

BCSCR

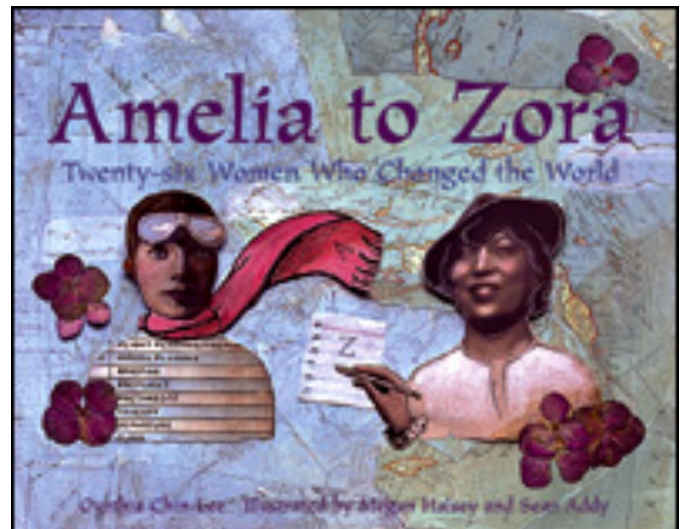


Building Communities that  
Support Children's Reading

Arizona

# Amelia to Zora: Twenty-Six Women Who Changed the World

By Cynthia Chin-Lee  
RL 7.0



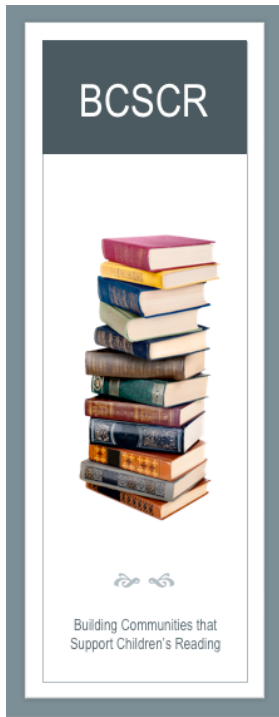
## 6<sup>th</sup> Grade – Informational Book

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<http://threeriverseducationfoundation.org>

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

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

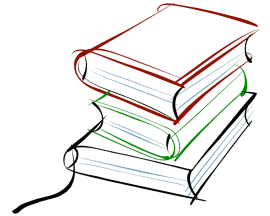
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<b>4th</b>	<b>Blast into the Past - Fiction</b>	<b>Blast into the Past - Informational</b>
3.2	Oh Say, I Can't See	George Washington's Teeth
3.9	The Whipping Boy	Bullies are a Pain in the Brain
5.1	Traitors Gate	Sir Cumference and the Isle of Immetter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

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



# Contents

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# Synopsis



## Amelia to Zora: Twenty-Six Women Who Changed the World

Twenty-six amazing women; twenty-six amazing stories. From Amelia Earhart, pilot and adventurer, to Zora Neal Hurston, writer and anthropologist, learn about the hardships and triumphs that inspired each woman to change the world around her. Detailed collages and illustrations draw from various events in the women's lives.

## Arizona's College and Career Ready Standards

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

6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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



## Amelia to Zora: Twenty-Six Women Who Changed the World

**Activist** - a person who takes action to change something or make something happen

**Advocate** - a person who supports or encourages something

**Anthropologist** - a scientist who studies human societies and culture

**Boycott** - a decision to stop buying a product in order to force a company to change

**Braille** - a system of writing using arrangements of raised dots to represent letters

**Champion** - to fight for or protect something

**Compassion** - sympathy; the feeling of sharing someone else's suffering and wanting to help

**Diplomat** - a person who represents a country in its relations with other countries

**Entrepreneur** - a person who starts up his or her own business

**Environmentalist** - a person who works to protect animals, plants, and natural resources

**Just** - fair; equal

**Menial** - lowly; undignified; like a servant

**Minority** - a group of people who are different in some way from the rest of society

**Naturalist** - a person who studies nature

**Persistence** - determination to do something; refusal to give up; stubbornness

**Pioneer** - a person who makes the first discoveries in a new field of study

**Promote** - to spread the word about how important something is; to work to achieve or develop something

**Stereotype** - an oversimplified and prejudiced idea about a group of people

**Strike** - a decision to stop working in order to force an employer to provide better wages or working conditions

**Undaunted** - not discouraged; unafraid; courageous in the face of difficulties

Name: \_\_\_\_\_



# Notepad

## Amelia to Zora: Twenty-Six Women Who Changed the World

**Areas**

**Notes**

Athletics	
Science	
Service	

Politics	
Artists & Writers	



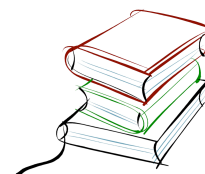
# High Level Questions

## Amelia to Zora: Twenty-Six Women Who Changed the World

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 of the women would be a role model for the kids in your school? Why?
2. What effect does Nawal El Sadaawi's location have on her obstacles and goals?
3. The illustrations are collages. Choose one and explain why you think the author chose those pictures.
4. Which woman is most like you and why?
5. Do you agree with the actions of Dolores Huerta?
6. What were two unusual characteristics about Freda Kahlo?
7. Which quote do you like the best and why?
8. What social issue in your school or community would one of these women be able to give you some advice on?
9. Vijaya Lakshmi Pandit said, "The more we sweat in peace, the less we bleed in war." What does she mean by this statement?
- 10.. What motivates Oprah Winfrey?





