

BCSCR



Building Communities that
Support Children's Reading

Arizona Mr. Tucket

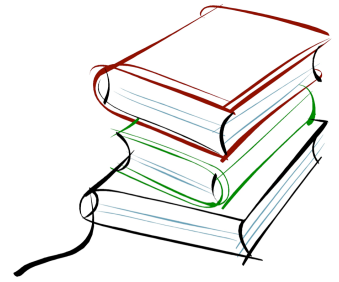
By Gary Paulsen
RL 5.0



6th Grade – L

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501 Airport Dr., Suite 209
Farmington, NM 87401

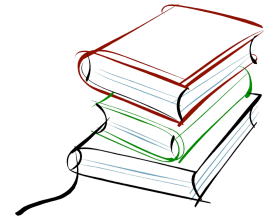


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Synopsis

Mr. Tucket



The Tucket family is part of a wagon train headed toward Oregon from Missouri. When Francis Tucket turns fourteen, his parents surprise him by giving him a rifle. While practicing shooting buffalo chips, Francis is captured by a hunting band of Pawnee Indians and brought to their camp. An old woman claims him as her property and leads him around on a rope. Francis is teased and tormented by the Indian children, and three Indian boys fight him at once. This fight is broken up by Braid, a cold-hearted war leader. Braid taunts Francis that his family will not come for him, and Francis knows Braid is telling the truth when Braid returns from a raid one day and drops Francis's sister's doll at his feet. The Pawnee soon move to their winter grounds near the Black Hills. It is here that a one-armed white man named Mr. Jason Grimes rides into camp one day and meets Francis.

Mr. Grimes is a trapper who trades firearms and ammunition with the various Indian tribes in the area. Mr. Grimes frees Francis during the night and explains an escape plan using a mare Mr. Grimes has taken from the Pawnee corral. Francis follows the plan but falls off the mare when he comes to a creek. Luckily, Braid, who has formed a search party, follows the tracks of the mare, which has gone in a different direction than Francis. Francis travels up the creek walking in the water for many miles. Mr. Grimes finds him farther upstream. In conversation over dinner, Francis learns that Braid had injured Mr. Grimes long ago in a fight, and Mr. Grimes later lost his arm because of an infection. Mr. Grimes bears no grudge against Braid, however.

Mr. Grimes teaches Francis the essentials of survival -- shooting accurately, reloading quickly, and keeping a loaded rifle close at all times. Francis also learns that Mr. Grimes has a strange sense of humor. This becomes obvious when they enter a Sioux encampment that Braid had visited when searching for Francis. The Sioux believe Francis to be very clever and strong to escape and outwit Braid. Mr. Grimes says nothing to challenge their opinions and arranges with the chief, Standing Bear, to have Francis wrestle a youth of the tribe. Francis barely wins and is given a horse and new buckskins as a prize.

After leaving the Sioux camp and traveling for a time, they come to Spot Johnnie's trading post, where they spend a few days. They learn that Braid is inciting the entire Pawnee nation to war in an attempt to clear the land of all white settlers. The Pawnees have been raiding wagon trains, and Francis learns his folks have traveled through the area. After spending several days in contests and stocking up on supplies, Francis and Mr. Grimes start out again. Seeing a wagon train, Francis is tempted to join them but decides to spend the winter with Mr. Grimes.

Two days away from Spot Johnnie's they enter a canyon and make their way to their winter camp near a series of beaver ponds. While Francis builds a house, Mr. Grimes scouts the ponds for beavers. Their time then turns to making bait traps and constructing hoops for drying pelts. They are interrupted by a visit from Jim Bridger and his partner Jake Barnes. After visiting, they trap and skin beavers. On an idle day, Francis is riding in the meadow on his horse when he is attacked by a band of Crow Indians. He barely escapes, and he and Mr. Grimes decide it is time to leave the camp with the still damp pelts when one of the Crows goes for help.

As they leave the canyon they are hit by a blizzard, and the Crows are unable to follow. They ride until they approach Spot Johnnie's, where they notice an unusual amount of smoke. Spot Johnnie's buildings are all burning, and there are many dead Pawnees on the ground. A wagon train is not too far away, and Mr. Grimes and Francis learn that the Pawnees raided it as well as the trading post. The unnecessary killing of Spot Johnnie and his family angers Mr. Grimes, and he goes after Braid to seek vengeance. Asking the farmers of the wagon train to watch Francis so that he will not follow, Mr. Grimes rides to find Braid.

