Guidance for Learning at Home

How to Provide Feedback

- Feedback might be provided in two possible ways:
    - **Telephone Conferences:** Teachers can provide feedback via telephone conferences with students using Teacher Talk Moves and guiding questions to help students refine answers.
    - **Written Feedback:** When telephone conferences are not an option, teachers should collect Distance Learning Guidebook Companions and provide feedback in the form of additional guiding questions and/or organizational frames.
- Student look-fors for each lesson will be available in the Feedback Guide for teachers and/or parents to measure student progress.
- Feedback cycles should occur as often as possible for students (minimally once a week).

About this Unit

By the end of this unit, students will have read to understand the balance of power and class systems of the Middle Ages. Students will use this knowledge to study how non-fiction can influence a fictional text and how a character's actions and changes can affect the events in a text and the development of theme.

The main text students will read in this unit is *The Whipping Boy* by Sid Fleishman. *The Whipping Boy* is a novel about a young boy named Jemmy, a street urchin who catches rats in order to earn money. He comes to live in the king's palace to serve as a whipping boy for the young, extremely misbehaved prince, known as Prince Brat. Jemmy's job is to take the prince's punishment blows because it is illegal to whip royalty. The story follows the changes in the two boys' relationship. Throughout the unit, students will engage in research to build knowledge of the Middle Ages. Building knowledge of this topic will help you to better understand the characters and setting of the main text. At the end of this unit, students will be asked to write a response that analyzes events and characters to determine the theme of the novel.

Text Access

In order to complete this unit at home, students will need access to the following texts:

- Texts schools need to provide:
    - *The Whipping Boy* by Sid Fleischman
    - *Magic Tree House: Knights and Castles* by Will Osborne and Mary Pope Osborne
    - OPTIONAL Independent Reading: *Knights and Castles* by Will Osborne
- Texts provided for educational purposes included in the Home Learning Guidebook Companion Resource:
    - "The Middle Ages" by LDOE

Possible Supports

Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the Middle Ages and feudalism can be found here: https://learnzillion.com/wikis/171090-whipping-boy-let-s-set-the-context-videos/.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
    - king, kingdom, kingly
    - defy, defiant, defiantly
    - obey, obeys, obedient, obediently, obeyer

Support for Reading

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist[1] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[2] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[3] to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories[4] and choice boards to reinforce expectations and support communication.

Support for Writing

If students struggle to write, you should

- consider using tools such as transitions, grades 3-5, evidence sentence starters, grades 3-5, and ELA Guidebook Grammar Guide and the WriteAlongframes. If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.

[1] https://goalbookapp.com/toolkit/v/strategy/self-monitoring
[2] https://web.uri.edu/teachonline/the-power-of-to-do-lists/
[3] https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/
[4] http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1

- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

Week 1 Lesson 1

Understand

1. When were the Middle Ages?

   The Middle Ages began about 450 A.D.

2. What were three things that happened during the Middle Ages?

   Three of the major things that happened during the Middle Ages were that more people learned to read and write, universities were built, and painting and pottery were created.

3. What were the different roles of people who lived during the Middle Ages?

   King- owned most of the land

   Lords, Ladies, Nobles- wealthy persons who ruled over land

   Barons- defended parts of the kingdom (manors), ruled over people in the manor, built castle

   Knights- soldiers, swore allegiance to king and barons, sometimes had a manor

   Serfs- worked on the land, had no rights, farmed land

Express Understanding

Describe how people lived in the Middle Ages. Be sure to include three different examples from the text.

During the Middle Ages kings owned all the land and lived in their kingdoms. Most kings turned over pieces of land called manors to barons, men trusted by the king, to rule the land. Barons lived in castles on the manor with their families. Barons swore allegiance to the king. Knights swore allegiance to the king and the baron. Serfs were the people who worked on the land. They didn't rule over anyone, and they had almost no rights. They farmed the land and could keep enough of what they grew to feed their families. They had to give the rest to the person who ruled over them.

Week 1 Lesson 2

Understand

1. Circle the context clues in the paragraph below that help you to determine the meaning of the word **medieval**.

   Students should circle context clues that help them to understand and develop the meaning of medieval, such as: "it was between ancient times and modern times"; "it is sometimes called the medieval era"; "'Medieval' is Latin for middle age."

2. Circle the context clues in this paragraph that help you to determine the meaning of the word **kingdom**.

   Students should circle context clues that help them to understand and develop the meaning of kingdom, such as: "nearly all the land belonged to kings"; "Each king's land was called his kingdom."

3. Circle the context clues in this paragraph that help you to determine the meaning of the word **allegiance**.

   Students should circle context clues that help them to understand and develop the meaning of allegiance, such as: "That meant he was willing to die to protect the king and kingdom."

4. What is the meaning of the word **noble**?

   Noble means that a person was very rich and had been for a very long time.

5. How did a person become noble?

   A person was a noble if they were born into a family that had been wealthy for a very long time.

Express Understanding

Based on what you have read, determine the meaning of the **feudal system**. What examples in the text illustrate the meaning of the feudal system?

The feudal system means the system of trading the use of land for loyalty and work during the Middle Ages. The author clarified the meaning of feudal system. For example: "baron swore allegiance to king"; "baron promised to send soldiers to fight for the kingdom if it were attacked"; "knights swore allegiance to the king and the baron."

Week 1 Lesson 3

Understand

Annotating Text

- First read each paragraph.
- At the end of each paragraph, pause and underline the sentence that states the main idea of the text or the key details that the author uses to show the main idea.
- Finally, develop the gist—a summary of the main idea— for the paragraphs listed below. Using the most important words from what was underlined, write the gist of the paragraph, adding it to the chart below. To help develop the gist, ask yourself:
    - What did the author want you to learn from that paragraph?
    - What is the most important thing that paragraph told us?
    - What is the main idea of the paragraph?

Paragraph	Gist of the Paragraph
Paragraph #2	Gist: The Roman Empire ruled.
Paragraph #5	Gist: Land equaled power.
Paragraph #6	Gist: The economy was based on manors.
Paragraph #8	Gist: Peasants lived hard times.
Paragraph #10	Gist: Innovations ended the Middle Ages.

Express Understanding

Consider the process we took to annotate today's text. How does annotating an informational text help you to determine the main idea of a text?

> Rereading one paragraph at a time, identifying the details, and thinking about how these details go together to explain a big idea helps identify the main idea of a text.

Week 1 Lesson 4

Understand

Using both texts, complete the feudal system and manor system graphic organizer and answer the questions. Use the word banks to help you.

Feudal System Word Bank:	Manor System Word Bank:
• Peasants/Serfs • King • Vassals: Knights/Lords • Vassals: Barons/Princes	• Lord of the Manor • Peasants/Serfs • King

6. What kind of government existed in the Middle Ages?

   The system of government was the feudal system. The feudal system, which was made up of Kings, barons, knights and serfs, was a system of trading the use of land for loyalty and work.

7. What kind of economy existed in the Middle Ages?

   The economy was based on manors. Lords who ruled the manors were vassals to the noblemen in the feudal system. Each manor existed on its own and had to supply everything it needed. The ruling lord became wealthy from what its manor provided. Serfs were property of the manor.

Express Understanding

Explain how the feudal system helped to maintain order during the Middle Ages.

The feudal and manor systems helped to maintain order during medieval times by having certain groups of people protect others. Nobles in the kingdom were given land by kings. In return for this

land, the nobles pledged their allegiance to protect the king. Nobles gave land to knights to have them protect the manor. Serfs were allowed to live on the manor by their lords. The serfs gave most of their crops to the lord and in return the serfs were protected. The lords became wealthy from what his manor produced. Order was maintained because there was an order of protection in return for service.

Week 1 Lesson 5

Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

Week 2 Lesson 1

Understand

Task	Response
List 3 facts about medieval castle life.	Answers may vary; accept any answer that is based on evidence presented in the text.
List 2 things that you found interesting or surprising.	Answers may vary; accept any answer that is based on evidence presented in the text.

List 1 question that you still have.	Answers may vary; accept any answer that is based on evidence presented in the text.

Express Understanding

Based on what you have read about castle life, write a paragraph describing what a day in the life of a lord or lady who lived in a castle would have been like.

Answers may vary; accept any answer that is based on evidence presented in the text.

Week 2 Lesson 2

Understand

1. What does the opening scene of the medieval feast tell us about the prince's character?

   Lots of work went into these feasts. The prince displayed very bad behavior when he played a prank and ruined the feast. He showed that he was an uncaring and spoiled character for ruining such an event. It is obvious why they called him "Prince Brat."

2. Underline the context clues in this excerpt that helped you strengthen your understanding of the word **cackle**. After reading this excerpt, what do you think the definition of **cackle** is?

   Students should underline context clues such as "tried to keep from laughing," "clapped both hands over his mouth," "hah-has and haw-haws" and "hee-hee-hee."

3. Underline the context clues in this excerpt that helped you to figure out the meaning of the word **defiantly**. Then answer questions 4-6.

