



## **Johnny Tremain Synopsis and Potential for Educators**

Johnny Tremain is the the story of a boy who lives during the early days of the American Revolutionary War. As the story starts, he is the skilled apprentice of a silversmith. However, as a result of his extraordinary work ethic, Johnny finds himself disabled and unable to continue in his trade. Initially he wallows in self-despair, hiding from his deformity and from his friends. However, he finds a new life with the help of Rab, a quiet printers' apprentice who is deep within the Sons of Liberty. Johnny finds himself taking part in the Boston Tea Party, becoming a key player in the Whig intelligence network, and (the reader is left to assume) becoming a soldier of the Minute men militia<sup>1</sup>.

Many of the most influential characters in the story (beyond Rab, his patriot friend and Cillia, his lasting friend and the most likeable of his master's daughters) are historical figures, especially Sam Adams, Paul Revere, and John Hancock<sup>2</sup>.

Esther Forbes probably wrote the novel out of an interest in this period of time. The story inspires an interest in history by telling the story of a rebel spy through the eyes of a child. However, beyond inspiring an interest in history, the story doesn't necessarily lend itself to teaching values through literature. Before reading the novel, it might be assumed that Johnny will be a strong patriot as a result of a strong ethical code. However, while the reader connects with the main character, Johnny becomes involved in patriotic activities only because he admires his friend, not out of a sense of moral duty. With a little guidance from the instructor, hopefully the young reader will grasp onto the concepts of freedom

and democracy that are addressed many times in the stead of peer pressure<sup>3</sup>.

Since the American Revolutionary War is the central theme of the story, democracy and the idea of human rights (and fighting for those ideas) are strong teachable elements within the novel. These elements can be easily tied to current-day issues, and can spark debates on more current issues (for instance, the resolution of legal gay marriage and legal flag burning). Analyzing these issues and ideas can help students develop critical thinking and thoroughly consider attitudes and behaviors exhibited by the characters in the story. There are a number of areas of social studies addressed throughout the novel, including geography (characters travel from place to place in the colonial Northwest), history, political science (how the colonies were governed and how the colonists worked to manipulate that system), and sociology (group responses to taxation, invasion, quartering, etc.).

Johnny Tremain is a good book to tie literature into the social sciences – it serves to get students interested both in reading and the Revolutionary War. While it is clearly historical fiction, it is very realistic and contains no false big picture information. It can be used to launch into lessons on not only American history, but also governments and democracy, geography, and any of a host of current-day constitutional issues.

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1 'I mean that if you have the courage I can cut through the scan – free the thumb.'  
'My hand good and free once more?'  
'I can't promise you much. I don't know whether you can ever go back to your silver work.  
But not even Paul Revere is going to make much silver for a while.'  
'Will it be good enough to hold this gun?'  
'I think I can promise you that.'

*(Forbes, E. (1943). Johnny Tremain: A story of Boston in revolt. New York: Houghton Mifflin, p. 255)*

2 'I hardly think they would hang the whole club, sir. Only you and Mr. Hancock.'  
Johnny had meant this as a compliment, but Sam Adams looked more startled than pleased.

*(p. 174)*

3 'Even you, my old friend – my old enemy? How shall I call you, Sam Adams? Even you will give the best you have – a genius for politics. Oh, go to Philadelphia! Pull all the wool, pull all the strings and all the wires. Yes, go, go! And God go with you We need you, Sam. We must fight this war. You'll play your part – but what it is really about...you'll never know.'

James Otis was on his feet, his head close against the rafters that cut down into the attic, making it the shape of a tent. Otis put out his arms.

'It is all so much simpler than you think,' he said. He lifted his hands and pushed against the rafters.

'We give all we have, lives, property, safety, skills...we fight, we die, for a simple thing. Only that a man can stand up.'

With a curt nod, he was gone.

*(p. 180)*

## Lesson Plan: Why Did Britain Manage Colonial American Trade?

**Subject Area:** Mathematics, History

**Grade Level:** 5th

**Concept / Skill:** Evaluation of economic systems and understanding of colonial oppression

**Target Audience:** Regular Class

**Time Frame:** 60 minutes

### **Goals / Standards:**

- IL.15.A Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.
- NCSS.VII.a Give examples that show how scarcity and choice govern our economic decisions.

**Objectives:** Students will consider the behaviors and attitudes of British officials toward the colonial American economy using anthropology, economics, history, political science, and sociology in order to better appreciate both points of view.

