

BCSCR



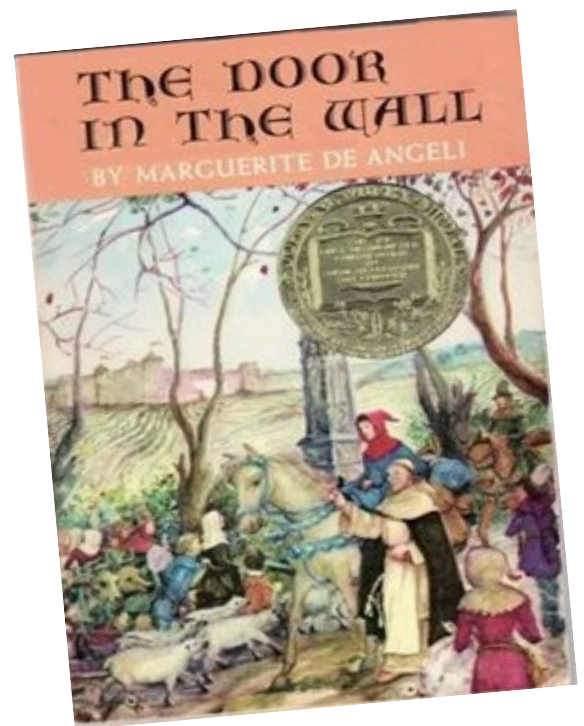
Building Communities that  
Support Children's Reading

New Mexico & Colorado

# The Door in the Wall

By Marguerite De Angeli

RL 6.2



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

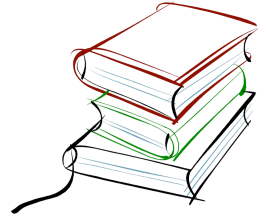
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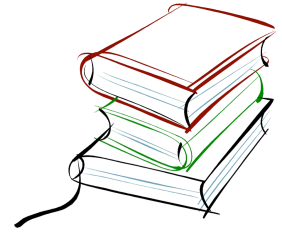
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# Synopsis

## The Door in the Wall



Ever since he can remember, ten-year-old Robin has been told he is expected to become a knight. His father, Sir John, leaves to fight in the war for the King, and his mother, Lady Maud, must go to be lady-in-waiting for the Queen. Meanwhile, the area is suffering from an outbreak of the plague, causing the loss of the servants and the interruption of the plan to take Robin to Sir Peter de Lindsay's castle. Robin becomes ill, and his legs won't move. He is found and taken to St. Mark's by a friar named Brother Luke.

Robin finds enjoyment in whittling while he lies in bed at St. Mark's. Brother Luke spends time with Robin, always rubbing his legs as they talk. Robin asks Brother Luke to teach him to read and write. Robin becomes upset when another boy, Geoffrey, calls him Robin Crookshanks because his legs are somewhat deformed. Brother Luke explains people are given names based on some oddity they have. Robin sends a very explicit letter to his father explaining his situation. He wonders what his father would think of a son called Crookshanks.

As weeks pass, the plague dies out. Brother Luke begins to give Robin swimming lessons, which strengthen his arms. Along with the swimming, Robin is given duties in the church. Near the end of September, a letter from his father arrives, instructing Robin to continue his journey to the home of Sir Peter de Lindsay. Brother Luke and John-go-in-the-Wynd are to travel with him. On their journey, they encounter two men who attempt to steal Brother Luke's money pouch, but they escape unharmed. After arriving at Lindsay, John leaves them to go to his mother's cottage in a nearby town.

On a day when the fog is very thick, the Welsh attack the castle. Robin volunteers to go for help when food and water dwindle. He sneaks from the castle disguised as a poor shepherd boy. He reaches John's mother's cottage, and John is able to round up help for Sir Peter. The two return to Lindsay, making their way to the church. There, they ring the church bell to signal counterattack. Welsh are completely surprised and march out of town. Robin is hailed as a hero. His parents return, and the King rewards Robin with a jeweled collar.

# Common Core State Standards

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

RL 6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL 6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL 6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.

WS 6.1 - Write arguments to support claims with clear reasons and relevant evidence.

