

# **4<sup>TH</sup>** **GRADE**

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**VOLUME 4.5**

## **Historical Fiction** ***Aurore of the Yukon***

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## Welcome to the C. I. A. Unit of Study for the book *Aurore of the Yukon*

This unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach*. I hope you enjoy guiding your students through the authentic work of expert readers!

*Aurore of the Yukon* is written by Canadian author Keith Halliday. In this first book of the MacBride Museum Yukon Kids Series, Halliday tells the story of a young girl who travels with her family from Montreal to the Yukon Territory during the time of the Klondike Gold Rush. Inspired by the story of his own grandmother, Aline Arbour Cyr, the book is historical fiction. Students who participated in the C. I. A. Unit of Study *Children of the Gold Rush*, 4.1, will use background knowledge of the Klondike Gold Rush to better understand the setting and plot of *Aurore of the Yukon*.

*Aurore of the Yukon* is a challenging text for fourth-graders because of its structure. The book pretends to be nonfiction, when in fact the book is only inspired by real-life events. Students will have to separate fact from fiction as they read. In addition, the book weaves the historical plot with a modern-day diary. Throughout the unit of study, students will analyze why Keith Halliday chose to include this modern-day story.

Aurore's journey to the Yukon Territory at the end of the 1800s would not have been possible without the advancement of the railroad. At the completion of the unit, students will conduct a formal writing project in which they study the advancement of the railroad from past to present to future. Teachers might choose to pre-teach this topic during the social studies block, to better prepare students for this writing project. Study of the geography of Canada and the history of the railroad would certainly add depth to this unit of study, but is not essential.

Throughout this unit, it will be really important to keep charts easy to read, colorful, and displayed on the classroom wall, as they will be used often for referencing and for monitoring comprehension. A map of the route Aurore's family took is given in this unit (Day 7). I suggest making an enlarged copy of this map and displaying it in your meeting area throughout the unit. In addition, I suggest having a United States history timeline displayed somewhere in your classroom. Mark historical events already covered in your school-wide social studies curriculum on the timeline, along with events from this unit of study: the building of the first transcontinental railroads, the depression, and the Klondike Gold Rush. This will give students a visual representation of the relationship between events throughout history. I have used the U.S. History Timeline Topper Bulletin Board Set found at Mark Twain Media Publishing Company (#CD 1921).

Remember, the purpose of this unit of study is to bring history alive for your students by letting them see history through the eyes of the people who experienced it. Use all the resources available to you to help students visualize and understand this time period. For them, the experience will be memorable!

Before starting this unit of study with your students, you will want to read and label a copy of the book *Aurore of the Yukon*, to be used as a teacher guide. Take time to get to know the scope and sequence, and input lessons into your plan book ahead of time. Plan for social studies connections in your content-area literacy block.

You will also want to acquire a class set of books for students to use during read-aloud. These books are available through Read Side by Side and can be purchased at the Read Side by Side store located at <http://shop.readsidebyside.com>.

At the back of this unit you will find a vocabulary handbook. Please print a copy of this handbook for each student. It will be used almost daily and is an essential component of this unit of study.

If this is your first time teaching a C. I. A. unit, you will want to first familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Preparing for assessment



**Distribution of Common Core State Standards, *Aurore of the Yukon*, 4.5**

**Reading Standards for Information (RI)**

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33	
<b>Key Ideas and Details</b>																												
<b>#1</b> Read closely Monitor comprehension Support thinking	X							X			X							X							X	X		
<b>#2</b> Main idea Details Summarize																												
<b>#3</b> Sequence Cause and effect	X							X			X														X	X		
<b>Craft and Structure</b>																												
<b>#4</b> Author's craft	X																											
<b>#5</b> Text structure Compare/Contrast Problem/Solution Cause/Effect	X							X			X														X	X		
<b>#6</b> Point of view Author's perspective																												
<b>Integration of Knowledge</b>																												
<b>#7</b> Connect to other representations of the topic (visual, oral)																									X	X		
<b>#8</b> Explain author's use of reasons/evidence																												
<b>#9</b> Integrate on 1 topic																												

