KEY IDEA  The events leading up to the Battle of Long Island in 1776 are shown through the viewpoints of four characters: Maggie, daughter of a British soldier; James, son of a New York City newspaperman; Joe, a young African American slave; and Taipa, a Native American girl.

LITERACY STANDARDS ADDRESSED IN THIS PLAN

RL.5.2  MAIN FOCUS Key Ideas & Details
   Sessions 1, 2, 3
   Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.4  Craft & Structure Sessions 1, 3
   Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5  MAIN FOCUS Craft & Structure
   Sessions 2, 3
   Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.7  MAIN FOCUS Integration of Knowledge & Ideas
   Sessions 2, 3
   Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.10  Range of Reading & Level of Text Complexity
   By the end of year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

SL.5.1a  Comprehension & Collaboration
   Sessions 1, 2, 3
   Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

L.5.4  Vocabulary Acquisition & Use
   Sessions 1, 2, Additional Instruction
   Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4b  Vocabulary Acquisition & Use
   Additional Instruction
   Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

RF.5.3  Phonics & Word Recognition
   Additional Instruction
   Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.4c  Fluency
   Session 2
   Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.5.3  Text Types & Purposes
   Writing Task
   Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.8*  Research to Build & Present Knowledge
   Sessions 1, 2, 3
   Recall information from experiences or gather information from provided sources to answer a question.
   *standard adapted from another grade

W.5.10  Range of Writing
   Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Session 1  Text Selection: pp. 7–21

Key Idea: Text Selection Maggie lives in England with her family. To her dismay, her father, a British officer, breaks the news that he will be sent to America to quell the rebellion, along with her two brothers. At the beginning of Chapter 2, students meet James, who lives in New York City with his family.

PREVIEWING THE TEXT  5 minutes

Read the book’s title and credits with students. Have them read the back cover. Then have students examine the Contents page and the map on page 6.

- Who can explain what the back cover tells us about the text?
  - It talks about the Revolutionary War and how it affected many people. Then it says that there are four main characters that will tell their stories and gives us some details about each person. It also says that we will learn about the Battle of Long Island.

- What does the map on page 6 show?
  - It shows New York City and the surrounding area.

- What are the areas with flags?
  - They’re the locations of a British camp and of the British landing on August 22, 1776.

- Who can explain how the map helps you preview the book?
  - It shows where the action of the story will happen and that there will be a battle.

READING THE TEXT CLOSELY  10 minutes

Explain the learning focus. Invite students to read pages 7–8. Check to see how they are doing with the application of the focus. Provide support if needed. Then have them read through page 21.

- As we read, we’re going to look at how the characters respond to challenges and what the theme of the story is. Let’s read pages 7 and 8. . . . Who’d like to share what you found in these first two pages?
  - Maggie is the main character in this chapter. She lives in England. She watches her younger brother Sean. They miss their father, a British officer living in a camp, who is waiting for orders having to do with the colonies.

- Who can state a challenge the characters face?
  - The king has ordered Maggie’s father and her two older brothers to be sent to America. They will all miss each other.

- How does the family respond?
  - They admit that it makes them sad, but they continue living normal lives.

- What theme, or message, can you gain from the family’s response to this challenge?
  - When something bad happens, make the best of it. Be brave.

If students show they can apply the focus, set the reading assignment for the session. If not, ask them to reread the section of dialogue at the end of page 8 and find details that show the children facing a challenge.

- In this part of the book you’re going to read a chapter that focuses on Maggie, the first of the four main characters. Each of the four main characters has a different challenge, but there are challenges that are similar for all of them, too.
DISCUSSING THE TEXT 10 minutes

Invite students to find the theme of the chapter by discussing the challenges Maggie and her family face.

Let’s review what you read so far and discuss it. Think about what you already know about the American Revolution and bring that into the discussion as well. Now, let’s start by having someone summarize Chapter 1.

Maggie and Sean walk from their house to the officers’ quarters where their father is. He tells them that he must leave for America. He gives them a letter for their mother. They walk home and give her the letter.