### **Materials:**

- Asset Cards (attached)
- Game Set-up Sheet (attached)
- Person Cards (attached)
- Timeline (attached)
- Model letter and letter rubric (attached)

### **Resources:**

- Barrow, T.C. (1967). Trade and empire; The British customs service in colonial America, 1660-1775. Cambridge, Mass.: Harvard University Press.
- Forbes, E. (1943). Johnny Tremain: A story of Boston in revolt. New York: Houghton Mifflin.
- Henretta, B.A. (2008). History of Colonial America. In *Microsoft Encarta Encyclopedia 2008*. Retrieved February 10, 2009 from <http://encarta.msn.com>.
- (2008). Mercantilism. In *Microsoft Encarta Encyclopedia 2008*. Retrieved February 10, 2009 from <http://encarta.msn.com>.
- (2008). Navigation Acts. In *Microsoft Encarta Encyclopedia 2008*. Retrieved February 10, 2009 from <http://encarta.msn.com>.

### **A. Focusing Activity:**

- We're going to use a game to better understand how the colonial economy worked at this time in history and how money influenced the decisions of both the British government and the colonists.
- Before we get started, let's go over a little background information. As you may recall, from 1754 to 1763 the English and the colonists worked together to fight the French and Indian War, which ensured English control of much of North America. However, the war was funded almost entirely by the English government, with the colonists contributing their own manpower. As a result, the English parliament (lawmaking body) debated how to have the colonists pay for the expenses incurred as a result of the war.
- Today each of you is going to be a different person in colonial times – some of you will be colonists, some of you members of parliament, some of you ordinary Englishmen, some of you will be merchants, and one of you will be the king.
- (Distribute person cards and assets, then read the instructions. Play a few (probably 4) rounds/turns.)

- How did being taxed make you feel?
- Which of our personalities had the hardest time surviving?
- Do you think the English had reason enough to tax the colonists?
- Do you think the colonists had reason enough to resist English rule?

**B. Purpose:**

- Today we're going to look at how the English management of colonial trade contributed to the American Revolutionary War.

**C. Instruction:**

- Let's start by looking at the laws that were passed directly affecting the colonists. As we talk about each of the laws, please record their name on your timeline and write a short description of what the law did.
- One of the first strict laws passed which influenced the colonies was the Navigation Acts of 1651 and 1660. It required that all goods imported (shipped to) or exported (shipped from) the colonies be shipped via English vessels crewed by at least 75% Englishmen.
- The Molasses Act of 1733 taxed foreign molasses imports (but not molasses imports from the English West Indies). Molasses is a thick, sweet syrup made from sugar. The colonists relied on molasses for their production of rum.
- The Sugar Act of 1764 replaced the Molasses Act, replacing a high tax on molasses with a lower tax on sugar, molasses, and Madeira (valuable Portuguese) wine.
- The Stamp Act of 1765 required colonists to buy and place stamps on all legal documents, licenses, commercial contracts, newspapers, pamphlets, and playing cards. This law was no different than a law that had been enforced in England for years. However, colonial boycotts of English trade resulted in the eventual repeal of the law.
- The Declaratory Act of 1766 accompanied the repeal of the Stamp Act, simply stating that the English parliament could and would pass laws for the colonies, as well as tax the colonists. The colonists, who did not get to elect representatives in the English Parliament, did not agree that they should be taxed if they have no part in taxation decisions.
- The Townshend Acts' Revenue Act of 1767 taxed glass, red and white lead, paints, paper, and tea. Most offensive to the colonists were the accompanying suspension of the New York colonial assembly and eventually the Massachusetts legislature.
- The Tea Act of 1773 served to make English tea much more affordable than smuggled Dutch tea. However, because buying the tea would mean colonial acceptance of tax by parliament, the colonists refused the tea at port and patriots in Boston held the Boston Tea Party. We saw one side of the story of the Boston Tea Party when we read Johnny Tremain.
- We've already talked about the two major reasons for the declaration of independence and the American Revolutionary war. Can you tell me what those reasons are?
- The first reason, and the reason related to the game we played earlier, is that the colonists did not want to be taxed without representation in parliament. When they were not allowed to represent themselves, many colonists began to see themselves as different from the English.
- The second reason is that England removed some colonial freedoms by dissolving the local representative governments.
- You may have noticed that some of the laws were not only enforced in the colonies, but

in England as well. The biggest reason colonists objected to the governmental actions were simply that they were not used to it. For a long time, they had undergone a period of “salutary neglect”, where there was no governmental intervention in colonial rule. They were used to being represented in their own colonial governments, and it was difficult to accept outside intervention in their laws and lives.

**D. Modeling:**

- We're going to work in groups to come up with a complete list of reasons why both sides did what they did. After that, each of you will write a short letter to persuade either a colonist or a member of parliament to tax or not to tax.
- I've started an example, which should help you see how your letter will look. As always, if you find any problems in my letter, you might be able to earn a point of supplemental credit.

