audio performance of the text while reading and rereading is helpful in determining emphasis on certain words and phrases.
- Break students into groups and assign them the task of reading a small section of the second and third paragraph of the text to find a quote and come to a general synthesis of the argument it represents. For example, assign lines 27-35 to find a quote showing evidence he uses to intervene. Assign a second group lines 36-47 to find a second quote & argument it represents, and assign lines 53-61 to a third group to find a quote and explain the argument it represents.
- Use visuals for struggling students or students with limited vocabulary. For example, prepare on an interactive whiteboard an image of a fleet to show that “fleets and armies” represent large groups of ships and a large military gathering. To illustrate the line “prostrated ourselves before the throne” have a student act out begging on bended knee or show an image of a person begging before the King as a printout or electronically.
- Students can extend their thinking by rewriting the segment and paraphrasing the words into more modern language. Students could record themselves or present the speech to others and have a group illustrate the evidence that is used in the new, modern speech.

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to pull out the key arguments used by a speaker in a primary source document (speech) to synthesize the rationale of the argument.

See more examples of how to teach finding supporting evidence

Objective: Readers pull out the key argument used in a speech by developing a theory & selecting and explaining quotes that support it.

1. Reread the text and underline evidence related to the argument.
2. Choose 2 or 3 underlined quotes that are persuasive and support the author's argument.
3. Explain the importance of each piece of evidence as it relates to the argument.
4. Draft your response to include your claim, evidence & explanation.

<https://learnzillion.com/lessons/471-analyze-a-constructed-response-question>

<https://learnzillion.com/lessons/473-skim-text-to-find-evidence-to-compare-two-elements>

**Question 4**

<b>Question #4</b>	<b>TDQ #4 How does Patrick Henry use metaphor in this text? What is he trying to say with this metaphor?</b>	
<b>Standard(s) covered:</b>	<a href="#"><u>CCSS.ELA-LITERACY.RL.5.4</u></a>	
	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
	<b>Example response that meets standard</b>	<b>Look-fors</b>
	<p>Patrick Henry uses the metaphor of a “lamp of experience” in this text. He says, “I have but one lamp by which my feet are guided and that is the lamp of experience.” He is saying that they have tried everything. In the past, the British have shown that they are not willing to compromise and give the Colonists a fair shot at being represented. In the text it says, “I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging the future but by the past.” Like a lamp that someone uses to shine light on a path so they can walk without tripping, Henry is saying that he uses his past experiences to shine a light on what he knows the British will continue to do. Because of what the British have already done to them, he is saying that the Colonists should pay attention to those experiences, so they can avoid the same violence and mistreatment in the future. He uses this metaphor of the lamp to make it very clear that past experiences can “enlighten” people and will help guide them to make the right decision about taking on the British.</p>	<ul style="list-style-type: none"> <li>• Specifically identifies the figurative language in the text.</li> <li>• Includes the specific quote in the response.</li> <li>• Names what two things the author is comparing.</li> <li>• Explains in his or her own words the meaning of the figurative language, possibly describing the literal meaning when comparing to what the author is trying to say.</li> </ul> <p>Names the purpose of including the figurative language in the text.</p>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson you will learn to interpret the meaning of metaphor by visualizing the metaphor and synthesizing it with what you know about the text and the author.	
<b>Prior knowledge to review</b>	Students may need review on making inferences about a text, steps for identifying simile and metaphor within text, using the strategy of picturing or visualizing to deepen comprehension, how to use underlining and note taking to understand the theme or tone of a text, and know the definition of figurative language and how it is used to illustrate a point in a text.	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	

