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GREAT MINDS®



MODULE 3  
NARRATING THE UNKNOWN

WIT &  
WISDOM

GRADE

6

GREAT MINDS® WIT & WISDOM

# **Grade 6 Module 3:** Narrating the Unknown

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*Student Edition*



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Volume of Reading Reflection Questions

*Wit & Wisdom* Parent Tip Sheet



Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

# Handout 1A: Optional Fluency Practice 1

**Directions:**

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text three to five times.
  - b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Respond to the self-reflection questions.

In the time of the first planting of corn  
there will come a tribe from the bay of the Chesapeake.  
This tribe will build their longhouses on the land of the  
Powhatan.  
They will hunt and fish and plant on the land of the  
Powhatan.  
Three times the Powhatan will rise up against this tribe.  
The first battle will end and the Powhatan will be  
victorious.  
But the tribe will grow strong again.  
The Powhatan will rise up.  
The second battle will end and the Powhatan will be  
victorious.  
But the tribe will grow strong once more.  
The third battle will be long and filled with bloodshed.  
By the end of this battle, the Powhatan kingdom  
will be no more.

Carbone, Elisa. *Blood on the River: James Town 1607*. Puffin Books, 2006, p. 1.

Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage 3–5 times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read articulately at a good pace and an audible volume.								

\*Adult or peer

**Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (*Thoughtfully answer these questions below.*)

Name

DateClass

# Handout 3A: Plot and Character Development

**Directions:** Create the following table in your Response Journal for your group’s assigned chapters. Chapter 1 has been completed for you as a model.

- **Plot Development:** Choose a main event from the chapter that contributes to the story line. Briefly summarize the event and explain how it helps move the plot forward.
- **Character Development:** Explain how a character responds and/or changes because of his involvement in this main event and why this character development is significant.

**Note:** In order to showcase your understanding of how a key event advances the plot, you may include questions that a reader might ponder after an event occurs. These questions should capture how an event needs some type of closure or resolution.

Chapter	Plot Development:	Character Development:
1	<p>Samuel gets caught by the shopkeeper the following morning after stealing his mother’s locket.</p> <p>Conflict is created when Samuel gets caught and fights with the shopkeeper and his son. The reader does not know what will happen to Samuel now. Will he go to jail? Will his head be stuck on a pole at London Bridge?</p>	<p>Although Samuel unsuccessfully fights against the shopkeeper and his son, he does not stop trying to fight for what is right in his mind. When the son grabs onto him, he “[throws] his head back hard” to try to get away (Carbone 5). He shows how determined and brave he is by retaking his mother’s locket no matter the cost (which is a blow to his head and possibly a trip to the gallows).</p> <p>Samuel shows the reader that he is a fighter by nature. He fights against unfairness and what is corrupt. The reader can tell there is more fight left in him, and we wonder what he will fight against next.</p>



Name

DateClass

# Handout 5A: Factor Tracker

**Directions:** Use this table to track the social and environmental factors (both negative and positive) that impact the new colony of Jamestown as you read *Blood on the River* and the other module texts. Add the text and page numbers, then sort and explain the factor, and indicate whether it positively (+) or negatively (-) impacts Jamestown’s development. Continue your Factor Tracker in your Response Journal when you run out of space (hint: keep this handout in your Response Journal).

- **Social factors** are causes that come from people. They include how people treat each other and behave towards each other.
- **Environmental factors** are causes that come from the natural world. They are not made by humans; environmental factors exist in nature.

Text/page number	Social Factor	Environmental Factor

Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_

Text/page number	Social Factor	Environmental Factor

Name

DateClass

# Handout 5B: Optional Fluency Practice 2

Directions:

1.

Day 1: Read the text carefully and annotate to help you read fluently.
2.

Each day:

a.

Practice reading the text three to five times.

b.

Evaluate your progress by placing a checkmark in the appropriate, unshaded box.

c.

Ask someone (adult or peer) to listen and evaluate you as well.
3.

Last day: Respond to the self-reflection questions.

One day Captain Smith surprises us. “I believe the savages are spying on us,” he says. “I have watched the way they look around while they are here. I think they are counting our men, seeing where our tents are located, and plotting an attack. We have invaded their land, and I believe they will fight us to get it back. We must build a palisade to protect the settlement.”

“Nonsense,” declares President Wingfield. “You see how friendly they are. If we build a palisade it will look as if we are enemies. We will build no fortification.”

Captain Smith grumbles, but there is no arguing with President Wingfield. And I think that President Wingfield is right; the Indians have been very friendly and welcoming to us.

Carbone, Elisa. *Blood on the River: James Town 1607*. Puffin Books, 2006, p. 72.

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage 3–5 times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read articulately at a good pace and an audible volume.								

\*Adult or peer



Name	
<hr/>	
Date	Class
<hr/>	

**Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (*Thoughtfully answer these questions below.*)

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

## Handout 5C: Experiment with Pronoun Number

**Directions:** Read the paragraph below. Consider whether a singular or plural pronoun belongs in each blank space before writing in the one that agrees with its corresponding noun.

Captain Smith finds me and hands \_\_\_\_\_ a straw hat and a hatchet and tells \_\_\_\_\_ to get to work. We will begin felling the smaller trees in order to make room for our tents and gardens. James and Richard are assigned to work alongside me. My inclination is to work on \_\_\_\_\_ own and ignore \_\_\_\_\_. But would it be so bad to work with \_\_\_\_\_, \_\_\_\_\_ wonder, to cooperate? Better than being chained up by Captain Smith again with no slop bucket nearby. I decide to give it a try.

I see that it would be best to have one boy bend a sapling over, another boy chop \_\_\_\_\_ at its base with strong downward strokes, and the third boy drag the saplings into a brush pile. I clear my throat, “Do \_\_\_\_\_ want to work together on this?” I ask \_\_\_\_\_. I explain my idea (Carbone 68–69).

Name

DateClass

# Handout 6A: Evidence Collection

**Directions:** Are words more powerful than weapons for the Jamestown settlers like Smith suggests, or are weapons more powerful than words?

Listen carefully as the examples of evidence provided in the table below are explained. Then, skim the text and collect additional evidence for both sides to help you determine your claim. Share your ideas with the class! Write down ideas from your peers!

Weapons are more powerful than words for the settlers.	Words are more powerful than weapons for the settlers.
Captain Gosnold points out that the expedition team would have been killed by the Indians “if it had not been for the cannons scaring them off” (83). This expedition team had Smith with them as a translator, but it did not help. They needed weapons, more than words, to survive.	The gentlemen unshackle Smith because he is the only one, they believe, who can translate for them. Smith’s understanding of the Algonquian language helps him regain power on board the ship and saves his life.
When the Indians mount an attack on Jamestown, the only reason why the Indians leave “in retreat” is because someone begins firing the cannons (79). Before the attack, the settlers were communicating with the Indians, and they thought they were on good terms, but the Indians were tricking them. The only reason why the settlers survive is because the settlers’ weapons are more powerful than the Indians’ weapons. Words don’t help in this situation.	Captain Smith has Samuel study the Algonquian language. He knows that if Samuel learns this language, he will be valued by the settlers and the Indians. He will become an important person to each group because he will be able to help people communicate. This position will bring him power.



Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_

Weapons are more powerful than words for the settlers.	Words are more powerful than weapons for the settlers.

Name

Date

Class

# Handout 7A: Evidence Collection

**Directions:** Should Captain Smith or Reverend Hunt be Jamestown’s next president?

Review the text and collect evidence for your group’s assigned candidate. When the class reconvenes and shares findings, record evidence for the other candidate, so that you can then determine your claim.

Captain Smith for President!	Reverend Hunt for President!

Name

DateClass

# Handout 7B: Samuel’s Perspective of Factors Threatening Jamestown

**Directions:** For each negative social or environmental factor identified in the first column, explain Samuel’s perspective about this factor and its threat to Jamestown’s survival. Leave the third column blank; you will complete this column for Lesson 8.

Negative Factor Impacting Jamestown	Samuel’s Point of View	Carbone’s Word Choice That Conveys Samuel’s Perspective
Social: The conflict with the Powhatans		
Social: The conflict between the commoners and the gentlemen		
Social: The conflict among the boys		
Environmental/Social: A constant lack of food and supplies		
Environmental: Disease and illness		

Name

DateClass

# Handout 7C: Frayer Model

**Directions:** Use a dictionary, the text, and discussion with your group members to complete this Frayer Model.

Definition of *clamoring*:

Characteristics of something that is *clamoring*:

Word:  
clamoring

Examples:  
(What kind of things *clamor*?  
How do people react to that type of noise?)

Non-Examples:  
(What makes sound but doesn't *clamor*? How  
do people feel about these sources of noise?)

Name

DateClass

# Handout 8A: Explanatory Essay Graphic Organizers

**Directions:** You may use these optional graphic organizers to help you plan your explanatory essay.

Introduction
Hook
Introduce
Thesis & Preview

Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_

Supporting Paragraph	
Topic Statement:	
Evidence:	Elaboration:
Citation:	
Evidence:	Elaboration:
Citation:	
Concluding Statement:	

Date \_\_\_\_\_ Class \_\_\_\_\_

Conclusion	

Name

DateClass

# Handout 9A: Speaking and Listening Checklist

**Directions:** Evaluate your participation by marking + for “yes” and Δ for “needs improvement” in the appropriate boxes. Ask someone (adult or peer) to evaluate your participation as well.

Grade 6 Speaking and Listening Checklist			
	Self + / Δ	Peer + / Δ	Teacher + / Δ
I used text evidence to support my opinion.			
I asked questions.			
I responded to questions.			
I made relevant observations.			
I followed all the rules for speaking in a group.			
I set and met my participation goal.			
I acknowledged and elaborated on comments from my peers.			
I listened to interpret when engaging with my peers.			
I understood my peers’ points.			
I built off my peers’ points.			
I stayed engaged in the conversation the whole time.			
I brought the conversation back on topic when needed.			
I used appropriate, formal, academic language. For example:			
I used vocabulary that I learned in this module, such as these words:			



Name

Date

Class

1. What is your goal for today's Socratic Seminar to improve your participation?

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2. Did you meet your goal? Why or why not?

---

---

3. What will your goal be for the next discussion?

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Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

## Socratic Seminar Sentence Starters

Statements and Questions	For Clarification or Paraphrasing
<ul style="list-style-type: none"> <li>▪ I wonder why...</li> <li>▪ What if we looked at this in a different way, such as...</li> <li>▪ What in the text makes you say that?</li> <li>▪ How does that support our idea about...</li> <li>▪ In my mind I see...</li> <li>▪ Based on..., I infer that...</li> <li>▪ Do you agree or disagree with...</li> <li>▪ I am still confused by...</li> <li>▪ Based on..., I predict that...</li> </ul>	<ul style="list-style-type: none"> <li>▪ Could you please rephrase that?</li> <li>▪ Can you say more about that?</li> <li>▪ I have a question about that...</li> <li>▪ Could someone please paraphrase that?</li> <li>▪ In other words, are you saying... ?</li> </ul>
For Building Ideas	For Different Viewpoint
<ul style="list-style-type: none"> <li>▪ I agree with ____ and I'd like to add...</li> <li>▪ I really like that idea because...</li> <li>▪ That idea is important because...</li> <li>▪ If we change that a little, we can see...</li> <li>▪ Another example of ____ is...</li> <li>▪ This reminds me of...</li> <li>▪ Now I am wondering...</li> <li>▪ This relates back to our essential question because...</li> </ul>	<ul style="list-style-type: none"> <li>▪ That's a great point, but I think...</li> <li>▪ I agree with the part about ____, but I think...</li> <li>▪ On the other hand, what about...</li> <li>▪ The evidence seems to suggest something different, such as...</li> <li>▪ I politely disagree with ____ because...</li> </ul>
Partners	Problem-Solving
<ul style="list-style-type: none"> <li>▪ We decided that...</li> <li>▪ During the Think-Pair-Share, ____ pointed out to me that...</li> <li>▪ After our Think-Pair-Share, I believe I have a new idea...</li> <li>▪ We concluded that...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I think the way to continue is...</li> <li>▪ We should identify...</li> <li>▪ I think we should do this step by step starting with...</li> <li>▪ Another way to look at this is...</li> <li>▪ I feel like we are missing something because...</li> <li>▪ Maybe we can reframe this by...</li> <li>▪ Which thinking map could we use to help us?</li> </ul>
Summarizing	Other
<ul style="list-style-type: none"> <li>▪ I'd like to go back to what ____ was saying and...</li> <li>▪ So, the big idea is...</li> <li>▪ So, what can we conclude from this?</li> <li>▪ After our analysis, it appears that...</li> <li>▪ Several things contributed to this conclusion; the most important was...</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>

## Class

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

## Handout 11A: Reasons, Evidence, and Elaboration

**Directions:** For the first paragraph, note how the reason, evidence, and elaboration have been identified: the reason is underlined, the evidence is numbered, and the elaboration is starred. Working with your partner, reread the claim and then read the second paragraph. Afterward, underline the reason, number the evidence, and star any sentences that provide elaboration.

### Identification Code:

- **Underline Reason**
- **Number Evidence**
- **Star Elaboration**

**Claim:** Samuel should live with the Native Americans before returning to Jamestown because it will benefit the settlement.

### Paragraph #1:

Samuel should stay on at Werewocomoco because he can learn the Algonquian language and in the future help communicate with the Indians on behalf of the settlers. (1) For example, Samuel knows that if he becomes fluent in Algonquian, he would be able “to trade and help the colony” (163). \* Samuel has already seen Smith prove multiple times that knowing the Indians’ language results in the two groups finding a way to communicate their trading needs. \* There have been many times when the settlers have almost starved because of bad crop harvests or other issues, and Smith’s ability to speak Algonquian and trade with the Indians has saved the settlers’ lives. (2) In addition, besides helping out with trading, having a colonist who speaks the Algonquian language has helped the settlers learn vital information. For example, when a friendly group of Indians visits the settlement, Smith is able to translate, and he learns from them “that [the settlers] should cut down the tall grass near [the] fort because that is where [the settlers’] enemies are hiding when they shoot [them]” (103). \* This information helps save settlers’ lives. (3) Finally, Smith goes on expeditions, and the settlement needs an extra translator while he is gone, which Samuel could be. \* When Smith has been gone in the past, the settlers have found themselves without enough food and no one to negotiate deals with the Indians. \* Having an extra translator would ensure that the colonists can communicate their needs to their neighbors. The settlers’ lives will only improve if Samuel spends time with the Indians and returns to Jamestown fluent in Algonquian.

