



Unit 7 American Revolution: The Road to Independence

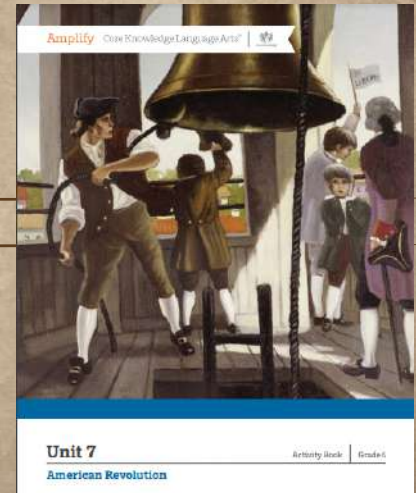
Lesson 16:

An Allegory of Independence



MATERIALS NEEDED

- *The Road to Independence* Reader
- Unit 7 Activity Book
- Establish partners to edit essay





TODAY'S FOCUS

Reading: I can compare and contrast Rip Van Winkle's outlook prior to the Revolutionary War, before he fell asleep, and beyond the Revolutionary War, after he woke from his 20-year slumber.

[RI.4.3, RI.4.5, RL.4.10]

Grammar: I can use modal auxiliary verbs and forms of the verb *to be* to convey various conditions.

[L.4.1]





TODAY'S FOCUS

Morphology: I can recognize various roots and the suffixes *-able* and *-ible* as clues to the meaning of words, and use the words in writing.

[L.4.4]

Writing: I can develop and strengthen cause and effect essays as needed, by planning, revising, and editing.

[W.4.4, W.4.5]



Reading: I can compare and contrast Rip Van Winkle's outlook prior to the Revolutionary War, before he fell asleep, and beyond the Revolutionary War, after he woke from his 20-year slumber.

Review Chapter 9 (10 min.)

We will review your responses to Activity Page 15.3.

NAME: _____

DATE: _____

15.3

CONTINUED

TAKE-HOME

Write the correct core vocabulary words from the word bank to complete each sentence.

peal

ninepins

breeches

melancholy

1. The villagers listened to the _____ of the church bells as the wedding ceremony ended.
2. The long, gray winters with little sunshine made my whole family feel _____.
3. Although both games are played with pins and balls, the scoring for bowling is quite different from that of _____.
4. Some young schoolboys still wear woolen _____ to school.

KUß Objectives

K-We will **KNOW** about a style writing called **Allegory**

U- We will **UNDERSTAND** that an allegory is a story in which the characters and events are symbols that stand for political or historical situations.

B- We **BE of TO** explain how Rip Van Winkle gains his independence from his wife and how it compares to the colonies gaining independence from the British in an exit ticket.

We will reread two portions of Chapter 9, “Rip Van Winkle.”

Remember the tale of Rip Van Winkle spans 20 years, including both time before and after the Revolutionary War in America. We will focus on Rip Van Winkle’s village life before and after his long sleep.



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

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
after

before and
ns.

Close Reading “Rip Van Winkle” (25 min.)

I will call on a student to read the first paragraph on page 72 aloud.

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.

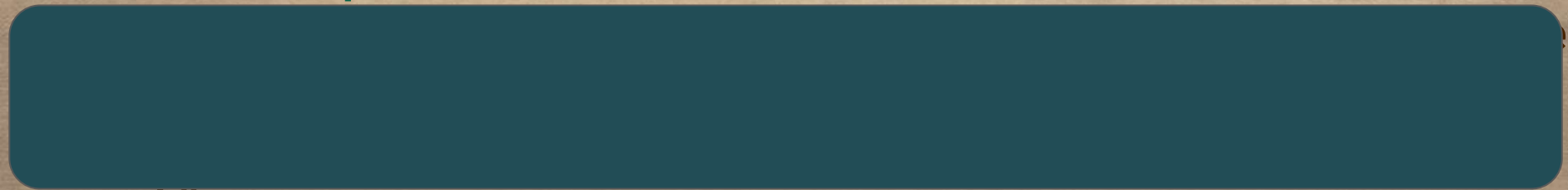
What does it mean that Rip Van Winkle is “ready to attend to anybody's business but his own”?

What two details from the paragraph help explain the meaning of the phrase “ready to attend to anybody's business but his own”?
(tap)

Follow along as I read the second paragraph on page 72 aloud.