**By the end of the year, read and comprehend informational text in the grades 4-5 text complexity band proficiently, with scaffolding as needed.**

Distribution of Common Core State Standards, *Aurore of the Yukon*, 4.5

Writing Standards (W)

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33		
<b>Text Types and Purposes</b>																													
#1 Opinion piece																							X						
#2 Expository piece												X									X							X	
#3 Narrative piece																													
<b>Production and Distribution</b>																													
#4 Write clearly Organize Task, purpose, audience												X									X		X					X	
#5 Strengthen writing Writing process																												X	
#6 Produce and publish Use technology																												X	
<b>Research</b>																													
#7 Investigate different aspects of one topic																													
#8 Recall information Gather information Take notes/categorize	X	X		X	X	X	X	X		X	X	X					X			X	X		X		X		X	X	
#9 Draw evidence													X				X			X	X		X					X	
<b>Range of Writing</b>																													
#10 Extended time																												X	
#10 Short time												X									X		X		X				

**Distribution of Common Core State Standards, *Aurore of the Yukon*, 4.5**

**Language Standards (L)**

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33		
<b>Conventions</b>																													
<b>#1</b> Grammar and usage																													
<b>#2</b> Capitalization, punctuation, and spelling																													
<b>Knowledge of Language</b>																													
<b>#3</b> Convey ideas precisely Formal English	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>Vocabulary</b>																													
<b>#4</b> Monitor meaning of unknown words: Context Morphemes Reference materials	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>#5</b> Figurative language Word relationships Idioms, adages, proverbs Synonyms Antonyms	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>#6</b> Acquire and use grade-level vocabulary in speaking and writing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

**Distribution of Common Core State Standards, *Aurore of the Yukon*, 4.5**

**Speaking and Listening Standards (SL)**

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33		
<b>Comprehension and Collaboration</b>																													
<b>#1</b> Express ideas clearly Build on others' ideas Respond to questions Summarize discussions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
<b>#2</b> Paraphrase after listening	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
<b>#3</b> Identify reasons and evidence given by speaker																													
<b>Presentation</b>																													
<b>#4</b> Speak clearly Speak with a good pace	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>#5</b> Present with media																													X
<b>#6</b> Use formal English when appropriate	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

## *Aurore of the Yukon* Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> One prominent theme throughout the book is that we all have the power within ourselves to create a better future. Students will learn that advancements lead to greater opportunities for people to fulfill their dreams.</p> <p><b>Structure</b> This narrative is told chronologically. What makes the structure complex is the genre itself. The book is written as a nonfiction text, when in fact it is historical fiction. The genre historical fiction is a more complex genre than realistic fiction, requiring background knowledge and the ability to distinguish between factual information and fictional story.</p> <p>Aurore’s story includes editor’s notes and footnotes, giving readers additional information related to historical references throughout the story. Some of these notes are fiction, and others are fact. Finally, a modern-day diary is used throughout the book to help readers compare life in the past to life in the present.</p> <p>Cause and effect relationships contribute to the structure of this novel.</p> <p><b>Language Conventionality and Clarity</b> While English is the primary language in the text, French words and phrases are used throughout the novel. Historical language and dialect add depth to the language of this text.</p> <p><b>Knowledge Demands</b> Students will need to have a great deal of background knowledge about the time period. Background knowledge needed includes:</p> <ul style="list-style-type: none"> <li>• The ability to visualize the geography of Canada and the Yukon Territory.</li> <li>• Knowledge of the Klondike Gold Rush and its significance.</li> </ul>	<p><i>Aurore of the Yukon</i> has not been given a Lexile score.</p> <p><b>READER TASK CONSIDERATIONS</b></p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to the purpose and complexity of the tasks assigned and the questions posed.</p>

## Mini-Lesson

**Vocabulary Routine:** *irreversible* (L 4, 5)

The base word ‘reverse’ means *to turn back*. The suffix ‘ible’ means *can be done*. The prefix ‘ir’ means *not*.