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

**Paragraph #2:**

Samuel should also live with the Indians because they will teach him indispensable skills and impart valuable knowledge that he can rely upon to help the settlers. For example, if Samuel spends time with the Native Americans, he can learn how to make “a bow and arrows and to shoot straight” (163). Learning these skills would help Samuel be able to hunt and feed himself and others. In the past, the settlers have run out of food, or they have been rationed “one cup of grain for each person each day,” which leaves them constantly “hungry” (174). They cannot rely always on the Indians to trade or bring them food because their relationship with the Native Americans is strained. If Samuel learns how to properly hunt, he can help the settlement by increasing their food supply, enriching their diet by getting them more protein, and making them not so dependent on the Indians for survival. Also, if Samuel learns how to make bows and arrows, he can teach others back at Jamestown how to make these important weapons that can also be used for defense, since the Virginia Company has not given everyone a gun. The settlement would benefit from these extra weapons because many Indian tribes continue to attack them. In addition, by living with the Native Americans, Samuel can continue to learn how best to grow food. Namontack has already taught him how to plant corn and beans “so that the bean plants can climb the cornstalks” and get enough light to grow (145). Samuel and the settlers do not know the plants of the New World, but the Indians do, and their knowledge about how to cultivate and harvest New World crops is invaluable. Samuel can use this knowledge to improve the settlers’ gardening techniques, and instead of plants growing poorly, the settlement can enjoy better harvests. The skills and knowledge Samuel will acquire by living with the Native Americans will help the settlers survive the challenges of the New World.

Name

DateClass

# Handout 12A: Frayer Model

**Directions:** Use a dictionary, the text, and discussion with your group members to complete this Frayer Model.

Definition of *wielding*:

Characteristics of someone who can *wield*:

Word:  
**wielding**

Examples:  
(What kind of people *wield* things?  
What do they *wield*?)

Non-Examples:  
(Who wouldn't be able to *wield*?  
Or What couldn't people *wield*? Why?)

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

## Handout 13A: Experiment with Reasons, Evidence, and Elaboration

**Directions:** As a class, we will read the prompt and claim, and next identify the first paragraph’s components (the reason, evidence, and elaboration). Afterward, working with your partner, complete the following steps:

- 1 Read the preselected evidence that could be used to create a second reason that supports the claim;
- 2 Draft this second reason;
- 3 Decide which two pieces of evidence most effectively support your reason;
- 4 Draft the remaining paragraph by inserting your reason and adding in evidence and elaboration. For elaboration, make sure to explain how the evidence supports the paragraph’s reason and the overall claim.

**Prompt:** Should Samuel kidnap baby Virginia and take her to Point Comfort, or does she have a better chance of survival at Jamestown?

**Claim:** Samuel should kidnap baby Virginia because she has a better chance of survival at Point Comfort than Jamestown.

### Paragraph #1:

Samuel should kidnap baby Virginia because living at Jamestown is dangerous due to two factors that could prove fatal for a baby. First, the new settlers “have attacked Indian villages and made enemies where [they] used to have friends” (197). These Indians have been cruelly and wrongly treated. The “jewels from the bodies of their dead werowances” have been stolen and their houses have been set on fire (190). Samuel knows that the peace Smith makes after this disaster “cannot last” because “there has been too much killing” (194). The likelihood that the Indians will attack Jamestown—like they have many times in the past—is great. If an Indian attack occurs, a little baby stands no chance of surviving, especially given the Indians cruel treatment of enemies they have captured in the past, like George Cassen a former settler the Indians killed by burning him alive. Second, at Jamestown there are “too many settlers to feed, and yet hardly anyone is working to store food for the winter” (197). Samuel has lived a few winters at Jamestown when starvation has occurred, and he knows that no food means many deaths. In addition, if the Indians regard the settlers as their enemy, there is little chance that the Jamestown colonists can trade for food, and they won’t have Smith or Samuel there to negotiate. A baby is especially helpless. If she doesn’t eat—or Ann cannot produce enough milk because she is starving—she will die. Therefore, baby Virginia should not stay at Jamestown during this particular winter, due to the increased Indian conflict and the decrease in food supplies.

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

**Paragraph #2:**

Read the following preselected evidence and consider how it could be used to generate a second reason supporting the claim:

- Samuel will be living at Point Comfort.
- Samuel has deep friendships with certain Indians who live across the river from Point Comfort.
- Samuel has Captain Smith's "new world diamonds" and speaks Algonquian (201).
- There will only be "about thirty men to feed" at Point Comfort (205).
- There is "artillery" at Point Comfort (205).
- Point Comfort will have its "own hogs, fish to catch, and oysters to dig" (205).

(Reason #2) Samuel should also kidnap baby Virginia because:

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Then choose the two best pieces of evidence from the collection above and provide elaboration about how this evidence supports the reason and the claim.

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Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

## Handout 13B: Optional Fluency Practice 3

### Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text three to five times.
  - b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Respond to the self-reflection questions.

What shall I say? But thus we lost him, that in all his proceedings, made justice his first guide, and experience his second; ever hating baseness, sloth, pride, and indignitie, more than any dangers; that never allowed more for himselfe, then his soldiers with him; that upon no danger would send them where he would not lead them himselfe; that would never see us want what either he had, or could by any means get us...whose adventures were our lives, and whose losse our deathes.

Carbone, Elisa. *Blood on the River: James Town 1607*. Puffin Books, 2006, p. 200.

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage 3–5 times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read articulately at a good pace and an audible volume.								

\*Adult or peer

**Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (*Thoughtfully answer these questions on the back of this paper.*)

Name	
<hr/>	
Date	Class
<hr/>	

# Handout 14A: Samuel’s Letter to Captain Smith

**Directions:** Pretend you are Samuel, and you sit down one winter evening and write a letter to Captain Smith informing him about what has taken place since his departure. In your letter, make sure you cover the following events and moments of *Blood on the River* using descriptive language:

- 1. The climax of the novel: when you anxiously await punishment for kidnapping baby Virginia and learn of Ratcliffe’s execution;
- 2. and the resolution: when your sentence of twenty lashings is retracted and you create a happy and safe existence for yourself at Point Comfort living with John Laydon’s family.

Stay true to what you know about Samuel as you capture his voice and retell these events. Keep in mind that the audience is Captain Smith, so include details that you know Samuel would share with this particular character.

Name

DateClass

# Handout 15A: Argumentative Essay Graphic Organizers

**Directions:** You may use these optional graphic organizers to help you plan your argumentative essay.

Introduction
Hook
Introduce
Claim and Preview

Name

Date

Class

Supporting Paragraph	
Reason:	
Evidence:	Elaboration:
Citation:	
Evidence:	Elaboration:
Citation:	
Concluding Statement:	

You are not limited to two pieces of evidence/elaboration for each reason. Add additional as needed to fully support your reason.

