



Close reading plan

George vs. George, *The Trouble with Taxes* by Rosalyn Schanzer

Created by Shannon VanderMale, 2014 Connecticut Dream Team teacher

What makes this text complex?			
Text and Author	George vs. George by Rosalyn Schanzer <i>The Trouble with Taxes 1764-1770</i> (p18-22)	Where to Access Text	http://www.amazon.com/George-vs-American-Revolution-Sides/dp/1426300425/ref=sr_1_1?ie=UTF8&qid=1398536805&sr=8-1&keywords=george+vs+george Available at your public library
Text Description			
This illustrated text is a non-fiction selection on the problems that taxation (Sugar Act and Stamp Act) by British Parliament on the American colonies caused and how they contributed to growing tensions and, ultimately, the Revolutionary War.			
Quantitative			
Lexile and Grade Level	Lexile: 1120 GL: 5	Text Length	5 pages with illustrations (pp.18-22)
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
Meaning and central idea of the text (Colonists were unhappy with the level of power and representation they had in “their” government) is conveyed through the reaction of Colonists in both illustrations and anecdotes.		Title/Heading contributes to the understanding of the role taxation had in causing the Revolutionary War. Cartoons include actual quotes. Captions used for clarification.	
Prior Knowledge Demands		Language Features	
Prior to accessing this text, students should have a basic understanding of the relationship that Great Britain had with the American colonies leading up to 1764. Specifically, students should understand colonization in America, the British and colonial systems of government, and the impact of the Seven Years War and/or the French and Indian War.		Language is largely familiar and easy to understand, with some vocabulary words that, while unfamiliar, should not impede the comprehension of the text. Some content-specific words and time period-specific words.	
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>	
<ul style="list-style-type: none"> • Infuriated • Pulpit • Pamphlet • Debt • Banned • Frontier • Smuggled • Mourn 	<ul style="list-style-type: none"> • Taxes • Molasses • Noblemen • Pill • Taunting • Representation • Consent • Divine 	<ul style="list-style-type: none"> • Parliament • Colonist/colony • Constitution • Sons of Liberty 	<ul style="list-style-type: none"> • Daughters of Liberty • Legislature

- Protest
- Jury
- Acquitted
- Branded

- Governor
- Demanding
- Massacre
- Whilst



Potential Reader/Task Challenges

While the content is engaging and accessible, some students may find the cartoons distracting and/or difficult to interpret. Determining importance and using quotes to support ideas may be difficult for students. Use of the practice activities will help all students to be successful.

Text-dependent questions		
Question	Standard alignment	Page of this document
TDQ #1 What facts would you select to support the idea that the English Parliament was justified in the expectation that the Colonists pay taxes?	RI.5.1	#5-7
TDQ #2 What does the phrase, “Parliament might make them pay even more taxes without their consent” tell us about the Colonists’ representation in the British Parliament?	RI.5.1	#8-11
TDQ #3 King George said, “I am more and more grieved at the accounts of America. It is undoubtedly the most serious matter that ever came before Parliament.” On the other hand, Charles Townshend said, “I dare tax America! I will! I will!” Why does the author include these two voices in the text?	RI.5.6	#12-15
TDQ #4 What does the author mean by “mourning the death of liberty”? What exact words lead you to its meaning?	RI.5.4	#16-18
TDQ #5 How do events and emotions interact to lead to the Boston Massacre? Use evidence from the passage to support your answer.	RI.5.3	#19-21
Target Standards		
<ul style="list-style-type: none"> • RI.5.1: Read and closely determine what the text says explicitly • RI.5.6: Assess how point of view or purpose shapes the content • RI.5.4: Interpreting words and phrase as they are used in a text • RI.5.3: Analyze how and why individuals, events, and ideas develop and interact 		

