

Emily Geiger's Dangerous Mission

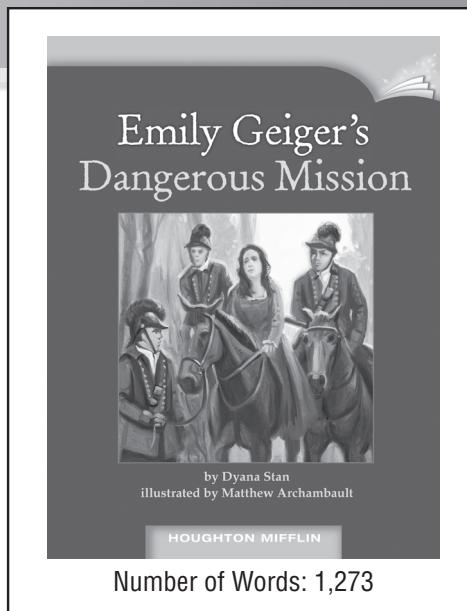
by Dyana Stan

Fountas-Pinnell Level T

Narrative Nonfiction

Selection Summary

When the Patriots need a message conveyed through enemy territory, Emily Geiger volunteers for the task. Familiar with the route, Emily feels she can elude Tories, using a visit to her uncle as a cover. Before enemy questioning, Emily memorizes and eats the message, allowing her to complete her mission and advance the Patriot cause.



Characteristics of the Text

Genre	<ul style="list-style-type: none"> • Narrative nonfiction
Text Structure	<ul style="list-style-type: none"> • Third-person narrative divided into six chapters • Introduction provides background; final chapter links selection to modern day
Content	<ul style="list-style-type: none"> • Patriotism • Emily Geiger's mission • How she is remembered today
Themes and Ideas	<ul style="list-style-type: none"> • Young people can serve their country. • Others may not share your values and beliefs. • Remain calm and think carefully in difficult or risky situations.
Language and Literary Features	<ul style="list-style-type: none"> • Narrative language (e.g., <i>This is the story of Emily Geiger...</i>) • Clearly identifiable plot elements: rising action, climax, falling action, and resolution
Sentence Complexity	<ul style="list-style-type: none"> • A mix of simple, compound, and complex sentences • Rhetorical questions, such as, <i>Were her hosts suspicious of her?</i>
Vocabulary Words	<ul style="list-style-type: none"> • Many terms related to the American Revolution, such as <i>Tory, colonists</i> • Many multisyllable words, some of them challenging such as <i>independence, colonists, volunteered, messenger, heroine, memorized, and tradition</i>
Illustrations	<ul style="list-style-type: none"> • Realistic drawings and a map help the reader visualize the time period and situation.
Book and Print Features	<ul style="list-style-type: none"> • Twelve text pages, chapter headings, illustrations on most pages, map • Table of contents • Captions in contrasting font
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Printed in the U.S.A.

978-0-547-30930-9 1 2 3 4 5 6 7 8 9 10 0940 15 14 13 12 11 10 09

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Build Background

Help students use their knowledge of the American Revolution to visualize the selection. Build interest by asking a question such as the following: *Why might girls and young women have been good spies during the American Revolution?* Read the title and author and talk about the cover illustration. Note the table of contents. Tell students that this selection is narrative nonfiction, so it gives factual information about real people.

Introduce the Text

Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 2: Explain that this selection is about Emily Geiger, a real person who lived during the American Revolution, or war for independence from Britain.

Suggested language: *Turn to page 2, the Table of Contents. Read the chapter headings. What can you tell about the selection from the headings?*

Page 3: Point out the drawing of Emily Geiger. Explain that Emily Geiger is a legendary 18-year-old heroine. **Ask:** *If a story is legendary, are all the details absolutely true?*

Page 4: Draw students' attention to the map of Emily Geiger's journey. Find General Sumpter's and General Greene's camps on the map. Explain that General Green had to **retreat**. **Ask:** *If General Greene had to retreat, what do you think the problem of the story might be?*

Page 6: Explain that Emily meets people who are Tories. **Ask:** *Why were the Tories Emily's foes?*

Pages 8–9: Read the chapter heading: "Caught!" Point out the picture on page 9. **Ask:** *What do you think Emily might do to keep the message she's carrying safe?*

Now turn back to the beginning of the selection and read about what happened on Emily Geiger's dangerous mission.

Target Vocabulary

foes – enemies, p. 6

formal – following set traditions and rules, p. 8

gushed – poured out in a very fast, forceful way

legendary – famous, usually for a long period of time, p. 14

magnificent – very beautiful and impressive

plunged – dived in suddenly

retreat – to withdraw from an attack, p. 4

revolution – a sudden, complete change

shimmering – reflecting light in a sparkling, glimmering way, p. 5

strategy – a plan for reaching a goal

Read

Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Analyze/Evaluate Strategy  **TARGET STRATEGY** and to think carefully about the text and form an opinion about it.

Discuss and Revisit the Text

Personal Response

Invite students to share their personal responses to the selection.

Suggested language: *Have you ever been caught doing something others didn't like? What happened? What happened when Emily was caught by the British?*

Ways of Thinking

As you discuss the text, help students understand these points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• Emily Geiger volunteers to carry an important message to a Patriot general.• The British catch Emily before she delivers the message.• After being released by the British, Emily delivers the message to the Patriot general.	<ul style="list-style-type: none">• Young people can be dependable.• Stay calm and think when you're in a difficult or dangerous situation.• Not everyone believes or values the same things you do.	<ul style="list-style-type: none">• The chapter heads help the reader identify the chronological order of plot events.• The climax of the selection was very exciting.• The author includes many details about the American Revolution to help the reader understand why Emily's mission was dangerous and heroic.