Date \_\_\_\_\_ Class \_\_\_\_\_

Conclusion	

Name

Date

Class

# Handout 16A: Challenges of Writing Historical Fiction

**Directions:** While reading the Author’s Note, use this handout to record notes that you can later use to complete the New-Read Assessment.

- 1. Identify three challenges Carbone faced while writing *Blood on the River*.
- 2. Explain why each issue was a challenge.
- 3. Explain how Carbone responded to and solved that challenge.

Author’s Note		
Challenge	Why	Solution

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

## Handout 16B: “Address to Captain John Smith,” Chief Powhatan

**Directions:** Read Chief Powhatan’s historical speech delivered to Captain John Smith in 1609. Next, reread the speech, and jot down the main idea of each paragraph. Underline words or phrases that support what you identify as the gist.

- 1 I am now grown old, and must soon die; and the succession must descend, in order, to my brothers,
- 2 Opitchapan, Opekankanough, and Catataugh, and then to my two sisters, and their two daughters.
- 3 I wish their experience was equal to mine; and that your love to us might not be less than ours to you.
- 4 Why should you take by force that from us which you can have by love? Why should you destroy us, who
- 5 have provided you with food? What can you get by war? We can hide our provisions, and fly into the
- 6 woods; and then you must consequently famish by wronging your friends.
- 7 What is the cause of your jealousy? You see us unarmed, and willing to supply your wants, if you will come in
- 8 a friendly manner, and not with swords and guns, as to invade an enemy. I am not so simple, as not to know
- 9 it is better to eat good meat, lie well, and sleep quietly with my women and children; to laugh and be
- 10 merry with the English; and, being their friend, to have copper, hatchets, and whatever else I want, than to
- 11 fly from all, to lie cold in the woods, feed upon acorns, roots, and such trash, and to be so hunted, that I
- 12 cannot rest, eat, or sleep. In such circumstances, my men must watch, and if a twig should but break, all
- 13 would cry out, “Here comes Captain Smith”; and so, in this miserable manner, to end my miserable life;
- 14 and, Capt. Smith, this might be soon your fate too, through your rashness and unadvisedness.
- 15 I, therefore, exhort you to peaceable councils; and, above all, I insist that the guns and swords, the cause of
- 16 all our jealousy and uneasiness, be removed and sent away.

Powhatan. Address to Captain John Smith. *Biography and History of the Indians of North America*, written by Samuel G. Drake, 3rd edition, O.L. Perkins, 1834, book IV, pp. 11–12. Google Books, digitized by Google, 4 Dec. 2006, Web. Accessed 29 Aug. 2017.

Name \_\_\_\_\_

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## Handout 17A: Optional Fluency Practice 4

### Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text three to five times.
  - b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Respond to the self-reflection questions.

I am now grown old, and must soon die; and the succession must descend, in order, to my brothers, Opitchapan, Opekankanough and Catataugh, and then to my two sisters, and their two daughters.

I wish their experience was equal to mine; and that your love to us might not be less than ours to you. Why should you take by force that from us which you can have by love? Why should you destroy us, who have provided you with food? What can you get by war? We can hide our provisions, and fly into the woods; and then you must consequently famish by wronging your friends.

What is the cause of your jealousy? You see us unarmed, and willing to supply your wants, if you come in a friendly manner, and not with swords and guns, as to invade an enemy. I am not so simple, as not to know it is better to eat good meat, lie well, and sleep quietly with my women and children; to laugh and be merry with the English; and, being their friend, to have copper, hatchets, and whatever else I want, than to fly from all, to lie cold in the woods, feed upon acorns, roots, and such trash, and to be so hunted, that I cannot rest, eat, or sleep. In such circumstances, my men must, and if a twig should but break, all would cry out “Here comes Capt. Smith”; and so, in this miserable manner, to end my miserable life; and, Capt. Smith, this might be soon your fate too, through your rashness and unadvisedness.

I, therefore, exhort you to peaceable councils; and, above all, I insist that the guns and swords, the cause of all our jealousy and uneasiness, be removed and sent away.

Powhatan. Address to Captain John Smith. *Biography and History of the Indians of North America*, written by Samuel G. Drake, 3rd edition, O.L. Perkins, 1834, book IV, pp. 11–12. Google Books, digitized by Google, 4 Dec. 2006, Web. Accessed 29 Aug. 2017.



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Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage 3–5 times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read articulately at a good pace and an audible volume.								

\*Adult or peer

**Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (*Thoughtfully answer these questions below.*)

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## Handout 18A: Argumentative Essay Writing Model

**Directions:** Read the following model essay that answers Focusing Question Task 2 (which you completed in Lesson 15). Review the argumentative essay outline found on the next page. Then complete the following steps:

- 1 In the **introduction**, underline the essay's claim and number its supporting reasons.
- 2 For each **supporting paragraph**, circle transitional words and phrases; place a check next to evidence; and a question mark next to each sentence containing elaboration (indicating that the elaboration helps answer questions in the reader's mind about how the evidence supports both the reason and the claim).
- 3 In the **conclusion**, underline any words or phrases that reinforce the essay's argument.

**Introduction:** It is not often that risky and desperate behavior is rewarded with new opportunities. When Samuel reaches the orphanage, he is angry. He's been arrested for theft. He'd rather fight others rather than risk trusting anyone. For these reasons, he's chosen to be John Smith's page on the journey to Virginia, which changes Samuel's life. John Smith has the greatest impact on Samuel's growth and change while living in Jamestown. Because of Smith, Samuel learns how to channel his anger and he understands that people must work together to survive in the New World.

**Supporting Paragraph 1:** Samuel begins his journey angry and ready to fight. Instead, John Smith shows Samuel how to calm himself down and use his anger as motivation. Smith tells Samuel to "*Channel it—let it give [him] the strength for what [he] can do to change things, to make things better*" (201). This advice helps Samuel see that managing his anger is a way create positive change. Smith's advice is especially impactful because Samuel sees Smith using the same strategy, "[he has] watched [Smith] do this over and over, this shifting of anger into calm action" (201). Seeing Smith channel his anger makes it easier for Samuel to understand how to do so himself. This allows Samuel to grow as a person. Without this Smith's intervention, Samuel would have continued to have angry outbursts. He might have even been arrested again. He never would have gained his freedom without Smith's help. John Smith truly changed Samuel's life.

**Supporting Paragraph 2:** Besides managing his anger, John Smith teaches Samuel that he must work with others to survive. Before coming to Jamestown, Samuel's philosophy is "Trust no one" (17). He believes he can survive without anyone's help. John Smith helps Samuel understand that existing this way in the New World isn't an option because, "The wilderness is like a ship in a storm. [They] need one another to survive" (56). John Smith forces Samuel to depend on others. He even sends him to live with the Warraskoyacks where he learns skills that will help all the settlers in Virginia survive. Smith creates opportunities for Samuel to work alongside others instead of against them. Had Smith not intervened, Samuel would have been alone. Once Samuel has learned this important lesson, Smith frees him from his servitude. Learning this lesson from John Smith radically changes Samuel's path.