Question 1

Question #1	What facts would you select to support the idea that the English Parliament was justified in the expectation that the Colonists pay taxes?	
Standard(s) covered:	RI.5.1: Read and closely determine what the text says explicitly	
	Example response that meets standard	Look-fors
	<p><i>The English Parliament was justified in the expectation that the colonists pay taxes, because Great Britain needed the tax money to pay back some of its debt. This is fair because "Great Britain had spent plenty of money fighting in America for the good of the colonies" and Great Britain protected the colonists from "Indian attacks on the American frontier".</i></p>	<ul style="list-style-type: none"> • Students should be able to quote accurately from the text when explaining what the text says explicitly. • Students should specifically refer to or quote information regarding: <ul style="list-style-type: none"> • Great Britain spent money fighting for the colonies. • Great Britain protected the colonies from Indian attacks on the frontier.
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 learn how to find the answer to a question by locating evidence in the text.	
Prior knowledge to review	Refer to details and examples in a text when explaining what the text says explicitly.	
Steps to achieve objective	Think aloud for direct instruction	

<p>1) Reread the text and look for evidence to answer the question.</p>	<ul style="list-style-type: none"> • I'm going to begin by re-reading the question, "What facts would you select to support the idea that the English Parliament was justified in the expectation that the colonists pay taxes?" • I wonder, what words from the question are most important? Since I know the English Parliament refers to England's government from previous lessons, I also know that the Colonists are the people living in the colonies. Together this tells me that this question has something to do with taxes paid by the colonies to England. • Next I have to look at the word <i>justified</i>. This sounds like justice, which means fair. • The word <i>expectation</i> is also part of the question. <i>Expectation</i> sounds like expected. • What I'm hearing the question asking is to explain why the British Parliament is being fair in expecting the Colonists to pay taxes. • As I reread page 18, I am going to read for reasons why the British Parliament was reasonable in their request for the Colonists to pay taxes. I'm going to look only at page 18 (the first page in this section), because that is the part that is telling me about WHY Britain felt they should pay taxes. Everything after that is HOW they forced the Colonists to pay taxes. • I am going to reread page 18 now.
<p>2) Underline or highlight the evidence found within the text.</p>	<ul style="list-style-type: none"> • I noticed evidence that said the British government has "spent plenty of money fighting in America for the good of the colonies". • The text also says, "The crown was still supporting a British Army to help stop Indian attacks on the American frontier."
<p>3) Ask yourself, "How does the evidence answer the question?"</p>	<ul style="list-style-type: none"> • Hmm, now I'm asking myself, "What does the evidence tell me about the British Parliament's expectations of the Colonists?"
<p>4) Construct a response using evidence from the text to answer the question.</p>	<ul style="list-style-type: none"> • Now that I know WHY Great Britain believed that they should be allowed to tax the colonies, I need to revisit the question: "What facts would you select to support the idea that the English Parliament was justified in the expectation that the Colonists pay taxes?" • Okay, so the question wants me to use evidence from the text, or direct quotes, to explain the British Parliament's belief that they should be allowed to tax the Colonists. • First, I'm going to restate the question. "The British Parliament was fair in expecting the colonies to pay taxes because..." • Next, I'm going to use the quotes I have found to write a response: British Parliament was <i>justified</i>, or fair, in their demands on the Colonists to pay taxes, because Britain had spent plenty of money fighting in America for the good of the colonies, and Great Britain protected the colonists against Indian attacks.

Extension and practice

- If students struggle with indentifying quotes to support their answers, you can scaffold their responses through the use of “Save the Last Word”, a discussion technique that asks students to go back to the text to find key quotes.
 - In order to use this strategy, you will form groups of 2-3 students. Individually, each student reads the text and, in reference to the question, selects 2 to 3 quotes that particularly caught their attention. Students write the quote on one side of a note card and why they selected it on the other side.
 - Round 1: The first person reads his/her quote aloud without commenting on it. Each other person has one minute to comment on the quote. (If they agree/disagree with the quote, or if it makes them think of something related.) The initial person has two minutes at the end to respond to the comments, including why they selected the quote.
 - Repeat the process for each group member.
- If students are struggling to quote accurately from the text, start by defining that a quote is the exact words an author or person uses. Using quotes is an important way to explain what a text means. Quotes can provide evidence to help answer a question. Introduce a quote from a famous person, or simply quote yourself, something that you say all the time in the classroom. Write the quote in a visible place in order to review how and why quotation marks are used. Then return to the text with a simpler question such as, “Find a quote that explains what the Sugar and Stamp Acts taxed.”