# 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 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 Information.



# Choice Board

## Amelia to Zora: Twenty-Six Women Who Changed the World

<p>Complete the graphic organizer Opposites OR Equals?</p> <p>6.RI.1</p>	<p>Make a poster using at least three quotes from the book. Create an illustration to go along with that quote showing what you can infer about their lives.</p> <p>6.RI.5</p>	<p>Choose a woman from the book and create 10 questions she would ask you from her point of view.</p> <p>6.RI.6</p>
<p>Choose the person whose name begins with the letter of your first name. Compare and contrast your lives in a Venn Diagram.</p> <p>6.RI.1</p>	<p>Choose 5 of the following character traits. Analyze which women have those traits and create a table with your findings. (Adventurist, Athletic, Generous, Peaceful, compassionate, Strong-willed, persistent, Fiery, Energetic and creative)</p> <p>6.RI.5</p>	<p>Write a letter to Dolores Huerta from the point of view of her students she left explaining their appreciation for her cause.</p> <p>6.RI.6</p>
<p>Create a timeline of the birthdates of the women in the book.</p> <p>6.RI.1</p>	<p>Discuss in a paragraph how the Author's Note contributes to the development of the book.</p> <p>6.RI.5</p>	<p>With a partner, choose 2 women from the book, create and perform a conversation between them.</p> <p>6.RI.6</p>

# Opposites or Equals?

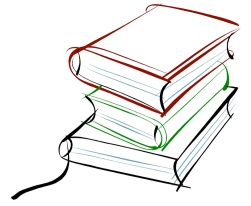


## Amelia to Zora: Twenty-Six Women Who Changed the World

Famous women from the book	Their type of career	Famous men in the same career

Do you see any patterns in who you chose? Why or why not?

Write 5 interview questions you would like to ask one of the pairs of people you described above.



# 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

## Amelia to Zora: Twenty-Six Women Who Changed the World

Role	Audience	Format	Topic
Babe Zaharias	Tiger Woods	Advice column	How to get out of your slump
You	Public	Poster	Life of Rachel Carson
Grace Hopper	Lena Horne	Series of texts	Being discriminated against because we are women
Camera	Imogen Cunningham	Checklist	Things to keep in mind when taking a picture

# 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

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Role	Audience	Format	Topic





# College & Career Readiness

## Amelia to Zora: Twenty-Six Women Who Changed the World

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

### **Kid friendly writing rubrics and checklists address Grades 3-6**

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

### **Careers**

<http://kids.usa.gov/jobs/index.shtml>

### **Video**

<http://www.teachertube.com/video/rachel-carson-introduction-310155>

<http://www.teachertube.com/video/amelia-earhart-194930>

<http://www.teachertube.com/video/jane-goodall-mini-bio-314050>

## Do I Want to Be a Biographer?

Biographers are writers who use research and journalistic skills to gather information on people of interest and translate it into an intriguing work of creative nonfiction. They gather information about their subjects from primary and secondary sources in order to accurately represent the individuals. The majority of writers are self-employed and work from home, according to the U.S. Bureau of Labor Statistics. The career offers a good deal of autonomy, but it is difficult to break into, and many writers face strong competition for work.

### Job Requirements

There are many different routes that a person can take to become a biographer, but some education or training is often necessary to learn the essentials skills needed to be a writer. A bachelor's degree program in English or journalism might provide these skills. The following table contains the main qualifications and requirements needed to become a biographer, listed from the U.S. Bureau of Labor Statistics (BLS).

### Common Requirements

Degree Level	Some college education
Degree Field	English, journalism, communications
Experience	Experience can be gained through a variety of different jobs or internships
Key Skills	Determination, writing skills, excellent command of the English language

# Where in the World?

As a class, locate and label on a world map where each woman in the book was born or lived.



# Research Task Rubric

Construct Measured	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</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>limited comprehension</b> of ideas 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 <b>inaccurate or no</b> 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</b> development of the topic that is <b>consistently appropriate</b> to the task by using <b>clear</b> reasoning and <b>relevant, text-based</b> evidence;</li> <li>demonstrates <b>effective</b> coherence, clarity, and cohesion appropriate to the task;</li> <li>uses language <b>effectively</b> to clarify ideas, 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 topic that is <b>generally appropriate</b> to the task by using reasoning and <b>relevant, text-based</b> evidence;</li> <li>demonstrates coherence, clarity, and cohesion appropriate to the task;</li> <li>uses language to clarify ideas, 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>minimal</b> development of the topic that is <b>limited in its appropriateness</b> to the task by using <b>limited</b> reasoning and <b>text-based</b> evidence; or</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 appropriate to the task;</li> <li>uses language that demonstrates <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>uses language that demonstrates <b>no clear awareness</b> 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 Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<p><b>Writing</b> <b>Written Expression</b></p>	<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>effective</b> coherence, clarity, and cohesion appropriate to the task;</li> <li>• uses language <b>effectively</b> to clarify ideas, 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>generally appropriate</b> to the task;</li> <li>• demonstrates coherence, clarity, and cohesion appropriate to the task;</li> <li>• uses language to clarify ideas, 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 appropriate to the task;</li> <li>• uses language that demonstrates <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>• use of language demonstrates <b>no clear awareness</b> of the norms of the discipline.</li> </ul>
<p><b>Writing</b> <b>Knowledge of Language and Conventions</b></p>	<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>