**Conclusion:** John Smith's impact on Samuel is life-altering. If Samuel continued to get violently angry or refuse to work with others in James Town, his behavior might have cost him his life. Instead, John Smith's influence helps Samuel earn his freedom and find a family in which he belongs. All of the things Samuel wished for in England have come true in Virginia because of the impactful influence of John Smith.

Name \_\_\_\_\_

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**Argumentative Essay Outline and Components**

H	Hook	Catch your audience's attention.
I	Introduce	Introduce your audience to the topic.
C	Claim	State your claim(s) about the topic,
		and preview your supporting reasons.

R	Reason	State a reason that supports your claim.
E	Evidence	Cite evidence for the reason, including necessary context.
E	Elaboration	Explain how the evidence relates to the reason.
C	Concluding Statement	Close the paragraph.

R	Reason	Transition from your last reason, and	state another reason that supports your claim.
E	Evidence	Cite evidence for the reason, including necessary context.	
E	Elaboration	Explain how the evidence relates to the reason.	
C	Concluding Statement	Close the paragraph.	

C	Conclusion	Reinforce your argument, reflecting on its significance.
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### Conclusion:

[illegible]

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# Handout 19B: Chief Powhatan's Perspective

**Directions:** Skim again Chief Powhatan's "Address to Captain John Smith" (Handout 16B), and then determine Powhatan's perspective about the settlers and the Native Americans as it is conveyed through his use of language. Then analyze how events and characters on Blood on the River support his perspective or call it into question.

**Note:** This handout is to help you draft a response to Focusing Question Task 3. You do not need to use complete sentences when you record notes on this handout.

Chief Powhatan's Perspective: what is it, and how does language help convey it?	How do events and characters in <i>Blood on the River</i> support Powhatan's perspective?	How do events and characters in <i>Blood on the River</i> contradict Powhatan's perspective?
The settlers		

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How do events and characters in <i>Blood on the River</i> contradict Powhatan's perspective?	
How do events and characters in <i>Blood on the River</i> support Powhatan's perspective?	
Chief Powhatan's Perspective: what is it, and how does language help convey it?	The Native Americans

Name \_\_\_\_\_

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## Handout 20A: Reliability and Credibility of Sources

**Directions:** Follow the directions below to assess the credibility and reliability of your sources.

**Part 1:** Find at least two sources (based on the criteria covered during the lesson) that are reliable and credible in supplying

List these sources here:

1) Source 1: Explain why this source is both *reliable* and *credible*.

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2) Source 2: Explain why this source is both *reliable* and *credible*.

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**Part 2:** Please complete notes for the following questions about your subject (person, place, thing, or event), using at least two sources as references. In your notes, make sure to cite from which source you obtained the information.

1) What is your subject?

---

2) Where? For example, where did this person live? Where did this event take place?

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3) When? What dates might be important to record for your person, place, thing, or event?

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Name	
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Date	Class
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4) Why? Why is this person, place, thing, or event important historically? Why is it/are they important to study?

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5) How did this person, place, thing, or event contribute to the decline or development of Jamestown and/or the English colony?

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# Handout 21A: “Rethinking Jamestown,” Jeffery Sheler

**Directions:** Use this article as directed in this and upcoming lessons. To help you as you read, work with, and discuss the text, lines have been numbered on the left side and paragraphs have been numbered on the right side.

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# Handout 21B: “Rethinking Jamestown” Summary

**Directions:** Reread Sheler’s “Rethinking Jamestown” (Handout 21A) and stop after each paragraph to create a one sentence summary of what you’ve just read.

Paragraph	Summary
1	
2	Colonists found a secure location and began building their settlement.
3	
4	
5	
6	
7	
8	
9	Artifacts excavated from the remains of Jamestown show that colonists were working and manufacturing things.
10	
11	Colonists had bucklers to protect them from Indian attacks.
12	Kelso and Straube analyze artifacts from a trash site to better understand the colonists’ lives.
13	
14	

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Paragraph	Summary
15	By September of 1609, many new colonists had arrived and an attempt to trade with the Powhatans led to an ambush and attack.
16	The fall and winter of 1609 was called “the starving time;” people got sick and ate their pets and the dead bodies of others.
17	Remains at the Jamestown site show the devastation of the starving time.
18	Many historians blame the starving time on lazy, greedy gentlemen who weren’t willing to work hard enough to sustain the Jamestown colony.
19	
20	
21	
22	Other archaeologists have tried to excavate the Jamestown site but it was believed that it was under water.
23	The Jamestown site is still being excavated today and also has buildings and displays for visitors.
24	People became more interested in finding Jamestown before the 400th anniversary of the settlement.
25	
26	Although Pocahontas was real, the story about her saving John Smith is untrue.
27	Some archeologists question whether it’s possible to determine when artifacts were used or brought to Jamestown.
28	Kelso and Straube believe that they can accurately date the artifacts based on where they were found or originated.
29	
30	Kelso and Straube are still making new discoveries at the site.
31	



Name \_\_\_\_\_

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Class \_\_\_\_\_

## Handout 21C: Word Relationships

**Directions:** Read the excerpt from Sheler’s article, with particular attention to the relationships between each word pair. Then answer the questions below.

The study’s authors say a major drought would have dried up fresh-water supplies and devastated corn crops on which both the colonists and the Indians depended. It also would have aggravated relations with the Powhatans, who found themselves competing with the English for the dwindling food supply ... Relations improved when the drought subsided (Sheler 164–170).

1. What is the relationship between *aggravated* and *relations*?

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---

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2. What is the relationship between *relations* and *dwindling*?

---

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---

3. What is the relationship between *aggravated* and *dwindling*?

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# Handout 22A: Mapping an Argument

**Directions:** Reread Sheler’s “Rethinking Jamestown” (Handout 21A) and map Sheler’s argument using the table below. Be sure to paraphrase and reference all with the line numbers from the text. Use as many reason boxes and as many evidence rows as necessary.

Claim

Reason
Evidence

Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_

**Reason**

**Evidence**

**Evaluation**

How effective is Sheler’s use of reasons and evidence in supporting his claim about Jamestown? Are his reasons logical? Is his evidence and elaboration credible and sufficient?

Name

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# Handout 25A: Boxes and Bullets Organizer–Chapter 1

**Directions:** Add the supporting details for each section’s given main idea in the Boxes and Bullets Organizer below. Then use the main ideas and details to write a summary of the chapter.

Text: Chapter 1, *Written in Bone*

Main Idea of page 9:  
Historians and scientists have always been interested in the lives and deaths of Jamestown settlers.

Details:

- 
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-

Main Idea of pages 14–15:  
The rediscovery of James Fort was very complex.

Details:

- 
- 
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-

Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_

**Main Idea of pages 16–17:**  
Soil features proved that the remains of Jamestown had been found

**Details:**

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**Main Idea of “Under the Soil” on pages 19–21:**  
Archaeologists follow specific procedures when looking for graves in the soil.

**Details:**

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**Summary of chapter 1:**

Name

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# Handout 26A: Boxes and Bullets Organizer–Chapter 2

**Directions:** Add the supporting details for each section’s given main idea in the Boxes and Bullets Organizer below. Then use the main ideas and details to write a summary of the chapter.