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other nonfiction texts to teach quoting accurately (RI.5.1)

See more examples of how to teach standard RI.5.1

Objective: Answer a question by collecting evidence and direct quotations from the text

- 1) Reread the text and look for evidence to answer the question.
- 2) Underline or highlight the evidence found within the text.
- 3) Ask yourself, “How does the evidence answer the question?”
- 4) Construct a response using evidence from the text to answer the question.

Asking and answer questions about the text while reading

<http://ctdreamteam.learnzillion.com/lessons/758-ask-and-answer-questions-about-the-text-while-reading>

Check your understanding of a text by teaching others

<http://ctdreamteam.learnzillion.com/lessons/1643-check-your-understanding-of-a-text-by-teaching-others>

Question 2

Question #2	In the text it says, 'Parliament might make them pay even more taxes without their consent.' What does the phrase ' <i>without their consent</i> ' tell about the Colonists' representation in the British Parliament?
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Standard(s) covered:	RI.5.1: Read and closely determine what the text says explicitly
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Example response that meets standard	Look-fors
In the phrase, " <i>Parliament might make them pay even more taxes without their consent</i> ", the word <i>consent</i> means 'with permission'. I know this, because earlier in the passage, it says, "English law had said that there should be "no taxation with representation" and "so where was their right to have representatives who could vote for or against these taxes?" Together these quotes show that Colonists felt they should not be taxed unless they gave permission through their representatives. Since the Colonists did not have representation in the British Parliament, they could not give their permission to be taxed.	<ul style="list-style-type: none"> • Students should hone in on the word "consent" and offer a definition or an explanation as to what it means in this context. • Students should cite other text examples that led them to their explanation of the use of the word "consent" in this context. <ul style="list-style-type: none"> ○ For example: No taxation without representation

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 learn how to explain your inferences by quoting accurately from the text.
Prior knowledge to review	Refer to details and examples in a text when explaining what the text says explicitly
Steps to achieve objective	Think aloud for direct instruction

<p>1) Ask yourself, “What do the words in the question mean?”</p>	<p>I am going to begin by re-reading the question. What does the phrase “Parliament might make them pay even more taxes without their consent”, tell us about the Colonists’ representation in the British Parliament?</p> <p>Some key words I hear are <i>Parliament</i>, <i>taxes</i>, <i>Colonists</i>, and <i>consent</i>. I know from our discussion yesterday what <i>taxes</i> are and what <i>Parliament</i> is, and I know what <i>Colonists</i> are from our previous learning about the colonies. So, what does the word <i>consent</i> mean?</p> <p>Hmmm, I’ve heard my parents say they give consent, but I’m really not sure, so I’ll look it up in the dictionary.</p> <p>Okay, so the word <i>consent</i> means <i>permission</i>.</p> <p>How does the word <i>consent</i> apply here? What is happening “<u>without consent</u>”? Well, “without consent” means “without permission”. So I can figure out that the Colonists are being asked to pay taxes <i>without permission</i>.</p>
<p>2). Re-read, then highlight or underline the quote, to determine the meaning of the words in context.</p>	<p>Now that I know the meaning of the word <i>consent</i>, I’m going to re-read the question.</p> <p>I notice that the question asks me to figure out the meaning of the quote.</p> <p>I’m going to find this quote in the text in order to determine why this quote is important. (paragraph 3 on page 18)</p>
<p>3) Ask yourself, “What can I infer about the meaning of the quote I’ve highlighted?”</p>	<p>Okay, now that I have highlighted the quote in the text, I’m going to re-read the entire paragraph that contains the quote, in order to find out how ‘<i>Parliament might make them pay even more taxes without their consent</i>’ is used in context.</p> <p>As I re-read, I’m thinking about how the word <i>consent</i> and the idea of <i>permission</i> are important here. I’m wondering, what other quotes from the text refer to the idea of <i>consent</i> or <i>permission</i>?</p> <p>When I read the word <i>representation</i>, I know that <i>representation</i> means to speak for someone else. If the text says “no taxation without representation”, what can I infer about the colonists’ <i>representation</i> in Parliament? Since it says, “no taxation without representation” and the Colonists are angry about being taxed, I can infer that they do not have representation, or someone speaking for them, in the British Parliament.</p> <p>In the phrase, “<i>Parliament might make them pay even more taxes without their consent</i>”, I know that the word <i>consent</i> means permission. Since it says ‘<u>without</u> their consent’, I can <i>infer</i> that the Colonists are <u>not</u> giving their permission to be taxed, that British Parliament is taxing them without their permission.</p> <p>Earlier in the passage, it spoke of the British Law that said “no taxation without representation” or rather, no one should be taxed without having someone in Parliament to speak for them. In order to give permission, or <i>consent</i>, to be taxed, the Colonists would have to have someone in Parliament to speak for them. Since the Colonists are angry about being taxed, and I know that “without their consent” means without permission, I can <i>infer</i> that the Colonists do not have representation in Parliament.</p>