## Instructional Read-Aloud

**In this lesson...**you will be modeling how readers identify the major problems in the story and pointing out how each problem is influenced by the time period in which the story takes place. You will also model reading to determine the solution to a problem and consider whether the solution is a good solution based on the events of the time period.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

Show understanding of important story elements (RL 3)

- Plot—problem and solution
- Setting—time period

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers use comprehension strategies to identify important characters and infer character traits.

## Teach:

*Today I am going to teach you...*

...that good readers think about the problem in the story and how that problem is impacted by the events in the particular time in history when the story takes place.

Watch me as I model how I look for the problem and think about how that problem is influenced by the time period.

Also notice as I identify the solution to the problem.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This makes me think \_\_\_\_\_.

Open up your reader's notebooks to a clean page and title it **Problems List**. We will use this list to keep track of the major problems in our story. Because the book *Aurore of the Yukon* is historical fiction, we know that the story will include real problems that occurred during this time period in history and also fictional problems that the main character encounters in her life. Please make a T-chart below the title and label the left column "Setting—1898" and the right column "Aurore." As we create the list together on the easel, you will each copy down the information on a list in your own reader's notebook.



**Begin rereading chapter 1 of *Aurore of the Yukon*, starting on page 1.**

## Model:



**Stop after:** *"That probably sounds funny to you, but it is quite sweet in French."* (p. 1)

**When the book said** that a letter came the morning Papa died, **I was thinking this was important because** it tells me one of the major problems in the story is that Aurore's papa died. **This makes me think** that Aurore's life will dramatically change as a result of her father's death.

Because this problem is specific to the life of the main character, I am going to add this problem to the right side of the T-chart.

(Model adding this problem to the right column of the T-chart.)

## Guided Practice:



**Stop after:** “I must have gasped, since they stopped talking for a moment. I lay totally still, and eventually they started talking again.” (p. 2)

In this part of the book, the author tells us about a problem that was specific to the time period—the depression of the 1890s. A depression is a severe low point in economic activity. During a depression, many people are out of work and jobs are hard to find. Look at the footnote on page 2, which reads, “The depression that started in 1893 was the worst in 30 years. One reason so many people went to the Klondike looking for gold was because they couldn’t find jobs at home.” (p. 2)

Why is the economic depression an important problem in history that impacts this story?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This makes me think \_\_\_\_\_.

(Model adding these problems to the left side of the T-chart.)

## Guided Practice:



**Stop after:** “...who would take care of Yves and me?” (p. 3)

In this part of the book, the author tells us about a problem that is specific to Aurore’s life.

What is the problem Aurore’s family is facing?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This makes me think \_\_\_\_\_.

(Model adding this problem to the right side of the T-chart.)

## Model:



**Stop after:** “I think she was crying too.” (p. 4)

**When the book said** that Maman showed Tante Josephine the letter from Uncle Thibault, **I was thinking this was important because** I think Maman has decided that the solution to their problem is to move to the Yukon. **This helps me understand** how desperate she must be to find a place for her family to live.

(Model adding this solution to the right side of the problems list.)

### **Stretch It (Optional):**

The problems that Aurore's family faces are irreversible. Maman is forced to make a difficult decision in order to ensure her family's survival.

Discuss: Based on what you know about the Yukon during the Klondike Gold Rush, do you think Maman's decision to move the family to the Yukon was the best decision?

### **Link:**

*Today and every day when you read...*

...I want you to think about the problem in the story and how that problem is impacted by the events of the time period.