**E. Guided Practice:**

- We're going to work in groups to come up with a list of reasons why both sides handled the issue of taxation and independence the way they did. You may want to look back at Johhny Tremain, particularly pages 134-136, 114-119, 122-128...

**F. Student Evaluation:**

- Using the list we just came up with, each of you needs to write a short letter to persuade either a colonist or a member of parliament either to tax or not tax the colonists.
- Remember to reference the rubric I provided with the model to make sure you don't forget anything.

**Conclusion:**

- (Choose one letter that is a good example of colonial attitudes, one that is a good example of British attitudes, and one example that was very passionate / persuasive.)
- I have chosen a few of the letters that were turned in earlier today that I'd like to read to the class to make sure we're all on the same page. Everyone did a good job on their letter, but the letters I have chosen are either a good example of colonial attitudes, a good example of British attitudes, or was very well-written.

**Teacher Evaluation:**

- Did students follow the lesson?
- Were they interested?
- Did the students understand the purpose for the opening game? Was it too distracting for the lesson it was meant to teach?
- Were the students adequately involved in playing their assigned character/personality? Were any problems the result of the game itself or of the character-student matching?
- How could the lesson be adapted if taught again?
- Was the time given reasonable?
- Did students use the group brainstorming time wisely?

## Game Set-up

### Starting Assets:

The number below corresponds with the number on the bottom right-hand corner of the person cards. It works best to paper clip each person to their assets before the game begins.

**Person 1:** (Do last.) Random items, including at least one foodstuff.

**Person 2:** SUGAR, SUGAR, COW, CORN.

**Person 3:** RUM, SUGAR, RICE, PAPER MONEY.

**Person 4:** GOLD, GOLD, RUM, POTATOES.

**Person 5:** RUM, POTATOES, POTATOES.

**Person 6:** PAPER MONEY, SUGAR, IRON SKILLET, TOBACCO.

**Person 7:** PAPER MONEY, PAPER MONEY, FISH, CORN

**Person 8:** GOLD, COW, PORK, CORN

**Person 9:** TOBACCO, IRON AXE, FISH, TOBACCO

**Person 10:** TOBACCO, FISH, CORN, WHEAT

**Person 11:** IRON PLOUGH, WHEAT, RUM, SUGAR, IRON SKILLET

**Person 12:** SUGAR, POTATOES, RICE, RICE, PAPER MONEY

**Person 13:** GOLD, IRON PLOW, FISH, PORK

### Rules:

1. This game is turn-based. Each turn lasts 5 minutes, with that time used trading goods.
2. All gold and paper money must be tendered by a merchant (with the exception of a tax).
3. Before each turn begins, anyone may contribute to a sort discussion on taxation (with each person using their card as a basis for their opinions and arguments).
4. Before each turn begins, parliament will vote whether or not to tax the colonists (1 credit worth of anything taken at the same time as that turn's foodstuff).\*
5. At the end of every turn, each person will have consumed one foodstuff (CORN, COW, FISH, PORK, POTATOES, RICE, SUGAR). If the colonists are being taxed, they will have also consumed an additional item worth 1 credit. If any person does not have a foodstuff or tax payment at the end of the turn, they are out of the game.
6. At the end of every turn, each person who is listed as a farmer or a fisherman (first point on their card) and has the necessary equipment listed on the card will gain one foodstuff.
7. At the end of every turn, if a colonial merchant has facilitated a trade in that turn, they will receive a commission of one PAPER MONEY.
8. At the end of every turn, if the colonists are being taxed, each parliament member will receive one PAPER MONEY.

\* Because there are 3 members of parliament that start with only one foodstuff, they have to vote to tax or they will not easily survive the second round.