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.

Cite descriptions of Rip Van Winkle from the text that may provoke his wife's complaints.



pound.”

From these opening paragraphs, what can you infer about the relationship between Rip Van Winkle and his wife?

A large, empty, dark teal rounded rectangular box, likely intended for a student to write their answer to the question above. The box has rounded corners and a solid dark teal color.

I will call on a student to read the third paragraph aloud, including the end of the paragraph on page 74.

Console means to comfort or try to make someone feel better or less sad. How do you think Rip Van Winkle's wife feels about the way he spends his time with the other men to comfort himself? Explain your answer.

Answers may vary, but should include that Rip's wife would

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

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.

Read page 77 silently, beginning with the first full paragraph. How does information you have learned from other chapters help you interpret the meaning of the changes to the portrait of King George

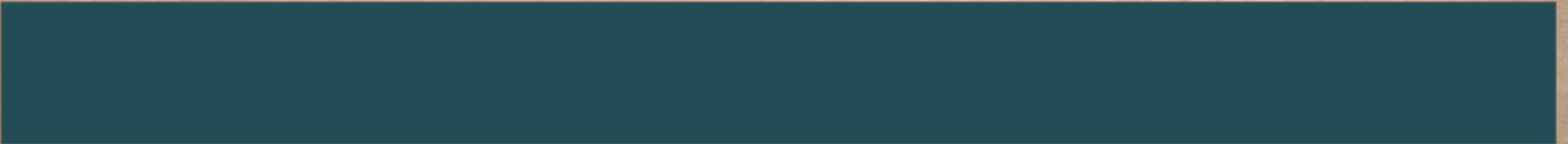
With some difficulty he found his own house. The roof had fallen in and the door was off its hinges. He entered and called for his wife and children, but all was silent. He spotted a dog that looked like his own and called out to him, but the dog snarled and showed his teeth. "My own dog has forgotten me," sighed poor Rip.

He hurried to the village inn. Before it now hung a flag with stars and stripes. He spotted the face of King George on the sign, but now his red coat was blue, his head wore a cocked hat, and underneath the figure was printed GENERAL WASHINGTON. There was a crowd of people around the door, but none that Rip knew. He inquired, "Where's Nicholas Vedder?"

rather than the king.

Read page 78 silently.

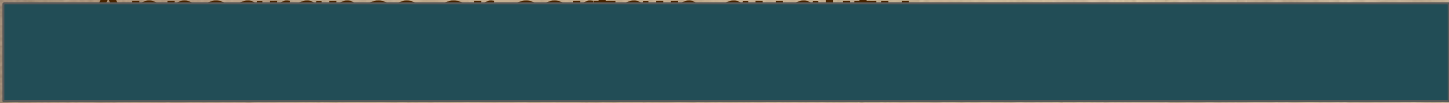
The idiom “heart sank” is used in the first sentence of this paragraph. What does it mean that Rip’s heart sank?



I will call on a student to read the first two paragraphs on page 79.

Air is a multiple-meaning word. *Air* can mean the invisible gases surrounding the earth. *Air* can also mean appearance, or certain quality. What is the meaning of the word *air* in this context?

Appearance or certain quality



Read the next two paragraphs on page 79 silently.

All stood amazed for a while. Then an old woman exclaimed, "Sure enough! It is Rip Van Winkle! Welcome home again, old neighbor! Why, where have you been these twenty years?"

Rip's story was soon told, for the whole twenty years had been to him but one night. Many were **skeptical**, but an old man who was well-versed in the local traditions confirmed his story in the most satisfactory manner. He assured the company that the Catskill Mountains had always been haunted by strange beings, and that his own father had once seen these odd little men playing ninepins in the hollow of the mountain.

When Rip tells his story, *skeptical* means the word *skeptical* mean, and the text?

es the word contained in

Having or expressing doubts about something; someone "well-versed in local traditions" confirmed the story "in the most satisfactory manner."

Read the last two paragraphs on page 79 silently.

Rip returns to the same inn he used to frequent many years ago. What two details from the text suggest that aging has changed the way others view him now?

“Having arrived at that happy age when a man can retire and

Rip's daughter took him home to live with her. (Her mother had died some years before.) Having arrived at that happy age when a man can retire and rest, Rip took his place once more on the bench at the inn and was **revered** as one of the wise, old men of the village. He used to tell his story to every stranger that arrived. Some doubted the truth of it, but the old villagers gave Rip full credit.