<p>1) Identify the figurative language.</p>	<ul style="list-style-type: none"> <li>• I stopped at the beginning of the second paragraph on lines 20-22. I know that a simile is when you compare two things using “like” or “as”. In this line, he says, “I have but one lamp by which my feet are guided and that is the lamp of experience”. I do not see the words <i>like</i> or <i>as</i> here, so I am figuring out that this is a metaphor, because he is comparing a lamp to his experience without using those two words.</li> <li>• I am figuring out that he is comparing a lamp to his experience, because he uses those two words right in the sentence. For now, this is a theory. Sometimes when I use this strategy, the next step will help me improve my theory so that it makes more sense, but to get started I want to have in my mind what two things he is thinking about: a lamp, and his experience.</li> </ul>
<p>2) Visualize what the figurative language really means.</p>	<ul style="list-style-type: none"> <li>• I need to <b>picture in my mind</b> a lamp. This is where I take the literal meaning of the word he uses in this quote. He says “lamp” and I know that a lamp is something that we use to give off light. You might use a lamp at night to do your homework.</li> <li>• I need to think a little bit about how old-fashioned this speech is, so I am also picturing Patrick Henry carrying one of those old fashioned oil lamps. Maybe he is holding it as he walks through an old alley. I add this to my thinking, because he says “by which my feet are guided”. In the colonial period, they probably didn't have the street lights like we have now, so if you were going for a walk at night, you would want some light with you.</li> <li>• If he brought a lamp, it would show him where to step and where his feet should go. This would help him avoid the little rocks and cobblestones streets and alleyways were built from back then. I picture that he is using a lamp to guide his way.</li> </ul>
<p>3) Add in what you already know about the text.</p>	<ul style="list-style-type: none"> <li>• Wow! When I just said, “guide his way”, I’m really thinking I’m on to something here. In the text, he lists all of the things he has seen the British do. Their attacks, violence and unfairness are what he is trying to avoid, like the stones on the path. In his experience, he has already seen what the British have done and failed to do. I am thinking that his experiences with the British tell him that he should not trust them. This is like how the lamp that shines light on the path shows him where to step and where not to step. This is all starting to make sense to me.</li> </ul>
<p>4) Link the figurative language with what you know to state what the author is trying to say.</p>	<ul style="list-style-type: none"> <li>• I know that Patrick Henry is really trying to get the Colonists to take action against the British. He is using a specific example to show how without shining light on their past behavior, they might stumble and fall. The lamp is a metaphor for light, and he is saying that the things they have done in the past are like a lamp to show the way to what they should do in the future.</li> <li>• I can add this all together in my response to think about what he is trying to say to his audience. He wants them to use their experiences to prove that the British will continue to mistreat the Colonists, and there is only one choice left. That choice is war.</li> </ul>

### Extension and practice

- For students ready to extend their thinking about the figurative language in this text, give them an opportunity to look for other examples such as “the song of the siren” or “it will prove a snare at your feet”. Learning more about these examples of figurative language can allow students to connect to other texts, such as mythological knowledge about the Sirens and who they were, or learning about trapping to identify what a snare is. These will allow students in need of enrichment to extend their thinking about the text.
- Students who struggle with visualizing may need to use props or models to act out the “lamp” guiding someone's feet. Turn off the lights in the classroom and have a student use a flashlight to navigate around to help illustrate the point that the “lamp” can show someone where to go.
- Students who might have difficulty making the connection between the “lamp of experience” as a literal lamp to shine a light on using experience to guide decision making might benefit from a discussion incorporated into the props, models or dramatization, above.

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to identify figurative language through visualizing and contextualization

See more examples of how to teach identifying figurative language

Objective: Students will interpret the meaning of metaphor by visualizing the metaphor and synthesizing it with what you know about the text

1. Identify the figurative language.
2. Visualize what the figurative language really means.
3. Add in what you already know about the text.
4. Link the figurative language with what you know to state what the author is trying to say.

<https://learnzillion.com/lessons/4574-determine-the-meaning-of-words-as-they-are-used-in-a-text>

<https://learnzillion.com/lessons/410-understand-figurative-language-go-out-on-a-limb>

<https://learnzillion.com/lessons/1778-use-textual-clues-to-envision-as-you-read>

Question 5	
<b>Question #5</b>	<b>TDQ #5 Why does Patrick Henry think that at this point war is the only option &amp; how does he communicate this to his audience?</b>
<b>Standard(s) covered:</b>	<p><a href="#"><u>CCSS.ELA-LITERACY.RL.5.6</u></a></p> <p>Describe how a narrator's or speaker's point of view influences how events are described.</p>
<b>Example response that meets standard</b>	<b>Look-fors</b>
<p>Patrick Henry is very passionate in advocating for war. In the text, he says, "I consider it nothing less than a question of freedom or slavery." "Should I keep back my opinions at this time, through fear of giving offense, I should consider myself as guilty of treason towards my country." He wants to do what is right based on his beliefs. He talks about his values, and seems to think freedom is more important than anything else. He addresses his opponents' counterarguments by saying "they tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger?" His passion for the cause helps him say to others that they should not listen to those who say they are weak, and they should act now before they get weaker. He says, "is life so dear, or peace so sweet, as to be purchased at the price of chains or slavery?" From this it seems to me that slavery is the worst possible thing he can think of, and he wants to shock everyone into thinking that this is what is at stake.</p>	<ul style="list-style-type: none"> <li>• Response lists quotes from the text that illustrate the author's unique point of view</li> <li>• The response gives an explanation about what these quotes are saying, in the reader's own words</li> <li>• Evidence of inference based on one of the quotes</li> <li>• Some evidence of how Patrick Henry addresses a counterargument</li> <li>• Shows some inferences about what the author values or fears</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>	
<b>Objective</b>	In this lesson you will learn to identify how the author's perspective shapes the text by searching for evidence of author's point of view and counterarguments.
<b>Prior knowledge to review</b>	Students will need an understanding of the structure of expository texts which include introductions and conclusions. Some may need review of persuasive structure which often includes a section in which the author deconstructs the opposing argument. Making inferences based on prior knowledge of the text will be an important skill for this lesson as well.
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>

