

BCSCR



Building Communities that
Support Children's Reading

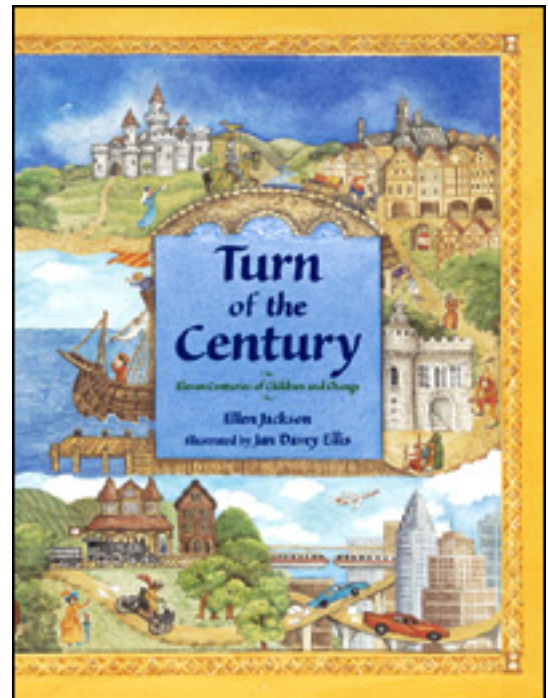
New Mexico - Colorado

Turn of the Century

Eleven Centuries of Children and Change

By Kate McMullan

RL 4.8



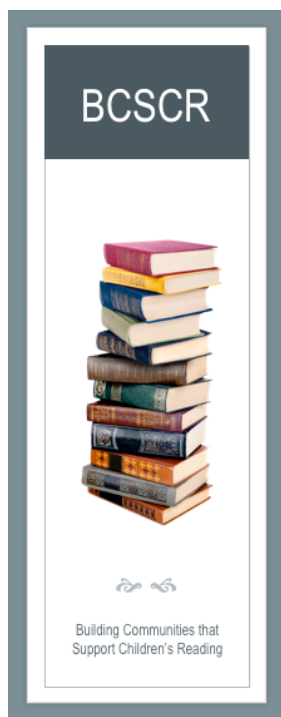
4th Grade- Informational Book

This grant is managed by
The Three Rivers Education Foundation

<http://threeriverseducationfoundation.org>

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The book sets with the BCSCR program are designed with differentiation in mind. First of all, the fiction and informational books have been paired to compliment each other and chosen for low, average, and high readers that exist in classrooms. Next, the books have been put into two major themes: “Blast into the Past, and Exciting Excursion” to help with thematic units. Finally, the activities are scaffolded and address multiple learning styles and preferences while addressing the standards that each state in the program requires.

Please contact the curriculum specialists that created these units if you have any content questions or comments.

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Grant award number: S215G140114

4th	Blast into the Past - Fiction	Blast into the Past - Informational
3.2	Oh Say, I Can't See	George Washington's Teeth
3.9	The Whipping Boy	Bullies are a Pain in the Brain
5.1	Traitors Gate	Sir Cumference and the Isle of Immetter
5th		
4.5	Number the Stars	Candy Bomber
5.3	Bull Run	You Wouldn't Want to Be a Nurse in the Am. Civil War
5.6	Julie of the Wolves	Alaska
6th		
4.7	Al Capone Does My Shirts	You Wouldn't Want to Be a Chicago Gangster
5.3	Snow Treasure	War Dogs
6.2	Door in the Wall	Castles

4th	Exciting Excursions - Fiction	Exciting Excursions - Informational
3.3	97 Ways to Train a Dragon	Sir Cumference and Great Knight of Angleland
3.9	Because of Winn Dixie	What's for Dinner
4.7	From MUF of Mrs. BEF	Turn of the Century
5th		
4.4	The 13th Floor	Sea Queens
4.9	Jeremy Thatcher, Dragon Hatcher	Sir Cumference and Dragon of Pi
5.3	The Cay	Ouch
6th		
5	Mr. Tuckett	Get the Scoop on Animal Poop
5.3	The True Confessions of CD	26 Women who Changed the World
6.8	The 21 Balloons	Sir Cumference and the Vikings Map