Text: Chapter 2, *Written in Bone*

Main Idea of pages 22–24:

Details:

Main Idea of “How Old Were You?” on pages 27–30:

Details:

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

**Main Idea of “He or She?” on pages 30–32:****Details:**

- 
- 
- 
- 

**Main Idea of “Where Did You Come From?” on pages 32–35:****Details:**

- 
- 
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- 

**Summary of chapter 2:**

Name

Date

Class

# Handout 27A: Photograph Analysis

**Directions:** Choose one of the following photographs from chapters 1 and 2 of *Written in Bone* and complete the steps below. You'll notice these are the same steps we followed when we studied Hopper's painting, *Nighthawks*. Although it may be difficult, please ignore the surrounding text and the captions (cover them with sticky notes if you're tempted) and focus solely on your selected photograph.

## Step 1: Notice and Wonder

Look at the photograph for several minutes and record your observations and questions.

Notice	Wonder

## Step 2: Organize Ideas

Carefully observe the photograph again, this time noting what you see for each of the following categories.

Setting	People	Objects
Colors	Textures	Other



Name \_\_\_\_\_

Date \_\_\_\_\_

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**Step 3: Build Inferences**

Use their objective observations and develop at least three inferences about what you are seeing in the photograph. Help each other revise any inferences built on judgment or subjectivity.

**Step 4: Synthesize Understanding**

Finally, given all you have noticed and thought about, how does this photograph help us build understanding about the discoveries at the Jamestown site?

Be prepared to share your findings with the whole group.

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DateClass

# Handout 28A: Boxes and Bullets Organizer–Chapter 3

**Directions:** Use this optional Boxes and Bullets Organizer as needed to support you in writing the summary of chapter 3 as part of New-Read Assessment 2.

Text: Chapter 3, *Written in Bone*

Main Idea of

Details:

Main Idea of

Details:

Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_

Main Idea of \_\_\_\_\_

- Details:
- - 
  - 
  -

Main Idea of \_\_\_\_\_

- Details:
- - 
  - 
  -

Name

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# Handout 28B: Experiment with Sentence Variety

**Directions:** Read the excerpt on the left from Powhatan’s speech. Rewrite Powhatan’s ideas on the right, incorporating more sentence variety to engage reader interest.

I am not so simple, as not to know it is better to eat good meat, lie well, and sleep quietly with my women and children; to laugh and be merry with the English; and, being their friend, to have copper, hatchets, and whatever else I want, than to fly from all, to lie cold in the woods, feed upon acorns, roots, and such trash, and to be so hunted, that I cannot rest, eat, or sleep (Powhatan, 8-12).	
--	--

Name

DateClass

# Handout 29A: Boxes and Bullets Organizer–Chapter 4

**Directions:** Add the main idea and supporting details for each section in Boxes and Bullets Organizer below. Then use the main ideas and details to write a summary of the chapter.

Text: Chapter 4, *Written in Bone*

Main Idea of pages 44–45 (stop after second full paragraph):

Details:

Main Idea of pages 45–46 (stop after second full paragraph):

Details:

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

**Main Idea of pages 48–50 (start at second full paragraph on 48 and stop after second full paragraph on 50):****Details:**

- 
- 
- 
- 

**Main Idea of pages 50–52:****Details:**

- 
- 
- 
- 

**Summary:**

# Handout 30A: Sheler and Carbone

**Directions:** Complete the provided Venn diagram to compare and contrast the following two excerpts from Sheler’s “Rethinking Jamestown” and Carbone’s *Blood on the River*. If you need help, review the Venn diagram completed as a class in Lesson 27 with two other excerpts from these texts.

“After skirmishing with a band of Natives and planting a cross, the men of the Virginia Company expedition returned to their ships—the Susan Constant, Godspeed, and Discovery—and the 104 passengers and crew continued up the Powhatan River” (Sheler 1).

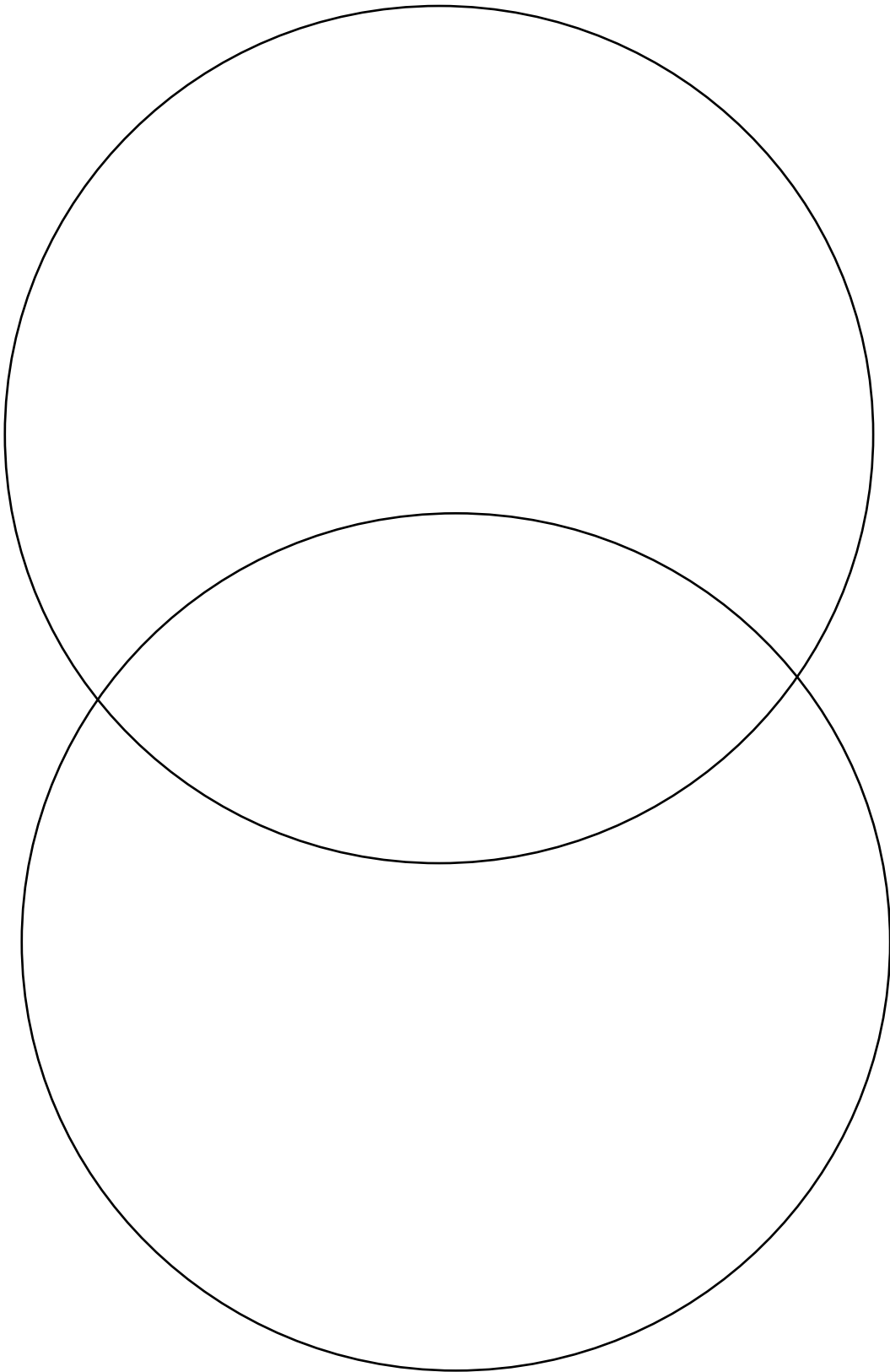
At dusk we hear voices and look out to see the men returning. They are in good spirits, and I wonder if they’ve found gold already ... Suddenly I hear a cry, then frantic shouting and someone moaning. I run to the railing. In the half-light of dusk I see them, five of them, crouched on a hill, their naked bodies painted, arrows flying from their longbows ... A gentlemen, Gabriel Archer, has been shot through both hands, and a sailor has been shot twice in the torso (Carbone 61–62).

