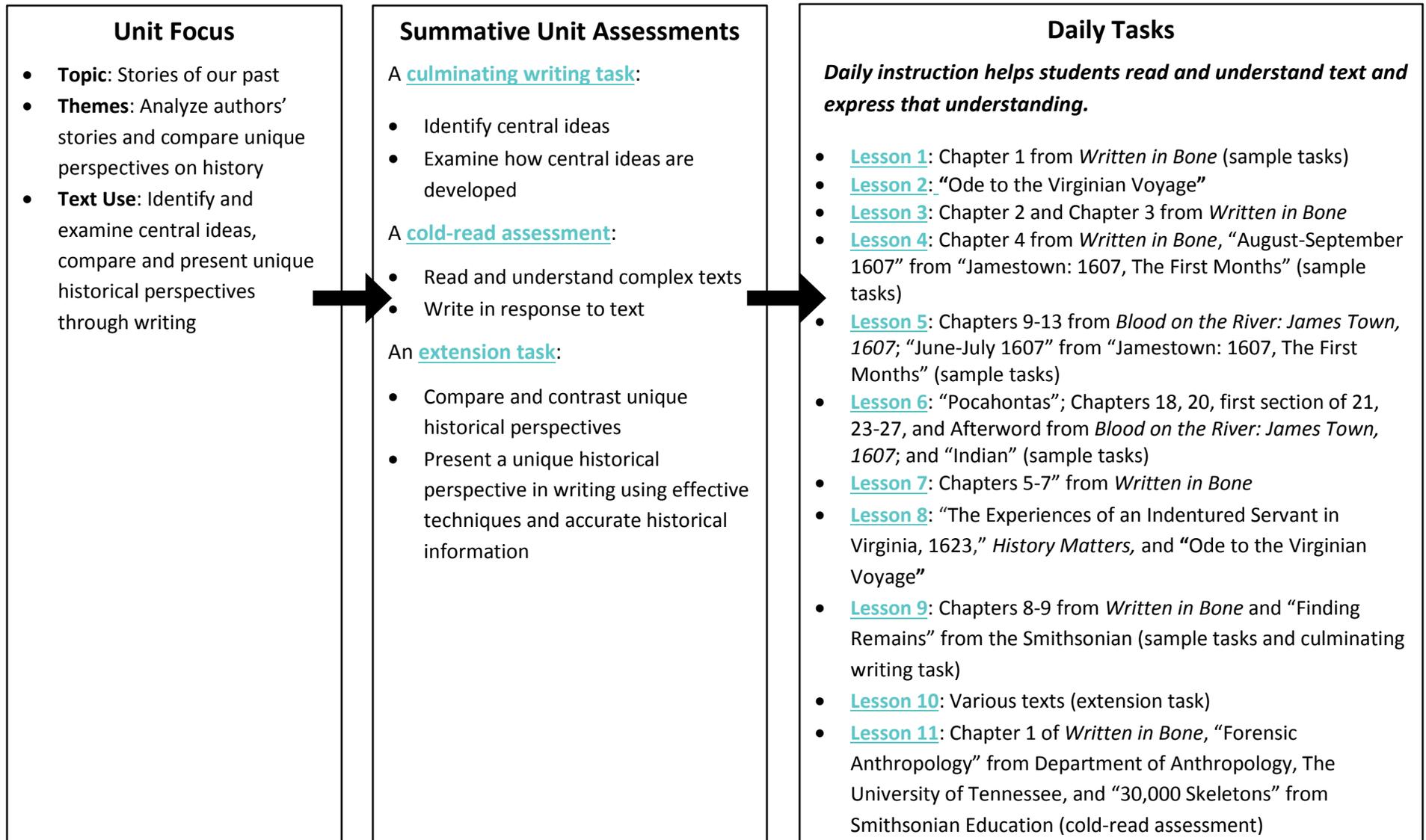


## UNIT: WRITTEN IN BONE

<p><b>ANCHOR TEXT</b> <i>Written in Bone: Buried Lives of Jamestown and Colonial Maryland</i>, Sally M. Walker (Informational)</p> <p><b>RELATED TEXTS</b> <u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"><li>• <a href="#">“Ode to the Virginian Voyage,”</a> Michael Drayton</li><li>• Chapters 9-13, 18, 20, first section of 21, 23-27, and Afterword from <a href="#">Blood on the River: James Town, 1607</a>, Elisa Carbone</li><li>• <a href="#">“Pocahontas,”</a> William Makepeace Thackeray (Poem)</li><li>• <a href="#">“Indian,”</a> Rosemary and Stephen Vincent Benét</li></ul> <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"><li>• “June-July 1607” and “August-September 1607” from <a href="#">“Jamestown: 1607, The First Months: Observations Gathered Out of a Discourse on the Plantation of the Southern Colony in Virginia by the English, 1606,”</a> Master George Percy, <i>National Humanities Center</i></li><li>• <a href="#">“The Experiences of an Indentured Servant in Virginia, 1623”</a> from <i>History Matters</i>, letter by Richard Frethorne</li><li>• <a href="#">“Forensic Anthropology”</a> from Department of Anthropology, The University of Tennessee, Knoxville</li></ul> <p><u>Nonprint Texts (Fiction or Nonfiction)</u> (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"><li>• <a href="#">Written in Bone Online Exhibit</a> (Website)</li><li>• <a href="#">“Finding Remains,”</a> Smithsonian’s National Museum of Natural History (Video)</li><li>• <a href="#">“30,000 Skeletons,”</a> Smithsonian Education (Video)</li></ul>	<p><b>UNIT FOCUS</b></p> <p>This unit focuses on learning the stories of our past. Students will explore various texts (literary and informational) and their unique perspectives on history to consider how different experiences offer a different historical perspective. Students will analyze multiple documents to corroborate details of the past and help them understand the author’s purpose. Students will also learn how authors use or alter history to develop texts. This unit may connect to social studies and science instruction.</p> <p><b>Text Use:</b> Identify and evaluate central ideas, compare and present unique historical perspectives through writing</p> <p><b>Reading:</b> RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.9, RL.7.10, RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10</p> <p><b>Writing:</b> W.7.1a-e, W.7.2a-f, W.7.3a-e, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9a-b, W.7.10</p> <p><b>Speaking and Listening:</b> SL.7.1a-d, SL.7.2, SL.7.3, SL.7.4, SL.7.6</p> <p><b>Language:</b> L.7.1a-c; L.7.2a-b; L.7.3a; L.7.4a, c-d; L.7.5a-c; L.7.6</p> <p><b>CONTENTS</b></p> <p><b>Page 136:</b> Text Set and Unit Focus</p> <p><b>Page 137:</b> <i>Written in Bone</i> Unit Overview</p> <p><b>Pages 138-140:</b> Sample Unit Assessment Tasks: Culminating Writing Task, Cold-Read Assessment, and Extension task</p> <p><b>Page 141:</b> Instructional Framework</p> <p><b>Pages 142-151:</b> Text Sequence and Sample Whole-Class Tasks</p>