Let’s find details that show more about the big challenge the MacDuffies face. What does Maggie’s father say in the letter about this challenge?

He says “It will be the hardest thing for me to leave you.”

How does he tell them to respond and how might this hint at a theme?

He says “We must stay strong.” I think the theme is that you should try to respond to challenges in a positive way.

Focus on the word encampment on page 14.

On page 14, we read that the women of the village often bring bread to the soldiers’ encampment. What’s an encampment?

It’s a place, or camp, where soldiers stay.

How do you know that?

The sentence says that the men are housed there. Also, encampment contains the word camp.

Confirm students’ good use of the focus and encourage them to keep it in mind whenever they read fiction.

You did a great job of summarizing the chapter, identifying characters’ challenges and finding the theme. Keep these strategies in mind whenever you read fiction.

Formative Assessment: Comprehension Using the Quick Start Planner, note this session’s learning focus. Observe each student’s articulation and use of text evidence to evaluate effective use of the learning focus.

COMPREHENSION: THEME

Have students use the blackline master on page 10 to determine themes based on details they find in the text. Review students’ answers as you evaluate their mastery of the learning focus.

CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE

Have students use the blackline master on page 11 as they read. Students will collect details from the text to answer the questions: What lesson does a character in the story Freedom’s Fire learn? Does this lesson change the character in any way? Explain your answer using details from the text. Review students’ collected evidence as you evaluate their mastering of the learning focus.

DISCUSSION TIP

If possible, allow students time to study the chapter before the discussion begins. You may also want to give them a question to answer based on the reading or their prior knowledge of the historical events.
Session 2  Text Selection: pp. 7–21

LEARNING FOCUSES
RL.5.2, RL.5.5, RL.5.7
Students return to text to read closely and continue to find themes in the story from details in the text, including how the characters respond to challenges. They use text evidence and explain how the series of chapters and scenes fit together to provide the overall structure of the text. Finally, they analyze how illustrations contribute to the meaning, tone, or beauty of the text.

COMPREHENSION SHARE
Make a list of each chapter in the text as you read it. Briefly note who is the main character in each chapter, what major challenge the character faces, and what theme the chapter expresses.

RETURNING TO THE TEXT 5 minutes
Ask students to reflect on the text read previously. Guide them to recall how they applied the learning focus to their reading.

Let’s review our discussion about what we’ve read. Who’ll remind us?

We read Chapter 1, about Maggie, and the first two pages of Chapter 2, about James. We found themes in how Maggie and her family responded to the challenge that her dad had to leave for America.

READING THE TEXT CLOSELY 10 minutes
Explain the learning focuses. Invite students to reread pages 19–20. Check in to see how well they have understood the focuses. If you are satisfied that students can apply them, set the reading assignment for the session. If not, provide corrective feedback as suggested on page 2 of this lesson plan.

Today we’re going to look at the structure of this text—how the scenes and chapters are put together. Let’s look carefully at pages 19 and 20. What do they show about the story’s structure?

A chapter ends on page 19 and the next begins on page 20.

What’s special about these chapters?

They’re about different characters and settings.

The structure of this text is that each chapter focuses on one of the four main characters. Think about how that might relate to our first learning focus. If there are four main characters, living in different places, how does that affect the number of challenges in the book?

It creates more of them.

Who has ideas about how that affects the themes in the text?

The characters’ different challenges might express more themes, or their different challenges might express similar themes.

Before you go on to read the rest of this selection, take a moment to look at the cover illustration. What does it show?

It shows the four main characters.

How does that match the structure of the book?

Each of them stands for one part of the structure.

What details in the illustration help you understand the book?

From the details of their clothing, you can understand something about who they are and when they live.

Formative Assessment: Fluency Listen to each student read a portion of the text. Observe students’ fluency. If students need additional practice with fluency, provide the necessary support at the end of the session. Ask students to note words or phrases they find challenging for discussion after reading.