<p><b>You are a colonist.</b>                  You farm sugar.                  In your colony, you represent your own town in devising laws.                  You believe that your colony should be represented in Parliament.                  Until you are represented, you have vowed not to pay any taxes to England.</p> <p style="text-align: right;">1</p>	<p><b>You are an Englishman.</b>                  You are a fisherman.                  The matters of the colonies do not concern you.</p> <p style="text-align: right;">7</p>	<p><b>You serve in parliament.</b>                  You make the laws which all Englishmen and Colonists must follow.                  Your constituents (those people who elected you) are Englishmen, who have no concern about how things are done in colonies.                  You are up for re-election next year.</p> <p style="text-align: right;">9</p>
<p><b>You are a colonist.</b>                  If you had a plow, you would farm corn.                  Your plow is broken, and you need a new one in order to farm.</p> <p style="text-align: right;">6</p>	<p><b>You are a merchant in the West Indies.</b>                  While you sell to the colonies, a lot of your income comes directly from England.                  You feel secure no matter what happens.</p> <p style="text-align: right;">11</p>	<p><b>You serve in parliament.</b>                  You make the laws which all Englishmen and Colonists must follow.                  While the colonists don't think they're represented in parliament, you believe that you represent them as well as their own representative could (virtual representation).</p> <p style="text-align: right;">10</p>
<p><b>You are a colonist.</b>                  You raise cattle.                  You need an ax in order to cut down trees and build a home.</p> <p style="text-align: right;">7</p>	<p><b>You are a merchant in the colonies.</b>                  Your wealth is based entirely on how much colonists import.                  You want to do anything you can to keep them buying from England and the West Indies.</p> <p style="text-align: right;">12</p>	<p><b>You are a merchant in the colonies.</b>                  Your wealth is based entirely on how much colonists import.                  You want to do anything you can to keep them buying from England and the West Indies.</p> <p style="text-align: right;">12</p>

<p><b>You are a colonist.</b>                  You raise pigs.                  In your colony, you represent your own town in devising laws.                  You believe that your colony should be represented in Parliament.                  Until you are represented, you have vowed not to pay any taxes to England.</p> <p style="text-align: right;">1</p>	<p><b>You serve in parliament.</b>                  You make the laws which all Englishmen and Colonists must follow.                  Your constituents (those people who elected you) are Englishmen, who have no concern about how things are done in colonies.                  You are up for re-election next year.</p> <p style="text-align: right;">9</p>	<p><b>You serve in parliament.</b>                  You make the laws which all Englishmen and Colonists must follow.                  While the colonists don't think they're represented in parliament, you believe that you represent them as well as their own representative could (virtual representation).</p> <p style="text-align: right;">10</p>
<p><b>You are a colonist.</b>                  In your colony, you represent your own town in devising laws.                  You believe that your colony should be represented in Parliament.                  Until you are represented, you have vowed not to pay any taxes to England.</p> <p style="text-align: right;">1</p>	<p><b>You serve in parliament.</b>                  You make the laws which all Englishmen and Colonists must follow.                  Your constituents (those people who elected you) are Englishmen, who have no concern about how things are done in colonies.                  You are up for re-election next year.</p> <p style="text-align: right;">9</p>	<p><b>You are an Englishman</b>                  Your taxes funded English defense of the colonists during the French and Indian War.                  You think it's about time that the free-loading colonists pay taxes.</p> <p style="text-align: right;">8</p>
<p><b>You are a colonist.</b>                  You believe that your colony should be represented in Parliament.                  As a result, you hesitate to buy anything manufactured in England, because you shouldn't have to pay taxes.</p> <p style="text-align: right;">2</p>	<p><b>You are an Englishman.</b>                  You grow rice.                  The matters in the colonies do not concern you.</p> <p style="text-align: right;">7</p>	<p><b>You are an Englishman</b>                  Your taxes funded English defense of the colonists during the French and Indian War.                  You think it's about time that the free-loading colonists pay taxes.</p> <p style="text-align: right;">8</p>
<p><b>You are a colonist.</b>                  If you had a plow, you would farm wheat.                  Your plow is broken, and you need it in order to farm.</p> <p style="text-align: right;">6</p>	<p><b>You are a colonist.</b>                  In your colony, you represent your own town in devising laws.                  You believe that your colony should be represented in Parliament.                  Until you are represented, you have vowed not to pay any taxes to England.</p> <p style="text-align: right;">1</p>	<p><b>You are a colonist.</b>                  You grow your own potatoes.                  You live entirely on potatoes.                  As long as you have potatoes and a skillet, you'll be happy.</p> <p style="text-align: right;">5</p>

<p><b>You are a colonist.</b>                  You are a Loyalist or a Tory. Everything the King says is the way to go. If the king says the colonists need to be taxed, you will support it.</p> <p style="text-align: right;">4</p>	<p><b>You are a colonist.</b>                  You arrived in the colonies not long ago, and as a result you're not quite used to the change in environment. As a result, you often get sick. The town doctor suggests you drink a small amount of rum regularly.</p> <p style="text-align: right;">3</p>	<p><b>You are a colonist.</b>                  You believe that your colony should be represented in Parliament. As a result, you hesitate to buy anything manufactured in England, because you shouldn't have to pay taxes.</p> <p style="text-align: right;">2</p>
	<p><b>You are the king.</b>                  You don't have a whole lot of power, but your opinion carries a lot of weight. You realize how expensive the French and Indian War for your government, even though it was for the colonists. You think it's only fair they be taxed too. You believe that the colonists are represented in parliament by their fellow Englishmen, even if they cannot vote. 13</p>	