Contents



- + Synopsis of book and CCSS standards addressed
- + Vocabulary list
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- + Introduction to Choice board
- + Book Specific Choice board
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- + Introduction to RAFT
- + Book specific RAFT
- + RAFT Rubric
- + RAFT Template
- + Book Specific College & Career Readiness
- + Writing rubrics

Synopsis

Turn of the Century



Travel back in time to meet eleven children, each from the turn of a different century. Each century of the second millennium is brought vividly to life by a child of the period. Intriguing facts complement their stories, and richly detailed illustrations serve up a visual feast that holds a few surprises for the careful observer.

Common Core State Standards

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

RI.4.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.4 Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 Craft and Structure: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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

Turn of the Century



Betrothed - engaged to be married

Crusade – any one of the wars that European Christian countries fought against Muslims in Palestine in the 11th, 12th, and 13th centuries

Refuse - something (such as paper or food waste) that has been thrown away : trash or garbage

Minstrels - a musical entertainer in the Middle Ages

Chamber Pot - a container that is kept in a bedroom and that is used as a toilet

Tapestries - a heavy cloth that has designs or pictures woven into it and that is used for wall hangings, curtains, etc.

Scurvy - a disease that is caused by not eating enough fruits or vegetables that contain vitamin C

Lute - a musical instrument with strings that resembles a guitar and that was played especially in past centuries

Slide rule - an old-fashioned instrument that is like a ruler with a middle piece that slides back and forth and that is used to do calculations

Saucy - rude usually in a lively and playful way

Dunce Cap - a tall pointy hat worn in the past by students as a punishment for failing to learn their lesson

Name: _____



Notepad

Turn of the Century

Century Details

What surprised you?

1000		
1100		
1200		
1300		
1400		
1500		

1600		
1700		
1800		
1900		
2000		

High Level Questions

Turn of the Century



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. Which century would you like to visit and why?
2. Why do you think people did not live past the age of 35 or 40 in the year 1200?
3. Why do you think the New Year started on March 25th in the year 1000?
4. What is your opinion of arranged marriages in the year 1100?
5. What inference can you make about living in London in 1300?
6. How did life in London change between 1300 and 1600?
7. What changes have happened since John Stevenson's life?
8. Explain how the illustrations clarify information in the book.
9. Predict what life will be like in the year 2100.
10. What 4 questions would you ask Rebecca Foster if you met her?



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

Turn of the Century



<p>With others, create and perform a play covering one of the centuries in the book.</p> <p>RI.4.1</p>	<p>Describe in a tweet (140 characters or less) the way the author organized information in the book.</p> <p>RI.4.5</p>	<p>Create a fourth picture that would illustrate one or more of the facts from the year 1500.</p> <p>RI.4.7</p>
<p>Create a Venn Diagram comparing and contrasting any of the two centuries.</p> <p>RI.4.1</p>	<p>Write 10 questions that can be answered from the bullet points.</p> <p>RI.4.5</p>	<p>Describe how the bullet points compliment the narratives throughout the book.</p> <p>RI.4.7</p>
<p>Create a conversation between Annabelle Hugh and Rebecca Foster.</p> <p>RI.4.1</p>	<p>Create a brochure encouraging people to move to Pennsylvania and Emily Prescott's neighborhood.</p> <p>RI.4.5</p>	<p>Create a timeline of the different centuries in the book including illustrations and text.</p> <p>RI.4.7</p>

Table Turn of the Century



Somebody	Wanted	But	So	Then
<i>Teacher</i>	<i>Quiet</i>	<i>There was a storm</i>	<i>She turned on music</i>	<i>Everyone calmed down</i>



