

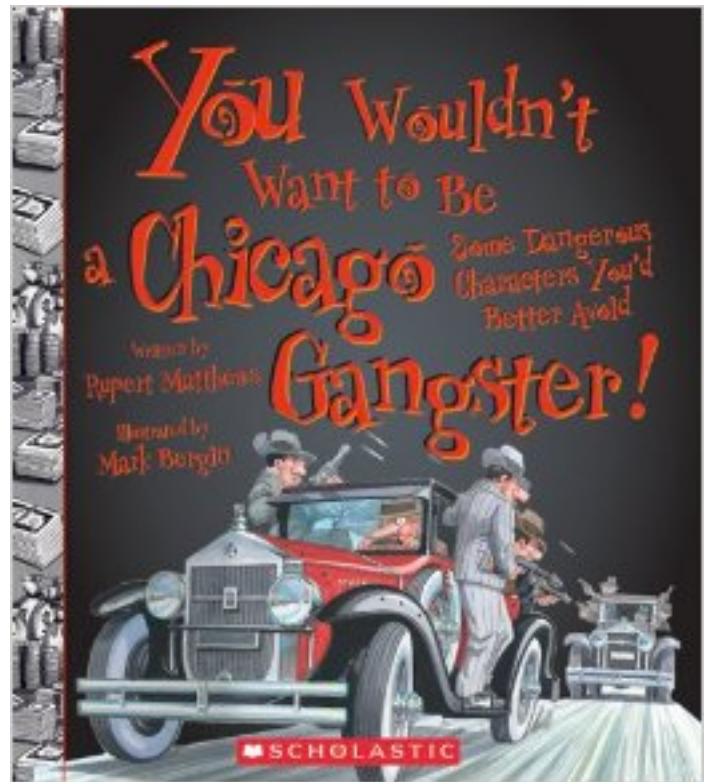
BCSCR



Building Communities that
Support Children's Reading

New Mexico - Colorado
**You Wouldn't Want to
Be a Chicago Gangster!
Some Dangerous
Characters You'd Better
Avoid**

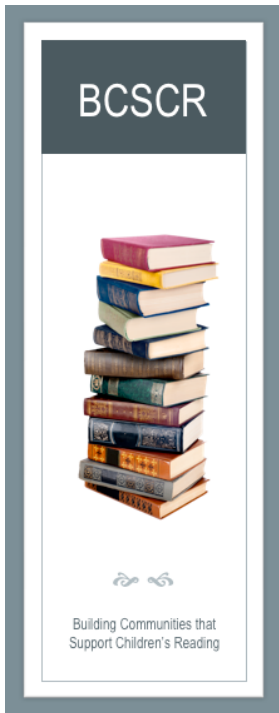
By: Rupert Matthews
RL 5.3



6th Grade – Informational Book

This grant is managed by
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<http://threeriverseducationfoundation.org>
505-436-2548

501 Airport Dr., Suite 209
Farmington, NM 87401



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

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- + Book Specific College & Career Readiness
- + Writing rubrics



Synopsis

You Wouldn't Want to Be a Chicago Gangster!

Get ready ...you're an undercover cop about to experience the darker side of Chicago. A life of dirty deals and dirtier crooks awaits you as a 1920's gangster. Keep your cool. If you panic and reveal your true identity, you'll be in big trouble. Stay away from thugs "packing heat." These ruthless gangsters are armed and very dangerous. Step on it! As a wheelman, you'll have to drive a getaway car at top speed. Don't get too comfy. Some gangsters lead a life of luxury. Don't forget that their money has been stolen from honest folks.

Common Core State Standards

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

RI 6.2 - Determine a 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.

RI 6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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

RI 6.7 - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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

You Wouldn't Want to Be a Chicago Gangster!

