

BCSCR

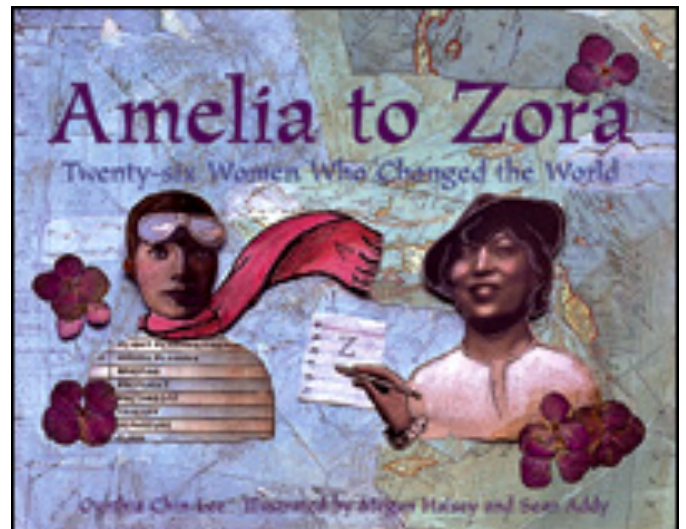


Building Communities that
Support Children's Reading

New Mexico - Colorado

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

By Cynthia Chin-Lee
RL 7.0



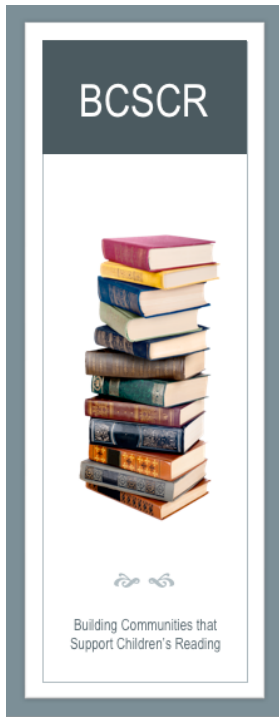
6th Grade – Informational Book

This grant is managed by
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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.

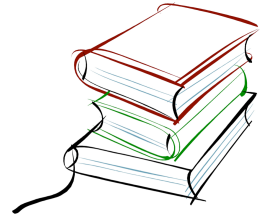
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Grant award number: S215G140114

4th	Blast into the Past - Fiction	Blast into the Past - Informational
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
5th		
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
6th		
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

4th	Exciting Excursions - Fiction	Exciting Excursions - Informational
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
5th		
4.4	The 13th Floor	Sea Queens
4.9	Jeremy Thatcher, Dragon Hatcher	Sir Cumference and Dragon of Pi
5.3	The Cay	Ouch
6th		
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

- + Synopsis of book and CCSS standards addressed
- + Vocabulary list
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- + RAFT Rubric
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- + Writing rubrics

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.

Common Core State Standards

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

RI.6.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5 Craft and Structure: 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.

RI.6.6 Craft and Structure: Determine an author's point of view or purpose in a text and explain how it is conveyed in the 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



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

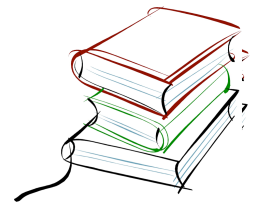
Amelia to Zora: Twenty-Six Women Who Changed the World

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 Common Core State Standards and also learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

In order to support teachers, the choice boards developed for BSCBR are coded for specific CCSS standards.



Choice Board

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

<p>Complete the graphic organizer Opposites OR Equals?</p> <p>RI.6.1</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>RI.6.5</p>	<p>Choose a woman from the book and create 10 questions she would ask you from her point of view.</p> <p>RI.6.6</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>RI.6.1</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>RI.6.5</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>RI.6.6</p>
<p>Create a timeline of the birthdates of the women in the book.</p> <p>RI.6.1</p>	<p>Discuss in a paragraph how the Author's Note contributes to the development of the book.</p> <p>RI.6.5</p>	<p>With a partner, choose 2 women from the book, create and perform a conversation between them.</p> <p>RI.6.6</p>

Opposites or Equals?

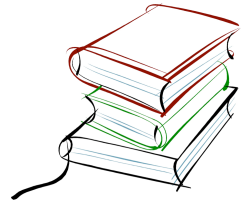


Amelia to Zora: Twenty-Six Women Who Changed the World

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



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

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



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 all 10 common core standards 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
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 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 limited comprehension of ideas 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 development of the topic that is consistently appropriate to the task by using clear reasoning and relevant, text-based evidence; demonstrates effective coherence, clarity, and cohesion appropriate to the task; uses language effectively to clarify ideas, 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 topic that is generally appropriate to the task by using reasoning and relevant, text-based evidence; demonstrates coherence, clarity, and cohesion appropriate to the task; uses language to clarify ideas, 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 minimal development of the topic 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 appropriate to the task; uses language that demonstrates 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; uses language that demonstrates no clear 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 3	Score Point 2	Score Point 1	Score Point 0
<p>Writing Written Expression</p>	<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 effective coherence, clarity, and cohesion appropriate to the task; • uses language effectively to clarify ideas, 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 generally appropriate to the task; • demonstrates coherence, clarity, and cohesion appropriate to the task; • uses language to clarify ideas, 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 appropriate to the task; • uses language that demonstrates 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; • use of language demonstrates no clear awareness of the norms of the discipline.
<p>Writing Knowledge of Language and Conventions</p>	<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>