



Unit 7 American Revolution: The Road to Independence

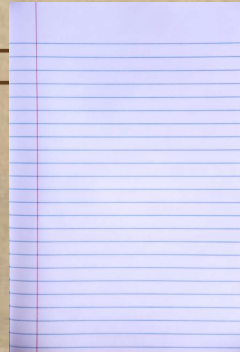
Lesson 15:

Rin Van Winkle



MATERIALS NEEDED

- ***The Road to Independence*** Reader
- Unit 7 Activity Book
- Teacher Guide page 288 for the spelling word list
- Hand back cause and effect essays if applicable
- Prepare small groups to share writing
- Notebook
- Collect Activity Page 14.2 to review and grade





TODAY'S FOCUS

Spelling: I can correctly spell targeted words related to lesson content.

[L.4.2, L.4.6]

Writing: I can engage in collaborative discussions with peers, providing and receiving constructive criticism in regard to cause and effect essays; and use feedback to strengthen and develop writing by planning, revising, and editing.

[W.4.5, SL.4.1]





TODAY'S FOCUS

Reading: I can examine elements of historical fiction and the details of everyday life that changed or stayed the same for colonists following the Revolutionary War.

[RI.4.2, RI.4.3, RI.4.10, RL.4.3]



Spelling: I can correctly spell targeted words related to lesson content.

Spelling Assessment (15 min.)

Turn to Activity Page 15.1

for the spelling assessment.
I will say each word, use it in a sentence, and then repeat the word.

At the end, I will review the list once more.

Remember to pronounce and spell each word syllable by syllable.

After reviewing all the words, you will write a sentence as I dictate.
Check for appropriate capitalization and punctuation.

NAME: _____	15.1	ASSESSMENT
DATE: _____		
Spelling Assessment		
<i>Write the spelling words as your teacher calls them out.</i>		
1. _____		
2. _____		
3. _____		

Writing: I can engage in collaborative discussions with peers, providing and receiving constructive criticism in regard to cause and effect essays; and use feedback to strengthen and develop writing by planning, revising, and editing.

Review Cause and Effect Essay (5 min.)

Take out your cause and effect essay.

You now have a completed draft of your cause and effect essay.

Today you will be working in the share and evaluate stages of the writing process to receive feedback and reflect on your essay.

Receiving feedback and reflecting on writing helps writers refine what they have written to make it clearer and more enjoyable for readers to read.

Before we begin, we will discuss expectations for small group sharing.

Speaking	Listening	Responding
<p>Volume: loud enough for group members to hear, without distracting other groups</p> <p>Pace: slow enough for listeners hearing the story for the first time to visualize and think as they listen</p>	<p>Keep your body still.</p> <p>Make eye contact.</p> <p>Use appropriate nonverbal responses, such as reacting with subtle facial expressions.</p>	<p>Always start with a compliment.</p> <p>Be respectful—criticism can make a writer feel discouraged.</p>

Share and Receive Feedback (20 min.)

Move into your small group with your draft and a pencil. After each student reads his or her cause and effect essay, other students in the group should each share one compliment and one question.

You will complete Activity Page 15.4 independently after you finish sharing in your small group.

If you finish the activity page, you may begin revising your essay.

Ready, begin!

NAME: _____	15.4	ACTIVITY PAGE
DATE: _____		
Share Cause and Effect Essays		
<i>First, write any compliments or questions your writing group gave you about your cause and effect essay that you want to remember.</i>		
<hr/> <hr/> <hr/> <hr/> <hr/>		
<i>Considering the feedback you received and the additional thinking you have done, set two revision goals for your cause and effect essay.</i>		
1. _____ _____		
2. _____ _____		
<i>After making your revisions, check each part of your essay against the rubric.</i>		

Wrap-Up (5 min.)

I will call on a few students to share the revision goals they set for their cause and effect essay.

If you did not finish Activity Page 15.4 or revise your essay, finish at home.



NAME: _____

DATE: _____

15.4

ACTIVITY PAGE

Share Cause and Effect Essays

First, write any compliments or questions your writing group gave you about your cause and effect essay that you want to remember.