Choice Board

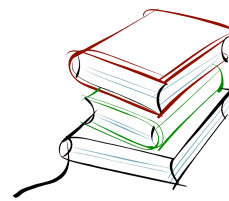


Using a RAFT Matrix

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

Turn of the Century

Role	Audience	Format	Topic
Yourself	John Stevenson	Commercial	Selling iPads
Roger Dabbs	Today's Students	Letter using cursive writing	Importance of good penmanship
Alice	Lady Margaret	Dialogue of a conversation	My favorite games
Geoffrey's Uncle	Geoffrey	List	Duties of a page



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



College & Career Readiness

Turn of the Century

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. The extensions and enrichment topics in this section compliment the topic of this book and provides educators choices of technology-based career information and a range of extracurricular and enrichment opportunities to nurture interests and a sense of place in our world.

**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 Careers

<http://www.wikihow.com/Become-an-Archaeologist>

<http://www.artofmanliness.com/2009/11/11/so-you-want-my-job-archaeologist/>

<http://www.historians.org/jobs-and-professional-development/career-resources/careers-for-students-of-history/careers-for-students-of-history-introduction>

Video

<http://www.teachertube.com/video/colonial-williamsburg-43655>

<http://www.history.com/topics/middle-ages/videos>

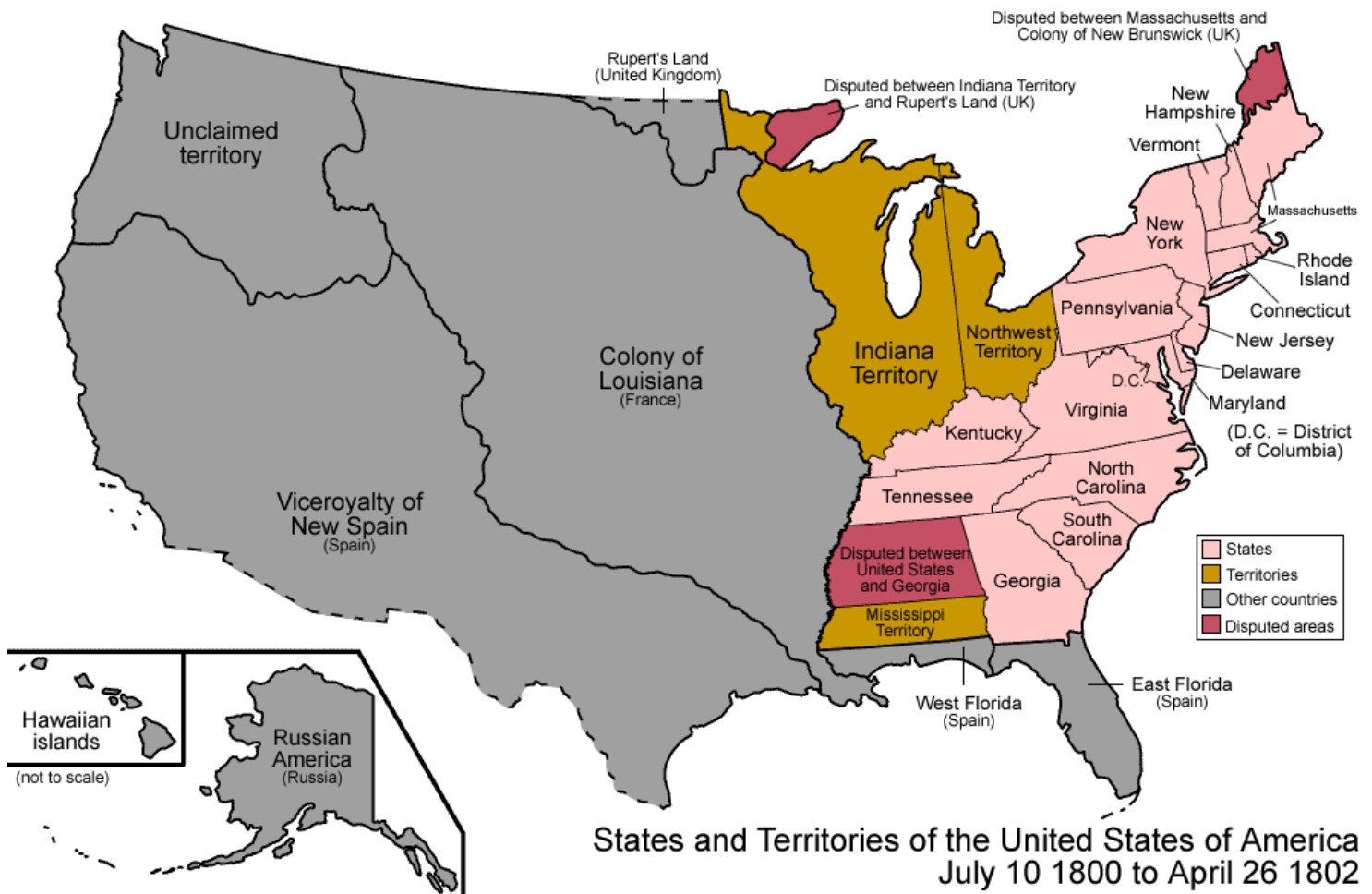
<http://www.havefunwithhistory.com/HistorySubjects/colonialAmerica.html>