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## Written in Bone Unit Overview



## SUMMATIVE UNIT ASSESSMENTS

### CULMINATING WRITING TASK<sup>1</sup>

In *Written in Bone*, Walker writes, “...the graves and remains of colonial settlers carry a message to the people of today. They remind us not to forget their lives and accomplishments—and not to lose our connection to the past. A broken tooth, a fractured bone, an arthritic back, and strands of brown hair—all of them whisper: ‘Rest with me for a moment or two. I have a story to tell.’ These tales, written only in bone, await those with the patience to find them” (page 134).

The idea that forensic anthropologists explore bones to tell the stories of the past is developed throughout *Written in Bone*. Determine another central idea of the text. Write a multi-paragraph essay with logical reasoning and relevant evidence that examines how both ideas are developed over the course of the text, demonstrating an understanding of the text. (RI.7.2; RI.7.10; W.7.1a, b, c, e; W.7.9b; W.7.10)

**Teacher Note:** The completed writing should use grade-appropriate words and phrases, as well as a variety of sentence patterns, and language that expresses ideas precisely and concisely, maintaining a formal tone and recognizing and eliminating wordiness and redundancy. It should also demonstrate command of proper grammar and usage, punctuation, and spelling. (W.7.1d; L.7.2a, b; L.7.3a; L.7.6) Use peer and teacher conferencing as well as small-group work that targets student weaknesses. (W.7.4, W.7.5)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topic:</b> Stories of our past</li> <li>• <b>Themes:</b> Analyze authors’ stories and compare unique perspectives on history</li> <li>• <b>Text Use:</b> Identify and evaluate central ideas, compare and present unique historical perspectives through writing</li> </ul>	This task assesses: <ul style="list-style-type: none"> <li>• Identifying central ideas</li> <li>• Examining how central ideas are developed</li> </ul>	<b>Read and understand text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 3</a></li> </ul> <b>Express understanding of text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 4</a> (sample tasks included)</li> <li>• <a href="#">Lesson 7</a></li> <li>• <a href="#">Lesson 9</a> (use this task)</li> </ul>

<sup>1</sup> Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

## **COLD-READ ASSESSMENT<sup>2</sup>**

Reread “Puzzles of the Chesapeake” from Chapter 1 of *Written in Bone* by Sally M. Walker (pages 9-12) and read “**Forensic Anthropology**” from Department of Anthropology, The University of Tennessee, Knoxville, independently. Then watch “[30,000 Skeletons](#)” from Smithsonian Education. **Answer** a combination of multiple-choice and constructed-response questions<sup>3</sup> about the texts and in comparison to the other texts in the unit, using evidence for all answers.

Sample questions:

- Summarize the job of forensic anthropologists based on “Puzzles of the Chesapeake.” Explain how the work of various individuals (e.g., anthropologists, scientists, historians) influences others? What central idea is developed as a result of these connections? **(RI.7.1, RI.7.2, RI.7.3, RI.7.10)**
- Determine the purpose of “Forensic Anthropology” and analyze how the text distinguishes the task of forensic anthropologists from what is presented in “Puzzles of the Chesapeake.” **(RI.7.1, RI.7.6, RI.7.8, RI.7.9, RI.7.10)** This should include:
  - determining the evidence and interpretation of presented facts;
  - assessing whether each text presents sound reasoning and sufficient evidence to support the interpretations; and
  - explaining how the organization of each text builds the purpose.
- Identify information that is provided through “30,000 Skeletons” that is not provided through “Puzzles of the Chesapeake” and vice versa. Then analyze how the different information of each medium contributes to and clarifies your understanding of forensic anthropology. **(RI.7.1, RI.7.7, SL.7.2)**

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topic:</b> Stories of our past</li> <li>• <b>Themes:</b> Analyze authors’ stories and compare unique perspectives on history</li> <li>• <b>Text Use:</b> Identify and evaluate central ideas, compare and present unique historical perspectives through writing</li> </ul>	This task focuses on: <ul style="list-style-type: none"> <li>• Reading and understanding complex texts</li> <li>• Writing in response to text</li> </ul>	<b>Read and understand text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 2</a></li> </ul> <b>Express understanding of text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 4</a> (sample tasks included)</li> <li>• <a href="#">Lesson 5</a> (sample tasks included)</li> <li>• <a href="#">Lesson 11</a> (use this task)</li> </ul>

<sup>2</sup> **Cold-Read Assessment:** Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

<sup>3</sup> Ensure that students have access to the complete texts as they are testing.

## EXTENSION TASK<sup>4</sup>

Throughout this unit we read many stories about life in Jamestown. What story did we not hear? Whose perspective was left out of this unit? What events went undiscovered or was not discussed? What area deserves additional exploration and “digging”? For example, you may want to learn more about “The Starving Time,” the lives of Africans in colonies, Pocahontas, even the job of a forensic anthropologist. Select a “story” not told in the texts of this unit and tell that story. **(RI.7.9)** Research your topic and then write an essay that narrates and conveys the experiences or events (real or fictionalized). **(W.7.3a-e, W.7.7, W.7.10)**

**Teacher Note:** *The narrative can be modeled after the literary texts read in the unit, such as Blood on the River, including imitating sentences from the original text. The writing should engage the reader by establishing a research-supported context and point of view. The writing should appropriately sequence events, illustrate characters, and use effective narrative techniques (e.g., dialogue, pacing). (W.7.3a, b, c, d, e; W.7.9b). The writing should use grade-appropriate words and phrases, as well as a variety of sentence patterns. It should also demonstrate command of proper grammar and usage, punctuation, and spelling. Use technology to produce an essay, offer suggestions on a peer’s writing, and publish the narrative essay. (W.7.6; L.7.1b; L.7.2a, b; L.7.3a; L.7.6) Use peer and teacher conferencing as well as small-group work that targets student weaknesses. (W.7.4, W.7.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b> <ul style="list-style-type: none"><li>• <b>Topic:</b> Stories of our past</li><li>• <b>Themes:</b> Analyze authors’ stories and compare unique perspectives on history</li><li>• <b>Text Use:</b> Identify and evaluate central ideas, compare and present unique historical perspectives through writing</li></ul>	<b>What shows students have learned it?</b> <p>This task focuses on:</p> <ul style="list-style-type: none"><li>• Comparing and contrasting unique historical perspectives</li><li>• Presenting a unique historical perspective in writing using effective techniques and accurate historical information</li></ul>	<b>What tasks help students learn it?</b> <p><b>Read and understand text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 2</a></li><li>• <a href="#">Lesson 4</a> (sample tasks included)</li><li>• <a href="#">Lesson 5</a> (sample tasks included)</li></ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 6</a> (sample tasks included)</li><li>• <a href="#">Lesson 8</a></li><li>• <a href="#">Lesson 10</a> (use this task)</li></ul>

<sup>4</sup> **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

## INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)<sup>5</sup> to locate additional information about this interactive framework.

### Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

### Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

### Small-Group Writing

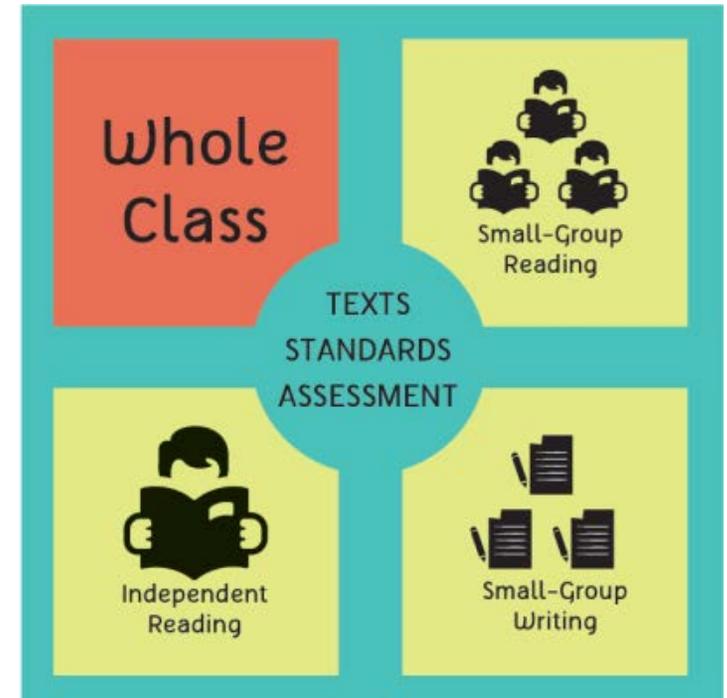
Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

### Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



<sup>5</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

## TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 1:</b><sup>6</sup></p> <p>“Chapter 1: A Grave Mystery” from <i>Written in Bone</i>, Sally M. Walker</p>	<p><b>TEXT DESCRIPTION:</b> This chapter introduces the concept of forensic anthropology and how the combination of history, science, and other disciplines are uncovering the stories of our past.</p> <p><b>TEXT FOCUS:</b> This chapter includes technical details and archaeological concepts that are explored throughout the rest of the text. In this section students can begin identifying details, connections, and evidence that they will build on throughout the rest of the unit. <b>(RI.7.1, RI.7.8)</b> Students begin to analyze the language and structure of the text to understand the author’s claims and as a model for student writing. <b>(RI.7.4, RI.7.5, W.7.1c, W.7.2c, L.7.1a)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Read the text in pairs. Define key vocabulary and have students break apart paragraphs to examine writing technique. Students write responses to key comprehension questions.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read this chapter in pairs. <b>(RI.7.10)</b></li> <li>• <b>Note for Small-Group Reading:</b> Teachers may choose to engage struggling readers with additional readings of the texts before or after reading them as a whole class. This will provide extra time for students to process the information. This can help students to be more prepared to participate in whole-class discussion. For example, reading the first chapter of <i>Written in Bone</i> and watching the video “<a href="#">Written in Bone: Life and Death in Colonial Chesapeake</a>”<sup>7</sup> by Smithsonian Education with a small group of students prior to reading it as a whole class could support weaker students in participating in class discussion.</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the various conclusions drawn (e.g., “soil stain” marks are evidence of human interaction with the soil, why there are two burial sites, etc.) and the evidence that supports those conclusions. Record this information in notes or on a graphic organizer that will be kept over the course of the unit. Have students assess with a partner whether the evidence that is provided is sufficient for the claims being made. <b>(RI.7.1, RI.7.8)</b></li> <li>• Analyze the title of the first chapter—“A Grave Mystery.” Have students define “grave” based on context and then consult a dictionary to learn the multiple meanings of the word. Discuss the different interpretations of the title based on the multiple meanings of “grave.” <b>(RI.7.4; L.7.4a, c, d; L.7.5b)</b></li> </ul>

<sup>6</sup> **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

<sup>7</sup> <http://www.youtube.com/watch?v=So6L3s1tc2E>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>• Have students reread the first section of Chapter 1: “A Grave Mystery” in pairs. Identify the various techniques used by the author (e.g., anecdotes, rhetorical questions, dialogue) to develop reader interest and support the idea that this is a “grave” investigation. (RI.7.5, L.7.6)</li> <li>• In pairs, have students analyze the first and last sentence of each paragraph in a section. For each sentence, they should identify how the author transitions from one paragraph to the next. What specific words or phrases add interest to the sentences? Is there a particular type of sentence (e.g., interrogative, imperative, compound-complex, etc.) that garners reader interest? How does the author use language to avoid wordiness?</li> <li>• Have students select two or three sentences that most interest them. Then <a href="#">model how to divide a sentence into chunks</a><sup>8</sup> and use the chunks to create different sentences. For example, “Those early scientists/may not have found the fort/simply because/they didn’t expect to/and therefore/weren’t looking for it” rearranged reads, “Simply because they didn’t expect to and therefore weren’t looking for it, those early scientists may not have found the fort.” Discuss the differences between the sentences based on reader interest and precision of meaning. (L.7.1a, b; L.7.3a) If possible, select a sentence that, when rearranged, contains a misplaced or dangling modifier and illustrate for students how the meaning isn’t clear as a result. (L.7.1c) Then have students do the same activity with the sentences they chose.</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students individually write a response to one of the following questions. As part of the response, create and include at least one sentence in the response that imitates a sentence students chose from <i>Written in Bone</i>. Model for students as necessary. (L.7.1a, b, L.7.3a, L.7.6) For example, using the example above, an imitated sentence might be: “Archaeologists document everything because they are disturbing the area and therefore cannot re-create it.” <ul style="list-style-type: none"> <li>○ Explain the main problem for historians studying early U.S. history. How do they try to overcome this problem?</li> <li>○ Describe the various processes used for archaeological digs. Why do archaeologists follow such a technical process? (RI.7.1, RI.7.2, W.7.9b, W.7.10)</li> </ul> </li> </ul>

<sup>8</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 2:</b></p> <p>“<a href="#">Ode to the Virginian Voyage</a>,” Michael Drayton</p>	<p><b>TEXT DESCRIPTION:</b> This poem describes the attitude and motivations of the English people who traveled to America in the early 17<sup>th</sup> century.</p> <p><b>TEXT FOCUS:</b> The language of this poem is complex. As such, it will require multiple readings prior to conducting an analysis. The tone of the poem and the selected word choice and images reveal the speaker’s point of view and theme. Reading this poem helps students consider the historical perspective of the time. <b>(RI.7.2, RI.7.4, RI.7.6)</b></p>
<p><b>LESSON 3:</b></p> <p>“Chapter 2: Who Were You?” and “Chapter 3: Out of the Grave” from <i>Written in Bone</i>, Sally M. Walker</p>	<p><b>TEXT DESCRIPTION:</b> These chapters introduce the reader to a teenager who the anthropologists deduce is Richard Mutton. Richard also appears as a character in <i>Blood on the River</i> (which is read later in the unit).</p> <p><b>TEXT FOCUS:</b> Summarizing these chapters will help students delineate the process used by archaeologists to determine as much as they can about skeletal remains. Students may consider the question: How are the conclusions that are drawn about the skeletal remains influenced by other individuals, texts, events, or ideas? <b>(RI.7.3)</b> The summary can then be used as the basis for an analysis of the text’s structure, including how each section contributes to the chapter and the development of central ideas across the two chapters. <b>(RI.7.2, RI.7.5)</b></p>
<p><b>LESSON 4:</b></p> <p>“Chapter 4: The Captain” from <i>Written in Bone</i>, Sally M. Walker</p> <p>“August-September 1607” from “<a href="#">Jamestown: 1607, The First Months: Observations Gathered Out of a Discourse on the Plantation of the Southern Colony in Virginia by the English, 1606</a>,” Master George Percy, <i>National Humanities Center</i></p>	<p><b>TEXT DESCRIPTION:</b> This chapter describes the historical account from Master George Percy.</p> <p><b>TEXT FOCUS:</b> Reading these two texts together illustrates the interactions between individuals and ideas, specifically how archaeologists pull information from many different sources to draw conclusions about their findings. <b>(RI.7.3)</b> These texts provide opportunities for analyzing how each author’s unique purpose affects the presentation and development of ideas, including the text’s organization and the evidence emphasized. <b>(RI.7.5, RI.7.6, RI.7.9)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Read both texts aloud to students. Students identify the different sources archaeologists use to find information about the past. Students compare and contrast the sources and claims of each author through discussion.</p> <p><b>READ THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Read both these texts aloud as students follow along.</li> <li>• <b>Note for Small-Group Reading:</b> If students struggle with the anchor text, support them during small-group reading by reading additional texts to provide background knowledge. Example texts to support students include: “English Settlers Come to Stay” (Chapter 4), “The Starving Time” (Chapter 6), or “Jamestown Makes It” (Chapter 9) from <i>A History of Us: Making the 13 Colonies</i> by Joy Hakim or “<a href="#">The Settlers of Jamestown</a>”<sup>9</sup> through LearnZillion.</li> </ul>

<sup>9</sup> <http://learnzillion.com/lessonsets/356-reading-informational-texts-the-settlers-of-jamestown>

TEXT SEQUENCE	TEXT USE
	<p><b>UNDERSTAND THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• As a class, briefly discuss how archaeologists use information from many different sources, including historical accounts, to draw conclusions about their findings. Have students identify claims made by each author and the approach and evidence they use. <b>(RI.7.3)</b></li> <li>• As a class, analyze the two texts using the <b>SOAPSTone strategy</b>.<sup>10</sup> Skip the “P” or Purpose during the analysis, indicating that you will come back to that after comparing and contrasting the two texts. Then examine the differences between the two texts. Keep track of the differences on a class chart, modeling for students how to use the analysis to draw conclusions about the two texts. First make observations about the differences in how the two texts are organized and the ideas that are developed. Then analyze the details and evidence emphasized in each account based on the speaker, occasion, audience, and subject. <b>(RI.7.5)</b></li> <li>• Lastly, draw conclusions based on the differences in details/emphasized evidence and organization to determine the author’s purpose for each text. <b>(RI.7.1, RI.7.6)</b> Have students explain how certain sources only provide certain types of information. Have students offer examples of the different types of information each text provides.</li> <li>• Conclude the discussion by considering how the author’s purpose for each text affected the presentation of information within each text. <b>(RI.7.9)</b></li> </ul>
<p><b>LESSON 5:</b></p> <p>“Chapters 9-13” from <a href="#">Blood on the River: James Town, 1607</a>, Elisa Carbone</p> <p>“June-July 1607” from <a href="#">“Jamestown: 1607, The First Months: Observations Gathered Out of a Discourse on the Plantation of the Southern Colony in Virginia by the English, 1606,”</a> Master George Percy, <i>National Humanities Center</i></p>	<p><b>TEXT DESCRIPTION:</b> These chapters provide a description of Samuel Collier’s experiences at James Town as Captain Smith’s page. <i>Blood on the River</i> is historical fiction, as it is based on real events and historical accounts. The excerpt from Master George Percy provides an historical account of the events fictionalized in <i>Blood on the River</i>.</p> <p><b>TEXT FOCUS:</b> The characters in <i>Blood on the River</i> must endure great hardships in Virginia, as detailed in Master Percy’s observations. <b>(RL.7.3)</b> Carbone, however, also emphasizes the personal conflicts that resulted from the voyage, including Samuel’s issues with the other boys his age, which are not as obvious in Master Percy’s observations. Reading these texts together provides opportunities for comparing and contrasting a fictional and nonfictional portrayal of time, place, and character. Even more, this provides an opportunity for students to consider how fiction authors use or alter history to tell their stories. <b>(RL.7.9)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read the texts independently and in pairs. Students examine the differences in what is shared about key characters across multiple texts. Students debate what most influences Samuel (the setting or other characters) and conclude the lesson with a written response to the same question.</p>

<sup>10</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><b>READ THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Have students read the chapters from <i>Blood on the River</i> independently. <b>(RL.7.10)</b></li> <li>• Have students read the text by Master George Percy in pairs.</li> </ul> <p><b>UNDERSTAND THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Have students create a three-column chart to maintain throughout the unit: <ul style="list-style-type: none"> <li>○ First column: list the various characters from <i>Blood on the River</i></li> <li>○ Second column: gather character details from <i>Blood on the River</i></li> <li>○ Third column: gather factual information from <i>Written in Bone</i> and other informational texts in the unit</li> </ul> </li> <li>• Then compare and contrast information about each character and discuss how Elisa Carbone uses or alters history to develop her story about Samuel Collier’s experiences at James Town. <b>(RL.7.9)</b> How are the characters portrayed in <i>Blood on the River</i>? What information is added or altered for the story? Why would the author make those decisions?</li> <li>• Then debate the following question using a <b>philosophical chairs debate</b>:<sup>11</sup> Which has greater influence on Samuel—the setting or the other characters? <b>(RL.7.3)</b> Form two student-led groups—one that believes the setting has the greatest influence and one that believes the other characters have the greatest influence. Have students work together to write opening arguments and collect supporting evidence (from any text read throughout the unit). <b>(RL.7.1, RI.7.1, W.7.9a-b, W.7.10)</b> During the debate, students line up in two lines facing each other, each line representing a different side of the debate. They will present their claims, reasons, and evidence; pose questions that elicit elaboration; and respond to others’ claims with relevant ideas. <b>(SL.7.1a, b, c; SL.7.4; SL.7.6)</b> As students delineate the claims of the “other side” and evaluate the soundness of the reasoning and sufficiency of the evidence, they may acknowledge new ideas and strong evidence by the “other side” and modify their own views. To represent their change in views, they will “switch sides” by physically moving to the other line. <b>(SL.7.1d, SL.7.3)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• After the debate, have students write a paragraph that introduces their final claim (which has the most influence on Samuel), acknowledges the opposing claim, and supports their claim with logical reasoning and relevant evidence. <b>(RL.7.1; W.7.1a, b; W.7.4; W.7.9a; W.7.10)</b> Use the following process with students:</li> </ul>

<sup>11</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Students identify their writing task from the prompt provided.</li> <li>○ Students complete an evidence chart as pre-writing. Remind students to use any relevant notes they compiled during the debate. An evidence chart has three columns: (1) Evidence: Quote or Paraphrase, (2) Page Number, (3) Elaboration/Explanation of How This Evidence Supports Ideas or Arguments. <b>(RI.7.1, W.7.1b, W.7.9b)</b></li> <li>○ Once students have completed the evidence chart, prompt them to look back at the writing prompt to remind themselves what kind of response they are writing (e.g., expository, analytical, argumentative) and think about the evidence they found. Have student pairs review each other’s evidence chart and offer feedback. <b>(W.7.5)</b></li> <li>○ Have students develop a specific thesis statement.<sup>12</sup> This could be done independently, with a partner, in a small group, or with the entire class. As needed, model for students how to create a thesis statement. <b>(W.7.1a)</b></li> <li>○ Have students complete a first draft and share the written response with a partner, who reviews the writing with a student-developed rubric to evaluate whether the ideas are fully developed and supported with relevant evidence and logical reasoning. <b>(W.7.5)</b></li> <li>○ Then have students complete a final draft. Depending on student writing ability, determine the necessary support during the writing process (e.g., providing an <b>answer frame</b><sup>13</sup> to support them in organizing their writing, modeling, showing models of strong and weak student work, and providing descriptive feedback).</li> </ul>
<p><b>LESSON 6:</b></p> <p>“<b>Pocahontas</b>,” William Makepeace Thackeray (Poem)</p> <p>Chapters 18, 20, first section of 21, 23-27, and Afterword from <b><i>Blood on the River: James Town, 1607</i></b>, Elisa Carbone</p> <p>“<b>Indian</b>,” Rosemary and Stephen</p>	<p><b>TEXT DESCRIPTION:</b> These poems and chapters introduce a different angle to the story of James Town—the relationship between the English and the American Indians.</p> <p><b>TEXT FOCUS:</b> Reading these chapters provides additional information to the story being told in <i>Written in Bone</i>. As <i>Written in Bone</i> seeks to answer questions about life at James Town and understand the motivations behind various decisions made, these fictional texts draw on the work of history and science to invent plausible stories that fill in the gaps. <b>(RL.7.9)</b> These texts also present characters with different points of view (e.g., John Smith versus Captain Newport), allowing students to compare these two characters and their unique roles in the plot and theme. <b>(RL.7.2, RL.7.3, RL.7.6)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students sections from Read <i>Blood on the River</i> independently. Read the poem as a class. Compare</p>

<sup>12</sup> Resources for developing thesis statements: <http://owl.english.purdue.edu/owl/resource/545/01/> or [http://www.indiana.edu/~wts/pamphlets/thesis\\_statement.shtml](http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml).