Francis escapes from the farmers at night and reaches the Pawnees just as Braid and Mr. Grimes are facing each other. They both shoot and both fall. Mr. Grimes is wounded, but Braid is dead. Mr. Grimes goes over to Braid's body with a skinning knife while Francis looks on in horror. Francis realizes he will not be able to live by the rules of the mountain man. He joins the wagon train headed to Oregon without looking back at Mr. Grimes.

Arizona's College and Career Ready Standards

These are the main Arizona English Language Arts Standards addressed by the activities in this module.

6.RL.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

6.RL.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

6.RL.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.

6.RL.7 - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

6.W.1 - Write arguments to support claims with clear reasons and relevant evidence.

6.W.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

6.W.3- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

6.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6.W.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vocabulary

Mr. Tucket



case-hardened - iron or steel that is toughened by a process of adding carbon at high-temperatures and then quickly cooling it

culls - items rejected because of inferior quality; seconds

dismounted - climbed down or off, as from a horse

hobble - to restrict a horse's movement by tying its legs together

lashed - tied or fastened with a rope, chain, or belt

mulish – stubborn

prime - top quality; best or greatest; stellar; chief

procured - acquired or obtained

raid - a surprise attack; a forceful attack or entry, usually for the sake of seizing, destroying, or stealing property

savvy - to comprehend or understand

stocky - sturdily built; thick and compact

travois - a conveyance for carrying goods pulled by a horse, made by placing a frame between two long poles

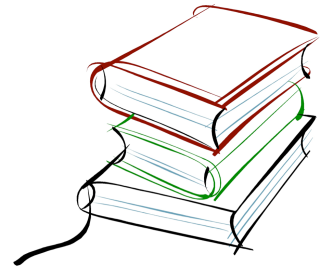


High Level Questions

Mr. Tucket

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 does Francis start crying while refusing to go on in the snowstorm?
2. How does the author use humor in the story?
3. How does Francis grow up during his time with Mr. Grimes?
4. Certain skills are necessary for Francis to learn in order to survive. What skills do you think are necessary in order for a person to succeed in the twenty-first century?
5. Mr. Grimes is a naturalist as well as a trapper. What evidence in the story supports his being a naturalist?
6. What was the climax, or main turning point, of the story?
7. What character trait helped Francis get out of most difficult situations?
8. What did "fair" mean to mountain men? What does it mean to you?
9. What did Mr. Grimes mean when he said to Francis, "I'll bet you spend the rest of your days looking gift horses in their mouths"?
10. When Francis left Mr. Grimes after Braid was killed, how did you feel?



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 Arizona Reading 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 Arizona Reading Standards for Literature.

Choice Board

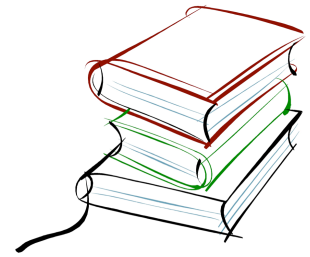
Mr. Tucket



<p>Create a charades game with key events from the story. Play the game in groups.</p> <p>6.RL.2</p>	<p>Use an encyclopedia to research the actual Westward Movement and compare your findings with the story.</p> <p>6.RL.3</p>	<p>Create a chart evaluating the advantages and disadvantages of the traveling West during the time of the novel.</p> <p>6.RL.7</p>
<p>Draw a map of Mr. Tucket's travels. Label where at least 6 key events took place.</p> <p>6.RL.2</p>	<p>Write 5 analogies about events in the story.</p> <p>6.RL.3</p>	<p>Create several short video clips to present ideas from the book.</p> <p>6.RL.7</p>
<p>Create a Rap summarizing the story.</p> <p>6.RL.2</p>	<p>Create a table categorizing the natural elements in the story.</p> <p>6.RL.3</p>	<p>Make a PowerPoint about Pawnee, Crow and Sioux Indian tribes.</p> <p>6.RL.7</p>

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 scaffold and can be adjusted according to students' achievement levels, English proficiency, and interests.



RAFT Matrix Rubric

STUDENT NAME: _____ **NOVEL:** _____

Accuracy 5 4 3 2 1
Information is accurate and supported with specific details from the novel.