Name _____	
Date _____	Class _____

Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_

**CARBONE**



**SHELER**



Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_

**Handout 33A: Presentation Tracker**

**Directions:** Use this table to take notes on the poster presentations you visited.

Presenter Names	Topic	Findings	Connection to Jamestown's Development and Decline (if applicable)

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

## Handout 34A: End-of-Module Task Resources

**Directions:** Follow the steps described in the table below and use the noted resources as directed to complete the End-of-Module Task.

End-of-Module Task Process			
Step	Step Description	Resources (items in bold are included in this packet)	✓ When Complete
1	<b>GET CLEAR</b> <ul style="list-style-type: none"> <li>Understand the End-of-Module Task.</li> <li>Deconstruct exemplar for the claim, reasons, evidence, and elaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment 34A</li> <li><b>Exemplar Argument Essay</b></li> <li><b>Deconstruct Exemplar Argument</b></li> </ul>	
2	<b>PLAN</b> <ul style="list-style-type: none"> <li>Review evidence.</li> <li>Generate claim.</li> <li>Plan the reasons and evidence to support your claim.</li> <li>Take notes about how you will elaborate on your evidence.</li> <li>Confer with your peers and teacher as needed.</li> </ul>	<ul style="list-style-type: none"> <li>All of the above</li> <li>Factor Tracker (Handout 5A and in Response Journals)</li> <li>Argument Essay Graphic Organizer (Handout 15A)</li> </ul>	
3	<b>DRAFT</b> <ul style="list-style-type: none"> <li>Draft your essay.</li> <li>Confer with your peers and teacher as needed.</li> </ul>	<ul style="list-style-type: none"> <li>All of the above</li> </ul>	
4	<b>REVIEW</b> <ul style="list-style-type: none"> <li>Complete Peer Review.</li> </ul>	<ul style="list-style-type: none"> <li><b>Content Review</b></li> <li><b>Style and Conventions Editing</b></li> </ul>	
5	<b>REVISE</b> <ul style="list-style-type: none"> <li>Review and discuss feedback.</li> <li>Consult with your peers and teacher as needed.</li> <li>Revise the structure, content, and language of your essay.</li> </ul>	<ul style="list-style-type: none"> <li>All of the above</li> </ul>	
6	<b>SELF-ASSESS</b> <ul style="list-style-type: none"> <li>Review Rubric</li> <li>Complete Self Checklist</li> </ul>	<ul style="list-style-type: none"> <li><b>Argument Writing Checklist</b></li> <li>Argument Writing Rubric</li> </ul>	
7	<b>SUBMIT</b> <ul style="list-style-type: none"> <li>Make final revisions.</li> <li>Submit your essay.</li> <li>You're done!</li> </ul>		

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

## Exemplar Argument Essay

**Prompt:** Write an essay in which you argue whether the social factors or environmental factors were the cause JR1225B's death in Jamestown, using evidence from *Written in Bone*.

The text *Written in Bone* by Sally Walker describes the work scientists did to learn more about the early settlement of Jamestown, Virginia. They studied the bones of a teenager who died in the early years of the settlement. They named him JR1225B, and tried to figure out what factors might have caused his death. They looked at several factors, both social and environmental.

What do we mean by the terms “social and environmental factors”? Social factors are causes that come from people. They include how people treat each other and behave towards each other. Environmental factors are causes that come from the natural world. They are not made by humans; environmental factors exist in nature.

In Jamestown, this teenager's death could have been caused by a combination of social factors and environmental factors. Based on the evidence they examined, scientists claim that the most important factors in the young man's death in Jamestown were environmental. Although a social factor also mattered, the teenager's wound from an Indian attack, scientists believe that the environmental factors were more important. The most important reasons for their claim are that the teen had poor nutrition, and he was very sick from an infection.

The first reason scientists make this claim is that the young man had suffered from poor nutrition. He had probably not had enough food to eat and not enough iron in the food he did eat. In the text, we read that the “bones above his eye sockets had small holes, a sign that his diet lacked sufficient iron” (Walker 39). In addition, the author writes, “X-rays of the boy's leg bones showed bands called Harris lines, which form when the growth of a bone repeatedly stops and restarts” (Walker 39). This also comes from bad nutrition. Food is an environmental factor, and this young boy did not have enough of the right food. This would make him weaker and more likely to get sick or even to die. So not having good food was a big environmental factor in this teenager's death.

The second reason that scientists make the claim that environmental factors caused the young man's death is that he had a very severe infection in his jaw. They could see that he had had an abscess at the root of one of his teeth. They could tell from his skeleton that the abscess had spread into his chin and jaw and caused an infection. Walker writes, “Depending on the type of bacteria involved, the severity of JR1225B's infection would have soon caused him to die” (Walker 40). Bacteria are an environmental factor. This teenager did not live in a time when there were medicines to treat the bacteria, so the infection in his jaw from that bacteria killed him. This was a major environmental factor in his death.

To conclude, scientists who have studied the young man's skeleton have decided that the evidence for environmental factors in his death is very strong. If he had had better food, and had not been so sick from an infection, he may have lived longer. It's important to recognize the power of environmental factors in trying to understand how events turn out as they do.

Name

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Step 1: Deconstruct Exemplar Argument Essay

Claim

Reason
Evidence

Reason
Evidence

Name

DateClass

Step 4: Peer Review

Content Review	
Writer of Essay	Reviewer of Essay
1. Does the <b>INTRODUCTION</b> contain a <b>hook</b> ? An <b>introduction</b> to the topic and task? A <b>claim</b> ? A preview of the <b>supporting reasons</b> ? Underline and label each part of the introduction on the draft. How could the introduction be improved?	
2. Does <b>EACH SUPPORTING PARAGRAPH</b> have a <b>reason</b> ? Circle the reason in each paragraph. Is it clear how this reason supports the claim? How could it support the claim better?	

Name \_\_\_\_\_

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3. Is textual evidence included and cited in **EACH SUPPORTING PARAGRAPH**? Is the evidence relevant? Does it support the reason? How could it be improved?

4. Does **EACH SUPPORTING PARAGRAPH** provide thorough elaboration of the evidence provided? Underline where you see elaboration. How could it be improved? Overall, does this paragraph support the writer's claim? How could it be improved?

