



Mr. and Mrs. Madison

3A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

10 minutes

Remind students that in 1812, most Americans were farmers. A large number of settlers were moving north and west in search of land to farm. Even after the Revolutionary War, Britain still had control over the land in the northern Great Lakes region of the United States, and the northwestern territories. Britain also controlled Canada. It was believed that the British were interfering with U.S. interests in the northern territories. You may prompt further discussion with the following questions:

- Who did the U.S. government believe the British were encouraging to resist the settlers' attempts to farm there? (Native Americans)
- What were the members of Congress who wanted war called? (War Hawks)
- What did the War Hawks believe the British were giving to the Native Americans? (weapons)



← **Show image 3A-8: Portrait of James Madison**

Ask students if they recognize the man in the image. Tell students that in today's read-aloud they will hear more about James Madison. Remind students that James Madison was one of the Founding Fathers; he wrote most of the Constitution and is considered the Father of the Constitution.

Essential Background Information or Terms

5 minutes

Tell students that in today's read-aloud they will learn more about the fourth president of the United States, James Madison, and his wife, Dolley Payne Todd. Remind students that when James Madison became president, the United States was on the brink of war. The previous three presidents, George Washington, John Adams, and Thomas Jefferson had all attempted to establish good relationships with Britain, but had not always been successful. When war broke out between the United States' two most important trading partners, it became even more difficult to avoid conflict.

Explain to students that from this point on, the story of the War of 1812 will be told by a fictional or imaginary narrator called Grandfather Lafitte (la-FEET). Be sure that students understand that Grandfather Lafitte and his grandchildren Adele and J.P. are fictional characters that live in the present. Tell students to listen carefully to Grandfather Lafitte's stories and J.P. and Adele's questions to learn more about this time in American history.

Vocabulary Preview

5 minutes

Govern

1. In today's read-aloud you will hear that James Madison thought that the Americans should be able to *govern* themselves.
2. Say *govern* with me three times.
3. *To govern* means to rule and control.
4. The colonists did not think Britain governed them fairly. Who do you think should govern our class?
5. Who governs our school? (principal and vice principals)
Who governs our state? (name current state governor)
Who governs our city? (name current city mayor)

First Lady

1. In today's read-aloud you will meet the first *First Lady*.
2. Say the term *First Lady* with me three times.

3. *First Lady* refers to the wife of the U.S. president. The First Lady is the official hostess of the country.
4. Dolley Madison was the first First Lady. [**Note:** While Dolley Madison was not the wife of the first U.S. president, George Washington, she was the first to have the role of First Lady. Before Dolley Madison, the role of First Lady did not exist.] Who is the First Lady of the United States today? [Show images of current First Lady.]
5. With your partner discuss what you think the First Lady does. [Call on a few partner pairs to share.]

Purpose for Listening

Remind students that this was the United States' second war with Great Britain. Tell students to listen carefully to today's read-aloud to learn more about James Madison. In addition, tell students to listen carefully to find out what led to the eventual beginning of the war.



1 Does it look like this family lived long ago, in the past? Or does it look like this family lives in the present-day?

Mr. and Mrs. Madison

← Show image 3A-1: Illustration of kids running to the house ¹

It was a beautiful spring day in central Virginia. Ten-year-old J.P. and his younger sister Adele (a-DELL) raced from their home through the pasture, or field, that led to their grandfather's farmhouse. Though originally from New Orleans, Louisiana, their Grandfather Lafitte (la-FEET) now lived on a neighboring horse farm. Grandfather Lafitte loved to tell the children stories. Today he had promised to tell them all about the War of 1812. J.P. was learning about this war in school and, of course, Adele wanted to know everything about anything that her brother was doing. Before he retired, their grandfather had been a history professor. ² He declared that he was an expert on the subject.

2 A professor is someone who teaches college students.



← Show image 3A-2: Illustration of grandfather and kids on the porch

Grandfather Lafitte was waiting for the children on the front porch. As J.P. and Adele settled into chairs at the table across from their grandfather, Adele noticed that he was holding an old, leather-bound journal.

“What do you have there?” asked Adele inquisitively. She had just turned eight and J.P. said she was always full of questions!

“Oh, this journal belonged to your great, great, great, great grandfather. He fought in the War of 1812. I will tell you more about him later,” Grandfather Lafitte explained. “Now where should I begin?” he asked eagerly.

3 Topics are items or subjects.

“I have a list of **topics** that I need to learn about,” started J.P. ³

“He has to know about President James Madison and his wife Dolley,” Adele interrupted excitedly.

“Yes,” said J.P., finishing what he was saying, “I have to know about the beginning of the war, the USS *Constitution*, the attacks on Washington, D.C. and Baltimore, Andrew Jackson and the Battle of New Orleans, and how the war ended.”