   Students should underline the context clues, "biting back every yelp and cry, the prince was exasperated with him."

4. After reading the excerpt, what do you think the definition of **defiantly** is?

   Defiantly means to go against what someone else wants you to do.

5. How does knowing that Jemmy was **"defiantly biting back every yelp and cry"** help us to better understand Jemmy's character?

   The author uses the word defiantly to describe Jemmy's actions to help us understand that even though Prince Brat is his superior, Jemmy doesn't want to give him the satisfaction of seeing him cry. Jemmy knows that Prince Brat wants him to yell out and refuses to do so. This shows us that Jemmy is willing to stand up to Prince Brat even though he is a prince.

6. What is the importance of the phrase **"lowered his head so as to appear"** as it is used in this text? What does it tell us about the prince?

   The author uses this phrase to show that the prince knew how he was supposed to feel and act, but that he only pretended to do so. He wanted the appearance of being remorseful but did not feel remorseful. The prince is actually growing angry at the whipping boy for not crying. He isn't even thinking about the "lesson" his father just taught him. This tells us that the prince is very self-centered and knows how he should act and what others expect of him.

Express Understanding

Describe how Jemmy feels about Prince Brat threatening to send him back to the streets. Use evidence from the text to support your answer.

Jemmy wants to return to the streets. According to the text, Jemmy had been dreaming about his "ragged but carefree life before he'd been plucked from the streets and sewers of the city to serve as royal whipping boy" and after the Prince told Jemmy that he would send him back to the streets "Jemmy's spirits soared." He thought to himself, "I'll take me rags and I'll be gone in the half-blink of an eye." This shows that Jemmy was okay with going back to the streets and would rather be there than living in the castle.

Week 2 Lesson 3

Understand

1. How does the prince view education? What evidence is there to support your answer?

   The prince does not think that education is important. Instead of studying and learning, he wanted to have someone read to him and even wanted someone else to sign his name. The prince refused to practice and learn because things had always been done for him.

2. Why is the prince angry after Jemmy is whipped?

   The prince realizes that Jemmy is purposefully not crying and it angers him. He is used to getting his way, and Jemmy's defiance is something he does not have experience with.

3. Underline the context clues in the excerpt above that helped you to figure out the meaning of the word **contrary**. What is the meaning of the word contrary as it is used in the text?

   Students should underline context clues such as "Jemmy will not cry even though the prince told him that he must," "It is pure spite that you won't howl!" and "Think you can cross me …"

4. Underline the context clues that helped you to determine the meaning of spite. Based on what we've read so far in chapters 1-2, what does the prince mean by "It's pure spite that you won't howl!"

   Students should underline context clues such as "contrary" and "cross me and get away with it." The prince means that Jemmy won't cry to make sure the prince is not satisfied.

Express Understanding

Explain how the word s**pite** adds to your understanding of Jemmy's character.

The word spite lets us know that Prince Brat realizes that Jemmy is not crying on purpose. This angers the prince because he is a prince and normally would get his way. It also shows us that Jemmy is willing to stand up to the prince even though he is "just a whipping boy."

Week 2 Lesson 4

1. List the **figurative language** you find in the text in the graphic organizer below. Focus on finding examples of when the author, Sid Fleischman, uses similes, metaphors, and idioms in the text to help you create word pictures and visualize what is happening.

Page #	Example of Figurative Language	Literal meaning
Chapter 1	"king's command traveled like an echo from guard to guard"	King's command was quickly passed from guard to guard by word of mouth
Chapter 1	"yowl like a stuck pig"	Jemmy should have cried out loudly.
Chapter 2	"beat the whipping boy like a carpet"	Jemmy was hit hard repeatedly.
Chapter 2	"til your tongue hangs out like a red flag"	Jemmy would have had to travel far away until he was so tired his tongue hung out because the prince wouldn't stop looking for him.

2. What is the meaning of "**yowl like a stuck pig**" as it is used in this text? What clues did the author give you to help you discover the meaning?

   The meaning is to cry out loudly. The clues are "stuck pig" and "it's no fun if you don't bawl."

Express Understanding

Explain why an author may choose to use figurative language when writing. Choose a figurative language phrase you read and defined today to help you explain your reasoning.

Authors make comparisons using figurative language to help create a word picture for their readers. Figurative language helps you to visualize what is happening in a text. Figurative language often helps by using a comparison of familiar things to help you understand unfamiliar things.

Week 2 Lesson 5

Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

Week 3 Lesson 1

Understand

1. Based on what we have read so far, why might the prince not have friends?

   The prince would be hard to get along with because he always gets his way and receives no consequences for his actions. Additionally, the prince is self-centered and does not care for Jemmy's well being.

2. Why is the whipping boy so surprised that Prince Brat wants to run away? How does Jemmy try to convince the prince to stay?

   Jemmy is surprised because he never thought that a prince would want to run away. While Jemmy wants to run away because he has no freedom and is whipped constantly for the prince's misdeeds, the prince does what he wants and never gets whipped. Jemmy tried to get the prince to change his mind by reminding him of all the "fun" he has had. He also tried to scare the prince into staying by telling him it is dark outside. Finally, Jemmy tries to make the prince understand that if they get caught that he will be whipped.

3. What evidence from the text shows that Prince Brat is afraid of the dark even though he denies it?

We know that Prince Brat is afraid of the dark when he refuses to sleep without the light from a candle. In the text it states, "You won't even sleep without a lit candle," and "Lies! Anyway, the moon's up, good and bright."

4. Explain this paragraph in your own words. How do the details in this paragraph help you understand the roles of both Jemmy and the prince in this feudal society?

   Jemmy knows that if the boys get caught running away that nothing will happen to Prince Brat. Jemmy also realizes that this act is worse than anything the Prince has done before and will be punished severely. He is concerned that the punishment may go past whipping and that he may be hung for running away.

5. For chapter three, find **two** examples of when the author, Sid Fleischman, uses similes, metaphors, and/or idioms in the text to help you create word pictures and visualize what is happening.

Answers will vary; possible answers include:

Chapter and Page #	Example of Figurative Language	Literal meaning
Chapter 3	"the moon gazed down like an evil eye"	The moon was bright and the night was eerie.
Chapter 3	"what's bitin' you?"	What is bothering you?
Chapter 3	"light as a feather"	The prince will not get in much trouble for running away.

Express Understanding

Reread pages six and eight. This is the second time that Prince Brat refers to Jemmy as "**Jemmy-From-The-Streets**." Write a paragraph explaining what this word choice tells us about the relationship between Jemmy and Prince Brat.

Prince Brat refers to Jemmy as "Jemmy-From-The-Street" because he knows that Jemmy grew up on the streets and has lived a very poor life. The prince does not show Jemmy respect when he calls him "Jemmy-From-the Streets." The prince has never known life outside of the castle, and he feels superior to anyone who does not have money or nice things.

Week 3 Lesson 2

Understand

1. Complete the graphic organizer below to help you analyze Prince Brat's character:

Character Analysis Focus	Supporting Question	List responses here
Character's actions	Name three things that Prince Brat has done in chapters 1-3 that would help you describe him.	Answers will vary; possible answers include: Ch. 1: tied wigs of his father's friends to their chairs- mischievous Ch. 1: laughed when wigs flew off- uncaring, cruel Ch. 1: pretended to be humble and contrite- sneaky Ch. 2: went back on his word and didn't throw Jemmy out- untrustworthy Ch. 3: put bullfrogs in the moat- mischievous Ch. 3: hog greased the saddles- mischievous
Character's words	Has Prince Brat said anything that will help you better understand him as a character? If so, describe.	Ch. 1: "You're the worst whipping boy I ever had" (He becomes angry with the whipping boy when he didn't cry out). Ch. 1: threatened to kick the whipping boy out of the castle Ch. 2: " You contrary rascal! I'm on to you, Jemmy-From-The-Streets" (He was angry that the whipping boy didn't cry out again).
What others think or say about the character	What do other characters think/say about Prince Brat?	Ch. 1: people call him Prince Brat- unlikable, disrespectful Ch. 2: the tutor called him a "fiddle-faddle scholar"- unintelligent, uncaring Ch. 3: Jemmy thinks Prince Brat has no friends- friendless,unlikable
What changes happen to the character	At this point in the text, has the prince changed at all? If so, describe.	Not at this point

2. As you continue to analyze Prince Brat's character, what can you infer about him based on your responses in the previous question? Circle four traits that you would use to describe Prince Brat in the chart below.

   Answers may vary; possible answers noted.