Notorious - well known or famous especially for something bad

Ruthless – having no pity : cruel or merciless

Earshot - the distance within which someone's voice can be heard

Crucial- extremely important

Prohibition - the period of time from 1920 to 1933 in the U.S. when it was illegal to make or sell alcohol

Rival - a person or thing that tries to defeat or be more successful than another

Resemblance - something that makes one person or thing like another

Roulette - a game in which a small ball is dropped onto a numbered wheel that is spinning and players bet on which numbered section the ball will rest in

Speakeasy - a place where alcoholic drinks were sold illegally in the U.S. during the 1920s

Export - to send a product to be sold in another country

Gangster - a member of a group of violent criminals

Name: _____

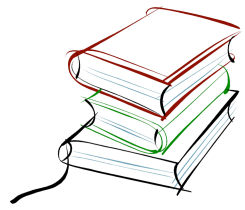


Notepad

You Wouldn't Want to Be a Chicago Gangster Chapter Notes

| | |
|-------------------------|--|
| Introduction | |
| Looking For Work | |
| Into The Gang | |
| Numbers Racket | |
| The Gambling Den | |
| Spying in the Speakeasy | |
| Due North | |

| | |
|-------------------------------|--|
| | |
| The Wheelman | |
| Running the Protection Racket | |
| Packing Heat | |
| Money Laundering | |
| The Boss | |
| Final Reckoning | |



High Level Questions

You Wouldn't Want to Be a Chicago Gangster!

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. How would you adapt to becoming an undercover detective?
2. How would you justify working in the gambling den in Chicago?
3. Why do you think people turned to a life of crime in the 1920's in Chicago?
4. Compare the tactics the gangs use today to the Sinister Scare Tactics used in the book on page 20.
5. Can you predict the outcome if the undercover detective had been caught?
6. Why do you think people wanted to impress the big boss?
7. Suppose you were The Big Boss. Can you propose a plan for him to leave the gang and stay alive?
8. What motivates a person to go into dangerous professions?
9. What 5 questions would you ask the author of this book?
10. What explanation can you give about the emotions the undercover detective has on pages 18 and 19?



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

You Wouldn't Want to Be a Chicago Gangster!



| | | |
|---|---|--|
| <p>With others, create and perform a play covering a section of the book.</p> <p style="text-align: right;">RI.6.2</p> | <p>Complete Picture! Picture! graphic organizer.</p> <p style="text-align: right;">RI.6.3</p> | <p>Research Al Capone and then create a 2-minute movie about an aspect of his life. Share with the class.</p> <p style="text-align: right;">RI.6.7</p> |
| <p>Summarize what you can learn about the types of technology available in 1925.</p> <p style="text-align: right;">RI.6.2</p> | <p>List the different writing elements in this book and write a paragraph explaining why you think the author chose to use them.</p> <p style="text-align: right;">RI.6.3</p> | <p>Create a matching game using 5 of the Handy Hints and your own illustrations.</p> <p style="text-align: right;">RI.6.7</p> |
| <p>Make an audio recording summarizing the important ideas in the book.</p> <p style="text-align: right;">RI.6.2</p> | <p>Create a poster highlighting details about why NOT to be a gangster.</p> <p style="text-align: right;">RI.6.3</p> | <p>Choose one of the cartoons to recreate adding yourself in it. Then add a caption.</p> <p style="text-align: right;">RI.6.7</p> |



Picture! Picture!

What Questions Are You Hiding?

Look at the pictures on pages 28 & 29. Think about what you see and don't see. Write questions that can be answered JUST from the pictures! Then write questions that CAN'T be answered from the pictures but need the text on those pages to answer.

1. _____ ?

2. What if _____ ?

3. _____ ?

4. How come _____ ?

5 _____ ?

1. _____ ?

2. How is _____ ?

3. _____ ?

4. What are all the ways _____ ?

5 _____ ?

Which questions were easier to write and why?



