



A Clever General

3

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe George Washington as a general who fought for American independence
- ✓ Explain that General Washington led his army to victory even though his army was smaller than the British army

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connections between George Washington and Henry Knox (RI.K.3)
- ✓ Evaluate and select read-alouds on the basis of personal choice for rereading
- ✓ Distinguish “A Clever General” as a read-aloud that describes events that happened long ago from those that describe contemporary or current events

Core Vocabulary

captured, v. Took control of a person, thing, or area

Example: She captured the frog with a jar, but then she let it go.

Variation(s): capture, captures, capturing

clever, adj. Smart

Example: The clever cat easily outsmarted the angry dog and got away.

Variation(s): cleverer, cleverest

colonel, n. [KER-nel] An army officer who answers to a general

Example: The colonel followed the general's orders for how to fight the battle.

Variation(s): colonels

general, n. An army officer who is in charge of the soldiers


Example: The general led the army to win the battle.

Variation(s): generals

supplies, n. Resources that are available for use

Example: Our family keeps emergency food and water supplies in the basement in case of a bad storm.

Variation(s): supply

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?		10
	Essential Background Information or Terms	Image Cards 10, 11	
	Purpose for Listening		
Presenting the Read-Aloud	A Clever General		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Clever		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Vocabulary Instructional Activity: Additional	green marker; red marker; pictures associated with <i>additional</i> [This exercise requires advance preparation.]	15
	Student Choice		



A Clever General

3A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Ask students why the Pilgrims chose to leave England and go to America. (The Pilgrims wanted to go to their own church, but the king said they had to go to the Church of England. The Pilgrims decided to leave so they could be happier and have the freedom to choose how they wanted to worship.) Tell them that the Pilgrims were one of many groups of people to set up colonies in North America. The colonies became the United States of America, a new nation. In the previous read-aloud, students learned that George Washington fought against the army of the king of Great Britain and won freedom from the king for the colonists.

Ask, “Did our Founding Fathers make George Washington king of the United States? What were some of the reasons why the Founding Fathers wanted a president rather than a king?” Remember to repeat and expand upon each response, using richer and more complex language, including, if possible, any read-aloud vocabulary. If a student’s response includes inaccurate factual information, refer back to earlier read-alouds and/or illustrations to correct any misunderstandings.

Explain that the United States of America is not a kingdom ruled by a king. Its form of government is a democracy. Have students repeat the word *democracy*. Unlike a kingdom that is ruled by a king, a democracy is a form of government ruled by the people. Ask, “What does it mean that the president would have to be elected by the people? In the first read-aloud, you also heard that the Founding Fathers wrote the Constitution, a set of rules for the government to follow, so that the president couldn’t become like a king. Does the president work alone to make all of the laws or rules and make sure the rules are followed?” (No, the Founding Fathers made sure that all three parts of the government—the president, the Congress, and

the Supreme Court—have important jobs to play so the president doesn't have all the power like a king and so that people's liberties are protected.) Ask, "Who can tell me what liberties are? Can you give me an example of a liberty that you have?"

Essential Background Information or Terms

Tell students that in this read-aloud they will hear about events that took place a long time ago. Show Image Card 10 (King George III), and ask if anyone remembers who this king was. Explain that King George III ruled Great Britain, the American colonies, and other places a long time ago. Show Image Card 11 (General Washington in the American Revolution). Explain that the American Revolution was the name of the war that George Washington fought because the people of the American colonies wanted their freedom from the king of Great Britain. Explain that the war the colonies fought against Great Britain is called the American Revolution, or the Revolutionary War.

Explain that before George Washington became the first president of America, he was a leader in the American Revolution. He fought for the American colonies in the American Continental Army.

Remind students that in the previous read-aloud about the legend of the cherry tree, they learned that George Washington was known for his honesty. Tell students that in this next read-aloud, they will also learn about another one of his qualities: being clever. Ask, "What does it mean to be clever?"