The following list is an example of what your co-created list *might* look like:

<u>Setting-1898</u>	<u>Aurore</u>
<ul style="list-style-type: none"><li>• The depression of the 1890s leads to high unemployment.</li><li>• Thousands of people journey to the Yukon hoping to find gold.</li></ul>	<ul style="list-style-type: none"><li>• Aurore's papa dies.</li><li>• If they don't pay their mortgage, they will lose their house.</li><li>• It will be difficult for Maman to find work during the depression.</li></ul>
	<p><u>Solution:</u></p> <p>Maman decides to move her family to Uncle Thibault's ranch in the Yukon.</p>

## Mini-Lesson

**Vocabulary Routine:** *interfere* (L 4, 5)

The base word ‘*ferre*’ comes from the Latin ‘*ferire*,’ which means *to knock or strike*. The prefix ‘*inter*’ means *between or among*. Therefore, the word ‘*interfere*’ means *an obstacle that comes between the affairs of others*.

## Instructional Read-Aloud

**In this chapter...** Aurore’s family comes to see them off at the train station but they almost miss the train when Yves runs away and says that he doesn’t want to leave. Once on the train, Aurore and Yves explore and make friends with the two English women who are sharing their sleeping compartment. These women teach Aurore and Yves many English words, but Maman struggles to learn them. In Vancouver, they transfer to a ship called the SS Alpha, which will take them to Skagway. On the ship, Aurore and her family room with Kitty Rockwell (Klondike Kate) and another American woman, whom Maman does not approve of. The atmosphere on the boat is very different from that on the much more proper train ride, and this frustrates Maman.

**In this lesson...** you will begin by modeling how to identify important events while reading.

To prepare for this lesson, photocopy the map titled “Aurore’s Journey to the Yukon” (found at the end of this lesson) for each student and have students glue or tape the map into their reader’s notebooks for reference throughout the lesson. You may also want to enlarge the map to display on the wall in your meeting area.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Visualize

Show understanding of important story elements (RL 3)

- Plot—important events and problem

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

## **Connect:**

*We have been learning...*

...that good readers think about the main story elements as they begin reading a book. So far, we have made a character list and a problems list and have used maps to help us understand the setting.

## **Teach:**

*Today I am going to teach you...*

...that good readers think about what events are important, as they read.

Today, we will be learning about Aurore's journey across Canada by train and up the Inside Passage by ship. To help you visualize her journey, please turn to the map titled "Aurore's Journey to the Yukon" that you glued or taped into your reader's notebooks.

Watch me as I model how I look for big events, and think about how those events are important.

Notice how I use the map to help me visualize Aurore's journey.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

Open up your reader's notebooks to a clean page. Title the page **Important Events**. As we create the list together on the easel, you will each copy down the information on your own list in your reader's notebook. This list is where we will keep track of the big events that are happening in the book.

## Model:

I want to think about the important events that have happened so far in the story and get those written down, so I am going to think back to chapter 1.

**When the book said** that Aurore’s father died, **I was thinking this was important because** now the family has to figure out how to survive on their own. Maman decides the family will move to their Uncle Thibault’s ranch in the Yukon.

(Model adding these events to the list.)

Now we are going to begin reading chapter 2. Notice how I think about which events are important to keep track of while reading.

### **Read the chapter title on page 5: “HO for the Klondike!”**

The title of this chapter helps me understand that this chapter is going to be about Aurore and her family traveling to the Klondike.

### **Read the opening quote on page 5, taken from Aurore’s invented diary.**

**“They’ve painted ‘Ho for the Klondike’ all over the ship. I guess the Klondike is the part of the Yukon where the gold is. Everyone thinks they’ll get rich soon, even the boy who washes the ship’s dishes. It’s like a big party for everyone except me.”**

This quote helps me understand that all the gold-seekers are excited to be traveling to the Yukon because they think they will get rich. Aurore is not excited to be traveling to the Yukon because she doesn’t want to leave Montreal.



**Begin reading chapter 2 of *Aurore of the Yukon*, starting on page 5.**

## Model:



**Stop after:** “He got so excited that he started waving his sword at the conductor and shouting ‘En garde’ until Maman took it away.” (p. 6)

**When the book said** that “they had been to the station many times before...but this time was different,” **I was thinking this was important because** they will be traveling very far away from their home and know that they may never come back. **This helps me understand** how sad they must be feeling about leaving their home.

Trace the route Aurore took by train from Montreal to Vancouver. Note how far away from Montreal Aurore will travel.

**When the book said** that this was their first train ride, **I was thinking this was important because** it tells me that they are having a new adventure. **This helps me understand** how nervous and excited they must feel about riding a train.

(Model adding these important events to the list.)

## Guided Practice:



**Stop after:** “As we got close to Vancouver, Maman and the conductor had another confusing conversation about how we could get from the train to our ship, the SS Alpha.” (p. 8)

What are the important events from this section of the text?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding these important events to the list.)

## Guided Practice:



**Stop after:** “There must have been 50 of them and they howled the whole time we were in Vancouver.” (p. 10)

What are the important events from this section of the text?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding these important events to the list.)

## Guided Practice:



**Stop after:** “Of course, Yves and I thought it was kind of fun.” (p. 13)

What are the important events from this section of the text?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding these important events to the list.)

## Stretch It (Optional):

The author gave us a big clue in this chapter about what might happen later on in the story. Turn to page 9. On this page, Mrs. Macgregor says, “I think a girl in the Yukon can always use one of these,” as she removes a pocketknife from her pocket and hands it to Aurore. This big clue about what is going to happen later on in the story is an example of foreshadowing. When readers see the use of foreshadowing in a story, they stop and make a prediction.

Discuss: What do you predict will happen later on in the story, based on the clue that “a girl in the Yukon can always use [a pocketknife]”?

## Link:

*Today and every day when you read...*

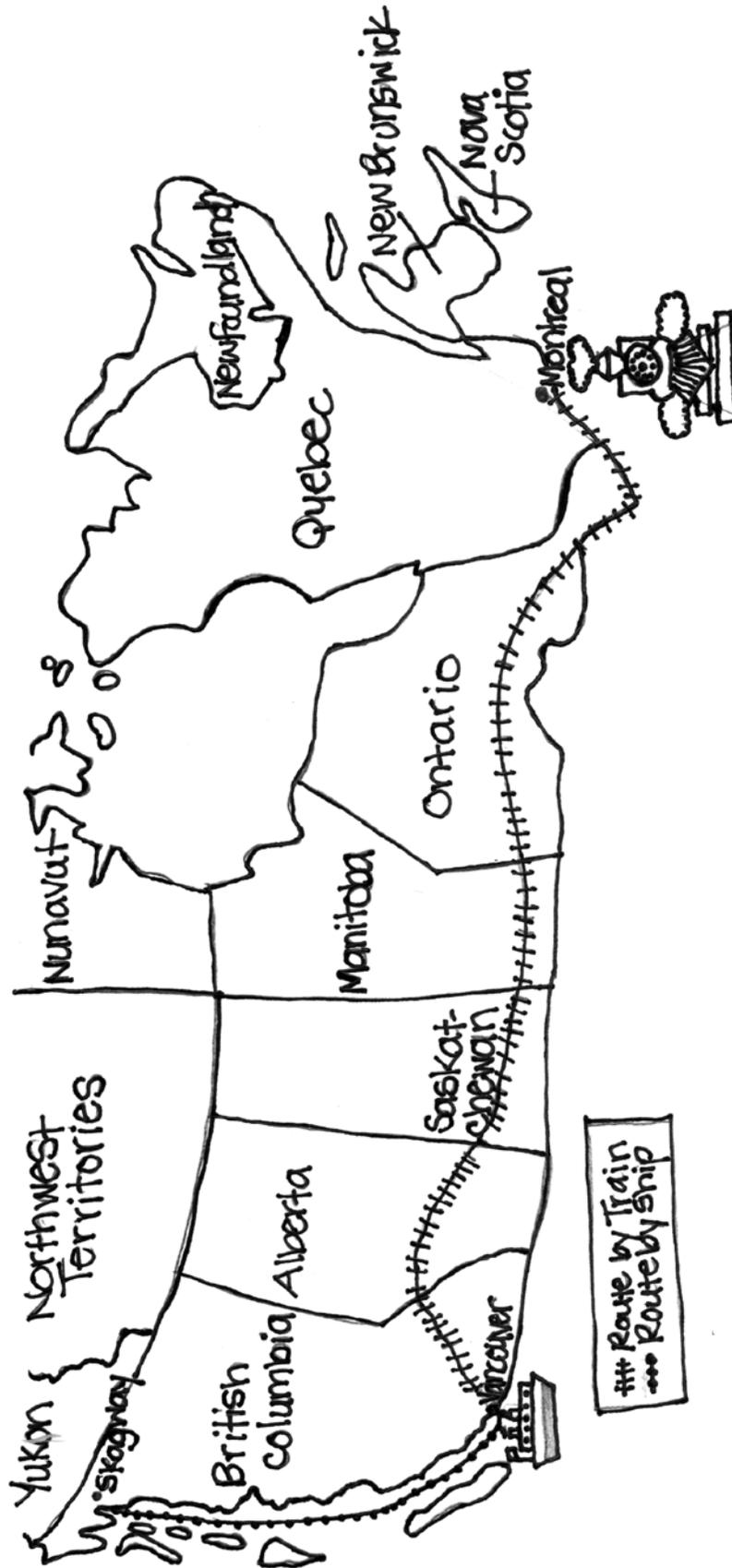
...I want you to think about the important events in the story and use the important events to make predictions.

The following list is an example of what your co-created list *might* look like:

## Important Events

1. Aurore's father dies.
2. Aurore's mother decides that they will move from Montreal to the Yukon to live with Uncle Thibault on his ranch.
3. Aurore's family takes their first train trip to Vancouver.
4. While on the train, English ladies teach them some English words.
5. In Vancouver, they get on a ship called the SS Alpha.

# Aurore's Journey to the Yukon



## Instructional Read-Aloud

**Article:** “Jack London: Inspired Prospector,” by Sarah Collinge

**In this article...**students will read about the famous author Jack London. They will learn that his stories, such as *Call of the Wild*, were inspired by his time as a prospector during the Klondike Gold Rush.

**In this lesson...**you will model how good readers keep track of important characters while reading. You will demonstrate how readers separate fact from fiction when reading the genre historical fiction.

To prepare for this lesson, make a copy of the article “Jack London: Inspired Prospector” for each student.

### Learning Targets:

Read closely to monitor comprehension (RL 1 & RI 1)

- Infer character traits

Show understanding of story elements (RL 3 & RI 3)

- Character

Understand text structure and genre (RL 5 & RI 5)

- Editor’s notes

Analyze the author’s purpose (RL 6)

Connect to other representations of the topic (RL 7)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers think about the problem in the story and how that problem is influenced by the events in the particular time in history when the story takes place.

## Teach:

*Today I am going to teach you...*

...that good readers use comprehension strategies to identify important characters and infer character traits. We know that when we read historical fiction, the main characters will be fictional, but there will also be key players—real people from history the author wants us to know about.

Today we are going to use the editor's notes as well as an outside text to help us learn factual information about a key player in the book *Aurore of the Yukon*. Aurore meets a man named Jack London, who speaks about Aurore's dog D'Artagnan, saying, "What a story that dog could tell!" (p. 23). While Aurore and her dog are both fictional, Jack London is a real person from the time period.