<sup>13</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
Vincent Benét	<p>the information presented in the texts by continuing the graphic organizer started in lesson 5. Discuss the texts as a class.</p> <p><b>READ THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Have students read these chapters from <i>Blood on the River</i> independently. <b>(RL.7.10)</b></li> <li>• Read the poems aloud as students follow along.</li> <li>• <b>Note for Small-Group Reading:</b> If any students struggle with reading fluency (rubric for assessing reading fluency available <a href="#">here<sup>14</sup></a>), the structure and rhythm of “Pocahontas” make the poem suitable for fluency work during small-group reading time. Using oral-assisted reading techniques,<sup>15</sup> read the poem several times, working toward students fluently reading the poem aloud independently.</li> </ul> <p><b>UNDERSTAND THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Continue gathering information about the characters from <i>Blood on the River</i> using the chart that was started in Lesson 5. <b>(RL.7.9)</b></li> <li>• Analyze both “Pocahontas” and “Indian” using <a href="#">TP-CASTT</a>.<sup>16</sup> Use one poem as a model for the strategy (analyzing it as a whole class) and then break the students into groups to analyze the other poem. Come back as a whole class to discuss how the language, tone, and point of view of the speaker in each create a theme. Be sure that students identify a theme for each poem. <b>(RL.7.2, RL.7.4, RL.7.6, L.7.4a, L.7.5a-c)</b></li> <li>• Discuss the actions and motivations of Captain Smith and Captain Newport in these chapters. Have students respond to the following questions as a class: <ul style="list-style-type: none"> <li>○ How do Captain Smith’s and Captain Newport’s decisions impact the plot of this story? <b>(RL.7.3)</b></li> <li>○ What language or techniques does the author use to develop and contrast the points of view of these two characters?</li> <li>○ Whose point of view is proven to be the “right” point of view? What evidence from the text supports this claim? What evidence from other texts in the unit supports this claim?</li> <li>○ How does the presence of contrasting points of view in the story develop a theme for the text? <b>(RL.7.2, RL.7.6)</b></li> </ul> </li> </ul>

<sup>14</sup> [http://www.timrasinski.com/presentations/multidimensional\\_fluency\\_rubric\\_4\\_factors.pdf](http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf)

<sup>15</sup> For example, reading while listening to a fluent reading of the same text by another reader (either live or recorded), paired reading in which both readers read the same text aloud, etc.

<sup>16</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Lastly, conduct a <a href="#">fishbowl discussion</a><sup>17</sup> based on the following questions: <ul style="list-style-type: none"> <li>○ The texts in this unit have presented many different voices and opinions about the English settlers, their reasons for coming to America, and their lives after they settled in America. Why study so many voices?</li> <li>○ Should we consult multiple sources when learning about any topic?</li> <li>○ How do you know when the information you have received is accurate?</li> </ul> </li> </ul> <p>Provide students with key quotes from various texts in the unit or from outside sources to support their discussion. <b>(RL.7.1, RI.7.1, W.7.8)</b> During the seminar, divide the class into two circles (inner and outer). (SL.7.1b) Then have the inner circle discuss the questions for a certain time limit. Invite others in the inner circle to speak so all voices are heard, posing and responding to additional questions, and acknowledging when opinions are changed and views are modified based on evidence provided during the discussion <b>(SL.7.1c, d; SL.7.4; SL.7.6)</b> As the inner circle (speakers) members discuss, each person in the outer circle can evaluate the evidence being shared. Then swap positions of the circles. <b>(SL.7.3)</b></p>
<p><b>LESSON 7:</b></p> <p>“Chapter 5: The Body in the Basement,” “Chapter 6: The Luxury of Lead,” and “Chapter 7: The Lead-Coffin People” from <i>Written in Bone</i>, Sally M. Walker</p>	<p><b>TEXT DESCRIPTION:</b> These chapters highlight the connections between the various fields of historical research and the amount of work that goes into archaeological digs.</p> <p><b>TEXT FOCUS:</b> Several central ideas are revealed in these chapters, including the notion that stories of the past continue to be told through the examination of skeletons and the fact that it takes the work of multiple specialists to tell stories of the past. <b>(RI.7.2)</b> Sally Walker details the archaeological process used to gather and evaluate various artifacts to deduce facts about people of the past. Similarly, readers can evaluate Walker’s claims, assessing whether her reasoning is sound and her evidence is sufficient to support the claims. <b>(RI.7.8)</b></p>
<p><b>LESSON 8:</b></p> <p>“<a href="#">The Experiences of an Indentured Servant in Virginia, 1623</a>,” letter from Richard Frethorne, <i>History Matters</i></p> <p>“<a href="#">Ode to the Virginian Voyage</a>,” Michael Drayton</p>	<p><b>TEXT DESCRIPTION:</b> This letter describes the quality of life in Virginia for an indentured servant.</p> <p><b>TEXT FOCUS:</b> Reconsider the poem “Ode to the Virginian Voyage” from the beginning of the unit in light of this text. Analyze the tone and word choice of the poem against the information gained from the letter, and reconsider the resulting theme. What are the different effects of the poem and the letter? What may have been the different purposes of each? <b>(RL.7.9, RI.7.6, RI.7.9)</b></p>

