

BCSCR



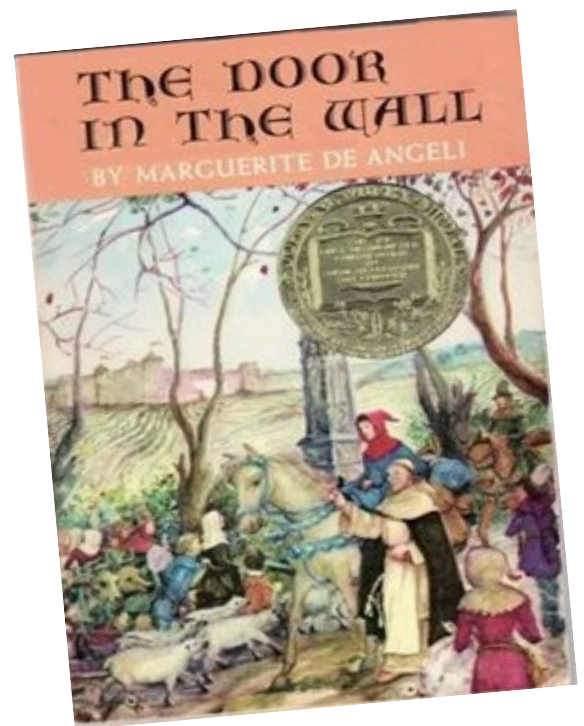
Building Communities that
Support Children's Reading

Texas

The Door in the Wall

By Marguerite De Angeli

RL 6.2



6th 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

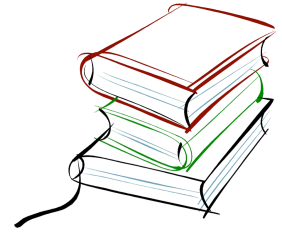
Contents



- + 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 Door in the Wall

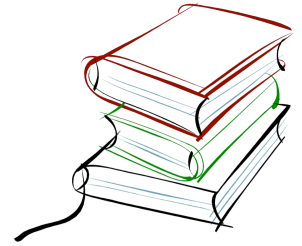


Ever since he can remember, ten-year-old Robin has been told he is expected to become a knight. His father, Sir John, leaves to fight in the war for the King, and his mother, Lady Maud, must go to be lady-in-waiting for the Queen. Meanwhile, the area is suffering from an outbreak of the plague, causing 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.



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

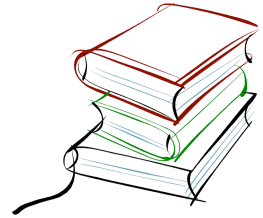
Tonsure - the part of a monk's head that has been shaved

Vexation - irritation or annoyance

Victuals - food

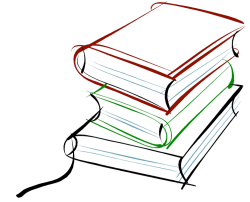
High Level Questions

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 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 Door in the Wall



<p>Give a speech about what your life is like living in the Middle Ages.</p>	<p>Give examples of how the phrase, "The Door in the Wall" is discussed and developed throughout the story.</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>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>Act out the role John played in the story.</p>	<p>Rewrite a scene where Robin is interacting with other children from their point of view.</p>
<p>Choose 3 illustrations from the novel. Fill out the inference table attached.</p>	<p>Illustrate the siege of the castle. Be sure to include explicit details from the text.</p>	<p>Create a Venn diagram comparing and contrasting Robin's Christmas celebration with yours.</p>

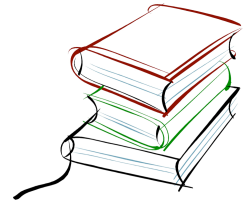
Inference Table



The Door in the Wall

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

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 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.

Comments:

Role
The writing is credible in the role assigned.

Comments:

Format
The proper format was used.

Comments:

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

Comments:

Creativity
Writing shows imagination and originality.

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

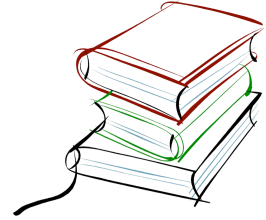
RAFT Matrix



Role	Audience	Format	Topic

Extended Resources

The Door in the Wall



Kid friendly writing rubrics and checklists 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

