

A Noble French Patriot

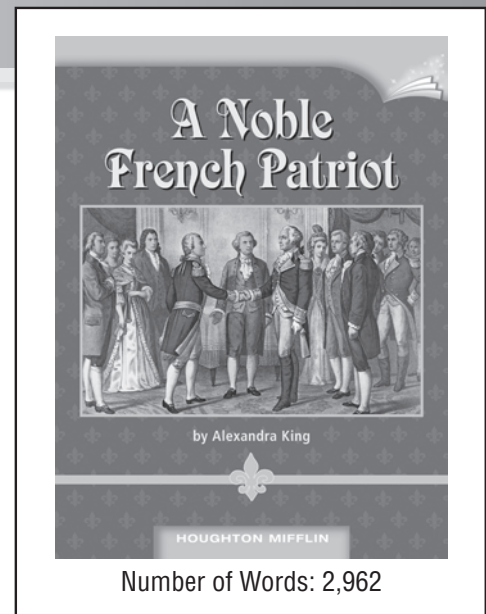
by Alexandra King

Fountas-Pinnell Level X

Narrative Nonfiction

Selection Summary

The Marquis de Lafayette, a French military officer, became a general in the American Revolution. He served under George Washington, and he helped negotiate French aid for American independence.



Characteristics of the Text

Genre	<ul style="list-style-type: none"> • Narrative nonfiction
Text Structure	<ul style="list-style-type: none"> • Third-person narrative organized in ten short chapters • Chapter heads show key events in Lafayette's life
Content	<ul style="list-style-type: none"> • The American Revolution and French involvement • Lafayette's personal magnetism • George Washington as mentor to Lafayette
Themes and Ideas	<ul style="list-style-type: none"> • Patriotism can cross many boundaries. • Strong convictions can earn the respect and admiration of many nationalities.
Language and Literary Features	<ul style="list-style-type: none"> • Some figurative language (<i>Congress practically slammed the door in the face of the expectant Lafayette.</i>)
Sentence Complexity	<ul style="list-style-type: none"> • Long, complex sentence structures • Multiple items in series
Vocabulary	<ul style="list-style-type: none"> • Some Revolutionary terms associated with the subject's historical era, such as <i>marquis</i>, <i>revolutionaries</i>, <i>colonies</i>
Words	<ul style="list-style-type: none"> • Many multisyllable words, such as <i>diplomatic</i>, <i>antagonistic</i>, <i>peninsula</i>
Illustrations	<ul style="list-style-type: none"> • Historic paintings and a map • Captions for illustrations
Book and Print Features	<ul style="list-style-type: none"> • Sixteen pages of text, easy-to-read chapter headings, a map, and illustrations • Timeline and sidebars • Italics for emphasis
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A Noble French Patriot by Alexandra King

Build Background

Help students use their knowledge about patriotism to visualize the selection. Build interest by asking a question such as the following: *What strong belief might motivate someone to act heroically?* Read the title and author and talk about the cover illustration. Note the ten chapter heads. Tell students that this selection is narrative nonfiction so it will give factual information by telling about true events.

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:

Pages 3–4: Explain that this selection is about Gilbert du Motier, the Marquis de Lafayette, a French nobleman who became a hero of the Revolutionary War. Direct students to the chapter heading on page 4.

Suggested language: *The chapter heading tells us that the Revolutionary War had begun far away from France.* **Ask:** *How can ideas like liberty and equality go beyond national borders?*

Page 10: Explain what **tactical** skirmishes means in the context of the second sentence in the third paragraph.

Page 13: Point out the sidebar and the illustration of a Parisian salon. **Ask:** *Is this sidebar helpful in explaining what salons were? Why or why not?*

Page 16: Read the last paragraph on page 16. **Ask:** *What does this paragraph tell you about Lafayette’s impact on the United States?*

Now go back to the beginning and read to find out how the Marquis de Lafayette made important contributions to America’s freedom.

Expand Your Vocabulary

barrage – an overwhelming, concentrated outpouring, as of words, p. 12

decoy – a means used to mislead, p. 5

infantry – soldiers armed and trained to fight on foot, p. 4


outpost – a detachment of troops stationed at a distance from a main force to guard against surprise attacks, p. 9

skirmish – a minor battle in war, as one between small forces or between large forces avoiding direct conflict, p. 9

tactical – characterized by adroitness, ingenuity, or skill, p. 10

Read

Have students read silently while you listen to individual students read aloud. Support their problem solving and fluency as needed.

Remind students to use the Summarize Strategy  **TARGET STRATEGY** as they read. Tell them to think about the most important events from Lafayette's life as they read.

Discuss and Revisit the Text

Personal Response

Invite students to share their personal responses to the book.

Suggested language: *What do you think freedom meant to Lafayette?*

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">• Lafayette disobeyed King Louis XVI and sailed to America to fight for the colonists' freedom.• Lafayette assisted General George Washington, and they formed a lifelong friendship.• Lafayette's principles inspired him to become a leader in American victories and a national hero.	<ul style="list-style-type: none">• A love of liberty can motivate strong actions.• A person's actions during his or her lifetime can create a lasting legacy.	<ul style="list-style-type: none">• The illustrations, map, and sidebars offer additional insight into Lafayette's life.• The timeline of important dates summarizes key events.• The narrative tells about Lafayette's quest for freedom.