<http://www.c-span.org/video/?153374-1/book-discussion-turn-century>

Where in the World

Maps of England and United States





How to Become a Historian

Whether you're wanting to be a professional historian or what the history world affectionately calls the Sunday Historian (someone who studies on their own time, for the pure love of the craft), there are some skills you'll need to master and a couple of hoops to jump through. To find out how you can get started deciphering the annals of history, get started!

Go to college.

Professional historians are required to have a degree in history or a related subject (such as anthropology). You'll need to get a BA and then an MA and PhD or a combined MA/PhD. You can get your Associates degree at a cheap community college but you'll need to get your BA from the best university you can get in to. History is a very competitive field and going to a good school will help you get into the graduate programs which are often held at very prestigious universities.

- Usually, about 10 years of post-high school education are necessary to complete the education you need to get a job in the field. Some jobs, such as lower level museum jobs, you can get with only an MA however, which works out to about 6 years of college.
-

Get outstanding grades.

Of course, in order to make it in this competitive field, you'll need to get outstanding grades. Graduate schools generally require a minimum 3.4-3.5 GPA. Study, study, study, get tutors, and any extra help that you possibly can.

Find an area of interest.

As you progress through school, usually between your second and third year of your BA, you'll choose an area of history to focus in. This area will be your specialty. You will probably also take classes in secondary focus areas, often ones that are related to your major field.

Example areas of interest include: Ancient history, Medieval history, Early Modern history, American history, history of the Middle East, Ancient East Asian History, Modern East Asian History, history of science and technology, history of medicine, and other fields of study.

Improve your reading and writing skills.

The most important skills for a historian are their reading and writing skills. You'll need excellent reading comprehension and an ability to clearly communicate through writing in a professional

tone. You can improve your reading and writing skills by reading challenging texts and writing whenever you get the chance.

- Improve your reading skills by looking up words you don't know. Write them down in a journal so that you study them later.
- Improve your writing skills by writing letters or emails back and forth with a family member, such as your mother or grandmother.

Learn multiple languages.

Historians all need to speak more than one language, as a general rule. This is because the documents being written at the time were often written in different languages because they came from different sources. You'll need to study from these original sources in order to learn more about history. Even as a native speaker studying the history of your own land, often you may need to read the work of diplomats, explorers, and immigrants in order to get a more complete picture. You can learn these languages cheaply from local community colleges, at the university where you get your degree, or even using online study tools (like Rosetta Stone or DuoLingo).