<p>4) Construct a response using quotes from the text and the inferences you've made to answer the question.</p>	<p>Now, I'm going to combine these two ideas and quotes, one about <i>consent</i> and <i>permission</i>, and the other about <i>representation</i>. I'm going to think about the idea of having someone to speak in your place, in order to explain the level of <i>representation</i> that Colonists had—or didn't have— in the British Parliament. I'm going to construct a response to the question:</p> <p><i>Consent</i> means to give permission. I made the inference that the Colonists did not give permission to be taxed by British Parliament, because in the text, it said, "<i>Parliament might make them pay even more taxes <u>without their consent</u>.</i>" That told me that the Colonists did not give permission to be taxed. I also made the inference that they did not have representation—or, someone speaking for them— in Parliament, because if they did, they would not have voted to be taxed. I know this, because the Colonists were very angry about being taxed. They thought it was unfair.</p>
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Extension and practice

- All of the extension and practices for Lesson 1 can be used again, or for the first time, here in Lesson 2. Both Lessons 1 and 2 address Standard RI.5.1 and, therefore, the use of the same extensions and practices will be helpful to reinforce the standard.
- If students are struggling with this question, it may be because of the nuances of language and the inferential reasoning required. You may wish to try to break down the quote further (“Parliament might make them pay even more taxes without their consent”), as if you were doing quote analyses in fiction. Students will:
 1. Write the quote and the page it comes from. Put it in quotation marks.
 2. Explain who said those words, and to whom they were talking (their intended audience).
 3. Paraphrase the quote. That means put it in different words that mean the same thing. Don't use quotation marks, because quotation marks mean you are writing exactly the words that were said.
 4. Explain what this quote tells you about this character, or the progression of the informational narrative. What kind of person would say these things? Why would they say it? What would they have to know, or be thinking about, to say it?
- For students who need a challenge, ask them to research how representation works in the American government at all levels (local, state, national). Ask them to think about how the Colonists' plight may have influenced our current system.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other nonfiction texts to teach quoting accurately (RI.5.1)

See more examples of how to teach how to read and closely determine what the text says explicitly (RI.5.1)

Objective: Answer a question by collecting evidence and direct quotations from the text

1. Ask yourself, “What key words or phrases should I look for in the text? What clues are available to me?”
2. Use subtitles to locate relevant sections of the text
3. Ask yourself, “What evidence in this section helps answer the questions?”
4. Explain your answer using direct quotes from the text.