DISCUSSING THE TEXT 10 minutes
Facilitate a discussion in which students come prepared by having reread the selection, and continue to explore characters and themes on pages 7–21. Encourage students to ask questions and share their ideas to check understanding. Remind them to come to the discussion prepared.
You have come prepared for our discussion by rereading the assigned selection. Doing this will help you better understand the topics we discuss and help you contribute to the discussion. To begin our discussion today, will someone summarize what happens in the small part of Chapter 2 that you’ve read?

James lives in New York City in 1775. He likes helping to take care of his baby sister. His father is a newspaperman.

What do we learn about James’s mom?

She has to work hard to take care of the household.

How do James and his mom respond to the challenge of taking care of things in the home?

They’re cheerful and do whatever they have to do.

Who can describe the challenge James’s dad faces, and how does he respond to it?

He’s behind on printing his newspaper, and he works overtime to get it done.

Think back to Maggie and her family. How do the ways they respond to their challenges compare to the ways James and his mother respond to theirs?

Both families stay strong when things are tough.

Who can explain how these responses support the theme?

It makes the theme stronger, because we see it in two different sets of people in two different contexts.

Let’s think about the text’s structure and how it helps to support the theme. Who has ideas?

Each chapter is about a different family that has challenges. There are different scenes with similar messages. The author repeats a similar message about life in one chapter, then in another—and maybe with the other two main characters, also.

Now let’s look at the illustration on page 17. Who would like to discuss what they notice?

No one looks happy. They’re probably worried about Maggie’s father going to America to fight.

There are lots of details in this illustration such as the clothing, furniture, the fireplace, and the pictures on the fireplace. How does that add to the story?

It helps me learn about the time and place Maggie lives in. It helps to establish the setting. I can see how sad and worried the family is.

Focus on the word hearth on page 20.

Let’s look at the word hearth and figure out what it means. Who can tell us what part of speech this word is?

a noun

So a hearth is a thing. Let’s look at the words that describe hearth to get a better idea of what it means. Who can give a word from the text that describes hearth?

It says that it’s open and that Mom stood near it turning the bread.

Who else found clues?

The bread is warm and turning brown.

From clues, what do you think a hearth is?

a fireplace

TEACHER TIP

Explain to students that the vivid descriptions in the text help them visualize the characters, settings, and events. By doing so, the descriptions help them understand the challenges the characters must respond to and help them find the meaning of the events.

ELL SUPPORT

RL.5.2 | Discussing the Text
Ask questions at students’ language proficiency levels and provide the following sentence frames for student responses:

The theme is ___. I know because ___.

___ happens in the story.

First, ___. Then ___. Next, ___.

L.5.4

VOCABULARY

Vocabulary Strategies

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Who else found clues?

The bread is warm and turning brown.

From clues, what do you think a hearth is?

a fireplace
Support the learning focuses and the speaking and listening skill by having students discuss how they have used the focuses to understand the book. Reinforce the importance of being prepared for a discussion.

I’m glad to see that you have prepared for our discussion by reading the selection carefully. I can tell you’ve thought about the characters and themes, and you’ve noticed the special structure of this text. If you’re well prepared, your contributions to a discussion will help everyone in the group. What things can you do to be prepared for a discussion?

I can write questions I have while I read. I can use self-stick notes to flag important events. I can think of things I knew from history that I could talk about.

Doing this helps us gain a deeper understanding of the story.

Formative Assessment: Comprehension Using the Quick Start Planner, note this session’s learning focuses. Observe each student’s articulation and use of text evidence to evaluate effective use of the learning focuses.

Fluency Practice
Have individual students read a paragraph aloud. Confirm aspects of their reading that are fluent. Ask them to identify any sentences in which they hesitated over words. To guide students to connect the words with their meanings in context, ask students to say what the passage describes or narrates. Have students reread problem sentences aloud. Have them confirm their own fluency or errors as appropriate. Offer feedback as necessary.

