

ELA: Grade 3, Lesson 6, Facing a Challenge

Lesson Focus: How an immigrant faces a challenge

Practice Focus: Identifying how a character's actions contribute to the sequence of events

Objective: Students will use the historical fiction text *From Broad Street to Beacon Hill* to engage in building background knowledge on immigration and content-specific vocabulary while identifying how a character's actions contribute to the sequence of events.

Academic Vocabulary: famine, forage

TN Standards: 3.FL.VA.7a, 3.RL.KID.1, 3.RL.KID.2, 3.RL.KID.3, 4.RL.CS.4, 3.SL.CC.1, 3.SL.CC.2, 3.W.RBPK.9

Teacher Materials:

- The teacher packet for ELA, Grade 3, Lesson 6 (which includes the map of immigration from Ireland to North America, a blank graphic organizer for guided practice, a completed graphic organizer for guided practice, and a blank graphic organizer for independent practice)

Student Materials:

- Two sheets of paper, a pencil, and surface to write on
- The student packet for ELA, Grade 3, Lesson 6 which can be found at www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 3rd graders out there, though everyone is welcome to tune in. This lesson is the first in this week's series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you haven't seen our previous lessons, you can find them on http://www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others.</p> <p>Today we will be learning about how an immigrant faces a challenge! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Two sheets of paper, a pencil, and surface to write on• The student packet for ELA, Grade 3, Lesson 6 which can be found at www.tn.gov/education <p>Ok, let's begin!</p>	<p>Students will gather materials for the lesson and prepare to engage with the lesson's content.</p>
<p>Intro (3 min.)</p> <p>Today our goal is to use a historical fiction text to learn how people respond to life's challenges. We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.</p>	<p>Students will prepare to follow the gradual-release trajectory, understanding that they will be doing more listening at first and more "doing" toward the end of the lesson.</p>

<p>We are beginning a unit on perseverance and how people respond to challenges. Today's lesson begins with a story about a boy's experience when a famine happens in his home country of Ireland. His family moves to America to begin a new life.</p> <p>A famine is a time when no food grows and people go hungry.</p> <p>As I mentioned earlier, this story is historical fiction. Historical fiction takes place in the past. Settings and events are based on facts. The characters can be based on real people or made up. The dialogue, or things characters say, is also made up. However, the information about the time period must be authentic or factually accurate. The stories explore a conflict, or problem, that a character has with himself, with other characters, or with nature.</p> <p>Before we read the story, I'd like to make sure we understand just how far this family had to move. When I think of a move, I might first think of a move just a few miles away, or even one town away. Let's look at a world map to show the distance from Ireland to America. [Show Slide 1.]</p> <p>Can you locate Ireland on the map? [Pause.] Good, you pointed to the blue dot which is Ireland. [Point to the blue dot on the map.] Now, find the USA. [Pause.] Yes, you are correct. The red dot is the United States of America. [Point to the red dot on the map.] Thank you for locating Ireland and the United States on the map. Hmm.... When seeing the very long distance this family had to move, it makes me wonder what changes and challenges this family will face.</p> <p>As I read, I'd like you to listen for clues the author gives us about the main character, remembering that historical fiction explores challenges faced by people in a certain time in history. The writer develops characters that represent actual historical figures, or people like those who lived at that time. When you read historical fiction, you need to pay close attention to the characters. Their personalities, traits, and actions help you understand a time in history, and also see how people's problems and feelings are much the same in every time and place. [Pause.]</p>	<p>Students will learn Academic Vocabulary.</p> <p>Students will point to Ireland and USA on the map.</p> <p>Students will listen for evidence of character traits as they listen to the story.</p>
<p><u>Teacher Model/Read-Aloud</u> (5 min) Let's begin our story by understanding what was going on in the world at the time our historical fiction takes place. Listen closely for the main problem in Ireland about 170 years ago.</p>	

You'll be asked to summarize what happened and the effects of that problem after I read.