Choice Board

| | | |
|--|--|--|
| | | |
| | | |
| | | |



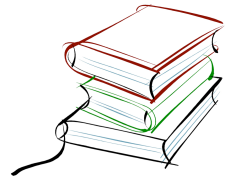
Using a RAFT Matrix

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



You Wouldn't Want to Be a Chicago Gangster!

| Role | Audience | Format | Topic |
|----------------------|------------------|----------------|--|
| Tony | You | Conversation | Why I want you to go undercover |
| Gangster | Gambling Workers | Instructions | How to make the games so people don't win too much |
| Speakeasy | Entertainers | Warning Letter | Keep your mouth shut |
| Undercover Character | Tony | Letter | My trip to Canada |

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



You Wouldn't Want to Be a Chicago Gangster!

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/>

Background on the 1920's

<https://kidskonnnect.com/history/roaring-twenties/>

<http://www.american-historama.org/1913-1928-ww1-prohibition-era/roaring-twenties.htm>

Background on the Chicago Mafia

<http://www.american-historama.org/1929-1945-depression-ww2-era/chicago-mafia.htm>

<http://themobmuseum.org/plan-your-visit/faqs/>

Video

<https://www.youtube.com/watch?v=T0mJ4hmGt7I> (Kid's Video Book About Chicago)

Becoming a Police Officer

There's more to being a police officer than carrying a gun, driving a squad car and handcuffing criminals. It's an eye-opening experience that'll give you an inside look at all different walks of life, from different races and beliefs to different societal classes and educational backgrounds.

Don't be fooled, it's not all doughnuts and car chases. It's a demanding job, both physically and emotionally. You'll witness things you've never seen before, scary things. And you may find yourself in life-threatening situations. But if you're intrigued by the risks and you'd like protect people by enforcing city laws, then policing might be the career for you.

Education

Becoming a cop isn't just about acing gym class. In fact, the more education you have the better. For policing, you absolutely must have a high school diploma or equivalent. While college isn't required in every city or county, having an associate's or bachelor's degree in a criminal justice field would give you a huge advantage. But keep in mind that most police departments do require some college.

Qualifications

Every city and county has different entrance qualifications, so you should check the website of your local police department for specific details. Here's some of the requirements you'll be looking at. You must:

- Be of legal age
- A citizen of your country
- Have no felony convictions
- Have 20/20 vision
- Have a valid driver's license

Job Training

Most big cities have their own training facilities. But smaller police departments send their recruits to a police training academy. That's where you'll learn the nitty-gritty: the criminal justice system and law, communications, investigation procedures, defense strategies, and driving and gun use training. Police training lasts around 12 to 14 weeks.

Stiff Competition

Here's the downside. Law enforcement is a competitive field. And sadly, even if you meet the education and entrance requirements, there's no guarantee you'll be accepted into the police training academy. There are just more hopefuls than jobs available. But don't be discouraged. If you don't make it, you can always try again another time.

On the Job

But let's look on the bright side. Assume you've made it through the training and you're in—gun, uniform and all. Here's the kind of day-to-day responsibilities you'll be looking at:

- You'll be assigned an area where you'll patrol the streets for law breakers.
- You'll respond to calls about robberies, domestic disputes, car accidents, hit-and-runs, shootings, kidnappings, suicides, etc.
- You'll collect evidence, serve arrest warrants and keep detailed notes. Documentation is a HUGE part of your job. Hope you're not afraid of a little paperwork.
- You'll work strange hours and possibly weekends. After all, "safety doesn't take a holiday."

Promotions and Salary

One great thing about being a police officer is the chance to advance. You can eventually become a sergeant, lieutenant, detective, etc. If there's an area you particularly like, you can apply for a "special unit." This means you can work specifically on homicides, robberies, bomb squad and more.

Now for the good part: according to salary.com, the average annual salary in the US is about \$50,000. If you factor in all the benefits, it's more like \$70,000. And with promotions, it only goes up from there.

Where in the World?



Research Simulation 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> |