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5. Is there a **CONCLUDING** paragraph? Does it contain the “So What”? How could the conclusion be improved?

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Date

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Style and Conventions Editing		
	Yes	No
1. Are all pronouns in the correct case (subjective, objective, or possessive)?		
How could this be improved?		
2. Are there any inappropriate shifts in pronoun number or person?		
How could this be improved?		
3. Are there a variety of sentence patterns?		
How could this be improved?		
4. How effectively does the narrative follow the <b>conventions</b> of standard written English? Note where you see convention, spelling, punctuation, or grammar errors.		



Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

**Step 6: Argument Writing Checklist**

	Self + / Δ	Peer + / Δ	Teacher + / Δ
<b>Structure</b>			
I respond to all parts of the prompt.			
I focus on my argument throughout the piece.			
I introduce the claim clearly in my introduction paragraph.			
My introduction paragraph gives some kind of preview of the rest of the piece.			
I organize my reasons and evidence clearly in body paragraphs.			
My conclusion paragraph supports and expands on the focus.			
I use transitions to smoothly and logically connect paragraphs and ideas.			
<b>Development</b>			
I support my claim with clear reasons and sufficient evidence from at least two texts.			
My evidence is accurate and relevant to the claim.			
I elaborate upon evidence by analyzing it accurately.			
<b>Style</b>			
I use a variety of sentence patterns (simple, compound, complex, compound-complex) to add clarity and interest to my writing.			
I use vocabulary words that are specific and appropriate to the content.			
I write precisely and concisely, without using unnecessary words.			
I write in an appropriately formal style.			
My writing style is appropriate for the audience.			
<b>Conventions</b>			
All of my sentences are complete. (no fragments)			
I avoid informal language such as slang.			
<b>Total # of +'s</b>			

# Volume of Reading Reflection Questions

## *Narrating the Unknown*, Grade 6, Module 3

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

Text: \_\_\_\_\_

Author: \_\_\_\_\_

Topic: \_\_\_\_\_

\_\_\_\_\_

Genre/type of book: \_\_\_\_\_

**Directions:** Share your knowledge about Jamestown, early settlements, or anthropology by answering the questions below.

### **Informational Text:**

1. **Wonder:** What drew you to read this informational text? Cite three things you noticed or wondered as you first oriented to the book.
2. **Organize:** Summarize a central idea of the text and its supporting details, including details about things that happened long ago.
3. **Reveal:** Choose a key individual, event, or idea in the text. Describe how the author elaborated on it with details in the text or illustrations.
4. **Distill:** What is the most important insight you gained from this text?
5. **Know:** How does this text's presentation of information compare and contrast with another text on a similar topic?

6. **Vocabulary:** Write and define three important vocabulary words that you learned in this text. In what kind of discussions might you use each word?

**Literary Text:**

1. **Wonder:** After reading the first few pages of the text, what inferences can you draw?
2. **Organize:** Write a short summary of the story including the main character(s), setting, conflict, and resolution.
3. **Reveal:** Describe how a main character in the story changes as the plot moves toward resolution.
4. **Distill:** What is a theme of this story? How do particular details convey that theme?
5. **Know:** What have you learned about the world through this piece of (historical) fiction?
6. **Vocabulary:** Identify three words that the author used to shape the tone in this text. Explain the effect of the word use in context.

# Wit & Wisdom Parent Tip Sheet

## WHAT IS MY GRADE 6 STUDENT LEARNING IN MODULE 3?

Wit & Wisdom is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to literature and nonfiction texts, we will build knowledge of the following topics:

Module 1: Resilience in the Great Depression

Module 2: A Hero's Journey

### **Module 3: Narrating the Unknown**

Module 4: Courage in Crisis

In the third module, *Narrating the Unknown*, students work across multiple texts and genres to construct a complex picture of life and struggle in Jamestown, assessing the forces—both internal and external—that brought the near demise of the colony. We will ask the question: *How did the social and environmental challenges in the unknown world of Jamestown shape its development and decline?*

## OUR CLASS WILL READ THESE TEXTS:

### **Historical Fiction Novel (Literary)**

- *Blood on the River: Jamestown 1607*, Elisa Carbone

### **Scientific Account (Informational)**

- *Written in Bone: Buried Lives of Jamestown and Colonial Maryland*, Sally Walker

## OUR CLASS WILL EXAMINE THESE PAINTINGS:

- *Nighthawks*, Edward Hopper
- *The Lighthouse at Two Lights*, Edward Hopper
- *Lighthouse Hill*, Edward Hopper

## OUR CLASS WILL READ THIS ARTICLE:

- “Rethinking Jamestown,” Jeffery Sheler

## OUR CLASS WILL READ AND LISTEN TO THIS SPEECH:

- “Address to Captain John Smith,” Chief Powhatan

## OUR CLASS WILL VIEW THIS VIDEO:

- “Innovation in Plain Sight,” Amy Herman

## OUR CLASS WILL ASK THESE QUESTIONS:

- How do the settlers respond to the challenges of their journey to the unknown?
- Who has the greatest impact on Samuel’s development during his time in Jamestown?
- How do the settlers’ and the Powhatans’ responses to the challenges of Jamestown impact its development and decline?
- How does the art and science of observation contribute to a more complete narrative of Jamestown’s development and decline?
- How did the social and environmental factors in the unknown world of Jamestown shape its development and decline?

## QUESTIONS TO ASK AT HOME:

As your Grade 6 student reads, ask:

- *What is the essential meaning, or most important message, in this book?*

## BOOKS TO READ AT HOME:

- *Every Bone Tells a Story: Hominin Discoveries, Deductions and Debates*, Jill Rubalcaba and Peter Robertshaw
- *The Sign of the Beaver*, Elizabeth George Speare
- *The Lost Colony of Roanoke*, Jean Fritz
- *Amelia Lost: The Life and Disappearance of Amelia Earhart*, Candace Fleming
- *Emperor’s Silent Army: Terracotta Warriors of Ancient China*, Jane O’Connor
- *1607: A New Look at Jamestown*, Karen Lange

## IDEAS FOR TALKING ABOUT EVENTS OF THE PAST:

Search together online for “history mysteries” such as Roanoke Settlement, Stonehenge, or Lost City of Atlantis. Ask:

- *What happened?*
- *What are some ways historians and writers make sense of the past?*

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**NARRATING THE UNKNOWN** Historians are detectives. They observe details, gather clues, and examine evidence to piece together stories of the past. In this module, you will investigate mysteries of the past by analyzing historical fiction and scientific accounts.

**MORE MEANINGFUL ENGLISH** Examining, debating, and synthesizing evidence leads to a deep understanding of an entire text. As you explore *Written in Bone* and *Blood on the River*, you will answer the question *What is the essential meaning?*



**ON THE COVER**

*Nighthawks*, 1942

Edward Hopper,

American, 1882–1967

Oil on Canvas

The Art Institute of Chicago

**GRADE 6 MODULES**

1. *Resilience in the Great Depression*

2. *A Hero's Journey*

3. *Narrating the Unknown*

4. *Courage in Crisis*

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