Positive Traits	Negative Traits
Nice	Mean
cheerful, caring, charming, considerate, concerned, delightful, encouraging, giving, friendly, kind, likable, loving, peaceful, pleasant, polite, respectful, sensitive, sincere, sweet, thoughtful	angry, argumentative, bossy, cross, cruel, dangerous, dark, disrespectful, evil, greedy, harsh, hateful, impolite, insensitive, mischievous, naughty, raging, rude, selfish,

	spoiled, thoughtless, uncaring, unfriendly, unpleasant, violent
Happy	Sad
carefree, cheerful, eager, easygoing, excited, jovial, loving, optimistic, peaceful, satisfied, tolerant	antisocial, annoyed, comfortless, depressed, down, friendless, frustrated, gloomy, glum, grouchy, heartbroken, heavy-hearted, hopeless, isolated, lonely, lonesome, miserable, moody, scared, sorrowful, unhappy, withdrawn
Does A Lot	Does Very Little
active, adventurous, ambitious, bold, busy, eager, energetic, generous, hardworking, helpful, leader, meticulous, talkative	bored, boring, dull, indifferent, lazy, neglectful, selfish, sluggish, spoiled, uninterested
Confident	Uncertain
assertive, brave, bold, certain, courageous, daring, determined, decisive, fearless, independent, proud, self-reliant, sure, sociable, tenacious	anxious, concerned, confused, fearful, hesitant, mysterious, nervous, uneasy, unsure, worried
Smart	
brilliant, bright, brainy ,clever, curious, cunning, efficient, intelligent, sly, sharp, strong, studious, witty, wise	
Other Positive Attributes	Other Negative Attributes
ambitious, apologetic, cooperative, calm, creative, dependable, fair, fortunate, funny, honest, humble, humorous, loyal, mature, obedient,outspoken, patient, responsible, strong willed, talented, thrifty, trustworthy, silly	afraid, arrogant, babyish, cowardly, conceited, demanding, dishonest, foolish, harsh, immature, impatient, irresponsible, jealous, messy, neglected, picky, reactive, sneaky, stingy, untrustworthy, uncooperative, undependable, unfair, unintelligent

Express Understanding

Write a paragraph describing Prince Brat. Choose one of the character traits that you circled; give at least two examples of evidence from the text captured in your analysis chart to help explain why you chose that trait.

Answers may vary; accept any answer that uses one of the chosen character traits and provides evidence from the text to support that choice. One possible structure of the paragraph could be as follows:

One character trait that describes Prince Brat is ____. The thoughts and actions in the text develop this trait. In the text, ____. This builds the trait of ____ because ____. In the text, ____, which shows the Prince as ____. Overall, Prince Brat is _____.

Week 3 Lesson 3

Understand

1. Complete the graphic organizer below to help you analyze Jemmy's character:

Character Analysis Focus	List responses here
Character's actions	Ch. 1: Defiantly bit his lip and held back every yelp and cry Character's words Ch. 1: was determined to never shed a tear for the prince to gloat over Ch. 2: was looking forward to going back to the streets Ch. 2: didn't bawl, yelp, or bellow when whipped Ch. 2: stayed on as the whipping boy for a another year Ch. 2: learned to read, write, and do sums
Character's words	Ch. 1: "I'll take me rags, and I'll be gone in the half-Blink of an eye" Ch. 3: "What are you up to now? Walkin in your royal sleep, are you" (spoke to the prince rudely) Ch. 3: Jemmy thought "Why me?" Ch. 3: tried to talk the prince out of running away Ch. 3: accused the Prince of being afraid of the dark
What others think or say about the character	Ch. 2: the prince knows that he isn't crying out of spite
What changes happen to the character	none so far

2. As you continue to analyze Jemmy's character, what can you infer about him based on your responses in the previous question? Circle four traits that you would use to describe Jemmy in the chart below.

   Answers may vary; possible answers noted.

Positive Traits	Negative Traits

Nice	Mean
cheerful, caring, charming, considerate, concerned, delightful, encouraging, giving, friendly, kind, likable, loving, peaceful, pleasant, polite, respectful, sensitive, sincere, sweet, thoughtful	angry, argumentative, bossy, cross, cruel, dangerous, dark, disrespectful, evil, greedy, harsh, hateful, impolite, insensitive, mischievous, naughty, raging, rude, selfish, spoiled, thoughtless, uncaring, unfriendly, unpleasant, violent
Happy	**Sad**
carefree, cheerful, eager, easygoing, excited, jovial, loving, optimistic, peaceful, satisfied, tolerant	antisocial, annoyed, comfortless, depressed, down, friendless, frustrated, gloomy, glum, grouchy, heartbroken, heavy-hearted, hopeless, isolated, lonely, lonesome, miserable, moody, scared, sorrowful, unhappy, withdrawn
Does A Lot	**Does Very Little**
active, adventurous, ambitious, bold, busy, eager, energetic, generous, hardworking, helpful, leader, meticulous, talkative	bored, boring, dull, indifferent, lazy, neglectful, selfish, sluggish, spoiled, uninterested
Confident	**Uncertain**
assertive, brave, bold, certain, courageous, daring, determined, decisive, fearless, independent, proud, self-reliant, sure, sociable, tenacious	anxious, concerned, confused, fearful, hesitant, mysterious, nervous, uneasy, unsure, worried
Smart	**Other Negative Attributes**
brilliant, bright, brainy ,clever, curious, cunning, efficient, intelligent, sly, sharp, strong, studious, witty, wise	
Other Positive Attributes	**Other Negative Attributes**
ambitious, apologetic, cooperative, calm, creative, dependable, fair, fortunate, funny, honest, humble, humorous, loyal, mature, obedient, outspoken, patient, responsible, strong willed, talented, thrifty, trustworthy, silly	afraid, arrogant, babyish, cowardly, conceited, demanding, dishonest, foolish, harsh, immature, impatient, irresponsible, jealous, messy, neglected, picky, reactive, sneaky, stingy, untrustworthy, uncooperative, undependable, unfair, unintelligent

Express Understanding

Write a paragraph describing Jemmy. Choose one of the character traits that you circled; give at least two examples of

evidence from the text captured in your analysis chart to help explain why you chose that trait.

Answers may vary; accept any answer that uses one of the chosen character traits and provides evidence from the text to support that choice. One possible structure of the paragraph could be as follows:

One character trait that describes Jemmy is ____. The thoughts and actions in the text develop this trait. In the text, ____. This builds the trait of ____ because ____. In the text, ____, which shows Jemmy as ____. Overall, Jemmy is _____.

Week 3 Lesson 4

Understand

1. **Underline** the words or phrases did the author use to promote imagery in this excerpt from the text. What mood did these words help set?

   Students should underline phrases and words such as: " lit their way like a lantern," "hopelessly," "thick fog had swirled in," and "closed in." Answers may vary; accept answers supported by chosen phrases.

2. Why might the author use these words to describe these events?

   Authors use specific words to set mood and enhance events in a story.

3. Underline the words and phrases in the excerpt that add to the dark, frightening **mood** of the chapter. Why might the author use these words to describe these events/characters?

   Students should underline words and phrases such as: "like a snake striking," " a ghostly hand darted through the fog," "clutched his arm," "long, bony face," "hollow cheeks," "nose like a meat cleaver." Answers may vary; accept answers supported by chosen phrases.

Express Understanding

1. List other words or phrases the author used to promote **imagery** in this chapter.

   Some possible answers may include: swept, slipped, crackled, mighty, sudden, squawks and bellows, booming, darted, hollow, cackled.

2. Choose one of the words or phrases you listed above and explain how the author uses images in this phrase to help you understand the **setting**. Explain how this phrase helps you determine the **mood** in this part of the text.

   Answers may vary. Students should discuss that an author uses imagery words and phrases to set the mood of a scene. The mood of a scene will affect the characters' thoughts, words, and actions. We determine the mood by looking for words that promote imagery and set the tone of the story.

Week 3 Lesson 5

Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

Week 4 Lesson 1

Understand

1. The Middle Ages are known for having a very structured system of power. The graphic organizer below gives examples of how this system is seen in the relationship between Prince Brat and Jemmy. What examples from the texts have we read to support these examples? Complete the chart. An example is provided below.

2. Label the chart above with transition words/phrases that could be used to connect column one and column three.
    - It is important to use transition words and phrases to create a flow when you are writing. These words and phrases will help connect sentences, paragraphs, and ideas. Examples of transition words and phrases are: for example, this is demonstrated when, especially, such as, for instance, this is shown when.

    Students should see that these connecting words will help connect ideas, sentences, and paragraphs. Students should identify other "linking" words to add to the anchor chart. Some other examples are: *in the text it says, also, another, like, too.*

Characteristic of the Feudal System	Transition Word/Phrase	How it is Shown in the Relationship between Prince Brat and Jemmy
Royalty were wealthy and serfs were poor.	*For example,*	*Prince Brat was the son of a wealthy king who hosted a grand feast and Jemmy was the son of a rat catcher who was taken in off the streets to be the Prince's whipping boy.*
Royalty had complete control. They could order people around.	answers will vary	No one could discipline Prince Brat. Prince Brat ordered Jemmy around and refused to do what the tutor said.
Serfs could not leave the manor; they had no power or choice.	answers will vary	Jemmy had no choice but to stay on as the whipping boy and the Prince could threaten that if Jemmy left, he could send people out to find him.
Peasants were not	answers will	Jemmy was not given the opportunity to learn, he only learned to

educated.	vary	read because he was in the room when Prince Brat was being taught.