“Well, that’s quite a list,” exclaimed Grandfather Lafitte. “We’d better get started then. It sounds like you do not need to know anything about pirates,” he added with a curious tone.

“Pirates!” gasped J.P. “Were there pirates in the War of 1812?”

“We shall see,” chuckled Grandfather Lafitte. “I think I will start at the beginning and tell you about the man who was president when the war began.”⁴

“James Madison!” said Adele proudly. She had recently attended a school field trip to Montpelier (mont-PEEL-yer) because it was close to their home. She learned a lot about James Madison.

4 Who was our fourth president?



← Show image 3A-3: Illustration of James Madison as a young boy

Grandfather began, “James Madison was born on March 16, 1751. He grew up on a large plantation in central Virginia not far from where we are right now.”⁵ His family home was called Montpelier. As a young boy, Jemmy, as his father called him, was home-schooled, or taught at home. It’s been said that he read every book that his father had in his library. And Mr. Madison had a lot of books! When he was seventeen, James went to the College of New Jersey, which is now called Princeton University. Just as he did when he was young, James Madison loved to read. He enjoyed learning Latin and Greek, and liked to debate in college.⁶ He actually graduated from college in only two years.”⁷

5 A plantation was a large farm.

6 To debate means to discuss something with someone whose opinion might be different than your own, like we did with our persuasive speeches in the last lesson.

7 Traditionally it takes twice that long, or four years, to finish college.

8 or officially control

9 The House of Burgesses was the first form of government in colonial America.

10 Do you know what war it was?

11 Citizens are people who live and belong in a particular place.

“I like learning Spanish in school,” Adele added enthusiastically.

“I’m glad that you do,” replied Grandfather Lafitte, smiling at his granddaughter. He continued, “As a young man James Madison did not like the way the colonies were run by Britain. He thought the colonists should be able to **govern**⁸ themselves. In 1774, when he was just twenty-three years old, James Madison became a leader in the House of Burgesses.⁹ The next year, the colonies were at war with Great Britain.¹⁰ This war, the Revolutionary War, lasted until 1783. Americans won their freedom and they became **citizens** of a new nation—the United States of America.”¹¹



← **Show image 3A-4: Painting of the Constitutional Convention**

“Didn’t James Madison write the Constitution?” asked J.P.

“You are right,” replied grandfather. “After the war, he continued to be involved in governing Virginia. He is perhaps most famous for his role in helping to write the Constitution though.”¹² James Madison was the one who had the idea to use each state’s population as a way of deciding how many elected representatives it should have in Congress.¹³ He was also responsible for organizing the government into three branches with different powers.¹⁴ In fact, much of the Constitution was written by James Madison. But he did get some help from George Washington and many other Founding Fathers. James Madison also helped to write another part of the Constitution called the Bill of Rights.”¹⁵

“When are you going to tell us about Dolley Madison?” asked Adele. “Momma says she was a really interesting lady.”

“Yes, she was,” replied Grandfather Lafitte. “That’s coming next, don’t you worry.”

12 What is the Constitution again?

13 Today there are two elected senators for each state. The number of representatives per state depends upon the state population.

14 What are the three branches of government? (judicial, legislative, and executive) *Branches* also refers to the limbs on a tree.

15 The Bill of Rights protects American people and their property.



← **Show image 3A-5: Portrait of Dolley Madison**

“People who knew him said that James Madison was a shy and serious man. He also had some health problems. His poor health and his involvement in politics—he was a busy man—meant that he did not spend much time socializing.”¹⁶ However, in 1793, when he was forty-two, James Madison met a young woman named Dolley Payne Todd. Dolley Todd was twenty-five when she met James Madison. She previously had been married to a man named John Todd.¹⁷ She and her husband John had two sons, John Payne and William. Sadly, Dolley’s first husband and her youngest son, William, both died from yellow fever. Dolley, who was known to be very cheerful and outgoing, turned to her friends and family for support. Her friends introduced her to James Madison. When they met, James Madison was a member of the House of Representatives. They liked each other and began to spend more and more time together. They got married in September 1794.”

“Where did they live after they got married?” asked Adele.

16 Socializing means to talk to and do things with other people in a friendly way.

17 Does *previously* mean before or after?



← **Show image 3A-6: Photo of James Madison's home, Montpelier**

"Well, at first they lived in James Madison's family home, Montpelier, not too far from here. However, in 1801, when his close friend Thomas Jefferson became president, the Madisons moved to the new capital."

"Washington, D.C.!" exclaimed Adele.

"Exactly!" replied Grandfather Lafitte. "James Madison became Thomas Jefferson's secretary of state. That meant that he was responsible for dealing with other countries on behalf of the United States. Almost immediately, he had problems with Great Britain and France."