Even to this day, whenever a thunderstorm blows in, they say that the odd little men are at their game of ninepins; and it is a common wish of all **henpecked** husbands in the neighborhood, when life hangs heavy on their hands, that they might take themselves up into the Catskill Mountains in search of an adventure.

Follow along as I reread the final paragraph on page 79 aloud.

The idiom “when life hangs heavy on their hands” means that time passes very slowly, suggesting that life may be burdensome or dull. What clue does this idiom provide to the meaning of the phrase “henpecked husbands”?

This idiom suggests that when the neighborhood men feel

too.

Even to this day, whenever a thunderstorm blows in, they say that the odd little men are at their game of ninepins; and it is a common wish of all **henpecked** husbands in the neighborhood, when life hangs heavy on their hands, that they might take themselves up into the Catskill Mountains in search of an adventure.

Discuss Chapter and Wrap-Up (5min.)

Many people consider Washington Irving's "Rip Van Winkle" to be an allegory of the American Revolution. An allegory is a story in which the characters and events are symbols that stand for a political or historical situation.



Check for Understanding

How do you understand what I mean by allegory? Show me with a thumb up, down, or in the middle.

*If needed, explain allegory in a different way using the next slide.

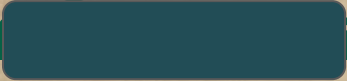
Allegory Explained (if needed)

An allegory is a story with a hidden meaning. The story has a literal storyline but the characters are also symbols which represent ideas. A common form of allegory are fables. Let's look at the "The Lion and the Mouse."

The Lion and the Mouse video

The literal storyline is a lion spares a mouse that awakens him. Later, when the lion is caught in a hunter's trap, the mouse frees him.

A hidden meaning could be that the mouse represents weaker members of society and the lion represents the strongest members of society and the lesson is sometimes the weakest can help the strongest. This story is an example of an allegory.

Remember Rip Van Winkle thinks his wife is very controlling. Think of Rip Van Winkle as a symbol of Colonial American and Dame Van Winkle as a symbol of  in. In other words, Dame Van Winkle tries to control Rip in the same way that Great Britain tried to control Colonial America.

Colonial America and Rip Van Winkle are both symbols of independence. Colonial America gained its independence from Great Britain during the American Revolution.

How did Rip Van Winkle gain his independence from his wife?



Word Work: *Revere* (5 min.)

In the chapter you read, “Having arrived at that happy age when a man can rest and retire, Rip took his place once more on the bench at the inn and was revered as one of the wise, old men of the village.”

Say the word *revere* with me: revere

Revere means to respect or honor, as in:

The astronauts were revered for their important contributions to knowledge about the moon.

What are some people who are revered in our country?

What part of speech is the word *revere*?

verb

Think about what *revere* means. Now list some synonyms of, or words that have a similar meaning to, *revere*. I have given you some hints.

Glorify



admire



praise



love

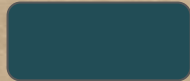
Now think of antonyms, or words that have the opposite meaning, of *revere*.

Dishonor

scorn



disrespect



hate



Grammar: I can use modal auxiliary verbs and forms of the verb *to be* to convey various conditions.

Practice *to be* Verbs and Modal Auxiliary Verbs (15

min.)

We will briefly review *to be* verbs and modal auxiliary verbs (next slide.)

SUBJECT-TO BE VERB AGREEMENT POSTER

	Subject-to be Verb Agreement		
	To be verbs are linking verbs that link, or connect, the subject to the predicate without showing action.		
	Subject	Agreement in the Present Tense	Example
Singular	I	am	I am hungry.
	you	are	You are excited.
	he, she, it, George Washington, the girl, tea	is	She is tired. It is cute. The tea is bitter.
Plural	we	are	We are helpful.
	you	are	You are noisy.
	they, laws, colonists	are	The colonists are angry.

Modal Auxiliary Verbs

A **modal auxiliary verb**:

- is a helping verb and cannot stand alone
- never changes form—you do not need to add -s for the third person singular subject
- is followed by a verb which also does not change in form

She **can speak** French.

It **will rain** tomorrow.

Modal Auxiliary Verbs Used to Express Ability

PRESENT		PAST	
can	I can read long chapter books.	could	I could read three years ago.
cannot/can't	I can't speak German.	could not/couldn't	Last summer, I couldn't swim.