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Choices for Further Support

- **Fluency** Invite students to choose a passage from the text to act out or use for readers' theater. Remind them to pay attention to end punctuation and to stress certain words to create excitement and suspense.
- **Comprehension** Based on your observations of the students' reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.
- **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind students that a syllable can have a single vowel sound. A morpheme is either a base word or an affix (prefix or suffix). For example, the word *shimmering* (page 5) has three vowel sounds, or syllables—*shim·mer·ing*—but only two morphemes—the base word *shimmer* and the inflected ending *-ing*.

Writing about Reading

Critical Thinking

Have students complete the Critical Thinking questions on BLM 13.7.

Responding

Have students complete the activities at the back of the book, using their Reader's Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Conclusions and Generalizations  **TARGET SKILL** Remind students that they can draw conclusions about a character or situation by looking for key details in a selection. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud

Emily convinced General Greene to let her deliver the message. That shows that she was a determined person. Then she snuck out of her hosts' home in the middle of the night and rode off. That also shows how determined she was.

Practice the Skill

Have students draw a conclusion or made a generalization about another character from the story.

Writing Prompt: Thinking Beyond the Text

Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts

- Which sentences on page 4 support the idea that Emily's mission is dangerous?
- What can the reader tell about Emily as described in this story?
- How does the author organize the information in the book?

English Language Development

Reading Support Pair advanced and intermediate readers to read the selection softly, or have students listen to the audio or online recordings. Remind them that Emily eats the message after being captured by the British because she fears being arrested as a spy.

Cultural Support Explain that Tories, also called Loyalists, believed that the colonies should not break away from Great Britain. Although many agreed that Parliament's laws were unfair, they felt that peaceful means could resolve the colonists' problems. After the war, many Tories left the new United States for Canada or to return to England.

Oral Language Development

Check student comprehension, using a dialogue that best matches your students' English proficiency level. Speaker 1 is the teacher, Speaker 2 is the student.		
Beginning/Early Intermediate	Intermediate	Early Advanced/ Advanced
<p>Speaker 1: Who is the main character?</p> <p>Speaker 2: Emily Geiger</p> <p>Speaker 1: Where does Emily live?</p> <p>Speaker 2: South Carolina</p> <p>Speaker 1: What does Emily do?</p> <p>Speaker 2: carries a message</p>	<p>Speaker 1: Why does General Greene feel Emily shouldn't carry the message?</p> <p>Speaker 2: He thinks the mission is too dangerous for Emily.</p> <p>Speaker 1: Who does Emily eat supper with?</p> <p>Speaker 2: She eats supper with a Tory couple.</p>	<p>Speaker 1: Why does Emily feel she is the perfect messenger?</p> <p>Speaker 2: Emily feels that the Tories will not suspect her because she is a woman. Emily also knows the route well. If caught, she can tell her enemies that she's on the way to visit her uncle.</p>

Responding

TARGET SKILL **Conclusions and Generalizations** Emily Geiger was a determined person. What details in the story help readers draw this conclusion? Copy and complete the chart below.

Detail ?	Detail She ate the message.	Detail ?	Detail She rode through the woods.
Conclusion or Generalization Emily Geiger was a determined person.			

Write About It

Text to Text Think of another story you have read in which one character gives instructions to another character. Write a paragraph explaining what the instructions were.

15

Name _____ Date _____

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BLACKLINE MASTER 13.7

Critical Thinking

Emily Geiger's Dangerous Mission
Critical Thinking

Read and answer the questions. Possible responses shown.

- Think within the text** Why was Emily a good choice to deliver the message to General Sumter?
She knew the route; the British wouldn't suspect her.
- Think within the text** What explanation did Emily give the British for why she was riding alone?
She told them she was going to visit relatives.
- Think beyond the text** Why does a picture of Emily appear on the state seal of South Carolina?
Emily was from South Carolina, and the people of that state are proud of her role in the Revolution.
- Think about the text** What do Emily's actions tell you about her character?
Because she delivered the message, she must be brave. She also is a quick thinker because eating the note was a good idea.

Making Connections Write about a time when, like Emily, you had to think quickly to solve a problem. Describe what happened.

Write your answer in your Reader's Notebook.

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Name _____ Date _____

Critical Thinking

**Emily Geiger's
Dangerous Mission**
Critical Thinking

Read and answer the questions.

1. **Think within the text** Why was Emily a good choice to deliver the message to General Sumter?

2. **Think within the text** What explanation did Emily give the British for why she was riding alone?

3. **Think beyond the text** Why does a picture of Emily appear on the state seal of South Carolina?

4. **Think about the text** What do Emily's actions tell you about her character?

Making Connections Write about a time when, like Emily, you had to think quickly to solve a problem. Describe what happened.

Write your answer in your Reader's Notebook.

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**Emily Geiger's
Dangerous Mission
Running Record Form**

page	Selection Text	Errors	Self-Corrections
3	In South Carolina, General Greene and General Sumter led two parts of the American army. General Greene wanted to send General Sumter a message so they could meet and join forces, but the British army controlled the land between the two American camps. There seemed to be no way to deliver a message safely. No way, that is, until one brave girl volunteered to be the messenger. This is the story of Emily Geiger, a cool-headed 18-year-old heroine.		
4	Emily Geiger knew that the British had forced General Greene into a retreat. Now, the Americans badly needed a victory.		
	Comments:	Accuracy Rate (# words read correctly/102 × 100) _____ %	Total Self-Corrections _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	Ⓜ cat	0
Omission	— cā	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut ^{sc} cat	0
Insertion	the ^cat	1
Word told	Ⓢ cat	1

