



**Betsy Ross and
the American Flag**

Main Ideas and Details

Introduce the Lesson

Introduce the Text Show students the cover of *Betsy Ross and the American Flag* and say: *When I look at the cover of this text, I see a woman sewing an American flag. As we read, we will think about the main historical events and the key details in this text that explain those main events.*

Introduce the Strategy *When we read historical texts, we not only look for main events, we also look for important details that help us understand why the events are important. Authors don't always come right out and tell us why an event is important. As strategic readers, we ask ourselves, "What is the event that occurred? Why is this event important?"*

Demonstrate and Collaborate

Model Strategy Use Say: *I will read the first chapter of this text. As I read, listen for main ideas and events, along with the details that explain them. The title of the makes me think about a simple life, and the illustrations show a simple life. I think that Betsy had a simple life growing up. In a graphic text like this one, the illustrations are particularly important to the telling of the events.*

Continue reading the text, and when you come to the bottom of page 9, say: *Several events happened in the first chapter, which tells of Betsy's early life. After a short childhood as a Quaker, Betsy became a sewing apprentice. Then she married a man who was not a Quaker. I can identify reasons for some of these events. She became a sewing apprentice because she had finished school, she was "good with a needle," and it was time for her to do something besides living as a child. I know from the text that she married John Ross because they loved each other.*

Collaborate with Students *The man she married, John Ross, was not a member of the Quaker faith. What important event in Betsy's life happened because she married John Ross? Talk with your learning partner about what happened next.*

After students have had a moment to confer, volunteers can state some of the important events and details that were caused by Betsy's marriage to John Ross. (She could not be a Quaker anymore. Her old friends and even her parents stopped talking with her.)

Then say: *These are important events that we can explain based on information in the text. When we not only identify historical events but also understand why they happened, we understand things more deeply, and we remember them better.*

Support Independent Practice

- Have students work in pairs or small groups, each analyzing one section of the text.
- As students work, they should identify main ideas and important events and make notes about details that support the ideas and causes of the events.
- Have students create a timeline of the important events in their section of text.
- Be sure students understand that text features, such as the illustrations and headings, often tell the most important ideas and events.
- Look for opportunities for students to look for and explain main events and key details with other historical texts.

Objectives

Students will be able to:

- determine main ideas in a text and explain how details support them.
- explain events in a historical text, including what happened and why, based on specific information in a text.

Support Learners

If students need extra support determining ideas and the details that support them or in identifying important historical events, **then**

- help them use section headings to determine the main ideas and events in each section of text.
- create a timeline for students using dates from the text. Have students search for the dates in order to identify each event.
- emphasize that details may be found in the text, but they may also be found in the illustrations. Examine the text together for clues.

Provide More Practice

Use these texts for identifying key historical events and determining their significance:

- *The Lewis and Clark Expedition*
- *Story of the Statue of Liberty*
- *First Americans*
- *Split History of Westward Expansion in the United States*

Meeting the Common Core

CCSS.ELA-Literacy.RI.4.2;
CCSS.ELA-Literacy.RI.4.3