

Focus Question:

Who is Hillary Clinton, and why is she important?

Book Summary

Text Type: Nonfiction/Informational

Hillary Clinton is a woman of many firsts. She has been at the forefront of changing attitudes in the United States, tirelessly working to remove the barriers that have blocked the progress of women. *Hillary Clinton* is a detailed account of this determined woman's career as a lawyer, first lady, senator, secretary of state, and first female presidential candidate of a major U.S. political party. The book can be used to teach students the elements of a biography.

The book and lesson are also available for levels O and U.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Determine elements of a biography
- ☐ Describe information provided by captions
- ☐ Recognize and use past-tense verbs
- ☐ Place words in alphabetical order

Materials

- ☐ Book: *Hillary Clinton* (copy for each student)
- ☐ KWLS / ask and answer questions, elements of a biography, past-tense verbs, alphabetical order 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: *first lady* (n.), *lawyer* (n.), *nomination* (n.), *political science* (n.), *secretary of state* (n.), *senator* (n.)

Enrichment: *Congress* (n.), *conservative* (adj.), *oath of office* (n.)

- **Academic vocabulary:** *achieve* (v.), *became* (v.), *believe* (v.), *challenge* (n.), *important* (adj.), *support* (n.)

Guiding the Reading

Before Reading

Build Background

Write the word *challenge* on the board and read it aloud to students. Have students work in small groups to discuss the meaning of the word *challenge*. Point out that a challenge is something that must be overcome. Provide students with a sheet of paper and have them illustrate and write about an example of overcoming a challenge in their own lives. Have them consider the obstacles they faced and why they continued even when it became difficult. Invite students to share their responses in small groups. Have volunteers offer their experiences to the class.

Introduce the Book

- Give students their copy of *Hillary Clinton*. 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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy:

KWLS / ask and answer questions

Explain to students that engaged readers ask and answer questions while they are reading and that one way to organize this information is to use a KWLS chart. Give students the [KWLS / ask-and-answer-questions worksheet](#). Have students look at the cover of the book and complete the *K* section with information they know about Hillary Clinton. Invite students to preview the photographs in the book with a partner to create questions about Hillary Clinton. Have students record this information in the *W* section of the KWLS chart. Invite volunteers to share their

Guiding the Reading (cont.)

questions with the class. Point out that, as they read, they should look for the answers to these questions as well as create new questions to add to the chart.

Introduce the Comprehension Skill:

Elements of a biography

- Ask students to explain the difference between a biography and an autobiography (*biography: the story of a person's life written by someone else; autobiography: the story of a person's life written by that person*). Explain that this book gives a biographical account of Hillary Clinton. Discuss with students that a biography includes information about a person's accomplishments, his or her influence on the world, and his or her personality.
- Write the words *Accomplishments*, *Influence*, and *Personality* on the board in a three-column chart. Have students turn to a partner and discuss the meaning of each word. Discuss the definitions as a class (*accomplishments: success achieved through practice or training; influence: an effect on someone or something; personality: the qualities that make each person unique*).
- Point out to students that, as they read about Hillary Clinton, they should pause to consider her accomplishments, influence, and personality.

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 and 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 Hillary Clinton. 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 was Hillary Clinton like as a child?* (level 2) pages 4 through 6
- *Why did Hillary's mom tell her that she would have to stand up for herself?* (level 2) pages 4 through 6
- *What did Hillary do when she finished college?* (level 1) page 6
- *What was the effect of Hillary meeting Bill Clinton in law school?* (level 3) multiple pages
- *What did Hillary do in 2015?* (level 1) page 15
- *How did attitudes toward women in the United States affect Hillary's career?* (level 3) multiple pages
- *What are Hillary's major accomplishments?* (level 3) multiple pages

Text Features: Captions

Explain that *captions* are the words that accompany illustrations and photographs and give the reader more information about a topic. Point out that authors often include captions as a way to support what they have written in a book. Have students work in small groups to review the caption on page 9. Ask students: *Why did the author include this caption with this photograph? What additional information does the caption provide that is not included in the text?* Have students work with a partner to review other captions in the book and discuss as a class why the author chose to include each one.

Skill Review

- Have students refer back to the KWLS / ask-and-answer-questions worksheet. Ask students to review their questions recorded prior to reading the book. Have them circle any questions that were answered and record this information in the *L* section of the chart. Ask students to share what they learned with the class. Have students record new questions in the *W* section of the chart. Point out that effective readers continually create new questions as they are reading in order to stay engaged with the text.
- Review with students the elements of biography: accomplishments, influence, and personality. Point out that identifying these aspects of the life of a historical figure will help readers understand that person's place and importance in history.
- Model identifying the elements of a biography. **Think-aloud:** *I know that the elements of a biography include a person's accomplishments, influence, and personality. For example, I know that Hillary Clinton had big dreams as a child and never gave up. For another example, Hillary wrote a letter to NASA asking how she could become an astronaut. Even though Hillary was disappointed when NASA replied that no woman would ever be an astronaut, Hillary continued to work toward her dreams and ultimately had a very successful career. Hillary is clearly a very intelligent, determined, hardworking*

Guiding the Reading (cont.)

person who showed courage by continuing to follow her dreams even when others told her it was not possible.

- Record the above information about Hillary Clinton in the chart on the board. Invite volunteers to add any additional information.
- Model how to complete the **elements-of-a-biography worksheet**. Remind students to use details from the text to support their answers.
- Invite students to return to the KWLS / ask-and-answer-questions worksheet. Have them complete the S section of the chart with the information they still want to know about Hillary Clinton. Encourage volunteers to share the information they still want to know.

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: **Elements of a biography**

Review the elements-of-a-biography worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose.

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: *Hillary Clinton is an important political figure. She is important because she has spent her life in the world of politics fighting for people's rights and fighting against the limiting beliefs surrounding women's role in politics.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: **Past-tense verbs**

- Have students turn to pages 5 and 6 of the text and invite a volunteer to read the pages aloud. Ask students whether the text takes place in the past, present, or future. Have students discuss in small groups how they know when the events are

taking place. Have students underline all of the past-tense verbs on the page. Remind them that adding the suffix *-ed* to a verb makes it past-tense.

- **Check for understanding:** Write the following present-tense verbs on the board: *ask, want, dream*. Have students work with a partner to create past- and present-tense sentences using the verbs. Invite students to share their sentences with the class.
- **Independent practice:** Introduce, explain, and have students complete the **past-tense-verbs worksheet**. If time allows, discuss their answers.

Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words into alphabetical order, including words that begin with the same letter.
- Write the following words on separate pieces of paper and display them on the board: *president, protect, Hillary, politics*. Discuss how to place these words in alphabetical order, reminding students to look at the first letter in each word. Explain that if two words begin with the same letter students will then need to look at the second letter or even the third letter to determine the correct order.
- Have students work in small groups, and give each group the following eight words: *Hillary, senator, Bill, president, secretary of state, schools, first lady, politics*. Invite students to work together to put these words in alphabetical order. Invite volunteers from each group to share their answers.
- **Check for understanding:** Write the following words on the board: *Clinton, speak, Congress, change, education, challenge*. Have students work independently to place the words in alphabetical order. Then, have students share their answers with a partner.
- **Independent practice:** Introduce, explain, and have students complete the **alphabetical order worksheet**. If time allows, discuss their answers.

Connections

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