Express Understanding

Write a short response with one of your examples from the chart above. Be sure to include a transitional word or phrase that connects the feudalism characteristic with how that characteristic is shown in the relationship between Prince Brat and Jemmy. Use the sample below as a model for your response:

In the feudal system royalty and nobles were wealthy and the serfs and peasants were poor. ***This is shown in*** *Prince Brat and Jemmy's relationship because the Prince's father is the king who is wealthy and can throw great feasts, while Jemmy's father was a poor rat catcher.*

Possible student response:

The feudal system is evident when the prince refuses to learn. Serfs and peasants were not taught to read and write. Jemmy wasn't at the lessons to learn; he was there to provide the tutor with a whipping boy when the prince refused to do his lessons. Another characteristic of the feudal system was that royalty was allowed to order their vassals around. Prince Brat often ordered Jemmy around. He even ordered Jemmy to cry when he was whipped. Jemmy couldn't run away from the castle because in this system of power, serfs and peasants could not leave the manor without the lord's permission. Jemmy had no choice but to stay. Prince Brat and Jemmy's relationship highlighted the lopsided system of power that was standard in the Middle Ages.

Week 4 Lesson 2

Understand

1. How can you restate the question below to introduce the topic clearly for the following writing prompt?

   The Middle Ages are known for having a very structured system of power. How is this system seen in the relationship between Prince Brat and Jemmy?

   Possible student response:

   The structured system of power of the Middle Ages is shown in Prince Brat and Jemmy's relationship in many ways.

2. Write a conclusion sentence that supports this prompt:

   The Middle Ages are known for having a very structured system of power. How is this system seen in the relationship between Prince Brat and Jemmy?

Possible student response:

The structured system of power of the Middle Ages is shown in Prince Brat and Jemmy's relationship. Each boy is given a role in society and is expected to stick to that structure. Prince Brat and Jemmy's relationship highlighted the lopsided system of power that was standard in the Middle Ages.

Express Understanding

Draft: Using the organizers and notes from lessons 1-2, write a well-thought-out response for the following prompt: The Middle Ages are known for having a very structured system of power. How is this system seen in the relationship between Prince Brat and Jemmy?

Be sure to include:

- a strong introduction statement;
- at least two examples of how the system is seen in Prince Brat and Jemmy's relationship from the provided texts;
- transition words; and
- a strong conclusion statement.

The structured system of power of the Middle Ages is shown in Prince Brat and Jemmy's relationship in many ways. One example is that in the feudal system, royalty and nobles were wealthy and the serfs and peasants were poor. This is shown in Prince Brat and Jemmy's relationship because the prince's father is the king who is wealthy and can throw a great feast, while Jemmy's father was a poor rat catcher. The feudal system is evident when the prince refuses to learn. Serfs and peasants were not taught to read and write. Jemmy wasn't at the lessons to learn; he was there to provide the tutor with a whipping boy when the prince refused to do his lessons. Another characteristic of the feudal system was that royalty was allowed to order their vassals around. Prince Brat often ordered Jemmy around. He even ordered Jemmy to cry when he was whipped. Jemmy couldn't run away from the castle because in this system of power, serfs and peasants could not leave their manors without the lord's permission. Jemmy had no choice but to stay. Prince Brat and Jemmy's relationship highlighted the lopsided system of power that was standard in the Middle Ages.

Week 4 Lesson 3

Students will strengthen their writing through the revision process and edit responses to ensure correct grammar, capitalization, punctuation, and spelling. Refer to the checklist to help with this process.

Understand

Step 1: Revision

- ❑ Highlight the introduction or main idea in yellow or underline it once.
  - ❑ Does the highlighted sentence clearly introduce the prompt?
  - ❑ If not, revise your introduction to clearly introduce the topic.
- ❑ Highlight connecting words or phrases in blue or circle them (ex: for example, this is demonstrated when, especially, such as, for instance, this is shown when)
  - ❑ Do the connecting words and phrases clearly connect the characteristics of the feudal system to Prince Brat and Jemmy's relationship?
  - ❑ If not, revise your response to include connecting words that clearly connect the characteristics of the feudal system to Prince Brat and Jemmy's relationship.
- ❑ Highlight the conclusion sentence in pink or underline it twice.
  - ❑ Does the conclusion restate the main idea/ prompt using new language?
  - ❑ If not, revise your response to include a strong concluding sentence.

The structured system of power of the Middle Ages is shown in Prince Brat and Jemmy's relationship in many ways. One example is that in the feudal system royalty and nobles were wealthy and the serfs and peasants were poor. This is shown in Prince Brat and Jemmy's relationship because the Prince's father is the king who is wealthy and can throw a great feast, while Jemmy's father was a poor rat catcher. The feudal system is evident when the Price refuses to learn. Serfs and Peasants were not taught to read and write. Jemmy wasn't at the lessons to learn, he was at the lesson to provide the tutor with a whipping boy when the Prince refused to do his lessons. Another characteristic of the feudal system was that royalty was allowed to order their vassals around. Prince Brat often ordered Jemmy around. He even ordered Jemmy to cry when he was whipped. Jemmy couldn't run away from the castle because in this system of power, serfs and peasants could not leave their manors without the Lord's permission. Jemmy had no choice but to stay. Prince Brat and Jemmy's relationship highlighted the lopsided system of power that was standard in the Middle Ages.

Express Understanding

Publish: Using the organizers and notes from lessons 1-2 and your draft response, write a well-thought-out response for the following prompt:

> The Middle Ages are known for having a very structured system of power. How is this system seen in the relationship between Prince Brat and Jemmy?

Be sure to include:

- a strong introduction statement;
- at least two examples of how the system is seen in Prince Brat and Jemmy's relationship from the provided texts;
- transition words; and

- a strong conclusion statement.

After the revision and editing processes are completed, students will publish their writing.

Week 4 Lesson 4

Understand

1. Why is it important for us to know that Jemmy remembered the ballad about "Hold-Your-Nose Something-or-other"?

   This helps us to realize that the two boys are in danger. It also lets us know that Jemmy is aware that the two men are criminals and dangerous.

2. How did Jemmy try to stop the prince from talking?

   Jemmy gave the prince a sudden jab of his elbow to keep his mouth shut.

3. What did Prince Brat do?

   Prince Brat raised himself to his full height and said, "Bow to your prince." He wouldn't go along with Jemmy's plan.

Express Understanding

Given what you know about Prince Brat's character, why didn't he listen to Jemmy in this chapter?

The prince had never been alone outside of the castle and didn't know what the real world was like. The prince wasn't even allowed to be whipped, so he didn't know what being in danger meant. The prince was used to everyone following his commands without question and thought that these two men would follow his orders because he was the prince.

Week 4 Lesson 5

Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

Week 5 Lesson 1

Understand

Complete the chart below. The first sample is done for you.

Example from the Text	Character Dialogue	Dialogue Tag	How was the character feeling or responding?
Example: "No business of yours," Billy said with a thunderclap of laughter.	"No business of yours,"	Billy said with a thunderclap of laughter.	Billy thought the situation was funny.
"And I'm the Grand Turnip of China!" Cutwater snickered.	"And I'm the Grand Turnip of China!"	Cutwater snickered.	Cutwater was being sarcastic.
"Me friend's muddle-headed," he declared.	"Me friend's muddle-headed,"	he declared.	Jemmy is making a statement about the prince.
"Got enough lip for two sets of teeth," chortled the big highwayman.	"Got enough lip for two sets of teeth,"	chortled the big highwayman.	Hold-Your-Nose Billy was laughing/telling a joke.
"Skin me alive!" declared the big man in awe.	"Skin me alive!"	declared the big man in awe.	Hold-Your-Nose Billy was surprised.
"Bosh!" retorted Prince Brat scornfully.	"Bosh!"	retorted Prince Brat scornfully.	Prince Brat was angry.

Express Understanding

Read this excerpt from the text. How did each character react to finding the king's crest on the horse? How do the dialogue tags help us understand their reactions and character traits?

> Cutwater was surprised. To be in awe means that you are surprised. When Jemmy says "We stole it, horse and saddle" the author says that Jemmy said it desperately. This shows that Jemmy is desperate to lead the two villains away from the truth. When Prince Brat retorted scornfully that he was the prince, this shows us that the prince still doesn't realize that he is in danger; he is being rude to villains and will not pretend not to be the prince even after Jemmy tries to direct him to.
> The dialogue tags help us deepen our understanding of Jemmy and Prince Brat. They provide more evidence that Jemmy is intelligent because he is trying to come up with a plan to get them out of danger. It is more evidence that Prince Brat is unintelligent and selfish because he still doesn't realize

that they are in danger, and he thinks that just because he is a prince that Hold-Your-Nose Billy and Cutwater will leave them alone. He doesn't realize that he should listen to Jemmy and pretend not to be the prince. It also shows that the prince is disrespectful because he is talking rudely to the villains and ignoring what Jemmy is telling him to do.