Considering the feedback you received and the additional thinking you have done, set two revision goals for your cause and effect essay.

1. _____

2. _____

After making your revisions, check each part of your essay against the rubric.

Reading: I can examine elements of historical fiction and the details of everyday life that changed or stayed the same for colonists following the Revolutionary War.

Introduce Chapter 9 (10 min.)

We will read Chapter 9 “Rip Van Winkle” (adapted from the story by Washington Irving).

Remember Washington Irving also wrote “The Legend of Sleepy Hollow.” Both stories were part of the same collection of stories, ***The Sketch Book of Geoffrey Crayon***, published as a series of short stories throughout 1819 and 1820, nearly 40 years after the end of the Revolutionary War.

Remember when it says this chapter is “adapted from the story by Washington Irving,” it is changed in some way to make it more suitable for a particular audience.

Turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

Can someone read the title aloud?

Chapter 9

Rip Van Winkle

**(Adapted from the story
by Washington Irving)**

THE BIG QUESTION

How does Washington Irving weave fact and fiction together in the telling of “Rip Van Winkle”?

There will likely be many unfamiliar words in the text and I encourage you to stop and ask for an explanation as we read through the story today.

The first vocabulary word you will encounter is ***provoked*** on page 72. Each vocabulary word is bold [redacted] first time it appears in the chapter.

Find the word **provoke** in the glossary and then I will call on a student to read the definition.

provoke, [redacted]
(provoked) (72)

Turn to Activity Page 15.2 and follow along as I read each vocabulary word and its meaning.

NAME: _____

DATE: _____

15.2

ACTIVITY PAGE

Vocabulary for “Rip Van Winkle”

1. **provoke**, *v.* to cause something to happen; to bring out anger in a person or people (**provoked**) (72)
2. **console**, *v.* to comfort or try to make someone feel better and less sad (72)
3. **peal**, *n.* a loud noise or repeated noises (**peals**) (74)
4. **ninepins**, *n.* a bowling game played with nine pins (74)
5. **breeches**, *n.* pants that cover the hips down to just below the knee (74)
6. **melancholy**, *adj.* sad or depressed (74)
7. **skeptical**, *adj.* doubtful (79)
8. **revere**, *v.* to respect or honor (**revered**) (79)
9. **henpecked**, *adj.* used to describe a man who is constantly controlled and criticized by his wife (79)

I will call on a student to read The Big Question at the beginning of the chapter.

Chapter 9

Rip Van Winkle

(Adapted from the story
by Washington Irving)

THE BIG QUESTION

How does Washington Irving weave fact and fiction together in the telling of "Rip Van Winkle"?

We will read
Irving

Washington
ers.

Read “Rip Van Winkle”

(25 min.)

Chapter 9

Rip Van Winkle

(Adapted from the story
by Washington Irving)

THE BIG QUESTION
How does Washington
Irving weave fact
and fiction together
in the telling of “Rip
Van Winkle”?

In a village in the Catskill Mountains, there lived a simple, good-natured fellow by the name of Rip Van Winkle. He was a kind neighbor, and the children would shout with joy whenever he approached. Rip Van Winkle was a lovable soul who was ready to attend to anybody's business but his own. As to keeping his own farm in order, he found it impossible, and his children were as ragged as if they belonged to nobody.

Rip was one of those happy fools who lived without a care, ate white bread or brown, whichever required less thought or trouble, and preferred to starve on a penny than work for a pound. If left to himself, he would have whistled his life away in perfect contentment, but his wife was continually complaining about his laziness and the ruin he was bringing upon his family. Rip would shrug his shoulders, shake his head, cast up his eyes, but say nothing. This always **provoked** a fresh attack from his wife, and so he frequently left the house to go outside.

Follow along as I read the first two paragraphs on page 72 aloud.

What kind of person is Rip Van Winkle? Find words in the text to describe him.

He is a simple, good-natured fellow.

How does Rip's wife respond to him? Support your answer with evidence from the text.

"I have no money than have to work for it. (In Great Britain a pound is roughly equivalent to the American dollar.)