Modal Auxiliary Verbs Used to Express Possibility

<p>HIGH POSSIBILITY</p> <p>↑</p> <p>↓</p> <p>IMPOSSIBILITY</p>	will	It will rain tomorrow.
	may	It may rain tomorrow.
	might	It might rain tomorrow.
	will not/won't	It won't rain tomorrow.

Explain the proper form of the *to be* verb and the modal auxiliary verb needed for each blank. (tap to reveal)

The soldiers are joyful that the war will end soon.

I am curious about what might happen next.

Turn to Activity Page 16.1. I will review the directions and you will complete the Activity Page in class.

I will collect 16.1 to review and grade.

NAME: _____

16.1

ACTIVITY PAGE

DATE: _____

to be Verbs and Modal Auxiliary Verbs

Write the correct verb to complete each sentence.

to be Verbs: am, are, is

Modal Auxiliaries: can, might, will

1. Not far from the Hudson River _____ a little valley known as Sleepy Hollow.

Morphology: I can recognize various roots and the suffixes *-able* and *-ible* as clues to the meaning of words, and use the words in writing.

Practice Suffixes *-able* and *-ible* (15 min.)

The two suffixes we are studying are *-able* and *-ible*. The Latin suffixes both mean “able to.” When *-able* and *-ible* are added to nouns or verbs, the word becomes an adjective.

SUFFIXES POSTER		
Suffixes		
A suffix is a syllable or syllables placed at the end of a root word to change the word's meaning and/or to form a different word.		
<i>-able</i>	/ə*beɪl/	Able to
<i>-ible</i>	/ə*beɪl/	Able to

I will call on a student to read the words below.

Enjoy, enjoyable, predict, predictable, access, accessible, collect, collectible

Listen to the following sentences and decide which word from the list best completes the sentence. (tap to reveal)

The play was so _____ that the entire audience stood up and clapped when it ~~was over~~ **enjoyable**

My brother told me that some rare coins are _____.
collectible

Enjoy, enjoyable, predict, predictable, access, accessible, collect, collectible

The children watch the weather report to see if the meteorologist will _____ rain for the weekend.
predict

We could not _____ the road to the park because a tree had fallen across it _____ the storm.
access

I like almost every flavor of ice cream, but I especially _____ anything with chocolate.
enjoy

Turn to Activity Page 16.2. I will review the directions and we will complete the first sentence as a group.

I will collect 16.2 to review and grade.

NAME: _____

16.2

ACTIVITY PAGE

DATE: _____

Practice Suffixes -able and -ible

Write the correct word to complete each sentence.

collectible

edible

predict

eat

comfortable

comfort

predictable

collect

1. When I am sick, I like the [REDACTED] of my own bed instead of the couch downstairs.

Writing: I can develop and strengthen cause and effect essays as needed, by planning, revising, and editing.

Edit Cause and Effect Essays (15 min.)

Take out your completed essay. We will work in the editing stage of the writing process today.



Turn to Activity Page SR.3.

You will edit your own work,
using the checklist provided.

When you finish editing your
work, exchange essays with a
partner and check each other's
work against the checklist.

I will collect your essays to
evaluate.

Cause and Effect Essay Editing Checklist

Cause and Effect Essay Editing Checklist		After checking for each type of edit, place a check here.
Meaning (It sounds right when I read it aloud.)		
• All my sentences have a subject and predicate.		
• I included all the words I wanted to write.		
• I took out repeated words or information.		
Format		
• All my paragraphs are indented.		
• I have a title on the front.		
Capitals		
• I began each sentence with a capital letter.		
• I used capital letters for all proper nouns.		
Spelling		
• I have checked the spelling for any words I was unsure of or my teacher marked.		
Punctuation		
• I read my writing piece aloud to check for periods, question marks, and exclamation points at the end of my sentences.		
• I used commas and quotation marks in places where they belong.		



GREAT WORK TODAY!

Reading: I can compare and contrast Rip Van Winkle's outlook prior to the Revolutionary War, before he fell asleep, and beyond the Revolutionary War, after he woke from his 20-year slumber.

[RI.4.3, RI.4.5, RL.4.10]

Grammar: I can use modal auxiliary verbs and forms of the verb *to be* to convey various conditions.

[L.4.1]





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