WS 6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

WS 6.3- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

WS 6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WS 6.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

WS 6.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.



# Vocabulary

## Door in the Wall

**Ale** - an alcoholic drink similar to but heavier than beer

**Belfry** -a church bell tower

**Linger** -to wait or stay for a greater time than usual; to tarry or remain

**Malady** - an ailment

**Manor** -a noble's house and land; a large estate; a large piece of property, including the houses and buildings on it

**Pilgrimage** -a journey to a sacred place or shrine

**Plague** - a serious or fatal contagious disease

**Scriptorium** - a room in a monastery set aside for writing or copying manuscripts

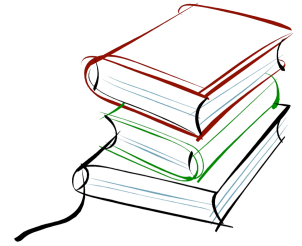
**Tonsure** -the part of a monk's head that has been shaved

**Vexation** - irritation or annoyance

**Victuals** -food

# High Level Questions

## The Door in the Wall



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. Robin is concerned by how his father will react to his crooked legs. Why is he so concerned?
2. Several times Robin hears the phrase, "door in the wall." What is the significance of these words in the book?
3. How are Robin and Brother Luke's personalities different?
4. What challenges does Robin face throughout the course of the story?
5. The story ends with the King rewarding Robin for his heroism. Predict what will happen to him in the future.
6. List and explain the steps to become a knight.
7. What is the climax of the story?
8. Verify that the story takes place in the Middle Ages by citing specific examples from the text.
9. "People can move past an obstacle if they will search hard enough for a door." Do you agree or disagree with this statement? Support your opinion.
10. At what point in the story might Robin have considered Geoffrey an antagonist?



# 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

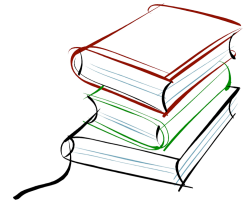
## The Door in the Wall



<p>Give a speech about what your life is like living in the Middle Ages.</p> <p style="text-align: right;">RL 6.1</p>	<p>Give examples of how the phrase, “The Door in the Wall” is discussed and developed throughout the story.</p> <p style="text-align: right;">RL 6.5</p>	<p><u>Door in the Wall</u> is written from Robin’s point of view. How does this influence how the story is told? Find evidence to support your answers and put them in a list or paragraph.</p> <p style="text-align: right;">RL 6.6</p>
<p>Image a conversation between Dame Ellen and Brother Luke about Robin. Write the dialogue of that conversation including explicit examples from the text.</p> <p style="text-align: right;">RL 6.1</p>	<p>Act out the role John played in the story.</p> <p style="text-align: right;">RL 6.5</p>	<p>Rewrite a scene where Robin is interacting with other children from their point of view.</p> <p style="text-align: right;">RL 6.6</p>
<p>Choose 3 illustrations from the novel. Fill out the inference table attached.</p> <p style="text-align: right;">RL 6.1</p>	<p>Illustrate the siege of the castle. Be sure to include explicit details from the text.</p> <p style="text-align: right;">RL 6.5</p>	<p>Create a Venn diagram comparing and contrasting Robin’s Christmas celebration with yours.</p> <p style="text-align: right;">RL 6.6</p>



# Inference Table

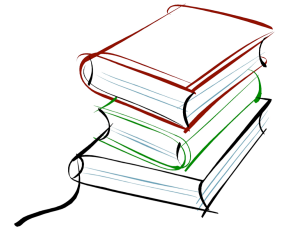


## The Door in the Wall

Page #	Description of illustration	What you can infer about life in the Middle Ages

# 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 BCSR RAFT matrices are scaffolded and can be adjusted according to students' achievement levels, English proficiency, and interests.

