

Focus Question:

Who was Guy Fawkes? Why is Guy Fawkes Day celebrated in the United Kingdom?

Book Summary

Text Type: Nonfiction/Informational

After a foiled attempt to kill King James I in 1605, Guy Fawkes gained infamy in the United Kingdom. The failure of the Gunpowder Plot more than four hundred years ago led to the annual celebration of Guy Fawkes Day, when people celebrate around bonfires with community and family. *Guy Fawkes Day* offers a detailed look at the life of Guy Fawkes as well as the ways in which he is remembered. The book can also be used to teach students how to make inferences and draw conclusions as well as to identify prepositional phrases.

The book and lesson are also available for levels V and Y.



Lesson Essentials

Instructional Focus

- ☐ Summarize to understand text
- ☐ Make inferences and draw conclusions
- ☐ Describe information provided by sidebars
- ☐ Recognize and use prepositional phrases
- ☐ Identify and use closed compound words

Materials

- ☐ Book: *Guy Fawkes Day* (copy for each student)
- ☐ Make inferences / draw conclusions, prepositional phrases, closed compound words worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *bonfires* (n.), *dummy* (n.), *Parliament* (n.), *plot* (n.), *rebellion* (n.), *treason* (n.)

Enrichment: *executed* (v.), *loyal* (adj.), *revolt* (n.)

- **Academic vocabulary:** *became* (v.), *believe* (v.), *beneath* (prep.), *display* (n.), *event* (n.), *reveal* (v.)

Guiding the Reading

Before Reading

Build Background

- Write the word *rebellion* on the board and read it aloud to students. Have students work in small groups to discuss the meaning of the word. Explain to students that a rebellion is a fight against authority, or those who are in a position of power. Point out that a rebellion is carried out by a group of people who are all working for a similar cause.
- Locate the United Kingdom on a map. Explain to students that more than four hundred years ago in England, it was illegal to be Catholic. Many Catholics were angry that they were not permitted to practice their religion. At one point in time, a group of men decided to try to start a rebellion to bring more freedom to Catholics. One of these men was Guy Fawkes.

Introduce the Book

- Give students their copy of *Guy Fawkes Day*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: Summarize

Explain to students that engaged readers *summarize*, or create a brief overview, as they read. Explain that summarizing helps readers sequence that when readers summarize what they read, it helps them sequence and organize the events described in the book. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*. Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read aloud a summary from the back of a familiar book. Ask students what information is included in the summary and what information is omitted. Remind students that a summary only includes the most important details. Point out that a summary may be for an entire book or simply a section or chapter.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Make inferences / draw conclusions

- Explain to students that not all information in a book is directly stated. Discuss how sometimes readers need to make inferences and draw conclusions by using details in the book to understand the indirect language used. Point out that an *inference* is a conclusion drawn by readers connecting clues in the text to information they already know.
- Point out that students make inferences and draw conclusions all the time in their day-to-day lives. Have several bags with various clothing items in each, such as a sports jersey, sunglasses, mittens, a warm hat, and so on. Choose several volunteers and have them put on the clothing from their given bag. Invite each volunteer to stand in front of the class and have students make inferences and draw conclusions on the basis of the clothes being worn by each volunteer. For example, students might conclude that it is a rainy and cold day if a student is wearing a raincoat and a pair of gloves.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word, its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about Guy Fawkes Day. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What happened to Catholics who practiced their religion during the time of Queen Elizabeth I?* (level 1) page 5

- *Why did Robert Catesby need Guy Fawkes to be part of the plot against the king?* (level 1) page 6
- *How did Catesby plan to remove King James I from power, and what were his plans afterward?* (level 2) pages 7 and 8
- *How was Guy Fawkes caught?* (level 2) pages 9 and 10
- *What happened to Fawkes and the other plotters after they were caught?* (level 2) pages 10 and 11
- *Why might King James I have praised Guy Fawkes “for his loyalty to his cause”?* (level 3) page 11
- *How do people celebrate Guy Fawkes Day?* (level 2) multiple pages
- *Why is Guy Fawkes Day still celebrated more than four hundred years later?* (level 3) multiple pages

