

George Washington's Invisible Enemy

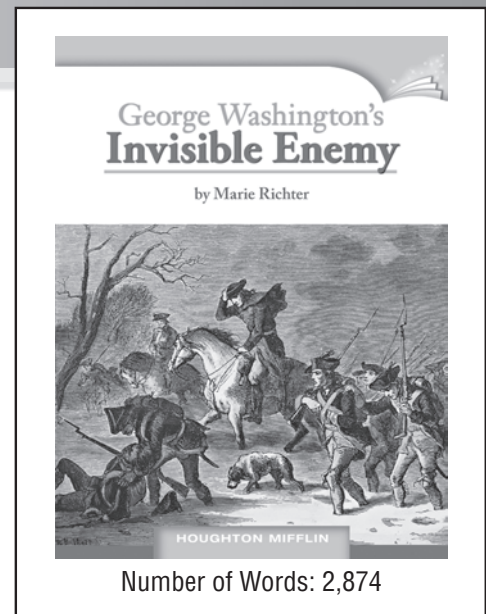
by Marie Richter

Fountas-Pinnell Level W

Narrative Nonfiction

Selection Summary

George Washington was known as a creative and effective problem solver. As a leader, he expressed courage and determination during difficult times. During the American Revolution, he found a way to overcome smallpox, one of the most deadly diseases ever known.



Characteristics of the Text

Genre	• Narrative nonfiction
Text Structure	• Third-person narrative with some direct address to the reader • Six chapters with headings
Content	• American Revolution • Smallpox • Advances in medicine
Themes and Ideas	• George Washington was revolutionary in his way of thinking. • Diseases can be used as weapons during war. • Fighting smallpox and its spread took courage and ingenuity.
Language and Literary Features	• Descriptive language
Sentence Complexity	• A mixture of short and longer sentences • Multiple items in series • Introductory phrases
Vocabulary	• Many science-related terms, most of which are defined within the text
Words	• Many multisyllable words: <i>deadliest</i> , <i>visionary</i> , <i>dilemma</i> , <i>epidemic</i>
Illustrations	• Historical illustrations with captions
Book and Print Features	• Table of contents and glossary
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Build Background

Help students use their knowledge of diseases to visualize the selection. Build interest by asking questions such as the following: *Do you remember receiving immunizations against diseases before you started school? Why do you think it is important to protect children from diseases that are easily spread? What do you imagine happened in the days before doctors knew about immunization?* Read the title and author and talk about the cover illustration. Tell students that this selection is narrative nonfiction, so the events described really happened.

Introduce the Text

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

Page 2: Have students read the table of contents and remind them of the title of the selection. **Ask:** *What do you think is the “invisible enemy” mentioned in the title of the selection?*

Page 7: Point out the inset and the highlighted vocabulary word in it. **Suggested language:** *This selection uses three terms that mean the same thing: inoculation, immunization, and **vaccination**.* Have students pronounce the three terms and read the contents of the inset. Help students understand how vaccination works.

Page 12: Have students locate the highlighted word **anesthetic** and then read the sentence in which it appears.

Suggested language: *In our day, doctors use anesthetics for relieving people’s pain. What do you imagine it was like in the days before anesthetics?*

Pages 16–17: Point out that both the painting on page 16 and the photograph on page 17 show a child being inoculated against disease.

Suggested language: *Compare the scene in the painting to what is pictured in the photo. How are the settings different? What else is different? What is the same?*

Now turn back to the beginning of the selection and read to find out how George Washington defeated an invisible enemy.

Expand Your Vocabulary

anesthetic – a drug or gas given to people before an operation to prevent them from feeling pain, p. 12

contaminated – been made dirty or unfit for use, p. 9

immunity – protection against a disease, p. 4

inoculate – inject a weakened form of a disease into someone’s body, p. 6


quarantined – kept away from others, p. 6

symptoms – signs that show someone is sick, p. 4

vaccination – a protection against a disease given to someone by an injection, p. 7

Read

Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Analyze/Evaluate Strategy  **TARGET STRATEGY** and to think carefully about the information provided in the text so that they can form their own opinion about it.

Discuss and Revisit the Text

Personal Response

Invite students to share their personal responses to the selection.

Suggested language: *Do you think that Washington was right to force his soldiers to be inoculated against smallpox? Why or why not?*

Ways of Thinking

As you discuss the text, help students understand these points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• Smallpox was a devastating disease in the 1700s.• Fighting the enemy was not an easy task, especially if soldiers were sick and weak.• Harsh conditions during the war created hardships for soldiers.	<ul style="list-style-type: none">• Not all decisions a leader makes are popular.• Diseases can be used as weapons during war.• Surviving the cruel conditions of war takes good sense and heart.	<ul style="list-style-type: none">• The historical illustrations help the reader visualize the people and events.• The captions provide further information about the illustrations.• The author uses powerful language to help readers understand the seriousness of the situations.

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Choices for Further Support

- **Fluency** Invite students to choose a passage from the text to read aloud. Suggest that they try reading a couple of pages as if they were giving a presentation about the effects of smallpox.
- **Comprehension** Based on your observations of the students' reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.
- **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind students that a word ending in *-tion* is usually a noun. Show how the noun *vaccination* comes from the verb *vaccinate*. Support students as they determine the verb forms of *inoculation* (inoculate) and *immunization* (immunize).

Writing about Reading


Critical Thinking

Have students complete the Critical Thinking questions on BLM 13.9.