# 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

## Door in the Wall



Role	Audience	Format	Topic
The Queen	Mother	Thank You Note	Staying in the castle
Brother Luke	Himself	Diary	First few days with Luke
Robin	Other Boys	How to guide	How to carve a cross
Newspaper Reporter	Teachers	Press Release	Middle Age artifacts found that will interest children

# RAFT Matrix

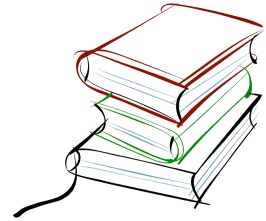


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Role	Audience	Format	Topic

# Extended Resources

## The Door in the Wall



**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/>

### **Video**

<http://videoclips.mrdonn.org/middleages.html>

### **Background on plague for kids**

<http://medievaleurope.mrdonn.org/plague.html>

### **Background on England**

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

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

### **Background on Wales**

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

The story takes place in medieval England. Team students into five groups. Assign each group one of the following tasks. Group one should research and construct a model of a medieval castle. Group two will gather information about the Black (bubonic) Plague, a deadly disease found during this time period. They should include causes, cures (if any), and number of deaths caused. Students should make a graph to chart the information. Group three will prepare a travel brochure enticing visitors to England during the Middle Ages. Group four will plan a five-minute presentation using music of the time period. (The music teacher may offer suggestions.) Group five will identify the steps to knighthood and prepare a short skit for the class detailing the steps. Adapt tasks as necessary.

## KNIGHTS

The most valuable items to a knight were his armor, weapons, and his war horse. These three items were very expensive, meaning that only the wealthy could afford to be knights. Many knights hoped to regain some of the cost through plunder when they conquered enemy towns and cities.

### Armor

During the Middle Ages knights wore heavy armor made of metal. There were two main kinds of armor: chain mail and plate armor.

### Chain mail

Chain mail was made from thousands of metal rings. The typical chain mail armor was a long cloak called a hauberk. Knights wore a padded cloak underneath the armor to help them carry the weight of the armor. A chain mail hauberk could weigh as much as 30 pounds.



Although chain mail was flexible and offered good protection, it could be pierced by an arrow or thin sword. Some knights began to put plates of metal over vital parts of their bodies for added protection. Soon they were completely



covered in plate armor  
and they stopped  
wearing chain mail.

## **Plate armor**

By the 1400s most knights were wearing full plate armor. This armor offered better protection, but it was less flexible and heavier than chain mail. A full set of plate armor weighed around 60 pounds. Many pieces of the armor had a unique name.

Here are some of the different pieces of plate armor and what they protected:

