

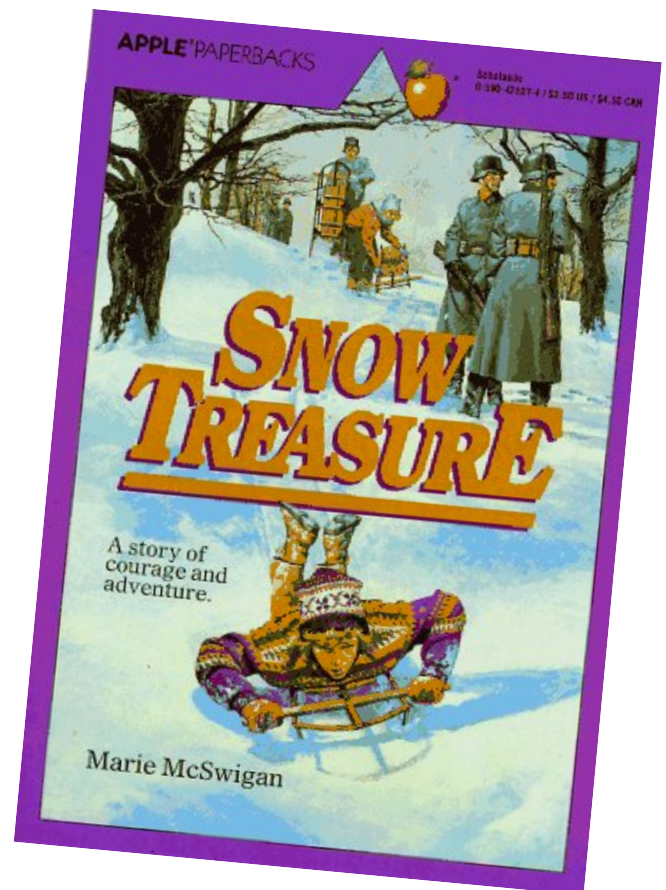
BCSCR



Building Communities that
Support Children's Reading

Arizona Snow Treasure

By Marie McSwigan
RL 4.9



6th Grade - L

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 and Arizona standards addressed
- + 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

Snow Treasure

Snow Treasure tells the story of how the people of a small Norwegian village are able to fool the Nazi soldiers who occupy their land. The Norwegians very cleverly use their children and their sleds to transport the country's gold bullion reserves down a mountainside to a waiting freighter.

The band of children have been inspired by Victor Lundstrom, a fisherman who owns and operates a fleet of vessels for personal and government use. Victor has traveled the world, and when he returns home to Riswyk, he entertains his nephew, Peter, and the rest of the children with stories of his many adventures.

When the German soldiers finally occupy a beach area near their village, the people of Riswyk, led by Victor and his brother, Lars, devise a plan to remove Norway's gold so the Germans will not be able to use it to harm their country. Victor suggests that older children sledding down the hillside to the Snake would not arouse the German's suspicions. He appeals to the children's sense of patriotism to enlist their aid in transporting the gold on their sleds.

All goes well until the very last load of bullion is taken down to the Snake. A Nazi search party almost discovers some of the buried gold, but Peter's quick action distracts them. Peter is chased and captured and then imprisoned in the Nazis' barracks. A run-away German soldier, who is sympathetic to the children, helps Peter escape to his Uncle Victor's waiting ship. In exchange for saving Peter's life, the young soldier, Jan Lasek, is given passage to America aboard the "Cleng Peerson." The story ends with Peter beginning to realize that his life will change since he will also be going to America to live in freedom.

Arizona's College and Career Ready Standards

These are the main Arizona English Language Arts 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.

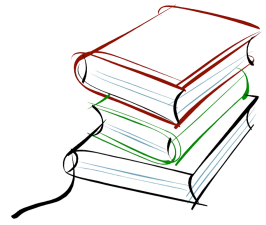
WS 6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Snow Treasure



clumsy - awkward; not graceful; ungainly; lacking ease or beauty in motion

draped - placed or hung over something; covered or adorned with folds of cloth; wrapped

fiord - an inlet from the sea that is long and narrow, often with steep cliffs

gold bullion - gold used as money, but in the form of bars rather than coins

konditeri - a pastry shop

kroner- Norway's basic unit of money

quarantine - forced isolation because of disease

scorn - disdain or contempt; dislike because something or someone is considered lower or inferior; a lack of respect accompanied by a feeling of intense dislike

sharply – in a piercing, penetrating way; shrilly

tortured -made to suffer extreme emotional or physical pain in order to punish or obtain information

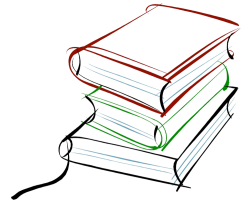
High Level Questions

Snow Treasure



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 events from the story best show how well the Norwegian people were able to get the better of the Nazis who occupied their country?
2. In many regards, this story could be considered a modern legend of Norway. What parts of the story do you think are the most believable, and what parts are not?
3. Jan Lasek's story, which is probably very similar to those of other young Polish men, seems to have a significant effect on Peter. How and why do you think Jan's experiences with the Nazis affect Peter?
4. Peter puts his own life in danger by hitting the German Commandant with a snowball to prevent him from discovering the buried gold bullion. It is a brave act that gets him imprisoned at the German barracks. How would you have reacted if you were in a situation like Peter's? Explain your answer.
5. What can you infer about the infantry soldier's childhood that Peter first met while sledding to the Snake?
6. Which part of the story do you think is the most suspenseful?
7. Compare and contrast the new German Commandant to the Infantry Captain whom Peter first met.
8. What are some choices that Peter faces?
9. If the Nazi's had found the gold on the sleds, what might have the ending been?
10. Do you think lying about the children having measles was a good or bad thing?