Week 5 Lesson 2

Understand

1. **Rickety** means shaky. How does this affect the way you picture the hut?

   Answers will vary. Acceptable responses would say that the hut is pictured as old, worn out or broken.

2. Do you think that the wood the hut is made of is in good condition?

   Answers will vary. Acceptable responses would say that the wood is probably rotten, falling apart and in bad condition.

3. What do you think it's like to have a **thatched** roof when it is raining?

   Answers will vary. Acceptable responses would say that if the only thing covering the roof is straw, it likely leaks when it rains.

4. What are the differences between the outlaws' hut and a real castle?

Sketch the outlaws' hut, based on the description above.	Sketch a castle based on descriptions read in this unit.
Answers will vary. Acceptable drawings would depict a run down, poorly built structure.	Answers will vary. Acceptable drawings would depict an elaborate, plush building.

Express Understanding

Reread chapter six. Based on what you have read, how did the author use descriptions of different food to help us better understand and describe the characters? Why did finding the crown at the end of the chapter excite the two outlaws? Use examples from the text to support your response.

The food descriptions showed that Prince Brat is spoiled. Even though he is hungry, he won't eat the peasant food. The food descriptions show that the two outlaws are hungry and poor; they were excited to see the meat pies, fruit tarts, and roast pheasant because these are items that they never got to eat. The crown was proof that the prince was actually who he said he was. The two outlaws

knew that they could use the prince to get a lot of money.

Week 5 Lesson 3

Understand

1. What evidence from the text shows us that Prince Brat still feels that he has power even though the two boys have been kidnapped?

   Prince Brat is still ordering the two villains around. He says things such as, "I'm hungry," and "I'll have a veal pie, sir." He is giving orders as if the villains will obey him. The prince refuses to follow directions. He says, "I don't take orders from cuts and villains." The prince is refusing to follow directions and does not fear the outlaws. Even after being told to write, the prince is still focused on himself and being hungry and is not worried about the outlaws becoming angry.

2. What was Jemmy's motivation for trying to trick the outlaws into letting the prince go?

   Jemmy wants to trick the outlaws not just to save the prince but to run away and free himself from the prince.

3. What does the word **flummox** mean as it is used in the text? What context clues helped you to define **flummox**?

   Flummox means to cause confusion or trick. The author used "these lads have mixed themselves up" to help us understand the meaning of flummox. When you mix something up, it can confuse someone.

4. How do Jemmy's attitude and actions change after the outlaws think that he is the real prince? Why? How does Prince Brat react to Jemmy's plan?

   Jemmy lifted his chin arrogantly and tried to look as prince-like as possible. His speech changed; "Nonsense, I'm a mere whipping boy." He told the prince "silence." Then, he snapped at the prince and called him a "witless servant boy." The prince didn't realize that Jemmy had a plan and was not going along with it. He became angry and defiant. His face turned red as a hot iron. He refused to agree and said things like, "That ratty street orphan," "That lowborn," and "But I'm His Royal Highness."

Express Understanding

Describe the shift in power that occurred during this chapter. Who thinks they are in charge at the beginning of the chapter? Why? Who has power at the end of this chapter? Why?

Power is shifted during this chapter. At first, both the prince and the outlaws think that they have power over the situation. The prince still believes that because he is royalty that people will obey him even though he has been kidnapped. He is ordering the villains around and demanding food. The outlaws also feel like they are in power because they are bigger and stronger than the two boys. They too are used to taking what they want without consequences. At the end of this chapter it is Jemmy

who actually has power over the situation. He has "flummoxed" the two men into thinking that he is the real prince and is trying to use this power to have Prince Brat set free.

Week 5 Lesson 4

Understand

1. Using the graphic organizer above, write a brief summary of chapter seven. Be sure to include each of the major events captured in the flow chart in your response.

   In this chapter, Jemmy comes up with a plan to trick the two outlaws into believing that he is the actual prince when the outlaws are surprised that Prince Brat can't write. The plan works even though Prince Brat isn't going along with it.

2. Complete the Sequence of Events graphic organizer below. Be sure to include the important events in the chapter. Use chapter seven's flowchart as an example.
3.

Chapter 8 Sequence of Events

Express Understanding

Write a chapter summary for chapter eight, "The Ransom Note." Your summary should be 2-3 sentences in length. Your summary should include the important events in chapter eight that will affect the rest of the story.

In this chapter Jemmy continues to trick the outlaws into believing that he is the actual prince by having them ask for more gold and jewels while he is writing the ransom note. Prince Brat is angry and confused by Jemmy's actions.

Week 5 Lesson 5

Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

Week 6 Lesson 1

Understand

1. What does **varmint** mean as used in this text? What context clues helped you define **varmint**?

   A varmint is troublesome wildlife. The context clues used are: "examined the bread closely," "The prince, he knew, had never been starved enough to pick out wildlife from his grub," and "'I can't find any crawly things in it.'"

2. Using what you have learned about the difference between poor and rich people's lives in the Middle Ages, why would the ruffians have wanted to capture the prince in the first place? Use details from the text to explain your answer.

   The ruffians wanted to capture the prince to get money. The villains lived on little food. It would be miserable to eat the same thing every day. They had yellow teeth and ate garlic for flavoring. They couldn't do anything to change their class, but could steal money to survive.

3. Circle the descriptive words and phrases in this excerpt that helped us to understand how Prince Brat felt about the possibility of being whipped.

   "'Keep your wits. It's worse'n common murder to lay hands on a prince. No need to break any more of the king's laws than we have to. If it comes to a flogging, there's his whipping boy.' The prince's **eyes widened** and his face **blanched white**. The prospect of **taking a whipping himself had never occurred to him**. '**But, sir, it wasn't me who called you names!**'"

Express Understanding

Describe Jemmy's plan to set Prince Brat free. Be sure to include examples from the text in your response.

Jemmy's plan was to trick the villains into thinking that he was the prince. He then had the villains ask for cartloads of money in the ransom note he wrote. He wanted to trick the villains into sending the real prince back to the castle carrying the ransom note.

Week 6 Lesson 2

Understand

1. How do the cutthroats feel about delivering the ransom note? Circle the words or phrases that helped you to determine how they felt.

   Billy is afraid and he automatically tries to convince Cuttwater to deliver it. Some phrases that helped determine this are: "effect on the outlaws was instant," "jaw dropped," "sweat broke out across his face like raindrops," "Faw Billy!," "I don't fancy being boiled to a crisp," "loud and decisive snort," and "We'll send the whipping boy."

2. Why is Jemmy so surprised about Prince Brat's reaction to bringing the ransom note?

   Jemmy was trying to save the prince and get him back to the castle and the prince was going against the plan.

3. As you read chapters 10-11, pay attention to how the text of the chapters and the illustration in chapter 11 are connected. Complete the graphic organizer with textual evidence from the text and connect this to the illustration on page 35.

Textual Evidence What I read...	Visual Representation What I see...
"He filled his mouth with bread and herring."	*I see the bones of a fish on the table.*
"Hold-Your-Nose Billy began to pace, munching garlic cloves as if they were grapes."	I see garlic cloves hanging from the rafters.
"Jemmy leaped up and gave the prince an angry flash of eyes."	I see Jemmy leaning forward and staring down the prince.
"'This calls for private words. Let's parley. Follow me.'"	I see Hold-Your-Nose Billy and Cuttwater outside the hut.
"'Imposter! How dare you insult me!'"	I see the prince with his mouth open as if he were yelling.
"'My horse,' remarked Jemmy. 'There's your messenger, sirs!'"	I see the horse outside of the door.

Express Understanding

Using the graphic organizer you completed above, describe how the text of this scene is reflected in the illustration on page 35.

Answers may vary; accept any answer that references the notes from the graphic organizer to describe the illustrations.

Week 6 Lesson 3

Understand

1. What was Jemmy's plan for escaping when Hold-Your-Nose Billy left to deliver the ransom note?

   Jemmy was trying to save both Prince Brat and himself by having Cuttwater run off so that they could sneak away.

2. Why did Prince Brat betray Jemmy's plan? What did the prince do and say to help us to understand why?

   Prince Brat betrays Jemmy's plan because he is worried about himself. He is arguing with Jemmy about what will happen when the king gets the ransom note. Prince Brat says, "You'd leave me alone with cutthroats?" because he doesn't understand Jemmy's plan and can only worry about himself.

3. What do these two excerpts from the text tell us about Jemmy? Circle the words or phrases from the text that led you to that conclusion.

   Jemmy is in survival mode now. He is acting and reacting without thinking so that he can get away. Some words or phrases that led to this conclusion are: "acted on instinct," "didn't wait to be nabbed," and "almost without thinking."

4. Both Prince Brat and Jemmy are angry at the end of this chapter. List the events that have happened that have caused each boy to feel this way in the chart below.