The History Behind the Stories: The Potato Famine and Irish Immigration to the United States

In the 1800s, the potato was the most important food for poor people in Ireland. Potatoes are easy to grow and have protein, carbohydrates, minerals, and vitamins. However, in 1845, the leaves on the potato plants began to turn black, curl up, and rot. The problem was a fungus. Winds carried the fungus throughout Ireland. Over the next few years, nearly one million people died of starvation and another million emigrated, or left for other countries. Many Irish families went to Boston and other big cities in the United States. They were not welcome and had difficulty finding work. [Pause.]

Having heard the history I read, what happened in Ireland in 1845? [Pause.] You got it! You said the potatoes grown in Ireland began to rot and died from a fungus.

Using that information, what was the effect of the potatoes rotting and dying? [Pause.] Right again! Because the potatoes rotted and died, millions of people starved to death. They had relied on the potatoes for food. That is the effect of the potatoes rotting and dying. To find food, many people left Ireland to save their families. As a good reader, I will make a connection between the cause and effect of families leaving Ireland to find food because the potatoes died.

As we move into the main part of our story, we are going to be analyzing a character. When I analyze a character, I look closely at the details the writer provides. I think about the character's description, and I pay close attention to what the character thinks, feels, and says. [Pause.] Here we go.

My da read from the newspaper, the Cork Examiner: "The Governor Davis, sailing for Boston, Tuesday, 10th August." My ma took the paper. "Four pounds, fifteen shillings!" she cried. "A man in this city works half a year for that much money!" "They'll not make us pay for the boy," my da said. "Even so," Ma answered, "that's a lot of money. It's a king's ransom!"

We had come to Cork from the countryside. A fungus, or growth, had killed our potato crop. My da had sold our little farm. We were lucky that he had found a job at the

Students follow along listening for the cause and effect described.

Students will increase their background knowledge on the history of Ireland around 1845. They will identify the problem, as well as cause and effect of the problem.

Students will understand how people faced challenges.

Students will understand how to analyze characters and character traits.

newspaper, unloading big rolls of paper from the wagons. All over Ireland, people were starving. There was no food.
[Pause.]

Good readers stop to check their understanding as they read. In the section we just read, I heard the words “Da” and “Ma”. I know I don’t use these words, but I can use other words to figure out what “Da” and “Ma” means. What do you think they mean? [Pause.] What words would you use instead of “Da” and “Ma”? [Pause.] You said “Da” and “Ma” were other words for dad and mom. Excellent clue finding! You realized the family was talking to each other and understood “Ma” was very close to mom or mama. Then as a super sleuth, you figured out “Da” was dad. Nice detective work.

Let’s keep reading our story. [Pause.]

Da wanted to get away from the famine. He wanted to go to America. “A land of milk and honey,” he said. Ma did not want to go. She said the potato crop would get better. “The crop is not the half of it,” my da said. “We have wheat. We have meat. But we Irish have no cash. The landowners sell what we grow to England. It’s greed that’s killing the Irish, sure as the sunrise. Besides, in America people are free to make the most of themselves. Anything is possible in America.”

My da sold everything we owned. We paid for our passage. We had twenty-five American dollars left when we got on the boat. [Pause.]

When the author said, “Dad wanted to get away from the famine,” I want to make sure I understand what a famine is before continuing reading. Using our text, what is a famine? [Pause.] Well you did it again! A famine is a time when no food grows and people go hungry.

This story is describing what the family has to do to survive, and this is a connection to the history of Ireland in 1845 we just learned about. Hmm.... I notice this author is telling us about the family’s situation. Why do you think the family decided to move to America? [Pause.] Why does the family feel America will help? [Pause.] Thank you for listening carefully and correctly saying the family didn’t have enough food or money to stay in Ireland. The author told us the father said, “Anything is possible in America.” Because the family doesn’t have money or food in Ireland, the author is

Students will use their oral comprehension skills to understand who “Da” and “Ma” are and the relationship to the main character.

Students will learn Academic Vocabulary.

The student will identify why the family moved and why they chose America as their destination.