<p>1) Reread the text &amp; highlight or mark where the author's values or beliefs are stated.</p>	<ul style="list-style-type: none"> <li>I am going to reread the text, paying special attention to the introduction and conclusion. I know that often, in the beginning of a story or text, the author begins by giving us a little bit of background. This will help us, because by focusing on these two sections, we can learn a lot about what he believes in. He starts with some information about the "question of freedom or slavery" and I underline the words "magnitude of the debate". This tells me that it is a really big deal to him. I think throughout the text he will try to persuade others to feel the same.</li> </ul>
<p>2) Ask yourself, "How do the author's beliefs and values influence his point of view?"</p>	<ul style="list-style-type: none"> <li>In the text, I chose to outline the following line. He describes that not speaking his mind would be "...an act of disloyalty toward the Majesty of Heaven, which I revere above all earthly things." This shows that he is a religious man. To him, God is way more important than the King.</li> </ul>
<p>3) Identify how he contradicts the opposing views with a counter-argument.</p>	<ul style="list-style-type: none"> <li>I notice that he addresses his opponents' counterarguments by saying "they tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger?"</li> <li>I am thinking he wants people to know that even though the British is more powerful and have more resources, being on the right side is more important than their chances of winning. I know from later quotes that he would rather die than be a slave to the British. He seems to take a pretty extreme point of view here, but it really gives me a sense of who he is as a writer and a Patriot.</li> </ul>
<p>4) Outline how the author's point of view, values and beliefs shaped his argument.</p>	<ul style="list-style-type: none"> <li>This is where I take my notes from the text and rank them into order. I wrote down some words on post-it notes, and I have here on my chart two columns: what is MORE important to Patrick Henry and what is LESS important. For example, I can put "king" under the column of "less important" and "God" under the column of "more important". Also, I can think about FREEDOM and PEACE. I think he does know that both are good things, but from what he says, freedom is MORE important and peace is LESS important. I know this because he says, "is life so dear, or peace so sweet, as to be purchased at the price of chains or slavery?" From this it seems to me that slavery is the worst possible thing he can think of, and he wants to shock everyone into thinking that this is what is at stake.</li> <li>This shapes my response, because now I know that he has created an argument that stressed which concepts he valued over others. I have gathered all of my evidence. I can take my information from the column chart I created to develop my response. I'll base my response on the idea that freedom is more important to him than anything else.</li> </ul>

### Extension and practice

- Students who are ready for enrichment might want to view additional primary source documents that might give the opposing view. This will help them to compare and contrast the unique perspectives offered by various leaders within the colonies and within the British leadership at the time. Students can dive in to how many subtle differences there were in perspectives about the war, for example the neutral colonists who for business purposes and knew that war with England would mean they could lose their livelihood, or those that supported war not because of their passion but because they would gain financially from war through sale of guns or other supplies to the army, and those who for religious reasons were against war and sought out non-violent methods
- Many students might be interested to learn that Patrick Henry was opposed to slavery. Some might want to read another document, a [letter](#) describing his feelings about the institution.  
For those students who have a difficult time finding evidence that would illustrate Henry's unique perspective, you may want to give students an additional text to read with biographical information about Henry.

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to identify how an author's point of view shapes the argument in a speech

See more examples of how to teach identifying an authors perspective

Objective: Readers will identify how the author's perspective shapes the text by searching for evidence of author's point of view and how he answers to those who disagree with him.

- 1) Reread the text & highlight or mark where the author's values or beliefs are stated.
- 2) Ask yourself, "How do the author's beliefs and values influence his point of view?"
- 3) Identify how he contradicts the opposing views with a counter-argument.
- 4) Outline the ways the author's point of view, values and beliefs shaped his argument.

#### [Analyze Different Points of View](#)

<https://learnzillion.com/lessons/4575-determine-how-the-author-influences-what-you-know-in-a-story>