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Choices for Further Support

- **Fluency** Invite students to create a script for use in a readers' theater based on the description of the meeting between Lafayette and George Washington on page 7. Have students use the quotation from the last paragraph of page 7 as a starting point from which they create a dialogue that expresses Lafayette's admiration for Washington and Washington's appreciation of Lafayette's efforts.
- **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 the word *privileges* on page 7 comes from the Latin root word *privus*, which mean "single," or "alone." Other words that share this root include *private*, *privation*, and *privateer*.

Writing about Reading

Critical Thinking

Have students complete the Critical Thinking questions on BLM 14.9.

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

Sequence of Events ✓ **TARGET SKILL** Have students recognize the sequence of events in the text and use them to summarize important information. Help them to identify signal words and to use dates to determine sequence. Model how to add details to the Graphic Organizer, using a "Think Aloud" like the one below:

Think Aloud

List the first event that led Lafayette to fight on the American side during the Revolutionary War in the top box. Perhaps write: Lafayette wanted to go to battle against France's enemy: Great Britain. Then list the second event: Lafayette admired ideas American revolutionaries shared. These examples complete the chart and show an accurate sequence of events.

Practice the Skill

Encourage students to share their examples of another book that uses Sequence of Events to tell about a hero who fought for freedom.

Writing Prompt: Thinking Beyond the Text

Have students write a response to the writing prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts

- Which sentences from the selection show that Americans admired Lafayette?
 - George Washington included young apprentices in planning sessions to show that
-
- Why does the author include a sidebar about light troops?

English Language Development

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

Cognates The text includes many cognates. Point out the English words and their Spanish equivalents: revolution (*revolución*), political (*político*), and military (*militar*).

Oral Language Development

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

Beginning/Early Intermediate	Intermediate	Early Advanced/ Advanced
<p>Speaker 1: What position did Lafayette want in the American army?</p> <p>Speaker 2: to be a general</p> <p>Speaker 1: Where did a bullet strike Lafayette?</p> <p>Speaker 2: in his calf</p> <p>Speaker 1: Which general surrendered to American troops at Yorktown?</p> <p>Speaker 2: General Cornwallis</p>	<p>Speaker 1: How did Lafayette show that he was a “soldier’s friend”?</p> <p>Speaker 2: He spent his money to ease the suffering of his troops.</p> <p>Speaker 1: How did Lafayette continue to aid America after the war?</p> <p>Speaker 2: He helped America trade with France.</p>	<p>Speaker 1: Why did American troops not resent Lafayette as they did other French military officers?</p> <p>Speaker 2: Lafayette was respectful, hoping to learn rather than teach. He paid his own way and did not demand privileges.</p>

Responding

TARGET SKILL **Sequence of Events** What was the sequence of events that led Lafayette to fight on the side of the Patriots during the Revolutionary War? Copy and complete the chart below, adding boxes if necessary.

Event: ?

↓

Event: ?

↓

Event: Lafayette fights on the American side during the Revolutionary War.

Write About It

Text to World Lafayette showed great leadership ability during the Revolutionary War. Think of a modern figure who exhibits this quality. Write several paragraphs explaining what makes that person a great leader.

19

Lesson 14
BLACKLINE MASTER 14.9

A Noble French Patriot
Critical Thinking

Name _____ Date _____

Critical Thinking

Read and answer the questions. Possible responses shown.

- Think within the text** Explain the relationship the Marquis de Lafayette had with George Washington.
They became close friends. Washington became his hero and mentor. Washington trusted Lafayette with more and more responsibility as the war went on.
- Think within the text** What happened to Lafayette after his victory in New Jersey?
He received his own division of troops.
- Think beyond the text** How might the war have been different if Lafayette had not joined the Americans?
Lafayette was a good leader and took part in important battles. Without him, it would have been much more difficult for the colonists to win.
- Think about the text** Why might the author have included the section titled “After the War” at the end of this selection?
The author included the section to show that Lafayette continued to be involved with the United States and that the American people continued to respect and honor him.

Making Connections Lafayette was considered a loyal friend of George Washington. What do you think are important characteristics that a loyal friend should have?

Write your answer in your Reader’s Notebook.

Critical Thinking
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11

Grade 5, Unit 3: Revolution!

Name _____ Date _____

Critical Thinking

A Noble French Patriot Critical Thinking

Read and answer the questions.

1. **Think within the text** Explain the relationship the Marquis de Lafayette had with George Washington.

2. **Think within the text** What happened to Lafayette after his victory in New Jersey?

3. **Think beyond the text** How might the war have been different if Lafayette had not joined the Americans?

4. **Think about the text** Why might the author have included the section titled “After the War” at the end of this selection?

Making Connections Lafayette was considered a loyal friend of George Washington. What do you think are important characteristics that a loyal friend should have?

Write your answer in your Reader’s Notebook.

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Running Record Form

page	Selection Text	Errors	Self-Corrections
15	Meanwhile, Washington moved thousands of soldiers into Virginia. Then the long-awaited French fleet finally arrived, blocking sea access to Virginia. Suddenly surrounded by enemies on land and on the sea, Cornwallis realized that he had no escape route; he surrendered to the American forces at Yorktown in October 1781. Washington's and Lafayette's plan had worked, and the last great conflict of the American Revolution was won.		
16	In 1784, after the Revolutionary War was won, Lafayette traveled around the new American nation. Although the individual states disagreed on almost everything, they all joined in gratefully honoring "our Marquis" for his role in winning their freedom.		
	Comments:	Accuracy Rate (# words read correctly/104 × 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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