Asking and answer questions about the text while reading
<http://ctdreamteam.learnzillion.com/lessons/758-ask-and-answer-questions-about-the-text-while-reading>

Check your understanding of a text by teaching others
<http://ctdreamteam.learnzillion.com/lessons/1643-check-your-understanding-of-a-text-by-teaching-others>

Question 3

Question #3	King George said, “I am more and more grieved at the accounts of America. It is undoubtedly the most serious matter that ever came before Parliament.” On the other hand, Charles Townshend said, “I dare tax America! I will! I will!” Why does the author include these two voices in the text?
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Standard(s) covered:	RI.5.6: Assess how point of view or purpose shapes the content
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Example response that meets standard	Look-fors
<p>King George said, “I am more and more grieved at the accounts of America. It is undoubtedly the most serious matter that ever came before Parliament.” Since grieved means saddened, and the picture of King George shows him looking worried, I think this quote shows that King George is unhappy about what is happening in the colonies. Charles Townshend says, “I dare tax America. I will! I will!” In contrast to King George, Townshend does not look worried at all. I think the author included both of these voices and pictures to show that the issue of taxing the colonies, and the problems that followed, did not have an easy solution and divided the British Parliament.</p>	<ul style="list-style-type: none"> • Students should cite text evidence from the illustration of King George in order to explain how he feels about the situation in the colonies. • Students should cite text evidence from the illustration of Charles Townshend in order to explain how he feels about the taxation in the colonies. • Students should use quotes and interpretations of both images to come to a conclusion about why both voices are included in the text.

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 learn to analyze multiple accounts of the same event. You will note similarities and differences in the points of view they represent.
Prior knowledge to review	<p>Students will need to understand perspective and point of view. Social-thinking language, such as ‘What is in their thought bubble and why?’ would be useful.</p> <p>Students should know who Charles Townshend is, and what the role of a treasurer entails.</p>
Steps to achieve objective	Think aloud for direct instruction

<p>1) Separate sections of the question that have more than one part. Look at each section individually before tackling the question as a whole.</p>	<ul style="list-style-type: none"> • Okay, I'm noticing that this question has multiple parts. First, I'm going to break down the question to be sure I answer all the parts. • The first part of the question talks about King George. • The second part of the question talks about Charles Townshend. • The last part of the question asks me about the author of the text.
<p>2) Reread, highlight or underline evidence and note text features.</p>	<ul style="list-style-type: none"> • I know from our discussion yesterday that the problem facing Parliament is the issue of taxation. Earlier, we discussed the main idea, that the Colonists are unhappy with being "taxed without consent" and "taxed without representation" in the Parliament. • I am going to use this background knowledge and context to address this question.

<p>3) Ask, “How do the words and pictures explain and describe the points of view?”</p>	<ul style="list-style-type: none"> • I am going to begin by looking at what the question is asking me about King George. The first part of the question says, “King George said, ‘I am more and more grieved at the accounts of America. It is undoubtedly the most serious matter that ever came before Parliament.’ ” • What is the King ‘grieved’ about? Why is this ‘the most serious matter’ in the King’s mind? • I’m going to go back into the text to find this quote and see if there are any hints as to what this might mean. • I found the quote. It appears in the text as a thought bubble above a cartoon of King George. In the cartoon, King George looks sad. This image makes sense, because I know that the word <i>grieved</i> means <i>sad</i>. I think that King George is sad, because the Colonists are not treating the Royal Governors with respect. There is a picture that shows this, and the text states, “A mob completely wrecked the home of a Royal Governor of Massachusetts.” The text also says “the Sons of Liberty stripped royal office holders naked and covered them with hot tar and goose feathers.” Yikes! No wonder the king feels so grieved. • King George is sad and worried about what is happening in the colonies. King George says, “It is undoubtedly the most serious matter that ever came before Parliament”. I think when he says, “We need to do something about what is going on in the colonies”, it’s because he’s worried. • The second part of the question asks about Charles Townshend. Charles Townshend says, “I dare tax America! I will! I will!” This quote also appears in a thought bubble of a cartoon of Townshend. In the picture, Townshend looks angry and strong. He does not look worried. The Townshend picture is labeled ‘Treasurer of Parliament’. Since I’m not sure what a treasurer is, I’m going to look that up, since that might help me to understand why Townshend looks so angry. • Okay, so...a treasurer is a person responsible for collecting money for a group. In this case, Townshend is responsible for collecting money for Parliament. When he says, “I dare tax America! I will! I will!” I think he is saying that he has every right to tax America, that it is his job to do so. He does not appear worried like King George. • So now I have to think about the last part of the question. Why did the author include these two points of view in the text? • King George is “grieved”, and he thinks that what is happening in the colonies, such as the tarring and feathering of British royal officers, is very worrisome. On the other hand, Charles Townshend, a member of the British Parliament, does not seem worried at all about what is happening in the colonies, and seems determined to collect taxes from the colonies, regardless of how the Colonists behave. In fact, he says, “I will! I will!” expressing that it is his duty and right to do so.
<p>4) Using the points of view as evidence, ask yourself, “What did the author intend to teach me?”</p>	<ul style="list-style-type: none"> • So why would the author include these two points of view? What does the author want to teach me? • I think the author includes both points of view in order to teach that people were <i>divided</i> over the issue of taxation. • The <i>Colonists</i> are clearly angry, because they are “wreaking havoc on the homes of British officials”, <i>Townshend</i> feels like he has the right to tax the colonies [“I dare tax America!”], and <i>King George</i> is worried about the whole situation.