Formative/Summative Assessment Have students continue to use the blackline master on page 11 for collecting evidence as they read. Students will continue to collect details from the text to answer the questions: What lesson does a character in the story Freedom's Fire learn? Does this lesson change the character in any way? Explain your answer using details from the text. Review students’ collected evidence as you evaluate their mastery of the learning focuses.
Session 3  Text Selection: pp. 22–33

Key Idea: Text Selection James learns about early events of the Revolution, such as the Boston Tea Party, from his father. Meanwhile, on a manor in the Hudson Valley, a slave named Jessie hears her master rebuke his son for wanting to fight for the rebels.

RETURNING TO THE TEXT  5 minutes
Explain that students will continue to apply the reading focuses while reading the next selection.

Who remembers how we used the three focuses to understand the story?

We understood Maggie and her family by seeing how they responded to Maggie’s dad leaving. We used the structure to understand that the book might have similar themes for the four characters. We used an illustration to show us more about Maggie’s family.

READING THE TEXT CLOSELY  10 minutes
State the learning focuses and invite students to read page 22. Check to see how they are doing with application of the focuses, as you have done previously. Then have students read pages 23–33, paying specific attention to events that show the characters facing a challenge, key parts of the book’s structure, and the illustration.

Who can state the challenge having to do with history that all the characters face?

The American Revolution is beginning.

How does James respond?

He’s very excited. Maybe he wants to join and fight.

From the way the characters respond to this historical challenge, what message do you think the author is giving?

During historical events, it’s important to decide which side you’re on.

We’ll continue reading James’s story and meet a new character. Remember to think of the theme as you read to page 33.

DISCUSSING THE TEXT  10 minutes
Facilitate a discussion that links the three learning focuses. Remind students to use what they already know about the American Revolution to help them discuss the book.

Let’s look at Chapter 3, “Joe.” One of Joe’s fellow slaves, Jessie, overhears a conversation between her master and his son. What challenge do the two men face?

They disagree about Michael’s wish to fight for the rebels.

How are they responding to each other?

They’re arguing. They’re angry.

Let’s think about their responses. Who has an idea about what theme their responses suggest?

War could divide a family.

LEARNING FOCUSES
RL.5.2, RL.5.5, RL.5.7
Students read closely to find themes in the story from details in the text, including how the characters respond to challenges. They explain how the series of chapters and scenes fit together to provide the overall structure of the novel. They use text evidence while analyzing how illustrations contribute to the meaning, tone, or beauty of the text.

TEACHER TIP
Have students think about which details are important to understanding the characters and events, and which merely add color or interest to the book. By focusing on the important details, they will have an easier time finding themes.

SL.5.1a
DISCUSSION Collaborative

MONDO BOOKSHOP GRADE 5 7
Let’s look at the illustrations, first at the one on page 38, then at the one on page 48. Who can share thoughts they have about these illustrations?

One is of Jessie and her family, and the other is of Taipa and her grandfather.

How do these illustrations help you better understand the story?

They show me how each character lives. They show me what they do, like Jessie’s family bakes and Taipa’s grandfather whittles.

Guide students to discuss the structure of the text.

Who can explain how the text’s structure contributed to the telling of the story?

Having each chapter focus on a character and how they responded to the challenges of the war helped me understand the themes in the story.

Encourage students to finish reading the text independently. Remind them to use the same strategies and techniques.

CONSTRUCTED RESPONSE: WRITE TO SOURCE

Formative/Summative Assessment Have students continue to use the blackline master on page 11 as they finish reading. Then ask them to write a response on a separate sheet of paper that answers the questions: What lesson does a character in the story Freedom’s Fire learn? Does this lesson change the character in any way? Explain your answer using details from the text. Have students use the text evidence they collected to support their writing.

CLOSE READING OPTIONS

Summative Assessment Print the online blackline master for independent close reading. Ask students to read the selection indicated on the page independently and respond to the prompts (summarize author’s message, identify critical vocabulary, respond to constructed response questions) before returning for a small-group discussion. Alternatively, you can use the completed blackline master for summative assessment.