"What kind of problems, Grandfather?" asked Adele.

"Both countries were interfering with U.S. merchant ships," said Grandfather.

"Why were they doing that?" asked J.P., who by now had finished his entire ham sandwich.



← **Show image 3A-7: Image of impressment**

"You see, a series of wars had broken out in Europe.¹⁸ These wars were named after the man who started them, the well-known French military leader Napoleon Bonaparte. Napoleon wanted France to become the most powerful nation in the world. But Great Britain and other European nations wanted to stop him. Britain had one problem though. Although it had a powerful navy, it did not have enough sailors.¹⁹ To get more sailors, they captured men and forced them to join their navy. In the beginning, they only captured men in their own country, but as the Napoleonic Wars continued, they began to stop American ships and capture members of their crew, too."

18 [Point to Europe on a world map or globe.]

19 Remember why the British didn't have enough sailors?



← **Show image 3A-8: Portrait of James Madison**

"That must not have made James Madison very happy," said Adele.

"It didn't. But no matter how hard he tried, he couldn't convince the British to stop. After being president for two terms, Thomas

Jefferson suggested that his friend James Madison run for president. In March, 1809, James Madison became the fourth president of the United States.”



← **Show image 3A-9: Painting of the President’s House**

“And Dolley Madison became the First Lady?” quizzed Adele.

“She did indeed,” replied Grandfather Lafitte. “Dolley Madison was actually the first First Lady.²⁰ She was an excellent hostess. She had magnificent parties. She was known for her love of fashion and had quite a few fine dresses. She even helped to design the interior of the new President’s House, which we now know as the White House.²¹”

By the time James Madison came into office, war was **looming**.²² Many members of Congress were urging him to declare war on Great Britain. They thought the British had been arming Native Americans and were encouraging them to fight American settlers moving west. James Madison felt that he had no other option but to lead his nation into war. On June 18, 1812, the United States declared war on Great Britain.”

20 The term “First Lady” refers to the wife of the U.S. president. While Dolley Madison wasn’t the first wife of a U.S. President, she set the standard for the role as official hostess of the country.

21 The President’s House became known as the White House when President Theodore Roosevelt referred to it as that more than 100 years later.

22 *Looming* refers to an unpleasant event that seems likely to happen soon.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines 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 students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Where did James Madison grow up? (on a large plantation in central Virginia; a home called Montpelier)
2. *Literal* When James Madison was twenty-three, he became involved in politics. What was his first job in politics? (He was a government leader in the House of Burgesses in Virginia)

3. *Literal* What document is James Madison famous for writing? (the Constitution; he also wrote the Bill of Rights)
4. *Literal* Where did James and Dolley Madison live when they first got married? (in James Madison’s family home, Montpelier)
5. *Literal* Who was the French military leader who wanted France to become the most powerful nation in the world? (Napoleon Bonaparte)
6. *Inferential* Why do you think James Madison was not eager to go to war? (Answers may vary but could include: because the United States was a young nation it did not have a large navy or army/didn’t have enough money to pay for a war; they might not win; war is bad/scary; etc.)
7. *Literal* What did Dolley Madison help to design? (the newly constructed interior of the President’s House, later called the White House)

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

8. *Evaluative What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What was the name of James Madison’s family home?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
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: Magnificent

5 minutes

1. In the read-aloud you heard, “[Dolley Madison] had magnificent parties.”
2. Say the word *magnificent* with me.
3. The word *magnificent* means that something is very wonderful or beautiful.
4. The sky was a *magnificent* shade of pink just before sunset.
5. Can you think of something that is magnificent? Have you heard something described as magnificent? Try to use the word *magnificent* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “_____ is magnificent.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If the sentence I read is an example of something that could be described as magnificent, say “That is magnificent.” If the sentence I read is not an example of something that could be described as magnificent, say “That is not magnificent.”

- Answers may vary for all.

1. The chocolate chip cookies from the new bakery were the best I ever had.
2. The sky was full of dark clouds so we knew a storm was looming.
3. The princess wore a crown that was covered with glittering jewels.
4. Cullen sharpened his pencil at the pencil sharpener.
5. You could see the entire skyline of the city from the top of the skyscraper.
6. Pete came home from school with a stomach ache.



Complete Remainder of the Lesson Later in the Day



Mr. and Mrs. Madison

3_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Multiple Choice: Branches

Note: You may choose to have students hold up one, two, three, or four fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Branches).] In the read-aloud you heard, “[James Madison] was responsible for organizing the government into three *branches* with different powers.” Here, *branches* means the three parts of government. Which picture shows this?
2. *Branches* can also refer to things that go out of a main source, such as rivers. Which picture shows this?
3. *Branches* also means offices of a business, such as branches of a bank or branches of a supermarket. Which picture shows this?
4. Branches are also part of a tree that grow out from the trunk. Which picture shows this?
5. Now that we have gone over the different meanings for *branches*, quiz your partner on these different meanings. Use complete sentences. For example, you could say, “On the weekend my mother takes me to get groceries at one of the branches of [supermarket in the area].” And your partner should respond, “That’s number 3.”