SUGAR 1 credit	RUM 2 credits	IRON PLOW 5 credits
TOBACCO 1 credit	IRON SKILLET 3 credits	IRON AXE 3 credits
POTATOES 2 credits	CORN 1 credit	COW 2 credits
PORK 2 credits	RICE 1 credit	WHEAT 1 credit
FISH 1 credit	SUGAR 1 credit	SUGAR 1 credit
SUGAR 1 credit	SUGAR 1 credit	SUGAR 1 credit
SUGAR 1 credit	SUGAR 1 credit	SUGAR 1 credit
SUGAR 1 credit	RUM 2 credits	RUM 2 credits
RUM 2 credits	RUM 2 credits	IRON PLOW 5 credits

<p>TOBACCO 1 credit</p>	<p>TOBACCO 1 credit</p>	<p>TOBACCO 1 credit</p>
<p>TOBACCO 1 credit</p>	<p>TOBACCO 1 credit</p>	<p>TOBACCO 1 credit</p>
<p>TOBACCO 1 credit</p>	<p>TOBACCO 1 credit</p>	<p>TOBACCO 1 credit</p>
<p>IRON SKILLET 3 credits</p>	<p>IRON SKILLET 3 credits</p>	<p>IRON AXE 3 credits</p>
<p>IRON AXE 3 credits</p>	<p>POTATOES 2 credits</p>	<p>POTATOES 2 credits</p>
<p>POTATOES 2 credits</p>	<p>POTATOES 2 credits</p>	<p>CORN 1 credit</p>
<p>CORN 1 credit</p>	<p>CORN 1 credit</p>	<p>CORN 1 credit</p>
<p>CORN 1 credit</p>	<p>CORN 1 credit</p>	<p>CORN 1 credit</p>
<p>CORN 1 credit</p>	<p>CORN 1 credit</p>	<p>COW 2 credits</p>

COW 2 credits	COW 2 credits	COW 2 credits
PORK 2 credits	PORK 2 credits	PORK 2 credits
PORK 2 credits	RICE 1 credit	RICE 1 credit
RICE 1 credit	RICE 1 credit	RICE 1 credit
RICE 1 credit	RICE 1 credit	RICE 1 credit
RICE 1 credit	WHEAT 1 credit	WHEAT 1 credit
WHEAT 1 credit	WHEAT 1 credit	WHEAT 1 credit
WHEAT 1 credit	WHEAT 1 credit	WHEAT 1 credit
WHEAT 1 credit	FISH 1 credit	FISH 1 credit

FISH 1 credit	FISH 1 credit	FISH 1 credit
FISH 1 credit	FISH 1 credit	FISH 1 credit
FISH 1 credit	GOLD 10 credits	GOLD 10 credits
GOLD 10 credits	GOLD 10 credits	GOLD 10 credits
PAPER MONEY 1 credit	PAPER MONEY 1 credit	PAPER MONEY 1 credit
PAPER MONEY 1 credit	PAPER MONEY 1 credit	PAPER MONEY 1 credit
PAPER MONEY 1 credit	PAPER MONEY 1 credit	PAPER MONEY 1 credit
PAPER MONEY 1 credit	PAPER MONEY 1 credit	PAPER MONEY 1 credit
PAPER MONEY 1 credit	PAPER MONEY 1 credit	PAPER MONEY 1 credit

## Colonial Trade Timeline

Write the name of each significant event and describe it

1650  
1652  
1654  
1656  
1658  
1660 Navigation Acts  
1662  
1664  
1666  
1668  
1670  
1672  
1674  
1676  
1678  
1680  
1682  
1684  
1686  
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1710  
1712  
1714  
1716  
1718  
1720  
1722  
1724  
1726  
1728  
1730  
1732  
1734 Molasses Act  
1736  
1738  
1740  
1742  
1744  
1746  
1748  
1750  
1752  
1754  
1756  
1758  
1760  
1762  
1764 Sugar Act (replaces molasses act)  
1766 Stamp Act & Declaratory Act  
1768  
1770  
1772  
1774 Tea Act

Matthew Hagaman  
 1800 Spillway  
 River Lake, IL

Dear Member of Parliament:

I understand that you would like to tax us in order to make up for the financial losses in protecting us in the recent wars with the French.. Frankly, I'm not sure that such taxes are fair.

From your position in parliament, you are aware of how much money was spent on arms, men, and transport as well as other expenses on your side. But have you considered that just as much money was spent by the colonists on the same wars? It may not be well-documented, but as many colonists (who did not necessarily communicate with one another) provided their own arms and lives as we fought side-by-side.