Extension and practice

For students who are struggling with point of view, consider organizing a debate over the issue of taxation in the colonies.

- Place students in heterogeneous ability groups and have them take on the roles of colonists, King George, and Charles Townshend. Students will use text evidence to support their debate claims and counter claims.

For students who need a challenge, ask them to research how representation works in the American government at all levels (local, state, national). Ask them to think about how the colonists' plight may have influenced our current system.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to additional historical non-fiction with multiple accounts.

See more examples of how to teach how point of view or purpose shapes the content (RI. 5.6)

Objective: Analyze multiple accounts of the same event. You will note similarities and differences in the point of view they represent.

1. Break apart questions that have more than one part. Look at each part of the question separately before tackling the question as a whole.
2. Remember the main idea of the text and keep it in mind as you reread the text and notice the text features.
3. Ask, "How do the words and pictures explain and describe the point?"
4. Ask, "What did the author intend to teach me in this section?"

Determining how the author influences the text

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

Identify the main purpose of a section of the text::

<https://learnzillion.com/lessons/1941-identify-the-main-purpose-of-a-section-of-text>

Question 4

Question #4	TDQ #4 What does the author mean by “mourning the death of liberty”? What exact words lead you to its meaning?	
Standard(s) covered:	RI.5.4: Interpreting words and phrases as they are used in a text	
	Example response that meets standard	Look-fors
	<p>“Mourning the death of liberty” means that the Colonists are sad that their freedom is gone and they can’t get it back. The text says that the Colonists are “flying the flag at half-mast”. I know that flying a flag at half-mast is a sign of respect and sadness. The Colonists are sad about losing their liberty, their freedom and their way of life.</p>	<ul style="list-style-type: none"> • Students should hone in on the words “mourning” and “liberty” and offer a definition or an explanation as to what each mean in this context. • Students should refer to the quote, “flags were being flown at half-mast” in order to support their explanation of “mourning the death of liberty”.
<p align="center">If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</p>		
Objective	In this lesson you will learn to determine the meaning of words and phrases as they are used in the text.	
Prior knowledge to review	<p>Students should know how to use a dictionary, and context clues to determine the meaning of unfamiliar words.</p> <p>Students should know the relevance of a flag flown at half-mast.</p>	
Steps to achieve objective	<p align="center">Think aloud for direct instruction</p>	
1) Reread to find the referenced quote in the text.	<ul style="list-style-type: none"> • I see that the question is asking me to figure out what a text quote means and why it is important. • I’m going to start by finding this quote in the text. • I remember reading this quote yesterday, when I compared King George and Charles Townshend’s points of view. King George, Charles Townshend, and the Colonists all had different views on taxation in the colonies. • I’m going to reread and look for this quote in the section where it talks about the discontent in the colonies escalating. (p. 20) 	