<p>telling us that America will provide the hope and opportunity for the family to have money and food to survive.</p> <p>I am going to read the next two section to you. Listen carefully as I read, and look at this picture. [Show Slide 2.]</p> <p>I had seen people get sick in Ireland, but I never saw anything worse than on that crowded ship. I never felt anything worse than the waves and the heat. The crossing took fifty days. It seemed like forever. By the time we saw Boston Harbor, on September 20, 1847, I felt like an old man. I was eleven years old. [Pause.]</p> <p>Unfortunately, we were not alone in running away from the famine. Irish families were a human tide that washed up on the Boston waterfront. Five other ships landed the same day as ours. [Pause.]</p> <p>As I read this next section, listen for clues to answer this question: After fleeing Ireland to survive, how were the Irish people treated by the Americans? [Pause.]</p> <p>The cheap rooms along Broad Street soaked us up, like sand soaks up a wave. The Yankee landlords who owned the buildings were quickly adding walls to existing single rooms so they could rent two or three rooms where there had been only one.</p> <p>Signs sprang up all over Boston saying, “No Irish need apply.” Still, my ma got a job for a week cleaning up after a fire. She earned fifty cents. My da earned three dollars one week carrying wood and buckets of nails from the docks. It was catch-as-catch-can. [Pause.]</p> <p>After fleeing Ireland to survive, how were the Irish people treated by the Americans? [Pause.] That’s right, the Americans did not treat them well. The author told us that landlords provided very small rooms so they would get more money from the immigrants, the people that moved into the United States from another country. Also, the author told us that Americans put up signs that said they wouldn’t hire Irish people, so the Irish people had to find odd jobs for any money they could get to pay their rent and buy food. The author gave another clue by saying the Irish families couldn’t go to the schools, and the children had to find ways to earn money too.</p> <p>Okay, let’s keep reading. [Show Slide 3.]</p>	<p>Students will listen to answer how the Irish people were treated by the Americans upon their arrival.</p>
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<p>We had no schools. The mothers taught us reading and math. We scratched our lessons with sticks in the dirt of Broad Street. My parents told me, “Brian Fitzgerald, it is your job to be a good student. One day you could become a policeman or a fireman.” But I felt that I wanted to do more to help my family right then. So I wandered the streets, searching. One day, I found half a loaf of bread. Another day, I found a belt that we sold for the grand sum of fifteen cents.</p> <p>All the Irish kids soon learned to forage. We searched for food and other things. The area by the docks was picked clean. I had to go farther and farther to find anything. On a freezing Christmas Eve, I walked all the way to Beacon Hill. This was the rich area. [Pause.]</p> <p>Those pages held a lot of information. I am going to reread a couple of sentences to you. As I read, listen for the word forage. See if you can figure out what forage means. [Pause.]</p> <p>All the Irish kids soon learned to forage. We searched for food and other things. [Pause.]</p> <p>What do you think forage means, according to this text? [Pause.] Very good! Forage means to search for. Now, think about why the Irish children would have to forage. [Pause.] Excellent usage of textual evidence! The reason that the Irish children had to forage was because they didn’t have enough money or food. They had to search for food or for items to sell for money to buy food.</p> <p>Now I’m going to continue reading. Listen for clues of how the rich boy from the mansion treats Brian, the Irish boy. [Pause.] [Show Slide 4.]</p> <p>My eyes popped out at the sight of the mansions—the big houses. A boy my age came out of a mansion on Louisburg Square. He had a puppy and a paper bag. At first the boy didn't see me. He was teaching the dog to sit and beg. In the cold air, I could smell the ham he was feeding to the puppy from the paper bag. “I can sit,” I thought. “I can beg. Give me a piece of ham.”</p> <p>Then the boy looked at me. Maybe I had begged out loud without realizing it. At first the boy seemed afraid. Then we both saw a man in a dark suit looking at us from a window. It was the boy's servant.</p>	<p>Students will understand Academic Vocabulary.</p> <p>Students will understand Academic Vocabulary and make connections from the vocabulary to the text.</p> <p>The student will identify textual evidence of what the boy said and did to show his feelings of Brian.</p>
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"You're Irish," the boy said. "What's it to you?" I said. "My grandfather says you lazy Irish are going to ruin Boston." I thought about my da carrying wood and nails. I thought about my ma scrubbing on her hands and knees. I was not cold anymore. My blood was boiling.

"We are not lazy," I said. The boy grinned. Then he fed the dog the ham, chunk by chunk, watching my hungry eyes. "You'll see," I said, as the pain in my heart grew worse than the pain in my belly. "One day Boston will have Irish policemen. Boston will have Irish firemen. Boston will have an Irish mayor!" I cried. The boy kept feeding the dog. "Someday, America will have an Irish president!" I shouted. The tears froze on my cheeks.

The boy laughed. Then he threw a piece of ham at me. It landed in the dirt. My body cried out for me to reach down and eat it. My heart said no. He threw another piece, then another, cackling louder and louder. [Pause.]

So, how does the rich boy from the mansion treat the Irish boy, Brian? [Pause.] Ah, you said the rich boy didn't treat Brian well. I heard you give textual evidence such as: "you're Irish," meaning he was identifying the boy as a person less valuable than himself. Other textual evidence is that the boy said that his grandfather said the Irish were lazy and going to ruin Boston. Another piece of evidence is that the boy grinned as he fed the dog ham. This lets me know that the rich boy knew Brian was hungry and wanted the ham, but the boy gave it away to an animal. The author also tells us the boy threw the ham in the dirt while he laughed. I know from those clues that the boy thought it was funny that he might make the Irish boy beg and eat dirty food. It makes me think the rich boy considered Brian dirty and equal to a dog. [Pause.]

I noticed the author also told us Brian could see a man watching what was happening on the street from inside the mansion window. Why might the author tell us about a man watching what happened? [Pause.] Another great answer using your prediction skills. Yes, it is likely the author gave us a sneak preview of a character that will appear in the text later. [Pause.]

Soon, a dozen chunks of ham lay in the dirt. The dog looked at me, his head tilted. I could not bear it anymore.

The student will predict the author's craft and structure of introducing this character.

<p>[Show Slide 5.] I turned and calmly walked away. I had no ham, but I still had my pride. I had almost reached Broad Street when a big hand caught my shoulder. It was the servant from the house on Louisburg Square. He looked down at my face, streaked with dirt and frozen tears. “I know what it is like,” he said. He was a German, as far as I could tell. “Like me, you have come to a new land. You want a better life. He is just a spoiled little boy. He does not understand. These hard times will pass. America will be good for you. Keep your dream, young man.”</p> <p>He pressed two dollars into my hand, and then he let me go. I knew exactly what I would do.</p> <p>That Christmas Eve, in our little room on Broad Street, we ate ham. [Pause.]</p> <p>Now we learn about the man that watched from inside the mansion. What did he do for Brian? [Pause.] Why did he do that? [Pause.] As I think about this servant man, I realize that he has been in the same place that Brian is in. He knows how hard life is, but he also knows that life will eventually get easier. After his pep talk to Brian, he gives him money. I think the man gave Brian money out of sympathy and encouragement.</p>	<p>The student will analyze the servant’s intent and actions, therefore helping to identify character traits in the guided practice section.</p>
<p>Guided Practice (10 min)</p> <p>As I mentioned earlier in the lesson, when I analyze a character, I look closely at the details the writer provides. I think about the character’s description, and I pay close attention to what the character thinks, feels, and says. I’m going to think about Brian. His experience on the ship shows that he has gone through terrible times and feels “old.” This suggests to me that he is sadder but wiser than many children. As he forages, or searches, every day to help his family, I see that he is responsible and determined. When he stands up to the insults, or mean words of the rich boy and reacts without getting mad or being embarrassed, I see that he is proud and loyal to his people and has great self-control. Brian’s reactions and qualities show me that his experiences toughened him, but also that he has feelings and goals just as my friends and I do today.</p> <p>Now it’s time to take out your paper and pencil. Be sure to have a surface to write on as we begin. Please draw the chart, or graphic organizer, just like the one I’m going to show you. [Show Slide 6.] You will need three columns, one labeled “character”, one labeled “character traits”, and one labeled “story details that show traits.” [Pause for student to</p>	<p>Students will be able to use textual evidence to identify character traits and then create a web of relationships in order to apply that knowledge to the plot.</p>

<p>create graphic organizer.] Good! You did it! Now we will use the information from our text to help build our knowledge of the characters and their relationships. Please be sure to use the words forage and famine in your graphic organizer correctly.</p> <p>We are ready to begin. Let's start at the top with Brian Fitzgerald, our main character. Thinking through our learning, what character traits did Brian show and what details from the text helped you know that? [Pause while students fill in graphic organizer.] [An example graphic organizer is on Slide 7 for you to use throughout the next talking points. Do not show this one to students.] Excellent, thank you. As I list out the different items you could have written in the graphic organizer, look to see if you listed what I say. If you did, great! If you didn't go ahead and add them in there. You will need this information for later. The character traits of Brian include being mature or old for his age, [Pause.] self-control, [Pause.] loyal to his family, [Pause.] and determined. [Pause.] For textual evidence, you could use lived through a terrible journey, [Pause.] forages every day to look for food and things, [Pause.] stands up to mean words from the rich boy, [Pause.] doesn't get mad at insults, [Pause.] and reacts with dignity. Great job completing Brian's portion.</p> <p>Next, we will complete the section for Ma and Da. Complete the organizer like you did for Brian. [Pause while students fill in the graphic organizer.] Good work. The character traits of Ma and Da include having faith in American opportunity, [Pause.] determined and hardworking, [Pause.] and set on educating children. For the last column, you may have said sell everything to leave their home to go to another country, or immigrate, because of the Irish potato famine, [Pause.] do any available job, [Pause.] and tell Brian his job is to be a student. [Pause.]</p> <p>You are on a roll. Next, complete the organizer for the section on the rich boy. [Pause while students fill in the graphic organizer.] For the rich boy, you might have listed his traits as rude, [Pause.] unkind, [Pause.] spiteful, [Pause.] and unsympathetic. [Pause.] The textual evidence for the character traits of the rich boy include: insulting Irish people, [Pause.] throwing ham on the ground by Brian, [Pause.] and laughing at Brian's pain. [Pause.]</p> <p>You are pretty great at this! Please complete the last section on the servant. [Pause while students fill in graphic organizer.]</p>	<p>Students will draw the graphic organizer in preparation for the guided practice being sure to include the words forage and famine correctly.</p> <p>Students will complete the graphic organizer for Brian.</p> <p>Students will complete the graphic organizer for Ma and Da.</p> <p>Students will complete the graphic organizer for Rich Boy.</p> <p>Students will complete the graphic organizer for the servant</p>
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<p>Did you like the servant because of his character traits? You could have listed his qualities as: understanding, [Pause.] sympathetic, [Pause.] generous, [Pause.] and helpful. [Pause.] For textual evidence, you could have said: follows Brian to comfort him, [Pause.] tells Brian it will be all right, [Pause.] and gives two dollars to Brian. [Pause.]</p> <p>Great job building out this graphic organizer to understand how different characters respond to situations and challenges differently.</p>	
<p><u>Independent Work</u> (10 min) Now, we have come to the independent section of this lesson. You can complete this assignment after we finish together today. Before I let you go, you need to get out your second sheet of paper. [Pause.] Copy the graphic organizer that I am showing you. [Pause.] [Show Slide 8.] You will need three columns again. Go ahead and draw those. [Pause.] This time, the columns are going to be labeled character traits, [Pause.] happen because of an event or situation and why? [Pause.] and universal or true for most people and why? [Pause.]</p> <p>Here are your directions: Using the graphic organizer we completed during our lesson and our learning from the text, list character traits we saw in <i>From Broad Street to Beacon Hill</i> in the left column. Determine which character traits can happen out of the situation that arises, like the famine, and which character traits are universal, or true for all people? Answer why once you have decided if the character trait is situational or universal.</p>	<p>Students will conceptualize which character traits grow out of a time and place and which aspects are universal. This will support their learning on characters that persevere in the upcoming texts.</p>
<p><u>Closing</u> (1 min) I enjoyed working on learning how characters face life's challenges with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	