



Summary

Take a walk through history on the Freedom Trail. Stop off at various monuments, markers, buildings and other locations that played a significant part in the creation of the United States.

Guided Reading Level	Lexile Level	100th word	Total Word Count
R	XXX	although p. 4	1,681

Standards:

Common Core Language Arts

- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

Social Studies

- Understands that specific individuals had a great impact on history

Lesson Focuses for Guided Reading (Select lesson focus based on Student's needs)

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary
Extend sentences with phrases that tell: where, when, how, how many, and why Create and use informational text features such as captions, charts, diagrams, icons, headings, and index	Using graphic features Summarizing information	Self-monitoring and self-correcting Reading on for embedded definitions and supporting details	abolitionist mosaic apprentice Puritans cemeteries rebellion citizens sexton designed sites dome tourists monument

Lesson

- Warm up for reading – Students read familiar books.
- Introduction of **The Freedom Trail** – Introduce **The Freedom Trail** by looking at the cover photo and starting a discussion about the Freedom Trail.

Suggested questions to facilitate introductory conversation:

- Using the cover and prior knowledge, where do you think the Freedom Trail is located?
- What do you think the Freedom Trail covers? Do you think the Freedom Trail is an appropriate name? Explain.

- Skimming and Scanning **The Freedom Trail** – Use this time to introduce or review your lesson focus strategies and/or skills.

Suggested skimming and scanning prompts:

- Skim throughout the book focusing on the pictures. Based on the pictures, what kinds of sites are visited on the Freedom Trail? How do photographs and other visuals help enhance your reading experience?
- Look at page 23. Why is the word sexton bolded? What are some ways to find the definition of the word? What is the definition of sexton?

- Reading **The Freedom Trail** – Students read independently.

- After reading **The Freedom Trail** – Open the conversation with a question that relates to the comprehension strategy of using graphic features. After a brief conversation about the contents of the book move to questions that support your lesson focus.

Suggested after reading content connection questions:

- Using the map on page 7, identify which river tourists must cross to visit other sites on the Freedom Trail.
- Using the timeline on page 29, how much time passed from the opening of the trail until an information center was established? Why do you think the city waited to create an information center?
- To learn more about the Black Heritage Trail which page(s) would you look at? Which text feature(s) helped you? What is the Black Heritage Trail?

Suggested after reading lesson focus prompts:

- I noticed (student's name) using (reading strategy) while you were reading. Did it help with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)
- Did you read the captions found throughout the book? How do the captions help you better understand the text?

- After Reading Application for **The Freedom Trail** – Have students complete the reproducible on KWL.

Name: _____

Date: _____

Directions: Think about the book _____ . What do you already know about this subject? What would you like to learn? Before reading the book, fill in the first two columns on the chart. After reading, fill in the third column with some things you have learned. Include page numbers where you found your information in the book.

What I Know	What I Wonder	What I Learned