Writing Task: Narrative

Summative Assessment Explain that students will be writing a narrative in the form of a letter. Review that a narrative is a story and that a letter can be a narrative if it tells a story. Using their notes, ask students to choose a character they think faces an interesting challenge. Have them write a letter to a friend as that character, stating the challenge being faced and their response to it. Guide them to use the blackline master on page 12 as they write their letters. Consider having students read their letters aloud.

Today you will write a narrative in the form of a letter. Choose a character from the story who faced an interesting challenge. Write a letter to a friend as that character, stating your challenge and your response to it. Include details from the text and conclude the letter by expressing what the experience has taught the character. Write your letter in the first person, using I and me.
Additional Instruction

WORD STUDY
Roots and Affixes Focus on the word taxation on page 24.

The word taxation has a Latin root word and a suffix. What is the root word?

tax

Tax comes from the Latin word taxare, which means “to state the value of.” What suffix does taxation have?

-ation

Who can tell us what the suffix means?
“the action of doing something”

Who can define taxation?
“the action of collecting tax”

Page 24 contains two other words with the root tax. Who can find these words?
taxes, taxed

Who would like to explain their meanings?
Taxes means “more than one tax.” Taxed is the past tense of the verb tax.

VOCABULARY
Vocabulary Strategies Focus on the word ornate on page 32.

Look at the word ornate on page 32. What is described as ornate?
a food cart

Does that information tell you exactly what ornate means?
No. A food cart could have many different traits.

Let’s look for other context clues. What is the food cart being used for?
afternoon tea at Lord Underhill’s manor

We can look further into the context. Toward the end of the page, there’s a description of things that are on the cart such as a silver teapot, china, and beautiful frosted cakes. Imagine what that looks like. Who has a word to describe the food cart?
It sounds fancy.

Now, for another strategy, let’s think of synonyms for fancy. We can look for synonyms in a thesaurus. Who found some synonyms for fancy?
I found the word ornate. So ornate means “fancy.”

WORD RECOGNITION

Word Analysis Focus on the word wound in the first complete sentence on page 8. Have a student read it aloud.

This is a word that has different meanings and that is pronounced in different ways. Who can tell me one pronunciation and what it means?
/WOOND/ means “an injury.”

And in this sentence it’s . . . ?
/WOWND/, which is the past tense of wind, like winding around something

How did you know how to pronounce it?
I read the sentence and thought about which meaning fit.

What would you do if the meaning didn’t fit?
I’d reread the sentence and figure out the right pronunciation.
Comprehension: Theme

In *Freedom’s Fire*, the author relays several themes, or messages. Think about a theme you found in the text and write the theme in the first box. In the following boxes, list details from the text that support the theme, including details about challenges characters face and how they respond to these challenges. These details can be characters’ actions, feelings, and words.

**Theme:**

**Details That Support the Theme**

**Challenging Event:**

**Character’s Feelings:**

**Character’s Words:**

**Character’s Actions:**

Score: __________
Collecting Text Evidence

What lesson does a character in the story *Freedom’s Fire* learn? Does this lesson change the character in any way?

Use this chart to collect evidence from the text you can use to answer these questions. Be sure to include page references. You may use more than one copy of this chart.

<table>
<thead>
<tr>
<th>Character:</th>
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<table>
<thead>
<tr>
<th>Lesson Learned</th>
<th>How Character Changed</th>
<th>Supporting Details (page #)</th>
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</table>

Score: ___________
Name ____________________________ Date __________

Writing Task: Planning a Narrative

Choose one of the characters in Freedom’s Fire and write a letter as that character. Tell a friend about a challenge you faced. Use the text evidence you have collected.

Dear __________,

(Identify a challenging event.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(Describe details and how you felt.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(Explain what your response to the challenge taught you.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Your friend,

________________________

NOTE: Write your response on a separate sheet of paper or on a computer. Remember to read your writing when you are done and make any necessary changes.

Score: __________