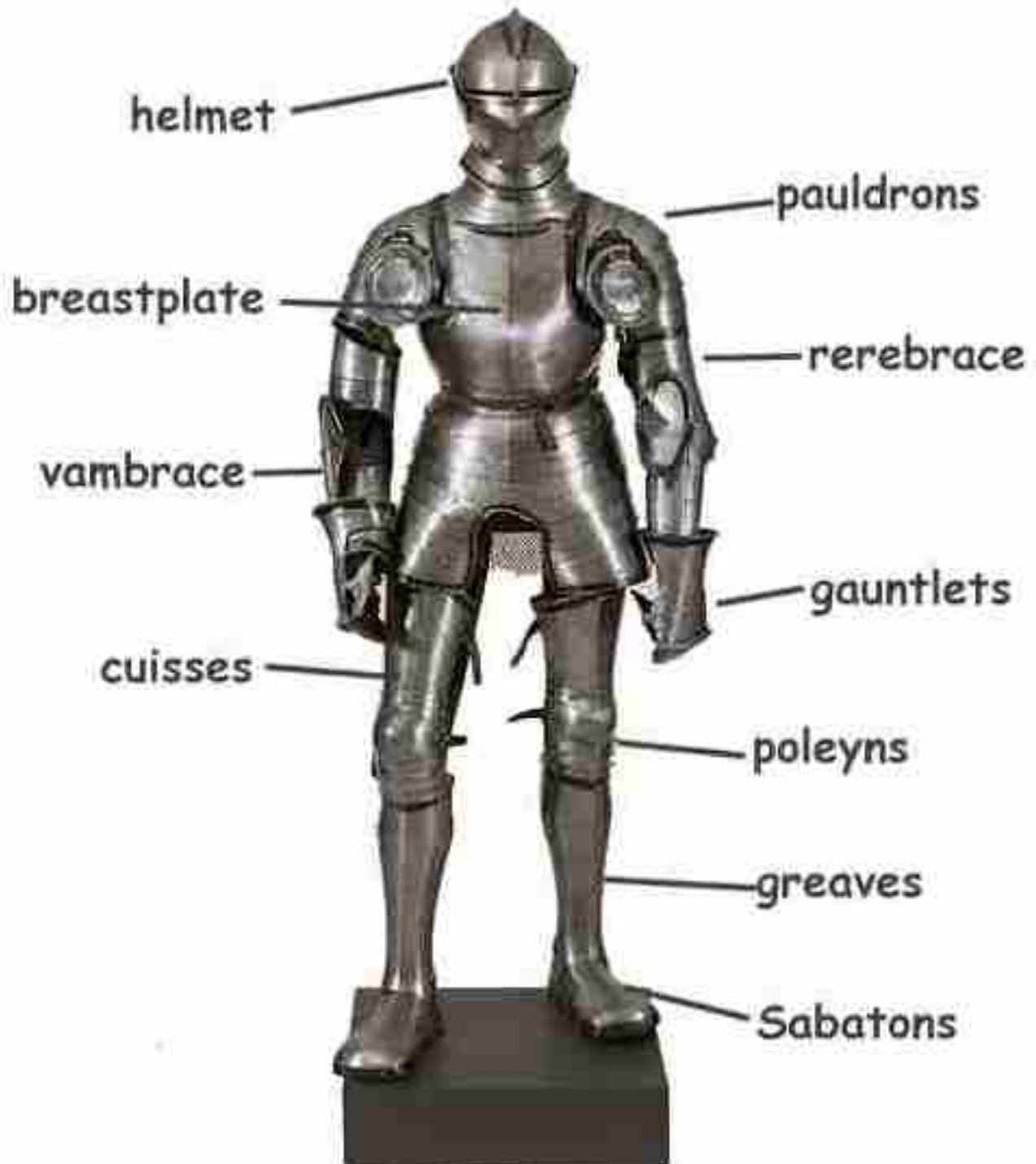
Vambrace - lower arms

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 warhorse 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

Research Simulation Task and Literary Analysis Task Rubric

Construct Measured	Score Point 4	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 and convincing 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 basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis and supporting the analysis with basic textual evidence.	The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially 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 and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning supported by relevant textual evidence; demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer's progression of ideas; establishes and maintains an effective style, 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 mostly effective development of the claim or topic that is mostly appropriate to the task, by using clear reasoning supported by relevant textual evidence; demonstrates coherence, clarity, and cohesion, making it fairly easy to follow the writer's progression of ideas; establishes and maintains a mostly effective style, while 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 claim or topic that is somewhat appropriate to the task, by using some reasoning and text-based evidence; demonstrates some coherence, clarity, and/or cohesion, making the writer's progression of ideas usually discernible but not obvious; has a style that is somewhat effective, generally attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and develops the claim or topic and provides minimal development that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; <i>or</i> is a developed, text-based response with little or no awareness of the prompt; demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear; has a style that has limited effectiveness, with 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. has an inappropriate style, with little to no 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 4	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 purposeful coherence, clarity, and cohesion, making it easy to follow the writer's progression of ideas; establishes and maintains an effective style, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> is mostly effectively developed with narrative elements and is mostly appropriate to the task; demonstrates coherence, clarity, and cohesion, making it fairly easy to follow the writer's progression of ideas; establishes and maintains a mostly effective style, while 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 somewhat appropriate to the task; demonstrates some coherence, clarity, and/or cohesion, making the writer's progression of ideas usually discernible but not obvious; has a style that is somewhat effective, generally 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, making the writer's progression of ideas somewhat unclear; has a style that has limited effectiveness, with 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; has an inappropriate style, with little to no 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>