<sup>17</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 9:</b></p> <p>“Chapter 8: Expect the Unexpected” and “Chapter 9: Remember Me” from <i>Written in Bone</i>, Sally M. Walker</p> <p>“<a href="#">Finding Remains</a>” from Smithsonian’s National Museum of Natural History</p>	<p><b>TEXT DESCRIPTION:</b> These texts offer similar ideas about forensic anthropology through print text and video.</p> <p><b>TEXT FOCUS:</b> Studying these texts together provides practice for the cold-read assessment, as students do this work collaboratively before having to engage in similar tasks independently.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read sections of <i>Written in Bone</i> independently. Watch the film as a class. Students work independently and then in pairs to summarize the new information from the texts. Students work in small groups write responses to key comprehension questions.</p> <p><b>READ THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Students should read Chapters 8 and 9 independently as practice for the cold-read assessment. <b>(RI.7.10)</b></li> <li>• Watch “<a href="#">Finding Remains</a>”<sup>18</sup> as a class.</li> </ul> <p><b>UNDERSTAND THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Have each student independently continue to identify the conclusions drawn at Harleigh Knoll in Chapter 8 and identify the evidence that supports those conclusions.</li> <li>• In groups, connect the conclusions and evidence to previous chapters and then discuss how the different ideas build and change across the text. Identify two or more central ideas of the text based on the gathered evidence. <b>(RI.7.1, RI.7.2, RI.7.10)</b> Answer this question in writing: How does each section of <i>Written in Bone</i> help build the main ideas in the text? <b>(RI.7.5; W.7.4; W.7.9b; W.7.10; SL.7.1a, b)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively to answer a series of questions about the texts in writing, such as: <ul style="list-style-type: none"> <li>○ What claim is Lonnie Bunch making when he says, “That face makes this story accessible. That face doesn’t allow you to turn away from a past that you might find difficult. It really brings the bones back to life”? What evidence from the text or video supports his claim? How does this claim support a central idea of <i>Written in Bone</i>? <b>(SL.7.3)</b> Summarize the process for facial reconstruction as described in “Remember Me.” How does the work of various individuals (e.g., anthropologists, scientists, historians, forensic artists) influence the other disciplines? What central idea is developed as a result of these connections? <b>(RI.7.1, RI.7.2, RI.7.3,</b></li> </ul> </li> </ul>

<sup>18</sup> [http://www.youtube.com/watch?v=T9V\\_6HKHZTM](http://www.youtube.com/watch?v=T9V_6HKHZTM)

TEXT SEQUENCE	TEXT USE
	<p><b>RI.7.10)</b></p> <ul style="list-style-type: none"> <li>○ Identify information that is provided through “Finding Remains” that is not provided through “Remember Me” and vice versa. Then analyze how the different focus and information of each clarify your understanding of creating a facial reconstruction. (<b>RI.7.1, RI.7.7, SL.7.2</b>)</li> <li>○ On page 130 of <i>Written in Bone</i>, the author states, “The creation of the facial reconstructions perfectly illustrates how two seemingly different disciplines—science and art—can complement each other.” In a multi-paragraph essay, explain how the work of an archaeologist is influenced by the work of multiple disciplines, including history, science, language, art, and math, citing evidence from multiple texts in the unit. (<b>RI.7.3; W.7.2a, b, c, d, e, f; W.7.4; W.7.5; W.7.9a, b; W.7.10</b>)</li> </ul> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Culminating Writing Task</a></p>
<p><b>LESSON 10:</b></p> <p>Various texts for group research</p>	<p><b>MODEL TASKS</b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Extension Task</a></p>
<p><b>LESSON 11:</b></p> <p>“Puzzles of the Chesapeake” from “Chapter 1” of <i>Written in Bone</i>, Sally M. Walker (pages 9-12)</p> <p>“<b>Forensic Anthropology</b>” from Department of Anthropology, The University of Tennessee, Knoxville</p> <p>“<a href="#">30,000 Skeletons</a>” from Smithsonian Education</p>	<p><b>TEXT DESCRIPTION:</b> These texts are sufficiently complex for grade 7.</p> <p><b>TEXT FOCUS:</b> Students make connections across various texts and formats to synthesize information and express understanding of ideas present in all three texts.</p> <p><b>MODEL TASKS</b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Cold-Read Assessment</a></p>