Additionally,...

Respectfully Submitted,

Matthew Hagaman  
 Virginia Resident

### Grading Rubric

<b>Reasons</b>	<b>30</b> Provides at least 6 reasons with adequate support	<b>25</b> Provides at least 5 reasons with adequate support	<b>20</b> Provides at least 4 reasons with adequate support	<b>15</b> Provides at least 3 reasons with adequate support	<b>10</b> Provides at least 2 reasons with adequate support
<b>Spelling</b>	<b>10</b> No spelling errors.	<b>8</b> No more than 2 spelling errors	<b>6</b> No more than 4 spelling errors	<b>4</b> No more than 6 spelling errors	<b>2</b> 7 or more spelling errors
<b>Grammar</b>	<b>5</b> No grammar errors.	<b>4</b> Few grammar errors.	<b>3</b> Some grammar errors.	<b>2</b> Many grammar errors.	<b>1</b> I can't read this.
<b>Format</b>	<b>5</b> Includes all information in the model (sender address, recipient, introduction, salutation, signature block)	<b>4</b> Missing one component in the model.	<b>3</b> Missing two components in the model.	<b>2</b> Missing three components in the model.	<b>1</b> Missing four or more components in the model.

## Lesson Plan: Where Does Language Originate?

**Subject Area:** Language, Literature  
**Concept / Skill:** Analysis of word origin and understanding of language development

**Grade Level:** 5th  
**Target Audience:** Regular Class  
**Time Frame:** 40 minutes

### **Goals/Standards:**

- IL.1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.
- NCSS.I.c Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.

**Objectives:** Students will discover how words have transformed over the ages at the same time as they learn new vocabulary. Students will appreciate everything that is done to make complex language seem simple.

### **Materials:**

- Language Family Tree (interactive)
- Vocabulary Worksheet (attached)

### **Resources:**

- Forbes, E. (1998). Johnny Tremain. New York: Houghton Mifflin Harcourt.
- History of English. (2009). Retrieved March 23, 2009 from <http://www.ielanguages.com/enghist.html>.
- Johnny Tremain Definitions. (2007). Retrieved March 23, 2009 from <https://secure.layingthefoundation.org/english/vocab/novels/Johnny%20Tremain.pdf>.
- Short, D. (2008). Indo-European Language Family Tree. Retrieved March 23, 2009 from <http://www.danshort.com/ie/>.

### **A. Focusing Activity:**

- Today we're going to take a look at how language was developed. To start, I would like each group to come up with a list of languages you've heard of being spoken in the real world (no Elven). *English, Spanish, French, Italian, German, Russian, Latin,...*
- Once you have your list, I'd like you to take a stab at creating a family tree of languages, where each language comes from another. To help you, think about what you know about world (especially ancient) history. *For example, the Romans brought Latin to those in the British Isles...*
- Let's take a look at how the different languages did actually emerge. (*Use two-page tree of Indo-European Languages.*)
- Language has always been more spoken than written, but where did language come from? *Language probably originated as a form of non-verbal communication (gesturing), but as each language emerged, it used some words and ideas from languages before it.*
- **Alternate Focusing Activity:** Read Frindle by Andrew Clements, which documents a fifth grader's addition of a new word to the dictionary.

### **B. Purpose:**

- Today we're going to take a closer look at how the words in our language came to be.

### **C. Instruction:**

- Languages are built on rules (grammar)

- Exceptions to these rules are usually due to changes which preserve pronunciation
- Many words in many languages are adopted or adapted from other languages. These are called cognates. (Ex. Computer (English) → Computadora (Spanish) and Banana (English) → Banana (Spanish))

#### **D. Modeling:**

- Let's find out what some of the words in our novel meant, first by looking at context clues then by checking what we found in the dictionary. Our words: gratis (p.139), inundate (p. 151), rue (p. 195), translucence (p. 80).
- Now let's look at where these words originated. This is listed in most dictionaries. (*See notes for word origins*)

#### **E. Individual Practice:**

- Now see if you can use your novel and the dictionary to find the definitions and origins for the remaining words. Be sure to try and determine the definition of each word from its use in the novel before looking in the dictionary. (Distribute worksheet)

#### **F. Student Evaluation:**

- Test students on their spelling and/or identification of definition of the following words:
  - Flourish, formidable, hideous, innumerable, malice, mundane, nonchalance, parody, prodigal, tentative

#### **Conclusion:**

- *Have several high school students who have recently learned Spanish come into the classroom. Have them share their experience of tying the two languages together and teach (or have them teach) some simple Spanish so that your students can communicate with the high school students in a second language.*

#### **Teacher Evaluation:**

- Did students follow the lesson?
- Were they interested?
- Do the students understand the progression of language?
- Were all students busy, or were they easily distracted?
- How could the lesson be adapted if taught again?
- How did students respond to the high school students?