Greaves - ankles and calves

Sabatons - feet

Poleyns - knees

Cuisses - thighs

Gauntlets - hands

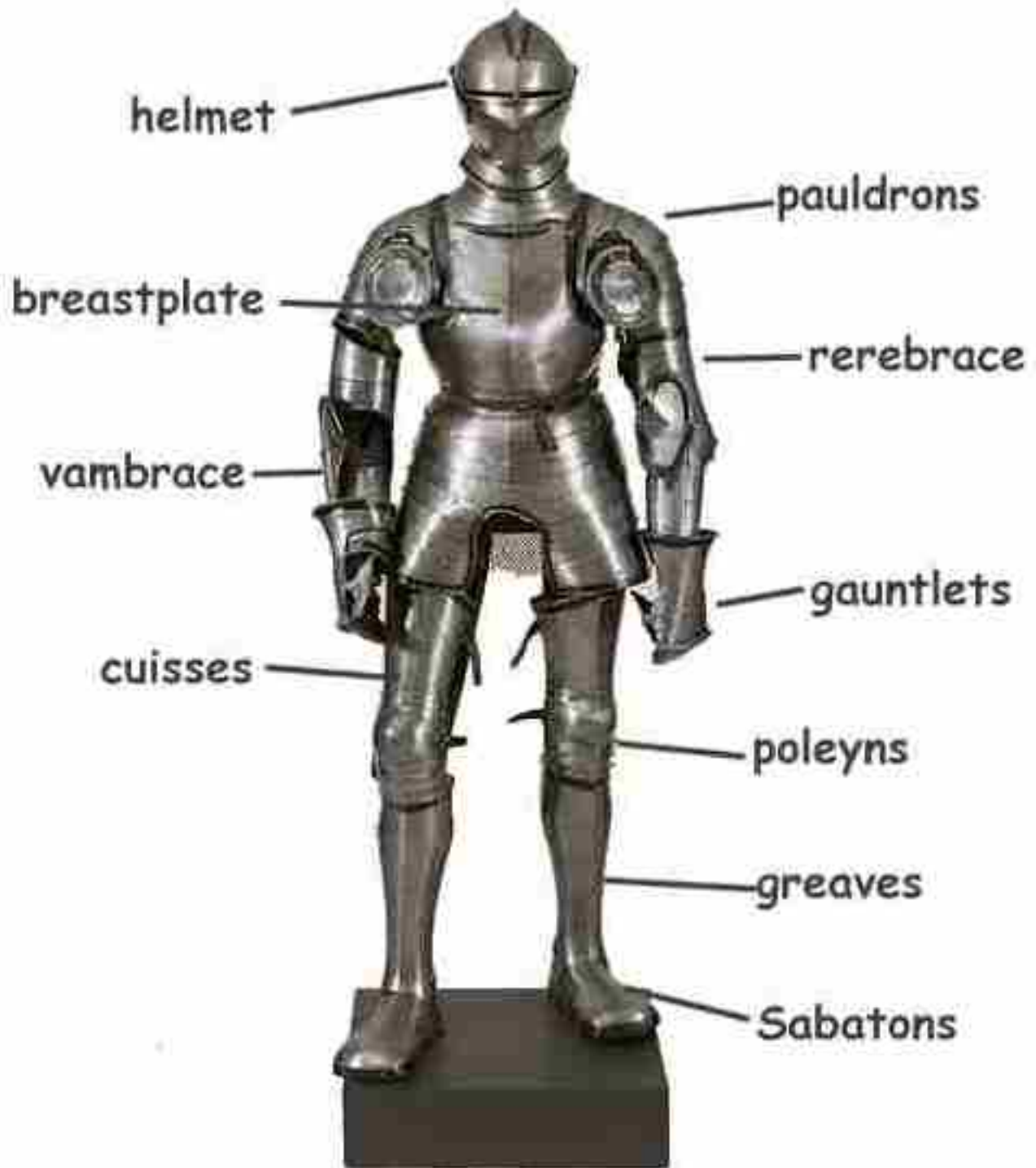
Vambrace - lower arms

Pauldron - shoulders

Breastplate - chest

Rerebrace - upper arms

Helmet - head



## Weapons

Knights of the Middle Ages used a variety of weapons. Some weapons were more effective when charging on a horse (like the lance), while others were better for hand to hand combat (like the sword).

- Lance - The lance was a long wooden pole with a metal tip and hand guards. Because the lance was so long, the knight could attack from his horse. This gave the knight a

serious advantage against foot soldiers. The lance could also be used to knock enemy knights off of their horses.

- Sword - The sword was the preferred weapon once the knight had dismounted or if his lance was broken during battle. Some knights preferred a one-handed sword and a shield, while others preferred a larger two-handed sword.
- Mace - The mace was a club with a big steel head. These weapons were designed to crush an enemy.
- Longbow - Many knights considered the longbow to be a cowardly weapon. However, the longbow became a major part of winning battles in the Middle Ages. The longbow could attack from a distance or a castle wall.



## War Horse

One of the knight's most important possessions was his war horse. This horse was trained for battle. It wouldn't shy away from blood or combat. A good war horse could mean the difference between life and death for a knight.

The knight's war horse was called a destrier. The horse also wore armor for protection including metal plates to cover its neck, head, and sides.

## Siege Weapons

Knights also had to know how to use siege weapons. These were special weapons used to capture castles.

- Belfry - The belfry was a tall rolling tower that would allow soldiers to safely approach the castle walls. Once they reached the castle, they would exit the tower onto the top of the walls.

- Catapult - A catapult could throw huge boulders onto the walls of the castle. These boulders could break down the walls and destroy buildings inside the castle.
- Battering ram - The battering ram was a huge heavy log used to smash down the gates of the castle.

### **Interesting Facts about a Knight's Armor and Weapons**

- Knights had to practice putting on and wearing their armor. It took skill to ride a horse and fight with such heavy armor on.
- A plate mail armor suit was sometimes known as a harness.
- Sometimes war horses were fitted with iron horse shoes which could be used as weapons against foot soldiers.
- Some two-handed swords were well over five feet long.

