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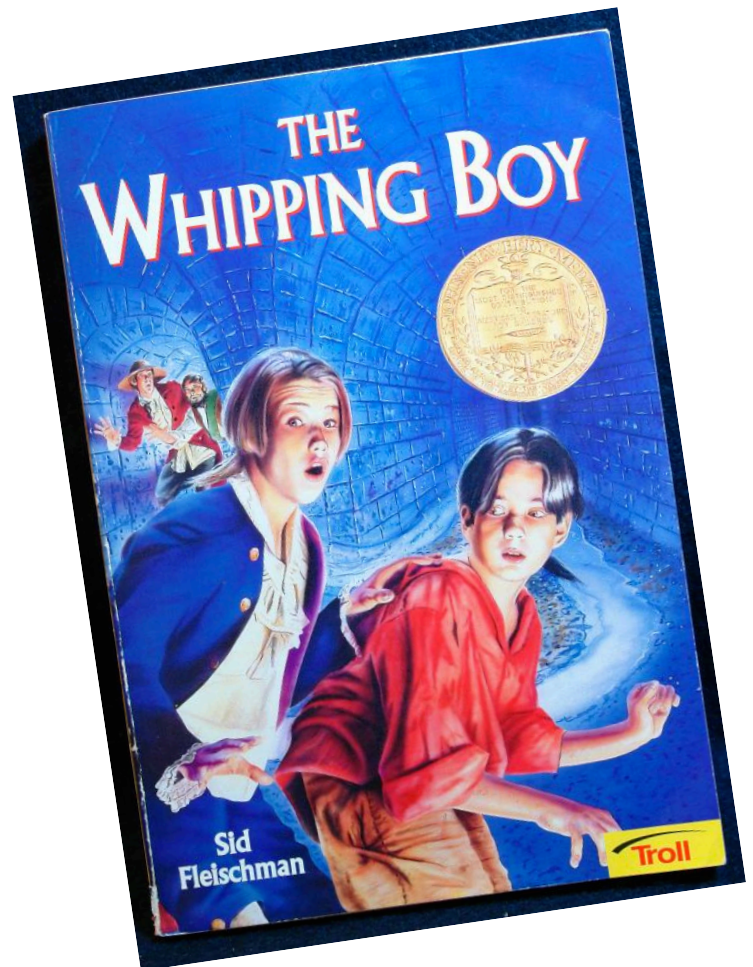


Building Communities that  
Support Children's Reading

# New Mexico-Colorado The Whipping Boy

**By Sid Fleischman**

**RL 3.9**



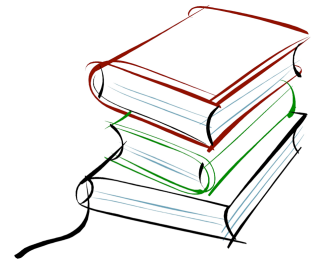
**4<sup>th</sup> Grade - M**

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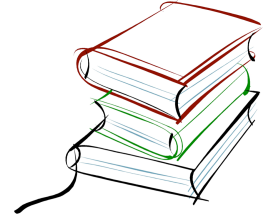


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# Synopsis

## The Whipping Boy



The young prince is known in the kingdom as Prince Brat because of his terrible behavior. He knows he has nothing to fear because it is forbidden to spank or whip him. Instead, a young orphan named Jemmy is whipped in his place. Jemmy, the son of a rat-catcher, longs to run away from his position as the royal whipping boy. He refuses to cry when he is whipped, which truly irritates Prince Brat.

One night, Prince Brat tells Jemmy he is bored and plans to run away. When the boys run off into the night, two highwaymen, Cutwater and Hold-Your-Nose Billy, kidnap them. The men discover they have the prince and decide to hold him in exchange for gold. They want Prince Brat to write a message to the king, but when it is Jemmy who declares he can write, they believe the whipping boy is the true prince. Neither man wants to deliver the message Jemmy writes to the king, so they decide to send Prince Brat, believing he is the whipping boy. But the prince refuses to go, and Jemmy cannot understand why he does not take the opportunity to flee.

While being held captive, Jemmy tries to escape, but he is betrayed when Prince Brat reveals his hiding place. Jemmy then makes a run for it, and the prince follows. Cutwater chases them, but is sidetracked by a bear that belongs to Betsy, a young woman on her way to the fair. She gives the boys directions to the river, where Jemmy tells Prince Brat to return with the soldiers who are searching for the prince. He refuses and says he may never go back.

As Jemmy searches the area for useful items to sell, he helps a man get his coach out of a mud hole. The man, Captain Nips, agrees to take the boys back into the city. However, the highwaymen once again capture them. Billy whips the prince, still believing he is the whipping boy. The prince bravely makes no sound, and Jemmy does not feel any satisfaction in seeing Prince Brat being whipped. They are rescued when Betsy sees the outlaws whipping the prince and sets Petunia, her bear, on them. All three come upon Captain Nips, and he takes them into the city.

Once in the city, Prince Brat learns his subjects do not like him and is upset. The boys then head

to the sewers hoping to escape the highwaymen who have followed them. However, they are spied by the outlaws and run deeper into the sewers, where a rat-catcher sends Cutwater and Billy in the wrong direction. The two men are bitten by rats and end up on a convict ship. Prince Brat takes Jemmy, Captain Nips, Betsy, and Petunia back to the castle. He speaks with his father, who thanks Jemmy and places him under the prince's protection, as long as Prince Brat promises to do his lessons and behave himself.

# Common Core State Standards

These are the main CCSS standards addressed by the activities in this module.

RL4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL 4.5- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL 4.7 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

WS 4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

WS 4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

WS 4.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

WS 4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

WS 4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

WS 4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

# Vocabulary

## Whipping Boy



**Arrogantly** - in an overbearingly proud manner

**Command** - to order or speak forcefully in order to be obeyed

**Contemplate** - to consider thoughtfully

**Contrite** - sorry for one's sins

**Declared** - stated firmly; announced or proclaimed

**Defiantly** - resisting in a bold manner

**Deliver** - to bring or take to a certain place; to bring forth, as in giving birth

**Dismissed** - sent off or away; freed or released; stopped considering; paid no regard to; refused to pay attention to; removed from a job or position

**Fathom**: to understand

**Glared** - stared or looked angrily; had a fierce or threatening look on one's face; frowned or scowled

**Lad** - a boy or young man

**Lurched** - stumbled; moved forward awkwardly or clumsily, often with a jerking movement

**Mischief** - naughty but generally harmless behavior; naughty fun; trouble; misbehavior

**Outlaws** - people who are wanted for breaking the law; criminals still at large; fugitives

**Paltry** - worthless

**Scheme** - a plan or idea to do something; a plot

# High Level Questions

## The Whipping Boy



These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

1. Why do you think Prince Brat misbehaves so terribly?
2. Tell about a time when you have not gotten along with one of your friends or someone in your family.
3. Have you ever betrayed someone's trust? Did someone betray your trust? How did you react?
4. It is evident throughout the book that Prince Brat and Jemmy are very different. What are some of these differences?
5. Do you have a friend who is very different from you? How does that help or hinder your friendship?
6. How did you feel as you read about the prince's whipping? Did you feel sorry for him? Did you feel he deserved it for all the times Jemmy was whipped because of the prince's behavior?
7. What was the climax of the story?
8. Compare problem-solving styles of Jeremy and Prince Brat.
9. What did Cutwater and Billy have in common?
10. Find a partner and debate the pros and cons of living in a town versus the countryside described in the story.



# Using Choice Boards

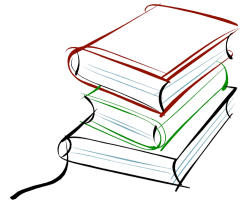
Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address the grade level specific Common Core State Standards and also learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

In order to support teachers, the choice boards developed for BSCBR are coded for specific CCSS standards.

# Choice Board

## The Whipping Boy



<p>In chapter sixteen, Prince Brat is whipped by Hold-Your-Nose Billy. Write a comparison of your feelings and Jemmy's feelings about this event.</p> <p>RL 4.1</p>	<p>Turn the sewer chase scene into a play that will be performed for your class.</p> <p>RL 4.5</p>	<p>Pretend you are the king's storyteller. Create an oral advertisement of the tale you will be performing that night in the town square about Prince Brat.</p> <p>Come one, come all.....</p> <p>RL 4.7</p>
<p>Create a diorama of a castle.</p> <p>RL 4.1</p>	<p>Write 5 rhyming couplets to retell parts of the story.</p> <p>RL 4.5</p>	<p>Use watercolors to paint your favorite scene from the novel.</p> <p>RL 4.7</p>
<p>Jemmy and other characters in the story all have opinions about Prince Brat. Working with a partner, create a list of facts and opinions about the prince.</p> <p>RL 4.1</p>	<p>Create a bulleted list of details that would change this book to historical fiction.</p> <p>RL 4.5</p>	<p>Act out Cutwater and Hold-Your-Nose Billy having an argument about Prince Brat and Jemmy.</p> <p>RL 4.7</p>



# Choice Board

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# Using a RAFT Matrix

A RAFT matrix enhances students' comprehension of novels they're reading and information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role*, *audience*, *format*, and *topic*:

- **Role.** The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.
- **Audience.** The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.
- **Format.** The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.
- **Topic.** The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

RAFT is an effective way to differentiate instruction by providing tiered activities. The BSCSR RAFT matrices are scaffolded and can be adjusted according to students' achievement levels, English proficiency, and interests.



# RAFT Matrix

## Whipping Boy

Role	Audience	Format	Topic
Jemmy	King	Letter	Complaining about injustices of being a whipping boy.
Petunia	Ladies at the castle	Poster	Advertising the carnival.
Songwriter	Town	Song	Final verses to the notorious life of Hold-Your-Nose Billy and his partner, Cutwater.
Prince Brat	Jemmy	Set of directions	Five most important things you should know to be a prince.



# RAFT Matrix Rubric

**STUDENT NAME:** \_\_\_\_\_ **NOVEL:** \_\_\_\_\_

**Accuracy**

Information is accurate and supported with specific details from the novel.

5            4            3            2            1

Comments:

**Role**

The writing is credible in the role assigned.

5            4            3            2            1

Comments:

**Format**

The proper format was used.

5            4            3            2            1

Comments:

**Conventions**

The writing had no errors in grammar, punctuation, capitalization, or spelling.

5            4            3            2            1

Comments:

**Creativity**

Writing shows imagination and originality.

5            4            3            2            1

Comments:

Assessment Guide

5 = Above and Beyond

4 = Meeting Standard

3 = Working to Standard

2 = Developing

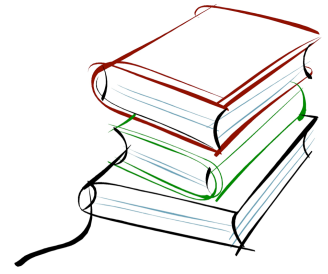
1 = Incomplete

# RAFT Matrix



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Role	Audience	Format	Topic



# Extended Resources

## Whipping Boy

**Kid friendly writing rubrics and checklists address all 10 common core standards Grades 3-6**

<http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/>

### **Background on England**

<http://www.sciencekids.co.nz/sciencefacts/countries/england.html>

<http://www.timeforkids.com/destination/england>

### **British Royalty for kids**

<http://www.activityvillage.co.uk/british-royal-family>



### **The History Behind Whipping Boys**

Can you believe that young boys were actually assigned the job of being whipped? Yes, it is true. In the 1400's to 1700's the English believed that royalty was appointed by God and only the king was allowed to whip his son, the young prince. Since the king was away from the castle a good bit of the time, the prince would often go unpunished for his wrongdoings. A prince could disobey his mother, play tricks such as misdirecting the knights down the wrong path, or even carefully tying his sister hair in knots while she slept; all without being punished. The prince could misbehave in a million ways without a single word being said. Due to the lack of correction, princes became extremely unruly. Some became fearless. Others were tormentors making everyone in the castle frightful of the young prince. To keep the young prince from disobeying all the rules, a whipping boy was found. This boy

would grow up with the prince. The two boys would usually become best friends since the prince was not allowed to have playmates. The idea was that the prince would not want his best friend to receive punishment for something he had done wrong.

