



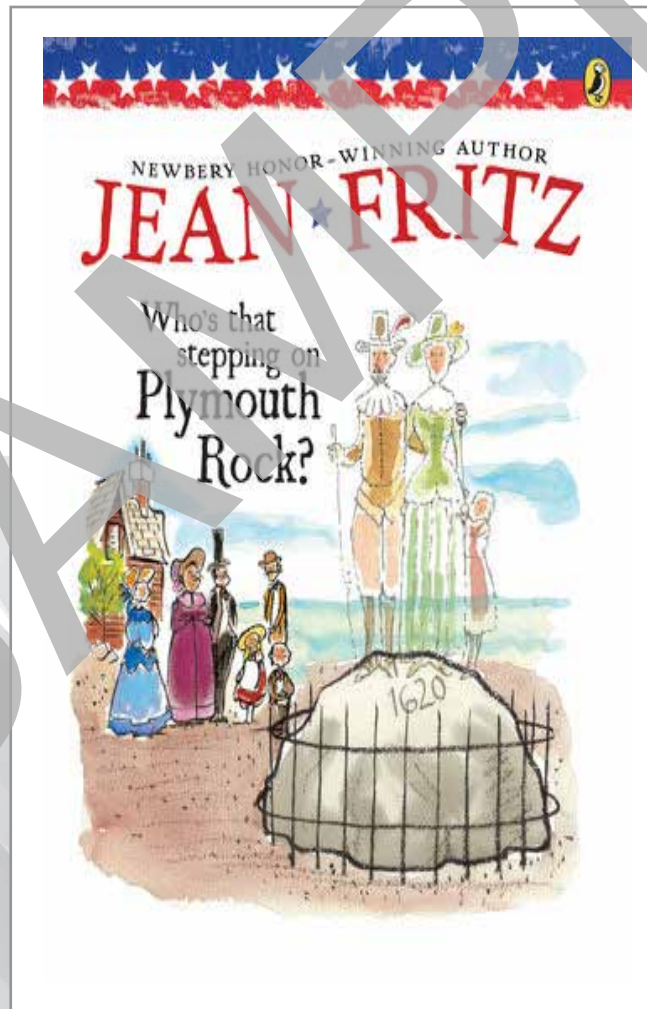
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Who's That Stepping on Plymouth Rock?

Jean Fritz



READ, WRITE, THINK, DISCUSS AND CONNECT

Who's That Stepping on Plymouth Rock?

Jean Fritz

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Introduction

The Novel Units Teacher Guides for four Jean Fritz books can be used individually or combined for an author unit. Use a different guide to answer each of Jean Fritz's four lively questions: *Where was Patrick Henry On the 29th of May?*, *What's the Big Idea, Ben Franklin?*, *Who's that Stepping on Plymouth Rock?*, and *Can't You Make Them Behave, King George?* The familiar names and places in these intriguing titles suggest the historical themes. In each of these four novels, Jean Fritz takes historical facts and adds details and creates an interesting protagonist with whom students can easily identify. (See page 10 of this guide for ideas for a Jean Fritz unit.)

Summary

There was only one big rock in Plymouth Harbor, and it is assumed that the First Comers may have stepped on it when they landed. The rock has been moved, dropped, broken, and mended. This is the story of the rock's adventure.

Initiating Activities

1. Landmarks:
 - a) Name some landmarks in your region.
 - b) Generate a class listing of landmarks they've seen.
 - c) Why is something a landmark? a historic landmark? visited by tourists?
 - d) From a listing of landmarks, choose one for a report.
2. Anniversaries:
 - a) Interview parents and others about significant national anniversaries. Why were these anniversaries important? How were they celebrated?
 - b) Organize a special anniversary celebration for the class (even if you have to celebrate an odd year).
3. Rocks and Minerals:
 - a) Make a collection.
 - b) Visit a quarry.
 - c) Collect specimens from your region for identification.
 - d) Interview a geologist.
 - e) What can you learn from naturally occurring rocks?
4. Local History and Monuments:
 - a) Investigate monuments, statues, landmarks in your area. What kind of markers are there? What do they say? Who chose the monuments? What landmark would you add?
 - b) Interview older citizens from your town to compile a history. Include photographs or illustrations.
 - c) Interview town government officials to find out landmark policies.
5. See the reading invitation on pages 21 and 22 of this guide. Before passing the invitation to students, have them each find a small rock and bring it to class. Encourage students to write a story of their own based on the poem found in the invitation. Allow time for students to share their stories with the class.

Supplementary Activities

1. Make up a riddle for one of your vocabulary words. Do it like this:

Give 3 clues: (1) I have 4 legs.
(2) I have fur.
(3) I like to purr.

Question: What am I?

Answer: A cat

2. Read one of the following books and be able to tell us about what you read:

How a Rock Came to Be in a Fence on a Road Near A Town by Ruchlis

A First Look at Rocks by Selsam

When You Find a Rock by Klaitis

Glaciers by Georges

Glaciers and Icecaps by Bromwell

Glaciers and Ice Sheets by Robin

3. Read *Slumps, Grunts, and Snickerdoodles* or *Hunter's Stew and Hangtown Fry*. Make a recipe from one of the books.

Pages 24-33

Vocabulary

pickets 24

inscribed 24

Mayflower Compact 24

apologizing 25

imposing 26

canopy 26

monument 26

enshrined 27

Discussion Questions

1. What is a "mess of fish"? (Page 25, a whole lot of fish)
2. Why did the people of Plymouth decide to put a monument around the bottom part of the rock? (Page 25, They were tired of apologizing for how small the top part of the rock was and explaining where the bottom part was.)
3. If you were the bottom part of the rock, what would you say to the top part now? (Answers will vary.)
4. If you were the top part of the rock, what would you say to the bottom part? (Answers will vary.)
5. How many times was the rock (or a part of it) moved? (Six: about 35,000 B.C. by the glacier; 1774 to the town square; 1834 to Pilgrim Hall; 1880 upper part to the lower part; 1920 to a vacant lot; 1921 to the waterfront monument.)
6. How does the author make you think that the rock has thoughts and feelings as a person does? Give examples of the words she uses. You may want to look back to the beginning of the book. ("The rock didn't say." "...top part of rock coming up for air through the planks." "The

rock, as usual, had nothing to say." "...imprisoned in a wharf, hemmed in at the neck..." "Here she comes." "For a few hours it is alone again..."")

Supplementary Activities

1. List all the two-syllable words on page 24. If a word appears more than once, just list it once. (*pieces, iron, pickets, around, inscribed, signers, compact, Plymouth, painted, across, also, surprised, little, Pilgrims*)
2. Put the words you listed above in alphabetical order. (*across, also, around, compact, inscribed, iron, little, painted, pickets, pieces, Pilgrims, Plymouth, signers, surprised*)

Culminating Activities

1. Write a bio-poem for the rock (page 16 of this guide). The teacher should model writing a bio-poem, then the class should do one together before they are attempted individually.
2. Complete a story map to summarize the story (page 9 of this guide).
3. Look back to the first paragraph of the book. Is it a good beginning? Why or why not?
4. How do you think an author chooses a title for a book? Did Jean Fritz choose well for this book?