Purpose for Listening

This read-aloud is about General George Washington and a man named Henry Knox who worked under Washington. Tell students to listen carefully for the clever way in which General George Washington and Colonel Henry Knox tricked the British army.



A Clever General

← Show image 3A-1: Knox and Washington¹

- 1 [Point out Henry Knox and George Washington.]
- 2 Another word for *clever* is *smart*.
- 3 The American Revolution was when people fought to start a new government.
- 4 *Colonel* and *General* are titles given to leaders in the army. A colonel answers to a general because a general is in charge.

Henry Knox was a **clever** man.² Before the American Revolution began, he and his wife had owned a bookshop in the city of Boston, Massachusetts.³ Henry Knox had loved the quiet, peaceful life of a bookseller, but all that was in the past now. Henry Knox, bookseller, had become **Colonel** Henry Knox of the American Continental Army. He worked directly with **General** George Washington, another clever man who commanded that army, and the two men had become great friends.⁴



← Show image 3A-2: Strategizing

- 5 Henry Knox was puzzled, or unsure, about how to solve a problem.

At the Continental camp just outside the city of Boston, Henry Knox had a puzzled look on his face.⁵ Looking at General Washington, he asked, “But, sir, how can we keep the larger British army from marching out from Boston and destroying our soldiers here? We don’t even have enough bullets or gunpowder for all our soldiers. If the British only knew . . .”

George Washington answered him. “Yes, Colonel, ‘if they only knew.’ But they do *not* know. The British think we have more men than we really have.

“They do not know that many of those whom we *do* have lack anything to shoot at them with, as you mentioned.⁶ So we must make sure that they do not find out. Let them think we are stronger than we are, so that they will wish to stay comfortably in Boston through this long, cold winter, at least until we are ready for them. But in order for us to get ready, we need more gunpowder and bullets.”

- 6 Even though the Continental soldiers had guns, they didn’t have any gunpowder or bullets left.



← Show image 3A-3: Boston and Ticonderoga

Colonel Knox thought for a few moments and then smiled.

“General,” he asked, “would fifty cannons, and the cannonballs and gunpowder to use with them, help?”

7 or surprised

8 A fort is a protected building or small town set up by an army during a war.

9 or have taken control of

10 So the Americans had captured one of the British forts, and now they are going to get their cannons, too! Was this a clever idea?

Washington looked startled.⁷ “Where could we get . . . ?” He stopped. A light of understanding shone in his eyes. “Fort Ticonderoga [ty-KAHN-dur-O-gah]!” he exclaimed.⁸ “Brilliant, Colonel! Now that we have **captured**⁹ Fort Ticonderoga from the British, we have captured their cannons, too. You are to gather a team of carefully chosen men. In the morning, you will leave to bring those cannons here. Travel as quickly as you can!”¹⁰

“Meanwhile, my job here will be to convince the British general, General Howe, that we are too strong for him to attack.” Washington knew his small army could not win against General Howe’s larger army, so he had to find a clever way to convince General Howe that Washington’s army was much larger than it really was.



◀ **Show image 3A-4: Washington’s ruse**

11 or huge piles

12 [Point out the American Continental Army and the British ships in the picture. Explain what the British army could and could not see.]

“I will order our men to build high mounds¹¹ of dirt in front of our camp. General Howe will not be able to see past the dirt. Then I will march our men up and down at either end. He will not know we are moving the same men from place to place. Instead, he will think we have more soldiers than we really do.”¹² By putting up the dirt mounds, we also will appear to be settling in for a long time.



◀ **Show image 3A-5: General Howe**

“General Howe will think, ‘Those colonial soldiers are expecting to keep us trapped here in Boston. They are certainly sure of themselves.’ He may think that it would be better to leave Boston on board his ships rather than stay.