Prince Brat	Jemmy
He's worried that if he has to go back to the castle that his father will not let him out ever again. He thinks that Jemmy is trying to leave him alone with the villains. Jemmy ran off without taking the prince with him.	The prince hadn't gone along with any of his plans. The prince gave away his hiding place. The prince didn't seem to care about Jemmy's well-being at all.

He calls Jemmy an "unfaithful servant."	The prince was self-centered and stubborn and would not listen to reasoning. The prince "forgives him" when he realizes what the plan was.

Fluency Practice:
Students should practice rereading Jemmy and Prince Brat's argument at the end of chapter 13 out loud and show the characters' feelings by changing the tone of their voice to show emotion.

Express Understanding

Who do you think has the right to be angry—Jemmy or Prince Brat—at the end of chapter 13? Why? Support your opinion with at least two reasons or examples from the text.

> Answers will vary depending on what character is chosen. Acceptable responses will reference events from the graphic organizer.

Week 6 Lesson 4

Understand

1. Describe Prince Brat and Jemmy using textual evidence from chapters 10-14.

Character Analysis Focus	Prince Brat	Jemmy
Character's actions	Angry at Jemmy for pretending to be the prince Tossed aside the uneaten herring Showed no concern for Jemmy's fate and refused to deliver the ransom note Gave away Jemmy's hiding spot in the straw	Assumed a princely air of indifference Made the pretense of blazing up with impatience Could tell that the prince was fuming like a stovepipe at being unprinced Struck dumb Leaped up and gave the prince an angry flash of eyes

		Saved the prince when he refused to take the note by offering up the horse Came up with the plan to hide in the straw Realizes the king will not believe the ransom note and he will be blamed Acted on instinct, ran out of the cabin Thought that he was making too much noise when running After seeing the bear he decided to hide so Cuttwater would chase after the sound of the bear
Character's words	Told Jemmy to stop giving the villains the rough side of his tongue because he didn't want to be whipped Said "It doesn't please me to take orders from common rascals" Said " I'll do what I choose. And I choose not to run your errands" Told the villains that he would tear up the ransom note Told Jemmy "Imposter! How dare you insult me!" Ate an apple tart and said "I'll return to the castle when I'm ready. When I choose. And not a moment before!" Said "Father will keep me under lock and key after this" Said "I promise you my protection"	Said "Prince Blockhead! You should wear your crown to fend off woodpeckers." Fussed at the prince for not going along with his first plan Says "Jemmy protects himself" Said "You betrayed me!" Told the prince to get himself another whipping boy Told the prince " I dismiss myself, I'll get where I'm going, and you can find your own way back to the castle" Told the prince "Lay off! Go your own way"

	"Unfaithful Servant" Asks Jemmy if he had lots of friends on the streets Refuses to let Jemmy go without him Tells Jemmy that he hasn't dismissed him	
What others think or say about the character	Says his father won't miss him and that he should wait Resentfully says, "I might as well be stuffed and hung on the wall like a stag's head-for all he notices me" Jemmy thinks that the prince is crazy for not following the plan and not wanting to go back to the castle.	The prince is angry that Jemmy has unprinced him
What changes happen to the character	Tells Jemmy that he may never go home because this is the best time he's ever had Smiles when soldiers pass and says that this is the first time no one has had fits because he got his clothes grimy We see a different side of the prince when we realize that part of the reason that he doesn't want to go back is because he doesn't think his dad is missing him and when he asks about Jemmy's friends.	Admitted he was lost and asked for directions Tried to convince the prince to go back with the soldiers Jemmy had been trying to protect the prince throughout the story, but in chapter 14 that changes when he wants to part ways with the prince.

2. Circle four traits that you would use to describe Prince Brat in the chart below. Underline four traits that you would use to describe Jemmy in the chart below. Answers may vary; possible answers to describe Jemmy are <u>underlined</u>. Possible answers for Prince Brat are circled.

Positive Traits	Negative Traits
Nice	Mean

cheerful, caring, charming, considerate, concerned, delightful, encouraging, giving, friendly, kind, likable, loving, peaceful, pleasant, polite, respectful, sensitive, sincere, sweet, thoughtful	angry, argumentative, **bossy,** cross, cruel, dangerous, dark, disrespectful, evil, greedy, harsh, hateful, impolite, insensitive, mischievous, naughty, raging, rude, selfish, spoiled, thoughtless, uncaring, unfriendly, unpleasant, violent
Happy	Sad
carefree, cheerful, eager, easygoing, excited, jovial, loving, optimistic, peaceful, satisfied, tolerant	antisocial, annoyed, comfortless, depressed, down, friendless, frustrated, gloomy, glum, grouchy, heartbroken, heavy-hearted, hopeless, isolated, **lonely**, lonesome, miserable, moody, scared, sorrowful, unhappy, withdrawn
Does A Lot	Does Very Little
active, adventurous, ambitious, bold, busy, eager, energetic, generous, hardworking, helpful, leader, meticulous, talkative	bored, boring, dull, indifferent, lazy, neglectful, **selfish,** sluggish, spoiled, uninterested
Confident	Uncertain
assertive, brave, bold, certain, courageous, daring, determined, decisive, fearless, independent, proud, **self-reliant,** sure, sociable, tenacious	anxious, concerned, confused, fearful, hesitant, mysterious, nervous, uneasy, unsure, worried
Smart	
brilliant, bright, brainy ,**clever,** curious, **cunning**, efficient, intelligent, sly, sharp, strong, studious, witty, wise	
Other Positive Attributes	Other Negative Attributes
ambitious, apologetic, cooperative, **calm,** creative, dependable, fair, fortunate, funny, honest, humble, humorous, loyal, **mature,** obedient,outspoken, patient, responsible, strong willed, talented, thrifty, trustworthy, silly	afraid, **arrogant,** babyish, cowardly, conceited, demanding, dishonest, foolish, harsh, immature, impatient, irresponsible, jealous, messy, neglected, picky, reactive, sneaky, stingy, untrustworthy, uncooperative, undependable, unfair, unintelligent

Express Understanding

Write a paragraph that describes how the character traits of Prince Brat and Jemmy can be seen in their relationship. Describe the relationship between Prince Brat and Jemmy at the end of chapter 14. Use examples from the text to

discuss how their character traits influence their relationship.

Prince Brat and Jemmy's relationship has been greatly affected by their character traits. Prince Brat is self-centered and arrogant. He never thinks of anyone but himself and can not even go along with Jemmy's plan to save himself. Jemmy has tried to be considerate to the prince and get him away from the villains. He can't believe that the prince won't go along with the plan. When Prince Brat shows that he is untrustworthy and gives away Jemmy's hiding place, Jemmy has no choice but to run. By the end of chapter 14, Jemmy is tired of trying to save the ungrateful prince and wants nothing more than to get away from him.

Week 6 Lesson 5

Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

Week 7 Lesson 1

Understand

1. What is Jemmy struggling with in this excerpt? Why did Prince Brat pick up the broken chair leg?

   Jemmy is thinking about the prince and wondering how he will survive if Jemmy leaves him, which is what he has wanted to do up until this point. The prince wanted to prove to Jemmy that he could take care of himself.

2. What made Jemmy stop the hot-potato cart and go back for the prince? What is the importance of this event to the story?

   Jemmy looked back and saw the prince who had dropped his wood and was gazing at the leaving cart. He felt guilty and knew that the prince could not take care of himself. Jemmy had the opportunity to be rid of the prince and didn't take it, even though his life would have been less complicated if he had.

3. Why is it a significant, or important, event when Prince Brat says, "Swam the river"?

   Jemmy had instructed Prince Brat to tell the ruffians that he swam the river when they ran into Billy and Cutwater. This is the first time that Prince Brat went along with one of Jemmy's plans and lied to protect Jemmy.

4. Underline the words and details the author used to help us to understand the impact of Prince Brat being whipped on Jemmy.

Words and phrases that should be underlined could include: "whip snapped across the prince's back," "Jimmy held his breath," "Prince Brat had set his jaws," " just as Jemmy had always done," "not a sound escaped," "'bawl out!'" "dreamed of seeing", "no satisfaction," and "'Holler and cry out! I won't tell anyone.'"

5. What does it mean when the text says, "He'd dreamed of seeing the prince whipped, but now that it was happening he found no satisfaction in it"? What is Jemmy thinking?

   Jemmy realizes that his feelings for the prince have changed and he does not want to see him hurt.

Express Understanding

Write a paragraph to explain the events in chapters 15 and 16 that have the greatest impact on Jemmy and Prince Brat's relationship. Give at least two details from the text to support your answer.

Answers may vary; accept any answer that is based on evidence presented in the text. Students should return to the text to cite evidence. Possible events to discuss:

- Jemmy stopping and going back for the prince
- Prince Brat not giving away Jemmy's hiding place
- Jemmy trying to stop the outlaws from whipping Prince Brat
- Prince Brat being whipped but not crying out
- Jemmy trying to get Prince Brat to cry out so the whipping would stop

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Week 7 Lesson 2

Understand

1. How does Prince Brat being whipped have an impact on his and Jemmy's relationship? Circle the words or phrases from the text that help to show this change.

   The prince now knows what it is like to be whipped. Jemmy has seen the prince try not to cry out and not make a big deal about being whipped. Jemmy is amazed with the prince's actions. The two boys can better understand each other now. Some words or phrases that should be circled include: "felt a growing amazement," "Prince Brat a brave one," and "There was a cast iron streak of pluck in him."

2. What is so surprising about the first time that Jemmy heard Prince Brat laugh?

   Carrying water was servant's work and Jemmy had never thought of it as a privilege. When the prince found it as something exciting, it was surprising to Jemmy.

3. What did Smudge help Jemmy realize? How did this event have an impact on Jemmy's character?

   Jemmy realized that he no longer wanted to be ignorant. Jemmy had been saying since the beginning of the book that he would be happy to return to the streets, and this is the first time we see him doubt

that he wanted to return. Jemmy now knows that it would be hard for him to give up all that he has left behind in the castle.

4. Explain what the author meant when he writes that there was no steam in Prince Brat's voice. Circle the context clues that helped you to understand the phrase "there was no steam in his voice"?

   Even though the prince was saying that the old woman was treasonous, he wasn't really angry or serious about taking her tongue out. The prince was more sad than angry. Some context clues that should be circled are: "Taking a whipping was bad enough" and "Deeply shaken him."

5. What caused Jemmy to grab his battered bird cage and run?

   Jemmy heard the news seller call out that the prince had been sold to the gypsies and that his whipping boy had been charged in the scheme.

Express Understanding

Prince Brat experiences many "firsts" in these two chapters. Describe the events that occurred and explain how they have impacted Prince Brat and his relationship with Jemmy.

Prince Brat experienced many first in these chapters. First of all, he was whipped for the first time in his life. When he didn't cry out and was brave afterwards, it amazed Jemmy who was used to seeing the prince in a selfish light. Next, Prince Brat laughed when he got to carry the water pail for the first time. Jemmy couldn't understand why this would make Prince Brat happy, but was glad to hear the sound of merriment. When the prince met Smudge he got to shake hands for the first time. Prince Brat thought the practice was a friendly one and wanted to introduce it to the royal court when he became king. Another first for the prince was when he heard what the old woman had to say about him. This humbled the prince because he hadn't known that people were afraid of when he would become king. Jemmy felt bad for the prince and was no longer sure how he felt about him. Finally, the prince got to eat potatoes which were considered peasant meals. All of these first helped the two boys understand each other better. Their relationship was strengthened.

Week 7 Lesson 3

Understand

1. Why is Jemmy angry with the prince after he runs off from the fair? How does the prince react to his anger?.

   Jemmy is scared that he may be killed for kidnapping the prince and that the prince still doesn't see the urgency in what is happening.

2. How does this excerpt show a change in Prince Brat and Jemmy's relationship since the beginning of the story?

In the past, the prince has called Jemmy "Jemmy-From-The-Streets" and "boy" because he didn't respect him and didn't think of him as an equal.

Express Understanding

Make a list of events that occur in the final chapter of *The Whipping Boy* that show a change in Prince Brat's character.

Answers will vary. Some possible events listed may be:

- He calls Jemmy by his real name.
- He decided to go back to the castle on his own.
- He told Jemmy that he should trust him.
- He orders Betsy and the Hot Potato Man to claim the rewards.
- He tells his father to make the bear the Official Dancing Bear to Your Royal Majesty.
- He places Jemmy under his protection.
- He promises to do his lessons, blow out his candle at night and behave.
- He tells Jemmy that he would have cried if Jemmy had been whipped.

Week 7 Lesson 4

Understand

1. Read the following plot examples and label them with the theme the author is trying to convey. Answers will vary; examples provided below.

Plot	Theme Phrase
1. The ant worked day and night to prepare for winter while the grasshopper played. When winter came, the ant was warm and well fed and the grasshopper was cold and hungry.	Slow and steady wins the race. If at first you don't succeed, try again. Sacrifice now, brings rewards later.
2. Even though the dog and the fox were different, they remained friends and watched after each other. It was an unusual friendship, but a strong one.	Two people can overcome differences and become friends. You can find friendship in unexpected places. To have a good friend, you must be a good friend. Give someone a chance; they may surprise you.
3. Shrek and Fiona were from two different worlds, but grew to love each other even through their differences. They accepted each other for who they were.	Be true to who you are. You can find friendship in unexpected places. Accept yourself for who you are.

4. Mulan took her father's place in the army and fought alongside men with no fear. She helped to save her people without worrying about her own safety.	Stand up for those who can not stand up for themselves. Do the right thing, even when it is hard. One person can make a difference. Accept yourself for who you are.

Express Understanding

Choose one plot example from the graphic organizer. Describe what details or examples from the plot help to explain why you chose the theme.

In the first plot with the grasshopper and the ant, the theme "Sacrifice now, brings rewards later" is shown when the ant gives up playing to prepare for winter. When winter came, the ant was warm and well fed, while the grasshopper was cold and hungry.

Week 7 Lesson 5

Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

Week 8 Lesson 1

Culminating Writing Task: Brainstorming

Review the Culminating Writing Task Directions and the text *The Whipping Boy* by Sid Fleischman.

Culminating Writing Task Directions
How do Jemmy and Prince Brat and their relationship change over the course of *The Whipping Boy*? What is a theme of the novel? Write a literary analysis in response to these questions that demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Draw on specific details from the text to support the analysis; use linking words (e.g., *for instance*, *in addition*, *in order to*) to connect your opinions and reasons.

Understand

It is important to carefully read your writing prompt and prepare to write before you actually begin writing. As you prepare to answer the writing prompt, first review the texts that you read in this unit.

Graphic organizers often help us to organize our thoughts and ideas. Use the graphic organizer in the next section to organize your thoughts before writing your rough draft.

Express Understanding

1. As you review the text, complete the chart below. Think about Jemmy and Prince Brat's relationship at the beginning, middle, and end of the text. Complete the graphic organizer below to describe how the relationship changed throughout the text.

Answers will vary; examples of responses provided below:

	...at the beginning of the text	...in the middle of the text	...at the end of the text
How would you describe Jemmy and Prince Brat's relationship...	• not friends • Prince Brat did not care that Jemmy was being whipped	• Prince Brat and Jemmy were forced to work together because they were in danger	• Prince Brat and Jemmy were true friends
What major events from the text help you to describe the boys' relationship...	• Prince Brat got Jemmy whipped on purpose • Prince Brat forced Jemmy to run away with him • Prince Brat and Jemmy captured by the villains	• when they run away, the boys are captured by two criminals; Jemmy convinces the criminals that he is the Prince • the criminals threaten to beat Prince Brat who they think is the whipping boy • Jemmy is still trying to keep the prince safe even though they are outside of the castle • Jemmy has a chance to leave the prince behind but makes the Hot-Potato man turn	• when the Prince is uneasy about going into the dark sewer, Jemmy waits for him • he also helps the prince to escape from the cutthroats rather than abandoning him • the Prince shows he is friends with Jemmy by protecting him from the king's anger; asks the king to put Jemmy under the prince's protection

		back to get "his friend" • after the villains catch up with the two boys and Prince Brat is whipped • Jemmy realizes that it is not as satisfying as he thought it would be to see the prince whipped	• the prince agrees to do his lessons and blow out his candle at night

2. In column three (... in the middle of the text), underline the main "turning point" in the boy's relationship. The **turning point** is the event in the story that caused a change in Jemmy and Prince Brat's relationship.

3. Circle a theme from the chart below that best describes a theme of *The Whipping Boy* by Sid Fleischman. Note: More than one theme could describe the text; however, only choose one.

   Answers will vary.

Theme Topics	Examples of Theme/Lesson Phrases
Acceptance	• Our differences make us special. • Give someone a chance; they may surprise you. • Be true to who you are.
Courage	• Stand up for those who can not stand up for themselves. • Do the right thing, even when it is hard. • One person can make a difference.
Happiness	• We are stronger together than we are apart. • Accept yourself for who you are. • True happiness begins from within.
Perseverance/ Hard Work	• Slow and steady wins the race. • If at first you don't succeed, try again. • Sacrifice now brings rewards later.
Friendship	• Two people can overcome differences and become friends. • You can find friendship in unexpected places.

	• To have a good friend, you must be a good friend.

Week 8 Lesson 2

Express Understanding: Draft Your Response

Paragraph	Rough Draft
Introduction: Introduce your topic. Write a main idea sentence to introduce your topic. Identify the theme of the novel.	In *The Whipping Boy* the characters Jemmy and Prince Brat show that friendship is defined through a person's feelings and actions and not by their wealth or social status. The changes in Jemmy and Prince Brat throughout the book help show this idea.
Body Paragraph 1: This paragraph will describe Jemmy and Prince Brat's relationship at the **beginning** of the novel. Add a signal word in the gray box to begin your paragraph. Be sure to include events from the text to support your description.	First of all, in chapter 1 the characters are different in almost all ways. For instance, the Prince is rich and famous while Jemmy is poor and not important to anyone. The characters are also different in the way they act. Prince Brat is called by his nickname because of his bratty actions. Jemmy is responsible and takes the punishment for Prince Brat. At this time in the story, Jemmy is taking the beatings because it is his job, not because of friendship. Prince Brat has all of the power in their relationship while Jemmy is virtually powerless. At the beginning of the book, Prince Brat and Jemmy are not friends.