## **Words from Johnny Tremain**

Page Numbers from Forbes, E. (1998). Johnny Tremain. New York: Houghton Mifflin Harcourt.

### **Flourish (p. 118)**

Definition from Novel:

Definition from Dictionary:

Word Origin:

### **Formidable (p. 6)**

Definition from Novel:

Definition from Dictionary:

Word Origin:

### **Gratis (p. 139)**

Definition from Novel:

Definition from Dictionary:

Word Origin:

### **Hideous (p. 193)**

Definition from Novel:

Definition from Dictionary:

Word Origin:

### **Innumerable (p. 46)**

Definition from Novel:

Definition from Dictionary:

Word Origin:

### **Inundate (p. 151)**

Definition from Novel:

Definition from Dictionary:

Word Origin:

### **Malice (p. 213)**

Definition from Novel:

Definition from Dictionary:

Word Origin:

**Mundane (p. 34)**

Definition from Novel:

Definition from Dictionary:

Word Origin:

**Nonchalance (p. 88)**

Definition from Novel:

Definition from Dictionary:

Word Origin:

**Parody (p. 151)**

Definition from Novel:

Definition from Dictionary:

Word Origin:

**Prodigal (p. 78)**

Definition from Novel:

Definition from Dictionary:

Word Origin:

**Rue (p. 195)**

Definition from Novel:

Definition from Dictionary:

Word Origin:

**Tentative (p. 269)**

Definition from Novel:

Definition from Dictionary:

Word Origin:

**Translucence (p. 80)**

Definition from Novel:

Definition from Dictionary:

Word Origin:

## Lesson Plan: How Does One Map a New Nation?

**Subject Area:** Geography, Mathematics, Science      **Grade Level:** 5th  
**Concept / Skill:** Students will learn the purpose of a map and understand the process cartographers go through in creating one.      **Target Audience:** Regular Class  
**Time Frame:** 60-120 minutes (depending on school)

### **Goals:**

- IL.17.C Understand relationships between geographic factors and society.
- NCSS.III.b Interpret, use, and distinguish various representations of the Earth, such as maps, globes, and photographs.

**Objectives:** Students will develop their own maps in an effort to expand geographic and sociological knowledge. Students will appreciate the role of historical and modern cartographers in sharing knowledge and uniting society.

### **Materials:**

- Student's maps (student copies)
- Teacher's map key (transparency)
- Blank map of 13 colonies
- 100' tape measures
- Additional Maps

### **Resources:**

- Forbes, E. (1943). *Johnny Tremain: A story of Boston in revolt*. New York: Houghton Mifflin.
- *Gross Domestic Product by State*. (2008, August). Retrieved April 28, 2009 from [http://www.bea.gov/newsreleases/regional/gdp\\_state/gsp\\_large.gif](http://www.bea.gov/newsreleases/regional/gdp_state/gsp_large.gif).
- Liben, L. (2008, March). Understanding Maps: Is the Purple County on the Map Really Purple?. *Knowledge Quest*, 36(4), 20-30.
- Mapquest Map Generator. (2009). Retrieved March 7, 2009 from <http://mapquest.com>.
- Massachusetts Map. (2008, May). Retrieved April 28, 2009 from <http://www.sonofthesouth.net/revolutionary-war/maps/massachusetts-map.jpg>.
- Modern Map Overlay. (1998, May). Retrieved April 28, 2009 from <http://idahoptv.org/lc2/images/mapL5-2.jpg>.
- *Rivers*. (2007, May). Retrieved April 28, 2009 from <http://www.worldatlas.com/webimage/countrys/namerica/usstates/artwork/rivers/riversa11.gif>.
- *United States Wall Map*. (2002). Retrieved March 7, 2009 from [http://map.primorye.ru/raster/maps/united\\_states/united\\_states\\_wall\\_2002\\_us.jpg](http://map.primorye.ru/raster/maps/united_states/united_states_wall_2002_us.jpg).