“If we can force the British to leave, we will be in charge of the harbor again.”¹³ Then, unlike the British, we can bring in **supplies** from other American cities on the coast.¹⁴ We will move the supplies to our armies all across the countryside, because our friends there will help us.”¹⁵ Washington went over the idea in his mind. “It might work,” he said. “It *must* work!”

13 A harbor is a protected body of water where ships can easily dock.

14 The ships can sail along the coast, which is where the land meets the ocean.

15 The supplies would include anything the army might need, such as food, water, or guns.



16 [Show the path from Boston to Fort Ticonderoga.]



17 Here the word *line* means a group of people that are waiting to move forward. The word *line* can also mean a long mark.



18 Do you think Washington's clever plan worked? Did he keep the British from attacking until the cannons arrived by making them think they had a lot of soldiers behind the dirt pile?

19 Great Britain was no longer in charge of the city; Americans were.

← Show image 3A-6: Boston and Ticonderoga

It did work! Colonel Knox and his men marched off through the cold New England winter and returned in a little less than two months with cannons and supplies.¹⁶ They had loaded these things onto carts and used huge, heavy animals called oxen to pull the carts back to Washington's camp outside of Boston.

← Show image 3A-7: Knox returns

When they arrived, the waiting American soldiers sent up a mighty cheer. Hearing the noise, Washington came out of his tent. Seeing Henry Knox riding his horse at the head of the line of men, oxen, and supplies, Washington stepped forward to greet him.¹⁷ "Welcome back, Colonel. I am glad to see you—and our cannons."

Knox climbed down from his horse, turned, and saluted. "Thank you, sir. It is good to see you, too, and to know that I will not have to spend another night on the march. And I have additional good news; we have also brought enough gunpowder and bullets so that our soldiers here will finally have something to fire out of their gun barrels."

Over in Boston, the British guards heard the shouts of joy, too, and ran to tell General Howe, "Something is going on, General, but we cannot see what it is because of the dirt mounds the colonists built."

← Show image 3A-8: Washington's victory¹⁸

Later that same day, however, General Howe looked up to see fifty-nine cannons aimed his way from on top of the dirt mounds. "Now," he thought, "there is no way to safely attack Washington and his men." Of course, he did not know that he might have done that successfully anytime in the two months it had taken Henry Knox to bring the cannons. Soon afterward, the British left Boston. The plan of Washington and Knox had worked.

Afterward, several things changed in important ways. First, the city of Boston was back in American hands.¹⁹ This was great news for the people there, and it also made Americans throughout the thirteen colonies think, "If we are strong enough to force British

soldiers out of Boston, maybe we can win our freedom after all.” Though some American colonists remained loyal to Great Britain and chose to leave with General Howe, many Americans who had been afraid before came forward to help. They had begun to hope that they really could defeat the British.



◀ **Show image 3A-9: Map of the American colonies**

The second change was that George Washington had learned something important. “The British army almost always wins when they fight on an open battlefield. From now on, we will attack and then quickly move away to attack in another place; or we will trap them up on the coast, as we did in Boston. If we can keep them cooped up in coastal areas,²⁰ they cannot come onto land to attack us. If they cannot attack us, they cannot beat us. If they cannot beat us, they will grow tired of this war and leave us in peace.”

20 or areas next to the water, as shown on this map



◀ **Show image 3A-10: Knox and Washington**

There was a third change, too. Washington called in Colonel Knox and told him, “Congratulations, Henry. I am making you a general. I am putting you in charge of all of our cannons, not just the ones you brought from Fort Ticonderoga.”²¹

21 Who has more authority, or power: a general or a colonel?

George Washington and Henry Knox, the wealthy farmer from Virginia and the bookseller from Boston, became lifelong friends. General Knox helped General Washington win the American Revolution. A few years later, when Washington became president, he asked Henry Knox to become America’s first Secretary of War, a person who helps the president keep soldiers and sailors ready in case there should be another war. However, having fought one war already, the two friends worked together and made a wonderful peace instead.

