

## Lesson 1: Main Idea & Details (1-2 class periods)

<p><b>Text:</b> "USS Constitution ("Old Ironsides") (1797)" in <a href="#">Maritime Marvels</a></p>	
<p><b>Standards:</b> Main idea and details in nonfiction text (CCSS.RI.1, FL BEST R.2.2, TEKS Strand 2.G, VA SOL.6)</p>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Read and explore a nonfiction text.</li> <li>• Identify main idea of a nonfiction text.</li> <li>• Support a nonfiction main idea using key details and text evidence.</li> </ul>	<p><b>Materials:</b></p> <p>Graphic organizer example (below)</p> <p>Paper</p>
<p><b>Assessments of Learning:</b></p> <ul style="list-style-type: none"> <li>• Teachers can informally assess student comprehension during group reading and discussion by monitoring student behavior or asking brief questions about the text.</li> <li>• Class discussion responses and graphic organizers provide more informal assessment opportunities.</li> <li>• Exit slip can be read or collected as a formative assessment.</li> </ul>	

### Lesson Procedures

<p>Introduction: (5 minutes)</p>	<p><b>Hook:</b> People use tools to get things done. In two minutes, list as many tools as possible that students use to get schoolwork done (e.g., pencil, calculator, ruler). After two minutes share: Ships are big tools that people use throughout history, including today. How could ships be helpful tools? (e.g., travel, trade, wars)</p> <p>Allow the partner discussion to continue for two more minutes. Then, introduce the text to the whole class.</p>
<p>Reading Practice: (30-40 minutes)</p>	<p><b>Group Reading:</b> Divide students into small groups (3-5 students). Instruct students to read the text and answer the comprehension questions together.</p> <p><b>Group Discussion:</b> After reading, small groups should answer the question, "What was this text <i>mainly</i> about?" They should be able to explain how they know this answer.</p>

	<p><b>Class Discussion:</b> Allow each group a chance to share how they answered the discussion question. Clarify that this question asks students to identify main idea.</p>
<p>Supporting Main Idea: (30-40 minutes)</p>	<p><b>Re-Reading:</b> Groups re-read the text. This time, underline the main idea and details. Students should circle phrases that state the main idea and underline phrases that are smaller, supporting details.</p> <p><b>Pairs Graphic Organizer:</b> Students can draw a main idea graphic organizer or teachers can print the example on the next page. Using their annotated text as support, students should complete the graphic organizer to show the main idea and key details of the reading.</p> <p><b>Class Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the difference between a fun fact and a key supporting detail that supports the main idea?</li> <li>2. How did re-reading the text a second time help you find the main idea and key details?</li> </ol>
<p>Closing: (5 minutes)</p>	<p><b>Exit Slip/Notebook:</b></p> <ol style="list-style-type: none"> <li>1. Choose one key detail from your graphic organizer. Explain in a sentence how that detail supports the main idea of the text.</li> <li>2. Is every part of a text a key detail? Explain how you know why or why not.</li> </ol>

**Educator Note!**

Some students may feel the need to circle or underline every piece of text on the page, rather than prioritizing those with the most essential meanings. It may help these students to see a model of underlining brief detail phrases.

**Accommodations & Modifications:**

- Read-aloud support for texts
- Paper copies of text or scratch paper for annotation
- Students complete the graphic organizer collaboratively with a teacher

**Extensions:**

- Complete a main idea/details graphic organizer based on a new text.

- Identify the main ideas of individual paragraphs within the text.
- Use a recent online article about ideas highlighted by this reading.
- Underline main idea and key details in some of the other 89 chapters of [Maritime Marvels](#).

### ***USS Constitution Comprehension Questions Answer Key***

- 1.** War of 1812
- 2.** C
- 3.** D
- 4.** D
- 5.** B
- 6.** C
- 7.** B
- 8.** George Washington

## ***USS Constitution* ("Old Ironsides") (1797)**



The *USS Constitution* is a famous ship. The U.S. Navy needed it in the 1700s. Americans finished it in 1797. This ship protected Americans from pirates. President George Washington wanted six ships built. The *Constitution* was one of these ships. They defended the young United States on the seas.

The *USS Constitution* became famous in the War of 1812. It beat many British ships. It had strong wooden sides. One time, it looked like British cannonballs bounced off its sides. The ship had strong wooden sides! People called this ship "Old Ironsides." These victories made Americans happy. The ship made Americans proud of their country.

The *Constitution* was useful after the war. It went on diplomatic trips. These trips made friends with other countries. The ship also showed the Navy's strength in far-away places. *USS Constitution* retired in 1855. It still shows important history.

People kept the *Constitution* floating for years. It still looks great today! It is a museum ship. It can still sail. But, it is also a museum for people in Boston. Visitors can learn about its history. They can see "Old Ironsides" still floating.

The *USS Constitution* is a symbol of the U.S. Navy. It shows history. It helped win early battles for America. President Washington knew it was important to build this ship. We know it is important to keep it floating today. The *USS Constitution*

shows the strength of the United States. It tells important stories about history. We celebrate this special ship!

1. What war did this ship become famous in? \_\_\_\_\_
2. What does “young United States” mean in this reading?
  - a. The sailors on the ship were not old.
  - b. The ship protected young American people.
  - c. The United States was a new country at this time.
  - d. The American ships did not have a lot of experience.
3. Why do people call the *USS Constitution* “Old Ironsides”?
  - a. It was made of iron.
  - b. It became a very old ship.
  - c. It helped the iron side win a war.
  - d. It looked like cannonballs bounced off its sides.
4. What does “diplomatic” mean?
  - a. dangerous
  - b. interesting
  - c. learning things
  - d. making friends
5. What does the background of the picture on page #5 show?
  - a. the ocean
  - b. a modern city
  - c. where the ship is from
  - d. people working on the ship
6. What does your answer to question #5 tell you about the *USS Constitution*?
  - a. It has sailed to places far away.
  - b. It is important to the people who work on it.
  - c. It can still sail today even though it is very old.
  - d. It shows what America was like hundreds of years ago.
7. What happened to the *USS Constitution*?
  - a. It sank in a battle.
  - b. It became a museum.
  - c. It went to another country.
  - d. It got old and stopped floating.
8. Who decided to build the *Constitution*?



**Main Idea:** *What is the whole text mostly about?*

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Check: Are you sure this is the biggest idea in the reading?

**Detail 1:** *What is one part that supports the main idea?*

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Check: Is this a key detail and not just a small fact?

**Detail 2:** *What is another part that supports the main idea?*

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Check: Is this a key detail and not just a small fact?

**Detail 3:** *What is one last part that supports the main idea?*

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Check: Is this a key detail and not just a small fact?