## **Plague**

Have you ever heard the nursery rhyme called ring around the rosie? "Ring around the Rosie. Pocket full of poesy. Ashes, Ashes, we all fall down." This nursery rhyme is actually about a disease from the 14th century that the people called the plague or Black Death. This disease was highly contagious. It spread across Europe. It was so widespread and so deadly that it is estimated to have killed one fourth of all the people in Europe.

If you break down the poem you can actually understand the effects a bit more.

"Ring around the Rosie": Infected people broke out in a rash on their arms and neck that had red ring shaped marks with dark center spot that looked like a rose. They would then get a high fever, become unconscious, and finally die.

"Pocket full of posey": People carried flowers, often posies, to cover the smell of the dead and dying.

"Ashes, Ashes": People would burn the houses of people with the disease in order to try and stop it. Whole villages were burned down. The sky was dark with the ashes of the burnt buildings.

"We all fall down": The plague filled villages and cities alike with dead and dying victims. People would collapse in the streets and be left lying there. People were afraid to touch them or near them.

Medieval people thought that the plague was a punishment from God. They did not know that fleas transmitted the disease from infected rats to people.

Today we have a vaccine against the plague.

**GRADES 6-11**  
**CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS**  
**(Revised July 29, 2014)\***

**Research Simulation Task and Literary Analysis Task**

Construct Measured	Score Point 4	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 and convincing</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>basic comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>generally accurate</b> analysis and supporting the analysis with <b>basic</b> textual evidence.	The student response demonstrates <b>limited comprehension</b> of ideas stated explicitly and/or inferentially 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 inaccurate or no 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 and comprehensive</b> development of the claim or topic that is <b>consistently appropriate</b> to the task by using <b>clear and convincing</b> reasoning supported by <b>relevant textual</b> evidence;</li> <li>demonstrates <b>purposeful</b> coherence, clarity, and cohesion, making it <b>easy to follow</b> the writer's progression of ideas;</li> <li>establishes and maintains an <b>effective</b> style, 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>mostly effective</b> development of the claim or topic that is <b>mostly appropriate</b> to the task, by using <b>clear</b> reasoning supported by <b>relevant textual</b> evidence;</li> <li>demonstrates coherence, clarity, and cohesion, making it <b>fairly easy to follow</b> the writer's progression of ideas;</li> <li>establishes and maintains a <b>mostly effective</b> style, while 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 claim or topic that is <b>somewhat appropriate</b> to the task, by using <b>some</b> reasoning and <b>text-based</b> evidence;</li> <li>demonstrates <b>some</b> coherence, clarity, and/or cohesion, making the writer's progression of ideas <b>usually discernible but not obvious</b>;</li> <li>has a style that is <b>somewhat</b> effective, <b>generally</b> 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 develops the claim or topic and provides <b>minimal</b> development that is <b>limited in its appropriateness</b> to the task by using <b>limited</b> reasoning and <b>text-based</b> evidence; <i>or</i></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, making the writer's progression of ideas <b>somewhat unclear</b>;</li> <li>has a style that has <b>limited</b> effectiveness, with <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>has an inappropriate style, with <b>little to no</b> awareness 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 4	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>purposeful</b> coherence, clarity, and cohesion, making it <b>easy to follow</b> the writer's progression of ideas;</li> <li>establishes and maintains an <b>effective</b> style, 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>mostly effectively</b> developed with narrative elements and is <b>mostly appropriate</b> to the task;</li> <li>demonstrates coherence, clarity, and cohesion, making it <b>fairly easy</b> to follow the writer's progression of ideas;</li> <li>establishes and maintains a <b>mostly effective</b> style, while 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>somewhat appropriate</b> to the task;</li> <li>demonstrates <b>some</b> coherence, clarity, and/or cohesion, making the writer's progression of ideas <b>usually discernible but not obvious</b>;</li> <li>has a style that is <b>somewhat</b> effective, <b>generally</b> 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, making the writer's progression of ideas <b>somewhat unclear</b>;</li> <li>has a style that has <b>limited</b> effectiveness, with <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>has an <b>inappropriate</b> style, with <b>little to no</b> awareness 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.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tone is not assessed in grade 6.
- 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. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing.