

BCSCR



Building Communities that
Support Children's Reading

Texas The Whipping Boy

By Sid Fleischman

RL 3.9



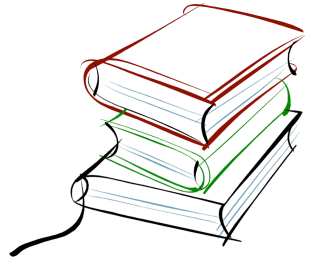
4th Grade - M

This grant is managed by
The Three Rivers Education Foundation

<http://threeriverseducationfoundation.org>

505-436-2548

501 Airport Dr., Suite 209
Farmington, NM 87401



Contents

- + Synopsis of book
- + Vocabulary list
- + High level questions
- + Introduction to Choice board
- + Book Specific Choice board
- + Choice Board Template
- + Introduction to RAFT
- + Book specific RAFT
- + RAFT Rubric
- + RAFT Template
- + Book Specific Extensions
- + Writing rubrics

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.



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 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.



Choice Board

The Whipping Boy

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.	Turn the sewer chase scene into a play that will be performed for your class.	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. Come one, come all.....
Create a diorama of a castle.	Write 5 rhyming couplets to retell parts of the story.	Use watercolors to paint your favorite scene from the novel.
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.	Create a bulleted list of details that would change this book to historical fiction.	Act out Cutwater and Hold-Your-Nose Billy having an argument about Prince Brat and Jemmy.

Choice Board





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

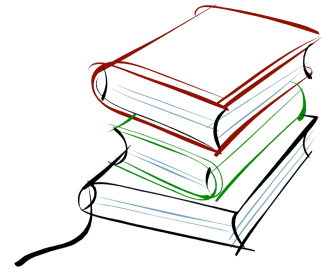
2 = Developing

1 = Incomplete

RAFT Matrix



Role	Audience	Format	Topic



Extended Resources

Whipping Boy

Kid friendly writing rubrics and checklists 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.

Research Simulation Tasks and Literary Analysis Tasks Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective textual evidence.	The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis and supporting the analysis with adequate textual evidence.	The student response demonstrates limited comprehension of ideas by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.	The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.
Writing Written Expression	The student response - addresses the prompt and provides effective development of the topic that is consistently appropriate to the task by using clear reasoning and relevant, text-based evidence; - demonstrates effective coherence, clarity, and cohesion appropriate to the task; - uses language effectively to clarify ideas, attending to the norms and conventions of the discipline.	The student response - addresses the prompt and provides some development of the topic that is generally appropriate to the task by using reasoning and relevant, text-based evidence; - demonstrates coherence, clarity, and cohesion appropriate to the task; - uses language to clarify ideas, attending to the norms and conventions of the discipline.	The student response - addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; or - is a developed, text-based response with little or no awareness of the prompt; - demonstrates limited coherence, clarity, and/or cohesion appropriate to the task; - uses language that demonstrates limited awareness of the norms of the discipline.	The student response - is undeveloped and/or inappropriate to the task; lacks coherence, clarity, and cohesion; - uses language that demonstrates no clear awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear .	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding , but the meaning is generally clear .	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding .	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding .

Narrative Tasks Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	The student response • is effectively developed with narrative elements and is consistently appropriate to the task; • demonstrates effective coherence, clarity, and cohesion appropriate to the task; • uses language effectively to clarify ideas, attending to the norms and conventions of the discipline.	The student response • is developed with some narrative elements and is generally appropriate to the task; • demonstrates coherence, clarity, and cohesion appropriate to the task; • uses language to clarify ideas, attending to the norms and conventions of the discipline.	The student response • is minimally developed with few narrative elements and is limited in its appropriateness to the task; • demonstrates limited coherence, clarity, and/or cohesion appropriate to the task; • uses language that demonstrates limited awareness of the norms of the discipline.	The student response • is undeveloped and/or inappropriate to the task; • lacks coherence, clarity, and cohesion; • use of language demonstrates no clear awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.