Suffixes -ful and -less

Teacher Reference Chart		
-ful = full of/-less=without		
Word	Definition	Example
cheerful/ cheerless	full of cheer, happy, glad without cheer, unhappy, gloomy	happy face/sad face
powerful/ powerless	full of power, strong without power, weak	strike a powerful pose/act like you have no energy
fearful/fearless	full of fear, scared without fear, bold, brave	act like you are scared/act like you are brave
colorful/ colorless	full of color without color	rainbow, flowers, colorful clothing/blank sheet of paper
harmful/ harmless	able to cause hurt or damage not able to cause damage, safe	images of things that can cause harm (e.g., hornets, weapons)/ images of things that do not cause harm (e.g., butterfly, teddy bear)
useful/useless	able to be used, handy, helpful not able to be used, not helpful	useful items (e.g., pencil, backpack, tools)/useless items (e.g., broken tools, trash) *This pair of words can also be understood by situation.

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students’ sentences so that they are grammatical.

1. In today’s read-aloud you heard, “Dolley . . . was known to be very cheerful and outgoing.” What do you think *cheerful* means?

- Full of cheer, happy

What do you think *cheerless* means?

- Without cheer, sad

2. When you hear the suffix—or letters at the end of word—*-ful*, it tells you that the word might mean full of something. And when you hear the suffix—or letters at the end of word—*-less*, it tells you that the word might mean without or not having something.
3. Let's practice with another pair of words that have the suffixes *-ful* and *-less*. In today's read-aloud you heard, "Napoleon wanted France to become the most powerful nation in the world." What do you think *powerful* means?
 - Full of power, strong

How do you know?

 - hear the suffix *-ful* in the word

What do you think *powerless* means?

 - Without power, weak

How do you know?

 - hear the suffix *-less* in the word
4. [Choose two to three pairs of words on the chart. Say the words, putting emphasis on *-ful* and *-less*, and have students guess what the meaning of the words might be. Tell students the definitions. Then demonstrate the words.]
5. With your partner, make a sentence using words that have the suffixes *-ful* and *-less*. [If time allows, you may wish to have partner pairs illustrate a set of words.]

↔ Vocabulary Instructional Activity

5 minutes

Word Work: Role

1. In the read-aloud you heard, "[James Madison] is perhaps most famous for his *role* in helping to write the Constitution."
2. Say the word *role* with me three times.
3. A role is a job or what someone does for a particular event or activity.

Note: You may wish to write out the homophones *role* and *roll* and distinguish them from each other.
4. My role in our school is to be a teacher.
George Washington had a big role in the Revolutionary War; he commanded the army.

5. What kinds of roles do you have at school? Use the word *role* when you tell about it.
[Ask two or three students. If necessary, guide and/or rephrase students' responses: "My role at school is to . . ."]
6. What's the word we've been talking about?

Use a *Word to World* activity for follow-up. Directions: I will name a type of person, and then you will tell me what role that person has.

- school nurse
 - A school nurse's role is to take care of sick or hurt students.
- firefighter
 - A firefighter's role is to put out fires.
- police officer
 - A police officer's role is to keep the community safe.
- pilot
 - A pilot's role is to fly an airplane.
- president
 - A president's role is to represent his or her country.
- dentist
 - A dentist's role is to check to make sure our teeth are healthy.
- [Invite students to think of additional types of people and their roles.]

Mr. and Mrs. Madison T-Chart (Instructional Master 3B-1, optional)

15 minutes

- Create a T-Chart on chart paper, a chalkboard, or a whiteboard. Label one side "James Madison" and the other side "Dolley Madison."
- Above and Beyond: For those students who are ready to do so, have them fill in their own charts using Instructional Master 3B-1.
- Ask students what they learned from the read-aloud about James and Dolley Madison.
- Record students' responses on the T-Chart.

Note: Tell students that you are going to write down what they say, but that they are not expected to be able to read all of what you write because they are still mastering the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them. Once the chart has been completed, read it to the class.

A completed chart might have the following information:

James Madison	Dolley Madison
Founding Father	First Lady
wrote most of the Constitution	cheerful and outgoing
Known as the Father of the Constitution	loved nice dresses
4th president of the United States	designed the inside of the President's House
Montpelier	had magnificent parties
loved to read	
shy and serious	

[You may wish to save this T-Chart and add to it as students learn more about James and Dolley Madison.]

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about either James Madison or Dolley Madison to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.