<p>2) Ask, “What do the words in this quote mean?”</p>	<ul style="list-style-type: none"> • Okay, now that I have found the quote, I’m going to re-read the quote in order to determine the meaning in the text. The quote says “mourning the death of liberty”. • Of course, I know that <i>death</i> means something is dead or lost. • I’m not sure what <i>mourning</i> means, so I am going to have to look this word up. • Also, I know that I have heard the word <i>liberty</i>, but I’m not exactly sure what it means, or what it means in <i>this</i> quote. I’m going to look this word up to clarify the meaning of the quote.
<p>3) Use the dictionary to determine the meaning of unfamiliar words.</p>	<ul style="list-style-type: none"> • So, I’m going to start by looking up the word <i>mourning</i>. • The online dictionary defines <i>mourning</i> as, “the expression of deep sorrow for someone who has died”. • This is a little confusing, because the text isn’t talking about a person dying. Hmm...I’m going to look up the word <i>liberty</i> to see if I can make more sense out of this. • The online dictionary defines <i>liberty</i> as “the state of being free within society from oppressive restrictions imposed by authority on one’s way of life”. If I paraphrase, I can say that <i>liberty</i> means to be free from authority that makes you do things you don’t want to do. I think this is accurate, because British Parliament is making the colonists do what they don’t want to do, which is pay taxes.
<p>4) Ask, “What does this quote mean in the context of this text?”</p>	<ul style="list-style-type: none"> • Okay, now that I have the definitions of these words, I’m going to determine, or figure out, what they mean in context, or inside of the text itself. • So if I take the definitions I’ve found and put them into the original quote, I can say that “mourning the death of liberty” means that the Colonists are deeply sad about the loss of freedom within their society. The rest means being deeply sad about the restrictions by an authority, which in this case is the British Parliament. • Just before the quote, “mourning the death of liberty”, the author writes, “flags being flown at half-mast”. • I know that flags are flown at half-mast, or half way down, when we are showing respect to and sadness for someone who has died. • So how does a flag being flown at half-mast apply here? • Okay, so the Colonists are sad that they lost their freedom. They feel like they lost their freedom, because they are being forced to pay taxes “without representation” in the British Parliament. The Colonists are flying the flags at half-mast to show that they are sad about, or are <i>mourning</i>, their loss of the freedom (“loss of freedom” is like saying “the death of liberty”). They’ve lost the freedom to make their own decisions and live their lives the way they want to.

Extension and practice

For students who are struggling with context clues, consider doing a mini-lesson in order to review being a word detective.

Here is a fun review: <http://www.flocabulary.com/context-clues/#>

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to determine the meaning of unfamiliar words or phrases in informational text

See more examples of how to teach RI.5.4

Objective: Determine the meaning of words and phrases as they are used in the text.

1. Find the referenced quote in the text
2. Ask what do the words in this phrase mean?
3. Use the dictionary to determine the meaning of unfamiliar
4. Ask, what does this phrase mean in the context of this text?

Determine an unfamiliar word in a nonfiction text:

<https://learnzillion.com/lessons/757-determine-an-unfamiliar-word-in-a-nonfiction-text>

Question 5

Question #5	TDQ #5 How do events and emotions interact to lead to the Boston Massacre? Use evidence from the passage to support your answer.	
Standard(s) covered:	RI.5.3: Analyze how and why individuals, events, and ideas develop and interact	
	Example response that meets standard	Look-fors
	<p>In the weeks and months leading up to the Boston Massacre, the Colonists were very mad. The Colonists were mad, because they did not think it was fair that they had to pay taxes without having representation in Parliament. In contrast, the British Parliament, including Charles Townshend, believed it was “Great Britain’s right to collect taxes” and they were furious that the Colonists continued to protest and not pay taxes. In addition to the Colonists’ refusal to pay taxes, they showed their disrespect towards the British government by tarring and feathering their representatives and burning down their houses. In response to these events, Parliament sent soldiers to Boston “to make them (the Colonists) behave”, but the soldiers stole, got drunk, and chased women. This made the Colonists even angrier. These events and emotions together led to a snowball fight and throwing of objects by the Colonists, and shooting by the British soldiers. Very quickly, there were 5 dead Colonists in Boston. This is now remembered as the Boston Massacre.</p>	<ul style="list-style-type: none"> • Emotions from both sides of the conflict • Events from both sides: failure to pay taxes, Colonists and soldiers “behaving” poorly, Parliament refusing to consider the Colonists’ requests for representation
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 learn how to explain the relationship between individuals, events and ideas in a historical text by analyzing interactions and citing specific evidence from the text.	
Prior knowledge to review	<p>Students should understand relationships, and the way ideas, information, or people connect to one another.</p> <p>Students should know how to use two-column notes.</p>	
Steps to achieve objective	Think aloud for direct instruction	