Follow along as I read the final paragraph on page 72 through the end of the paragraph at the top of page 74 aloud.

Rip used to **console** himself, when driven from home, with the company of a group of other men who met on a bench in front of an inn. Sitting beneath a portrait of His Majesty King George III, they talked over village gossip and told stories. If by chance an old newspaper fell into their hands, they would listen as Van Bummel, the schoolmaster, read aloud its contents. All kinds of discussions followed the reading of the newspaper. Nicholas Vedder, a respected elder member of the village, made his opinions known by the manner in

72

which he smoked his pipe. Short puffs indicated anger; when he was pleased, he inhaled the smoke slowly and expelled it in light, delicate clouds.

Look at the image on page 73.

Work with your neighbor to identify people and objects mentioned in the text that are shown in the image.



Rip used to console himself, when driven from home, with the company of a group of other men who met on a bench in front of an inn.

Read the rest of page 74 silently.

Why does Rip Van Winkle leave home?

He leaves to “escape the hard work of the farm and the complaints of his

What kind of mood is created by the description of Rip Van Winkle’s encounter with the strangers? Provide examples from the text to support your answer.

Answers may vary, but may include a ghostly, suspenseful mood (“narrow gully,” “peals like thunder,” “deep ravine”) or a frightened mood

Follow along as I read pages 75 through the top of page 77 aloud.

Look at the image at the bottom of page 76.



What do you think is happening in this picture?


Bewitched means under a spell. Why does Rip Van Winkle wonder whether he and the world around him are under a spell? Cite specific examples from the text.

What do all of these changes suggest has happened?

A great deal of time has passed.

Read the rest of page 77 silently.

What does Rip Van Winkle encounter at the inn that conveys the passage of time? Cite evidence from the text.



Read page 78 and the top of page 79 silently.

When Rip Van Winkle inquires about his friends, Nicholas Vedder and Van Bummel, what do the villagers' responses tell Rip about the passage of time? Cite examples from the text.

Nicholas Vedder "is dead and gone these eighteen years!"



Read the rest of page 79 silently.

How do the villagers first react to the news that Rip Van Winkle has been asleep for 20 years?

What explanation seems to satisfy the villagers and turn their doubts into belief?

An old man who is well-versed in local traditions confirms Rip's

After 20 years away, how is Rip van Winkle treated by people in his village?

He is welcomed back; he is admired, or "revered as one of the wise,

Discuss the Chapter and Wrap-Up (5 min.)

What is the historical context in which Washington Irving sets the story of “Rip Van Winkle”?

Think-Pair-Share: In spite of its historical context, what details from the story suggest “Rip Van Winkle” is a fictional tale?

Answers may vary but should include the supernatural



You will work in small groups for one minute to list details that show how daily life changed or remained the same after the Revolutionary War.



NAME: _____

DATE: _____

15.3

TAKE-HOME

Excerpt from “Rip Van Winkle”

Read the following excerpt from the Reader and complete the activity that follows.

One day, seeking to escape the hard work of the farm and the complaints of

his wife, Mr. Van Winkle had been drinking at the village inn for some time

Word Work: *Console* (5 min.)

In the chapter you read, “Rip used to console himself, when driven from home, with the company of a group of other men who met on a bench in front of an inn.”

Say the word ***console*** with me: console

Console means to comfort or try to make someone feel better and less sad, as in:

My mom gave me a big hug to console me when I bumped my head.

What are some other examples of consoling someone?

What part of speech is the word ***console***?

verb

Discussion Activity

Describe a time when you have been consoled or when you have consoled someone else.

Be sure to begin your response with,

“I was consoled by _____ when _____”

or “I consoled _____ when _____.”

Take-Home Material

Finish Activity Page 15.4 and revising your essay if you did not finish in class.

Complete Activity Page 15.3 for homework.

NAME: _____ 15.3 TAKE-HOME
DATE: _____

Excerpt from “Rip Van Winkle”

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One day, seeking to escape the hard work of the farm and the complaints of

NAME: _____ 15.4 ACTIVITY PAGE
DATE: _____

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