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.



◀ **Show image 3A-1: Knox and Washington**

1. *Literal* Who was in charge of the Continental Army in the beginning of the read-aloud: George Washington or Henry Knox? (General George Washington)
2. *Literal* Which army was led by General Howe: the colonists' army or the British army? (British army)
3. *Inferential* Whose army was larger: George Washington's or General Howe's? (General Howe's army)



◀ **Show image 3A-3: Boston and Ticonderoga**

4. *Inferential* What clever idea did Henry Knox have? (to go to Fort Ticonderoga and bring back cannons)



◀ **Show image 3A-5: General Howe**

5. *Inferential* Whose army won the battle—General Howe's larger army or George Washington's smaller army? (General Washington's smaller army) How did clever George Washington trick General Howe into thinking Washington's army had more soldiers and supplies than they actually had? (General Washington had the soldiers build giant mounds, or piles, of dirt so that General Howe could not see the Continental Army well. He had the soldiers march back and forth to look like there were great numbers of them.)
6. *Literal* What did George Washington do to reward Henry Knox after the colonists won back the city of Boston? (He made him a general.)

7. *Evaluative* Does this read-aloud describe events that happened long ago or ones that happened just a short time ago? (long ago) How do you know? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Why do you think George Washington and Henry Knox worked so well together? (Answers may vary but may include that the men were both very clever and worked hard for their country, and the two of them liked each other, which helped them to work well together.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Clever

5 minutes

1. In the read-aloud you heard, "Henry Knox was a *clever* man."
2. Say the word *clever* with me.
3. *Clever* means smart.
4. Juanita showed she was clever when she was able to figure out how to solve the puzzle in a short time.
5. Tell about a clever person you know and why you think he or she is clever. Try to use the word *clever* when you tell about him or her. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ is clever because . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say several sentences. If what I say describes someone or something that is clever, say, "He or she is clever." If what I say

describes someone or something that is not clever, say, “He or she is not clever.”

1. a person who figures out the answer to a math problem (He is clever.)
2. someone who crossed the street without looking both ways (He is not clever.)
3. a student who asks questions when he or she doesn’t understand something (She is clever.)
4. a person who only eats junk food all the time (She is not clever.)
5. a person who spends a lot more time reading than watching television (She is clever.)



Complete Remainder of the Lesson Later in the Day



A Clever General

3_B

Extensions

15 minutes

↔ Vocabulary Instructional Activity

Word Web: Additional

Materials: chart paper; green marker, red marker; pictures associated with *additional*

1. In the read-aloud you heard, “And I have *additional* good news; we have also brought enough gunpowder and bullets so that our soldiers here will finally have something to fire out of their gun barrels.”
2. *Additional* means more or something added to something you already have.
3. We will make a Word Web for the word *additional*. [If you have pictures illustrating the concept of *additional* available, use the pictures. Otherwise, write the word *additional* in the center of the paper and circle it.]
4. [Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.]
5. Tell me what you think of when you hear the word *additional*. [For words that have similar meanings to *additional*, like *more*, *added*, and *extra*, write these words at the top of *additional* and use green lines to connect these words to the center. If students have difficulty thinking of such examples, guide them with examples such as, “If you wanted some additional carrots for lunch, you might ask, ‘May I please have some _____ carrots?’”]
6. Tell me what you think is the opposite of *additional*. [For words that have opposite senses to *additional*, like *less*, *fewer*, and *taken away from*, write these words at the bottom of *additional* and use red lines to connect these words to the center.]

7. Talk with your partner using the word *additional* and discuss what you have learned about the word *additional* from the Word Web. Try to use complete sentences.

[Throughout this domain, encourage students to continue thinking about this word and add any additional words that are related to, similar to, and opposite of *additional*.]

Student Choice

Ask students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles or show key illustrations from previous read-alouds to help them make their choices. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud.

After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.