<p>1) Ask yourself, "What is the question asking me?"</p>	<ul style="list-style-type: none"> • So, the question is asking me to think about the emotions and events that led to the Boston Massacre. • This shouldn't be hard, since we have been talk a lot over the last few days about how both the British and the Colonists became more and more angry in the years leading up to the event. • I'm going to use some of what I have learned over the last few days to help me answer this question.
<p>2) Highlight or underline relevant evidence in the text.</p>	<ul style="list-style-type: none"> • I'm going to start by looking at what I know about the Colonists. • I know that the Colonists are angry, so I'm going to start by looking for evidence of this. • A piece of evidence I've found is that the Colonists said, "No taxation without representation". • I also know they are angry, because they refuse to pay the taxes, refuse to use the stamps required in the Stamp Act, and are treating the British officials poorly. The Colonists are also angry because King George sent troops to the colonies and the troops are not being respectful. • Now I'm going to turn things around and look at this from the other side. • The British Parliament feels, "It was Great Britain's right to collect taxes". Also, Charles Townshend shows us he is angry and determined to collect taxes when he says, "I dare tax the colonies. I will! I will!" King George shows us that he is worried when he first says, "It is undoubtedly the most serious matter that ever came before Parliament" and later sends troops to the colonies to make the Colonists "behave".
<p>3) Ask yourself, "What is the relationship between these emotions and events?"</p>	<ul style="list-style-type: none"> • So how do these events and emotions work together to lead to the Boston Massacre? What do both sides have in common? • The relationship between these events is that both sides were angry. • The British were angry, because the Colonists weren't doing what the British government wanted them to do. They would not pay taxes. They would not use the stamps and they were being disrespectful to the British officials. • The Colonists were angry, because the British Parliament was making them pay taxes without representation in Parliament. They were also angry, because British soldiers were being disrespectful to the Colonists by getting drunk, chasing women, and having horse races on Sunday. • Both sides were angry and when angry people are together, they fight. The Colonists threw snowballs at the soldiers, and the British soldiers fired their weapons. These are the events that lead to the Boston Massacre.

Extension and practice

- If students are struggling with using evidence from the text to support their claims, have them set up a T-chart or two-column notes. Have students come up with a list of events and people that may have led to the Boston Massacre in column one. Have students record text evidence and quotes about these events and people in the second column. If students are still struggling, have them add a third column titled “What this shows me”. In the third column, students should record their thinking about what they think the events, emotions, and quotes tell them about this historical event.
- For students who need more of a challenge, consider having them do an image deconstruction of two famous pieces of art based on the Boston Massacre. Students should consider hypotheses as to who created each image and what side of the Boston Massacre they may have supported. Students should use specific evidence from each piece of art to support their claims. Two pieces of art that could be used in this activity are: The Bloody Massacre, Paul Revere, Boston, Massachusetts, 1770

<http://historymartinez.wordpress.com/2011/10/28/boston-massacre-paul-revere-engraving-art-analysis-with-questions/>

The Boston Massacre, March 5, 1770, John H. Bufford, 1856

<http://www.teachushistory.org/second-great-awakening-age-reform/resources/boston-massacre-champney>

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to explain relationships within the historical text.

See more examples of how to teach analysis of the interaction of ideas, events and individuals (RI. 5.3)

Objective: Learn to explain the relationship between events and ideas in a historical text based on specific information in the text

1. Determine what specific events and people the question is asking about.
2. Locate relevant information in the text.
3. Ask yourself, “What is the relationship between these events”?

Compare and contrast within a text:

<https://learnzillion.com/lessons/474-compare-and-contrast-elements-within-a-text>

Use textual clues to envision as a reader:

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