Being a whipping boy wasn't all bad. King Charles I of England made his whipping boy, William Murray, an earl. This means he was a ruler.



**GRADES 4 AND 5**  
**CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS**  
**(Revised July 29, 2014)\***

**Research Simulation Task (RST) and Literary Analysis Task (LAT)**

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Reading Comprehension of Key Ideas and Details</b>	The student response demonstrates <b>full comprehension</b> of ideas stated explicitly and inferentially by providing an <b>accurate</b> analysis and supporting the analysis with <b>effective</b> textual evidence.	The student response demonstrates <b>comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis and supporting the analysis with <b>adequate</b> textual evidence.	The student response demonstrates <b>limited comprehension</b> of ideas by providing a <b>minimally accurate</b> analysis and supporting the analysis with <b>limited</b> textual evidence.	The student response demonstrates <b>no comprehension</b> of ideas by providing <b>inaccurate or no</b> analysis and <b>little to no</b> textual evidence.
<b>Writing Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>effective</b> development of the topic that is <b>consistently appropriate</b> to the task by using <b>clear</b> reasoning and <b>relevant, text-based</b> evidence;</li> <li>demonstrates <b>effective</b> coherence, clarity, and cohesion appropriate to the task;</li> <li>uses language <b>effectively</b> to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>some</b> development of the topic that is <b>generally appropriate</b> to the task by using reasoning and <b>relevant, text-based</b> evidence;</li> <li>demonstrates coherence, clarity, and cohesion appropriate to the task;</li> <li>uses language to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>minimal</b> development of the topic that is <b>limited in its appropriateness</b> to the task by using <b>limited</b> reasoning and <b>text-based</b> evidence; or</li> <li>is a developed, text-based response with <b>little or no awareness</b> of the prompt;</li> <li>demonstrates <b>limited</b> coherence, clarity, and/or cohesion appropriate to the task;</li> <li>uses language that demonstrates <b>limited</b> awareness of the norms of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li><b>lacks</b> coherence, clarity, and cohesion;</li> <li>uses language that demonstrates <b>no clear awareness</b> of the norms of the discipline.</li> </ul>
<b>Writing Knowledge of Language and Conventions</b>	The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b> .	The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b> , but the <b>meaning is generally clear</b> .	The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b> .	The student response to the prompt demonstrates <b>no command</b> of the conventions of standard English. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b> .

## Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Writing Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is <b>effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task;</li> <li>• demonstrates <b>effective</b> coherence, clarity, and cohesion appropriate to the task;</li> <li>• uses language <b>effectively</b> to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is developed with <b>some</b> narrative elements and is <b>generally appropriate</b> to the task;</li> <li>• demonstrates coherence, clarity, and cohesion appropriate to the task;</li> <li>• uses language to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task;</li> <li>• demonstrates <b>limited</b> coherence, clarity, and/or cohesion appropriate to the task;</li> <li>• uses language that demonstrates <b>limited</b> awareness of the norms of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li>• <b>lacks</b> coherence, clarity, and cohesion;</li> <li>• use of language demonstrates <b>no clear awareness</b> of the norms of the discipline.</li> </ul>
<b>Writing Knowledge of Language and Conventions</b>	<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt demonstrates <b>no command</b> of the conventions of standard English. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

### NOTE:

- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

A response is considered unscorable if it cannot be assigned a score based on the rubric criteria. For unscorable student responses, one of the following condition codes will be applied.

Coded Responses:

A=No response

B=Response is unintelligible or undecipherable

C=Response is not written in

English D=Off-topic

E=Refusal to respond

F=Don't understand/know

\* This rubric is subject to further refinement based on research and study.