Comments:

Role 5 4 3 2 1
The writing is credible in the role assigned.

Comments:

Format 5 4 3 2 1
The proper format was used.

Comments:

Conventions 5 4 3 2 1
The writing had no errors in grammar, punctuation, capitalization, or spelling.

Comments:

Creativity 5 4 3 2 1
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



Role	Audience	Format	Topic



Extended Resources

Mr. Tucket

Kid friendly writing rubrics and checklists Grades 3-6

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

Background on western expansion

http://www.ducksters.com/history/westward_expansion/

Background on Jim Bridger

<http://kids.britannica.com/comptons/article-9273353/Jim-Bridger>

Background on trappers

http://montanakids.com/history_and_prehistory/Frontier_Life/trapping.htm

<http://www.warpaths2peacepipes.com/the-indian-wars/beaver-wars.htm>

Background on Native Americans –Sioux nation

http://www.ducksters.com/history/native_american_sioux_nation.php

Background on Native Americans-Crow

http://www.bigorrin.org/crow_kids.htm

Western Expansion Timeline

1767: Daniel Boone explores Kentucky for the first time.

1803: Louisiana Purchase - President Thomas Jefferson buys the Louisiana Territory from France for \$15 million. This doubles the size of the United States and provides a large area to the west of the country for expansion.

1805: Lewis and Clark reach the Pacific Ocean - Explorers Lewis and Clark map out areas of the Louisiana Purchase and eventually reach the Pacific Ocean.

1830: Indian Removal Act - Congress passes a law to move Native Americans from the Southeast to the west of the Mississippi River.

1836: Battle of the Alamo - Mexican troops attack the Alamo Mission killing all but two Texans. This spurs the Texans on in the Texas Revolution.

1838: Trail of Tears - The Cherokee Nation is forced to march from the east coast to Oklahoma. Many thousands die along the way.

1841: Oregon Trail - People begin to travel west in wagon trains on the Oregon Trail. Around 300,000 people would take the trail over the next 20 years.

1845: Manifest Destiny - Journalist John O'Sullivan first uses the term "Manifest Destiny" to describe the westward expansion of the United States.

1845: Texas becomes a U.S. State - The United States officially claims Texas as a state, eventually leading to the Mexican-American War.

1846: Brigham Young leads 5,000 Mormons to Utah - After experiencing religious persecution, the Mormons move to Salt Lake City, Utah.

1846-1848: The Mexican-American War - A war fought over the rights to Texas. After the war, the United States paid Mexico \$15 million for land that would later become California, Texas, [Arizona](#), Nevada, Utah, and parts of several other states.

1846: Oregon Treaty - England signs the Oregon Treaty handing over the Oregon Territory to the United States.

1848: Gold Rush begins - James Marshall discovers gold at Sutter's Mill. Soon word is out and people rush to California to strike it rich.

1849: Around 90,000 "Forty-niners" move to California to find gold.

1860: The Pony Express begins to deliver mail.

1861: The First Transcontinental Telegraph line is finished. The Pony Express shuts down.

1862: Pacific Railroad Act - The United States government agrees to help fund a railroad from California to Missouri.

1862: Homestead Act - The U.S. government offers up free land to farmers who agree to live on the land for five years and make improvements to the land. Many people rush to places like Oklahoma to claim their land.

1869: The Transcontinental Railroad is completed - The Union Pacific Railroad and the Central Pacific Railroads meet at Promontory, Utah and the railroad is completed.

1872: Yellowstone National Park is dedicated as the nation's first national park by President Ulysses S. Grant.

1874: Black Hills Gold - Gold is discovered in the Black Hills of South Dakota.

1874: Barbed wire invented - Ranchers can now use barbed wire fences to keep their cattle from ranging free.

1876: Wild Bill Hickok is shot and killed while playing poker in Deadwood, South Dakota.

1876: Battle of Little Bighorn - An American Indian army composed of Lakota, Northern Cheyenne, and Arapahoe defeat General Custer and the 7th Cavalry.

1890: The U.S. Government announces that the Western lands have been explored.



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; or 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>

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

Coded Responses:

A=No response

B=Response is unintelligible or undecipherable

C=Response is not written in English

D=Off-topic

E=Refusal to respond

F=Don't understand/know

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