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

Snow Treasure



<p>Pretend you are one of the children in <i>Snow Treasure</i>. Give a speech about what your life is like living under the Nazi occupation.</p> <p>6.RL.1</p>	<p>Create a list of how body language developed the mood of the story when the Nazi soldier entered the bakery.</p> <p>6.RL.5</p>	<p><i>Snow Treasure</i> is written from a third person'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>6.RL.6</p>
<p>Image a conversation between Peter and Helga about sledding. Write the dialogue of that conversation including explicit examples from the text.</p> <p>6.RL.1</p>	<p>Act out the role Per Garson played in the story.</p> <p>6.RL.5</p>	<p>Rewrite a scene where Peter is interacting with the Nazi's from the Nazi point of view.</p> <p>6.RL.6</p>
<p>Choose 4 illustrations from the novel. Fill out the inference table attached.</p> <p>6.RL.1</p>	<p>Illustrate the cave where the gold was hidden. Be sure to include explicit details from the text.</p> <p>6.RL.5</p>	<p>Create a Venn diagram comparing and contrasting the Norwegian dialect with yours.</p> <p>6.RL.6</p>

Inference Table

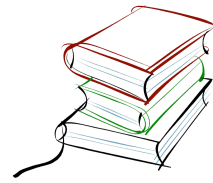


Snow Treasure

Page #	Description of illustration	What you can infer about life during the times of this novel?

Choice Board





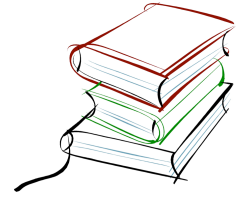
Using a RAFT Matrix

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



Snow Treasure

Role	Audience	Format	Topic
Doctor	Commandant	Memo	The measles outbreak
Helga	Her future child	Story	Her role in saving the gold for Norway.
Cleng Peerson	Americans	Ship's Log for a week	Hiding from the Nazi's
Mother	Father	Coded letter	Their plan to save the gold.



RAFT Matrix Rubric

STUDENT NAME: _____ **NOVEL:** _____

Accuracy

Information is accurate and supported with specific details from the novel.

5 4 3 2 1

Comments:

Role

The writing is credible in the role assigned.

5 4 3 2 1

Comments:

Format

The proper format was used.

5 4 3 2 1

Comments:

Conventions

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

5 4 3 2 1

Comments:

Creativity

Writing shows imagination and originality.

5 4 3 2 1

Comments:

Assessment Guide

5 = Above and Beyond

4 = Meeting Standard

3 = Working to Standard

2 = Developing

1 = Incomplete

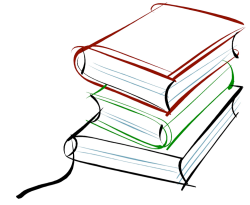
RAFT Matrix



Role	Audience	Format	Topic

Extended Resources

Snow Treasure



Kid friendly writing rubrics and checklists address all 10 standards Grades 3-6
<http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/>

Background on Norway

<http://kids.nationalgeographic.com/explore/countries/norway/>

Background on Nazis

<http://www.history.com/topics/world-war-ii/nazi-party>

<http://kids.britannica.com/elementary/article-353523/Nazi-Party>

Background on novel

http://en.wikipedia.org/wiki/Snow_Treasure

National History Day

<http://www.nhd.org/ClassroomConnection.htm>

NORWAY

- The country of Norway is officially known as the Kingdom of Norway.
- Norway is famous for its majestic fjords and mountainous terrain. Two of the country's fjord's Geirangerfjord and Nærøyfjord are on the UNESCO World Heritage list.
- Norway is often described as the "Land of the Midnight Sun", because during the summer months of late May through to late July the sun never completely drops below the horizon in northern Arctic Circle areas of the country and other areas have around 20 hours of sunlight a day. However, it is then the opposite in winter.
- Norwegian, the spoken language of Norway has two official written forms, Bokmål Norwegian and Nynorsk Norwegian.
- Norway shares a border with Russia, Finland and Sweden.
- The capital and largest city in Norway is Oslo.
- Norway has a population of 5.08 million people as of July 2013.
- Other major cities of Norway include Bergen, Stavanger/Sandnes and Trondheim.
- The Sami are an indigenous people of northern Scandinavia who have been living in the northern territories for over 10,000 years. They are known for their colorful clothes and herding of reindeer.
- Norway is home to a number of Arctic animals such as reindeer, wolverines, polar bear, the puffin bird and the Arctic fox.
- The national day of Norway is officially called 'Norwegian Constitution Day'. It is celebrated on May 17th to commemorate Norway's constitution of 1814.
- Norway is home to the world's longest road tunnel, with a length of 24.5 km's (15.3 miles) the tunnel has become a tourist attraction in itself.
- The troll plays a significant part in Norwegian and Scandinavian folklore. The troll is an ugly, messy, nasty creature that lives in caves or forests and will turn to stone if sunlight hits them. There are even a few areas in Norway that have been named after the troll.
- Football (soccer) has the highest participation level of any sport in Norway. The winter sports of biathlon and cross-country skiing are the most eagerly followed.
- Norway is the most successful nation in the world at the Winter Olympics. The country has collected the most medals of any country over the games history and it is one of just three countries (along with Austria and Liechtenstein) who have won more medals at the Winter Games than at the Summer Games.



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; 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>