### **A. Focusing Activity:**

- Have you ever wondered how countries or states are divided? Today we're going to talk about maps. But before we get started on the lesson for today, I have a problem for you to solve.
- You have each been given a map, including land, water, mountains, and rivers. Your job is to divide the land you've been given into 12 sections.
- How did you divide your map? *Used rivers as a starting point*
- How do you think the most people divide land? *Using geographic landmarks as*

*starting points*

- Can anybody tell me what this map might be of? *Eastern United States*
- Turn your map so the water is on the right.
- I'm going to pass around a few transparencies that should help you see most of the Eastern United States as it was when the Revolutionary War was fought. As you're passing around the transparency, please look at the map and see if you can't pick out any of the states.
- (Show students a blank map of the thirteen original American colonies.) Let's identify the states. *Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, Virginia*
- What do you notice about this map? *Scale, shading, islands*
- Let's find some of the places in Johnny Tremain – Boston, Lexington, Concord, and Charlestown. (Show students a map of Massachusetts.)

**B. Purpose:**

- We have already spent a little time looking at maps, but how is a map actually created? When the colonies were created (shortly before Johnny Tremain begins), the nation's founders had to map them. Let's see if we can't simulate this experience in order to create our own.

**C. Instruction:**

- What is a map? *Graphic representation of a place*
- What are maps good for? (What do you or your parents use a map for in your everyday life?) *Getting from place to place*
- What else can maps show? *Where people live, chief manufactures of regions* (Show examples incl. rivers, GDP increase)
- When we talk about scale, what do we mean? *Usually relative physical dimensions, but can also be relative GDP increase/etc. (Indicate on maps)*
- Today we're going to create a map of our school. What do we need to in order to map the school? *Relative location of: rooms, hallways, doors, offices, permanent equipment (auditorium chairs, gym equipment?)*
- Do we need any more specific information? *Dimensions (which leads to scale), compass orientation*

**D. Modeling:**

- So we are all sure of what we're doing, let me show you a map of my house. What do you think my map is missing? *Scale, compass, dimensions?*
- Is my map missing dimensions? Unless they're of a single room, most maps don't usually have the dimensions included – the scale can be used to find dimensions if that information is desired. However, dimensions are still very important, because they are essential in drawing the map.

**E. Guided Practice:**

- We're going to split into groups so we can get our school measured as quickly as possible. We've been working in mathematics with length, distance, and area. Do you think we could get away with not measuring everything? *Yes – can calculate some walls based on hallway length, etc.*
- Let's figure out what we need to measure. We're not going to bother any teachers today, so keep in mind that none of our measurements can be in another classroom – if we absolutely need to measure another classroom I might be able to contribute that

to our class list. What do we need to measure? *Responses vary based on school*

- It looks like we have a complete list! I have \_ tape measures, so we are going to split into \_ groups. Please record all of your measurements to the nearest half foot – and don't forget to stay quiet and avoid bothering other teachers.

#### **F. Student Evaluation:**

- Let's record all of our measurements on the board so everyone can get everyone else's measurements.
- (Hand out large pieces of graph paper) Now that you have all of your dimensions, it's up to each of you to create your own map of the school. You can use any symbols you'd like – the most important thing on this assignment is that everything is to scale (and that everything is neat).
- Before I give you a little time to work on your map in class, let's calculate a possible scale as a class. Given that our paper is \_ squares by \_ squares, what should one foot in real life be in terms of units on our paper? *Answer varies*
- (Evaluate based on completion (60%), scale (30%), and neatness (10%)).

#### **Conclusion:**

- Have students share their map, and allow students to offer praise and constructive suggestions.
- What was different between our map-making experience and that of the colonists? *Much larger area, no straight walls / no right angles, meandering rivers, varying terrain (mountains, etc.)...*
- How were colonial mapmakers successful? *Skilled at finding point in space (latitude / longitude) from sailing.*
- What tools did colonial mapmakers use? *Astrolabe (an ancient instrument used to determine latitude based on position relative to the sun, planets, and stars) and Chronometer /clock (an instrument that measures time. Longitude can be calculated by determining difference between local noon and the expected noon time. The sun moves 15 degrees West every hour.)*
- How accurate were colonial maps? *Fairly accurate* (look at an overlay of a modern map on William Clark's 1805 map)
- What new tools do we have to make these maps today? *Images from airplanes, satellite images*

#### **Progressions:**

- In A, have students identify rivers, lakes, harbors, etc. in the colonies.
- In C, when talking about scale, have students measure distances through the colonies.
- As part of C, give a primary document from a revolutionary cartographer and discuss its meaning as a class.
- Following F, help students digitize the map.
- Following F (depending on the role of art in the curriculum), the school's map could be changed into a 3D rendering as part of a computerized / graphic art unit.

#### **Teacher Evaluation:**

- Did students follow the lesson?
- Were they engaged?
- Did the students understand the purpose for the opening activity?

- Were the instructions clear enough?
- How well-behaved were students outside the classroom?
- How could the lesson be adapted if taught again?
- How much time was required?
- How did others in the building respond to the lesson?