Body Paragraph 2: This paragraph will describe Jemmy and Prince Brat's relationship in the **middle** of the novel. Add a signal word in the gray box to begin your paragraph. Be sure to include the **turning point** of the boy's relationship. Be sure to include events from the text to support your description.	Then, in the middle of the story Prince Brat and Jemmy are still not friends when they run away from the palace. Prince Brat plans their running away because he feels bored. Jemmy tells the prince to take a friend with him and then realizes that the prince has no friends. When they run away, the boys are captured by two criminals. Jemmy convinces the criminals that he is the prince. Then the criminals threaten to beat Prince Brat who they think is the whipping boy. The prince doesn't change his attitude much and is still spoiled and self-centered. Jemmy is still trying to keep the prince safe even though they are outside of the castle. Things begin to change when Jemmy has a chance to leave the prince behind, but makes the Hot-Potato man turn back to get "his friend." After the villains catch up with the two boys and Prince Brat is whipped, the boy's relationship changes even more. The prince finally knows what it is like to be whipped, and Jemmy realizes that it is not as satisfying as he thought it would be to see the prince whipped. Both boys change a lot after this event. The boys are better able to understand each other.
Body Paragraph 3: This paragraph will describe Jemmy and Prince Brat's relationship at the **end** of the novel. Add a signal word in the gray box to begin your paragraph Be sure to include events from the text to support your description.	Finally, by the end of the book Jemmy and Prince Brat's relationship has changed completely. They are no longer enemies. Jemmy shows he is friends with the prince. When the prince is uneasy about going into the dark sewer, Jemmy waits for him. He also helps the prince to escape from the cutthroats rather than abandoning him. At the end of the story, the prince shows he is friends with Jemmy by protecting him from the king's anger. He asks the king to put Jemmy under the prince's protection. The prince even agrees to do his lessons and blow out his candle at night.
Conclusion:	Friendship is the main subject of *The Whipping Boy*. This book shows that friendship can exist even if there are differences in social classes or wealth. Prince Brat and Jemmy's

Restate your main idea sentence and explain how the theme you chose connects to Jemmy and Prince Brat's relationship.	actions show that friendship can develop between people who previously did not get along. Friendship grows when two people try to understand each other.

Week 8 Lesson 3

Culminating Writing Task: Revise

Understand

Read your rough draft out loud. As you read, listen for any places where information may be unclear or incorrect.

- ❏ **Introduction Paragraph:**
  - ❏ Identify the main idea by underlining it with a green marker.
    - ❏ Determine if your main idea paragraph includes a strong introduction sentence and identifies the theme of the text.
- ❏ **Body Paragraph 1:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Did you describe Jemmy and Prince Brat's relationship at the beginning of the novel?
    - ❏ Did you give textual evidence to support your response?
- ❏ **Body Paragraph 2:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Did you describe Jemmy and Prince Brat's relationship in the middle of the novel?
    - ❏ Did you give textual evidence to support your response?
- ❏ **Body Paragraph 3:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Did you describe Jemmy and Prince Brat's relationship at the end of the novel?
    - ❏ Did you give textual evidence to support your response?
- ❏ **Conclusion Paragraph:**
  - ❏ Identify the conclusion sentence and circle it with a green marker.
    - ❏ Determine if your conclusion sentence makes a strong ending and restates your main idea.

Express Understanding

Make at least two revisions to your writing draft to improve your writing.

Answers will vary, but students should focus on making revisions on their draft in lesson two.

Week 8 Lesson 4

Culminating Writing Task: Edit

Understand

1. Reread your first draft.
2. As you read, look for areas where you may have made errors in writing such as grammar, punctuation or spelling.

Express Understanding

Use the Editing Marks chart below to indicate edits that you make to your draft. Use your pen to make the edits.

Editing Marks	
Capital Letter	≡
New Paragraph	¶
Remove	ℯ
Add	∧
Check Spelling	sp ○

Answers will vary, but should include the use of some of the Editing Marks in the chart above.

Week 8 Lesson 5

Culminating Writing Task: Final Draft

Use the next two pages to publish your writing. Be sure to include all improvements made during the revision and editing process. Review the writing rubric at the end of this packet to ensure that you are communicating your thoughts and ideas clearly and effectively.

Answers will vary. The essay should demonstrate that the student has an understanding of Jemmy and Prince Brat and how their relationship changed over the course of *The Whipping Boy.*

The essay should demonstrate proper grammar, conventions and spelling; it should develop a topic with facts and details from the text.

Reference the rubric included in the lesson packet to identify any other areas that could be strengthened.

Culminating Writing Task Exemplar Student Response

In *The Whipping Boy* the characters Jemmy and Prince Brat show that friendship is defined through a person's feelings and actions and not by their wealth or social status. The changes in Jemmy and Prince Brat throughout the book help show this idea.

In chapter 1 the characters are different in almost all ways. The Prince is rich and famous while Jemmy is poor and not important to anyone. The characters are also different in the way they act. Prince Brat is called by his nickname because of his bratty actions. Jemmy is responsible and takes the punishment for Prince Brat. At this time in the story, Jemmy is taking the beatings because it is his job, not because of friendship. Prince Brat has all of the power in their relationship while Jemmy is virtually powerless. At the beginning of the book, Prince Brat and Jemmy are not friends.

Prince Brat and Jemmy are still not friends when they run away from the palace. Prince Brat plans their running away because he feels bored. Jemmy tells the prince to take a friend with him and then realizes that the prince has no friends. When they run away, the boys are captured by two criminals. Jemmy convinces the criminals that he is the prince. Then the criminals threaten to beat Prince Brat who they think is the whipping boy. The prince doesn't change his attitude much and is still spoiled and self-centered. Jemmy is still trying to keep the prince safe even though they are outside of the castle.

Things begin to change when Jemmy has a chance to leave the prince behind, but makes the Hot-Potato man turn back to get "his friend." After the villains catch up with the two boys and Prince Brat is whipped, the boy's relationship changes even more. The prince finally knows what it is like to be whipped, and

Jemmy realizes that it is not as satisfying as he thought it would be to see the prince whipped. Both boys change a lot after this event. The boys are better able to understand each other.

Jemmy and Prince Brat's relationship changes completely by the final chapters. They are no longer enemies. Jemmy shows he is friends with the prince. When the prince is uneasy about going into the dark sewer, Jemmy waits for him. He also helps the prince to escape from the cutthroats rather than abandoning him. At the end of the story, the prince shows he is friends with Jemmy by protecting him from the king's anger. He asks the king to put Jemmy under the prince's protection. The prince even agrees to do his lessons and blow out his candle at night.

Friendship is the main subject of *The Whipping Boy*. This book shows that friendship can exist even if there are differences in social classes or wealth. Prince Brat and Jemmy's actions show that friendship can develop between people who previously did not get along. Friendship grows when two people try to understand each other.

DEPARTMENT of EDUCATION
Louisiana Believes

LEAP 2025

Grades 4–5 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates **full comprehension** of ideas stated explicitly and/or inferentially by providing an **accurate** analysis; • addresses the prompt and provides **effective** development of the topic that is **consistently appropriate** to the task, purpose, and audience; • uses **clear** reasoning supported by **relevant** text-based evidence in the development of the topic; • is **effectively** organized with **clear and coherent** writing; • uses language **effectively** to clarify ideas.	The student response • demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis; • addresses the prompt and provides **mostly effective** development of the topic that is **appropriate** to the task, purpose, and audience; • uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the topic; • is organized with **mostly clear and coherent** writing; • uses language that is **mostly effective** to clarify ideas.	The student response • demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis; • addresses the prompt and provides **some** development of the topic that is **somewhat appropriate** to the task, purpose, and audience; • uses **some** reasoning and text-based evidence in the development of the topic; • demonstrates **some** organization with **somewhat coherent** writing; • uses language to express ideas with **some** clarity.	The student response • demonstrates **limited comprehension** of ideas by providing a **minimally accurate** analysis; • addresses the prompt and provides **minimal** development of the topic that is **limited in its appropriateness** to the task, purpose, and audience; • uses **limited** reasoning and text-based evidence; • demonstrates **limited** organization and coherence; • uses language to express ideas with **limited** clarity.	The student response • demonstrates **no comprehension** of ideas by providing an **inaccurate or no** analysis; • is **undeveloped and/or inappropriate** to the task, purpose, and audience; • includes **little to no** text-based evidence; • **lacks** organization and coherence; • **does not** use language to express ideas with clarity.
Knowledge of Language and Conventions		The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may** be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding**.	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.