Text Features: Sidebars

Have students turn to page 14 and locate the sidebar “Bonfire Parties.” Point out that the additional text and the photograph are provided by the author to expand upon and clarify the information discussed in the book. Ask a volunteer to explain what information the author has provided. Point out that features like these are often used in nonfiction books. Have students discuss the following questions with a partner: *Why did the author include additional information about how people celebrate Guy Fawkes Day? How does this additional information help you better understand this tradition?*

Skill Review

- Remind students that a summary describes only the most important events and details in a book or a section of a book. Have students work in groups to reread and create an oral summary of the section “Who Was Guy Fawkes?” Direct them back to the chart on the board and review that a summary often includes *who*, *what*, *when*, *where*, and *why*. Invite students to share their summary with another group and have them give the thumbs-up sign if the summary addresses the most important details in the section.
- Have students work independently to create a written summary of the entire book, referring to the information on the board. Then, have students work with a partner to exchange summaries and provide feedback.
- Model making inferences and drawing conclusions. **Think-aloud:** *As I read about Guy Fawkes and the Gunpowder Plot, I am aware of the details provided by the author, but I am also looking to make inferences and draw conclusions about what is not explicitly written in the text. For example, I read that after Guy was caught, he said that he was only sorry that the plot had failed. On the basis of this information, I can conclude that Guy was not remorseful about his part in attempting to kill the king and that he was willing to give his*

Guiding the Reading (cont.)

life for fair treatment of Catholics. Because Guy was willing to give his life, I can infer that he was passionate about this cause. Although the author does not state this directly, I can use the details and the clues in the book to make inferences and draw conclusions about Guy Fawkes.

- Model how to complete the [make-inferences / draw-conclusions worksheet](#). Have students discuss their inferences with a partner.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer:

Make inferences / draw conclusions

Review the make-inferences / draw-conclusions worksheet that students completed. Have students share their work in groups.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers should include the following information: *Guy Fawkes was a man who joined twelve others to create a plot to kill King James I in order to cause a rebellion in support of fair treatment of Catholics. Guy Fawkes Day is celebrated because the plan failed and the king survived.*)

Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

Book Extension Activities

Build Skills

Grammar and Mechanics: **Prepositional phrases**

- Write the following sentence on the board: *They hid it in the cellar beneath Parliament.* Circle the word *beneath*. Point out that the word *beneath* is a preposition. Explain or review that *prepositions* are words that show a relationship between things. Discuss that they provide information about where, when, how, why, and with what something happens.
- Record the following list of prepositions on the board: *about, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, but, by, down, during, expect,*

for, from, in, inside, into, like, near, of, off, on, out, over, past, since, through, throughout, to, toward, under, underneath, until, up, upon, with, within, without. Explain to students that these are common prepositions and invite volunteers to add to the list.

- Explain that a *phrase* is a short group of words and that a *prepositional phrase* is a group of words beginning with a preposition and ending with the word that is the object of the preposition. Refer to the sentence: *They hid it in the cellar beneath Parliament.* Ask students to identify the prepositional phrase (*beneath Parliament*).
- **Check for understanding:** Have students work with a partner to reread the section "The Gunpowder Plot" to identify and circle all the prepositional phrases. Review students' findings as a class.
- **Independent practice:** Introduce, explain, and have students complete the [prepositional phrases worksheet](#). If time allows, discuss their answers.

Word Work: **Closed compound words**

- Write the word *fireworks* on the board. Ask students which two words were joined together in the word *fireworks* (*fire* and *works*). Explain that this word is called a *compound word* and that a compound word contains two words that together create one meaning. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word.
- Point out that *fireworks* is a specific type of compound word called a *closed compound word*. Explain that closed compound words are made up of two words that are joined together without a space or hyphen between them.
- Have students work with a partner to create a list of common closed compound words. Invite students to share their lists, and record their findings on the board.
- **Check for understanding:** Ask students to locate all the closed compound words on pages 4 through 9. Have them list the words on a separate piece of paper and identify the two words that make up each closed compound word. Invite students to work with a partner to share their findings. Then have them use each word in a complete sentence.
- **Independent practice:** Introduce, explain, and have students complete the [closed-compound-words worksheet](#). If time allows, have students share their responses.

Connections

- See the back of the book for cross-curricular extension ideas.