- For studying ancient history, you'll often need to know French, German, and multiple dead languages for the area you'll study (Attic Greek, Latin, Middle Egyptian, Sumerian, etc.)
- For studying medieval or European history, you'll generally need to know Latin, French and German, as well as some languages like those used by the Celts or Old Norse, depending on your area of study.
- For studying North American history, you'll generally need to know Spanish and French.
- Note: learning the languages prior to entering graduate study is often required.
-

Practice your critical thinking skills.

Historians highly value the abilities to read between the lines, infer information correctly from minimal evidence, and remove as much personal bias as possible. You'll want to practice your critical thinking skills, so that you too can be fully prepared to look at historical documents and situations from all angles.

- A good way to practice is to keep up with and discuss politics and law cases.

Learn to travel like a pro.

Professional historians will often be required to travel in order to study. Being truly comfortable with this kind of work means being able to take a 14 hour long flight and go to work the next day. It means that you need to be ready to go to a monastery in the middle of nowhere, without a single English speaker in sight. It means you need to be prepared to eat a lot of weird foods and look happy about it, because passing might offend your guests. Traveling and dealing with

unusual environments is not for everyone, so if you're wanting to become a professional historian, you'll need to be sure you're up to the challenge.

- You may need to consult materials in a museum across the country, or go on an archaeological dig half-way around the world. It is also very common to guest lecture at universities around the world. You'd be surprised at all of the reasons that historians need to travel.

Learn about other subject areas too!

Historians often need to be skilled and knowledgeable in lots of different subject areas. Often historical studies will require you to have a basic understanding of statistical analysis, health problems common to the time, and even law procedures.

- What areas you need to know about will vary by what era you study and what subject within that era. Play it by ear!

Learn about peer review.

Peer review is going to be the food on which you live for your entire career as a historian. It's especially important for untrained historians, since they will lack the training to analyze historical information. Essentially, it's like homework that's gotten an A. While studying, you'll need to pull your information from peer-reviewed sources and once you work professionally, you'll need to get your work peer-reviewed as well.

- Basically, the way it works is that someone researches a subject and then writes about what they found out. Of course, history is very complicated and lots of guesswork and interpretation are involved. So, once a paper is done, it's given to other historians to read. They'll double check that the arguments are good and the facts are straight. Once everything is checked, the paper or book will get published by a journal or university press.

Learn to distinguish secondary and primary sources

Understanding and knowing how to use primary and secondary sources is another incredibly important skill for a historian. Primary sources are sources that were written at the time, by the people who actually experienced the event or close to it. Secondary sources are sources that were written after the fact or are studies of events that happened. Marcus Aurelius wrote primary sources. Historians write secondary sources.

- As a historian, you will rely on primary sources (with greater degree, the further you get into school and your career). Secondary sources will be supplemental but will still be used when doing your own research.
- Secondary sources are considered not as good as primary sources because not only are you getting the bias and filter of the original authors and people experiencing the events, you're

getting the bias and filter of the secondary author. This can make the information skewed at best and wrong at worst.

- This skill is especially important for casual, at-home historians. You will have less training in distinguishing sources and companies looking to make money off of enthusiasts will try and take advantage of you and sell you secondary sources as if they are as reliable as primary sources.

Go to college.

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Example areas of interest include: Ancient history, Medieval history, Early Modern history, American history, history of the Middle East, Ancient East Asian History, Modern East Asian History, history of science and technology, history of medicine, and other fields of study.

Research Simulation Task 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	<p>The student response</p> <ul style="list-style-type: none"> 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. 	<p>The student response</p> <ul style="list-style-type: none"> 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. 	<p>The student response</p> <ul style="list-style-type: none"> 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. 	<p>The student response</p> <ul style="list-style-type: none"> 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 Task Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	<p>The student response</p> <ul style="list-style-type: none"> • 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. 	<p>The student response</p> <ul style="list-style-type: none"> • 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. 	<p>The student response</p> <ul style="list-style-type: none"> • 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. 	<p>The student response</p> <ul style="list-style-type: none"> • 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	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>