Responding

Have students complete the activities at the back of the book, using their Reader's Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Conclusions and Generalization  **TARGET SKILL** Remind students that they can use details in the text to explain ideas that are not stated or are generally held to be true. Model how to add details to the Graphic Organizer, using a "Think Aloud" like the one below:

Think Aloud

On page 6, the author states that George Washington was "a man of action." What details support this conclusion? He fought in the French and Indian War when he was 21 years old. This detail from page 5 helps to support the author's conclusion. Write this in the Graphic Organizer. What other details from the selection support this conclusion? Record them in the Graphic Organizer.

Practice the Skill

Have students share an example of another selection in which a person had to take great risks to overcome obstacles and meet challenges.

Writing Prompt: Thinking About the Text

Have students write a response to the prompt on page 6. Remind them that when they think about the text, they reflect back on the text. They should notice and evaluate language, genre, literary devices, and how the text is organized.

Assessment Prompts

- What is the main purpose of the introduction on page 4?
- Choose one word that best describes George Washington's decision to inoculate his army against smallpox.
- In general, what kind of conditions did the soldiers in Washington's army face?

English Language Development

Reading Support Make sure the text matches the students' reading level. Language and content should be accessible with regular teaching support.

Cognates The selection includes many cognates. Explain the English word and its Spanish cognate: anesthetic (*anestésico*), contaminated (*contaminar*), immunity (*inmunidad*), inoculate (*inocular*), symptom (*síntoma*), and vaccination (*vacunación*).

Oral Language Development

Check student comprehension, using a dialogue that best matches your students' English proficiency. **Speaker 1** is the teacher, **Speaker 2** is the student.

Beginning/Early Intermediate	Intermediate	Early Advanced/ Advanced
<p>Speaker 1: What disease killed millions of people in the 1700s?</p> <p>Speaker 2: smallpox</p> <p>Speaker 1: Why were many colonists afraid to be inoculated?</p> <p>Speaker 2: They were afraid of illness.</p>	<p>Speaker 1: Why did Washington quarantine soldiers who had been inoculated?</p> <p>Speaker 2: He didn't want them to spread the disease.</p> <p>Speaker 1: What was the British army suspected of doing?</p> <p>Speaker 2: They were suspected of using smallpox as a weapon.</p>	<p>Speaker 1: In what way was Washington's decision revolutionary?</p> <p>Speaker 2: The idea of inoculation was new, and there were risks. Sometimes people got very sick from the inoculation and even died, but Washington took the risk and it paid off.</p>

Responding

TARGET SKILL **Conclusions and Generalizations** George Washington was not afraid to take risks. What details in *George Washington's Invisible Enemy* would lead readers to draw this conclusion? Copy and complete the chart below.

Detail ?	Detail ?
Conclusion or Generalization George Washington was not afraid to take risks.	
Detail ?	Detail ?

Write About It

Text to Text Washington's soldiers followed specific steps to avoid smallpox. Think of another story in which the characters follow a set of steps to accomplish a goal. Write several paragraphs explaining those steps.

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Lesson 13
BLACKLINE MASTER 13.9

Name _____ Date _____

Critical Thinking

Read and answer the questions. Possible responses shown.

- Think within the text** What are the risks of inoculation?
You could get sick and die, or be contagious.
- Think within the text** How is inoculation different from vaccination?
It uses a small dose of a disease.
- Think beyond the text** How would the world be different without vaccinations?
More people would get the diseases for which we now get vaccinated.
- Think about the text** Name one advantage and one disadvantage of the author's title choice.
An advantage is that the reader will be drawn in to find out who the invisible enemy is. A disadvantage is that it is hard to tell what the book is about.

Making Connections Pretend you were part of Washington's army and you were inoculated, then exposed to a disease. Write about what happened.

Write your answer in your Reader's Notebook.

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George Washington's Invisible Enemy

Thinking About the Text

Think about the questions below. Then write your answer in two or three paragraphs.

Remember that when you think about the text, you reflect back on the text. You notice and evaluate language, genre, literary devices, and how the text is organized.

Reread the introduction on page 3. How does the author awake the reader's interest? Think about how the opening sentence affects you. What kind of feelings do the words "silent, stealthy, and undeniably deadly" make you feel? How do you think that the illustration on that page contributes to the mood the author is setting?



Name _____ Date _____

Critical Thinking

George Washington's
Invisible Enemy
Critical Thinking

Read and answer the questions.

1. **Think within the text** What are the risks of inoculation?

2. **Think within the text** How is inoculation different from vaccination?

3. **Think beyond the text** How would the world be different without vaccinations?

4. **Think about the text** Name one advantage and one disadvantage of the author's title choice.

Making Connections Pretend you were part of Washington's army and you were inoculated, then exposed to a disease. Write about what happened.

Write your answer in your Reader's Notebook.

George Washington's Invisible Enemy • LEVEL W

**George Washington's
Invisible Enemy**
Running Record Form

page	Selection Text	Errors	Self-Corrections
13	<p>Washington's troops emerged from their winter at Valley Forge poorly dressed, underfed, and lacking in military supplies. But they were immune to smallpox. This important fact changed the course of the war in several ways.</p> <p>First, men who were previously hesitant to join the army for fear of infection now could join without fear. The number of recruits and re-enlistments at Valley Forge swelled over the winter of 1777–1778. By the time spring arrived, Washington's army had grown considerably. Historians believe that between eight and twelve thousand men were gathered at Valley Forge, prepared to fight on behalf of the newborn nation.</p>		
	Comments:	Accuracy Rate (# words read correctly/102 × 100) _____ %	Total Self-Corrections _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	Ⓜ cat	0
Omission	̄ cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut ^{sc} cat	0
Insertion	the ^ cat	1
Word told	Ⓢ cat	1

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