Please open up your reader's notebooks to the page titled "Factual Characters." Today we are going to add Jack London to the list.

Watch me as I model how, as I read, I notice how Jack London is portrayed in the book *Aurore of the Yukon*. Notice how I separate fact from fiction.

As we read the article titled "Jack London: Inspired Prospector," watch me as I model how I gather important information about Jack London from the text.



**Begin reading the editor's note about Jack London, found on page 22.**

## Model:



**Stop after:** “He was actually 21 at the time, not 20 as Aurore guessed.” (p. 22)

**When the book said** “Aurore’s story adds a whole new dimension to Jack London’s story,” **I thought this was fiction because** I know that Aurore’s character is fictional; therefore, Jack London never met her. **This helps me understand** that although Jack London is a real person, the conversation with Aurore never happened.

**When the book said** that Jack London was 21 when he hiked the Chilkoot Pass in 1897, **I thought this was an important fact because** it tells me that Jack London was in the Yukon during the Klondike Gold Rush. **This helps me understand** why the author felt it was important to put him in the book.

(Model adding important facts to the factual characters list.)

Now it is your turn to find important facts in the article I have selected for you to read about Jack London.

You will be using this stem for turn and talk:

When the article said\_\_\_\_\_, I thought this was an important fact because\_\_\_\_\_. This helps me understand \_\_\_\_\_.



**Begin reading the article “Jack London: Inspired Prospector.”**

## Guided Practice:



**Stop after:** “...inspired by his experience as a prospector during the Klondike Gold Rush.” (paragraph 1)

What important facts did you learn about Jack London?

Turn and talk to your partners using this stem:

When the article said\_\_\_\_\_, I thought this was an important fact because\_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding important facts to the factual characters list.)

## Guided Practice:



**Stop after:** “He staked a claim on Henderson Creek but did not discover much gold.”  
(paragraph 2)

What important facts did you learn about Jack London?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I thought this was an important fact because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding important facts to the factual characters list.)

## Guided Practice:



**Stop after:** “After returning home, Jack began writing 1,000 words a day and became the best-selling and most popular American author of his time.” (paragraph 4)

What important facts did you learn about Jack London?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I thought this was an important fact because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding important facts to the factual characters list.)

## Stretch It:

The author purposefully chooses to include Jack London in his fictional story about Aurore.

Discuss: What do you think the author’s purpose was in including Jack London in the story of Aurore?

## Link:

*Today and every day when you read...*

...I want you to think about what you know about important characters and separate fact from fiction when reading historical fiction.

### **Extension Activity (Optional):**

Jack wrote many short stories about his adventures in the Yukon. A short story students would enjoy hearing is called “To Build a Fire.” If time allows, print this story and read it to your students.

London, Jack. (May 29, 1902). “To Build a Fire,” as published in *The Youth’s Companion* magazine. Retrieved on January 29, 2012, from <http://carl-bell-2.baylor.edu/~bellc/JL/ToBuildAFireYC.html>.

The following list is a sample showing what your co-created list *might* look like:

## Factual Characters

Kitty Rockwell -

- Famous Dawson City singer and dancer
- Real name Kathleen Rockwell
- Also called "Klondike Kate"
- Famous for her flame dance
- Lived in Oregon till her death in 1957.

Jack London -

- Was 21 when he hiked the Chilkoot Pass in 1897
- Published 51 books between 1898 and 1916
- Staked a claim on Henderson Creek
- Came down with scurvy and had to go home with little gold
- Was inspired by his Yukon adventure
- Was a best-selling author

# Jack London: Inspired Prospector

by Sarah Collinge

One of the most well-known American authors, Jack London published over 51 books in only 18 years, between 1898 and 1916. His most notable books, including *The Call of the Wild*, were adventure stories inspired by his experience as a prospector during the Klondike Gold Rush.

Jack left San Francisco for the Klondike when he was 21 years old. He traveled over the Chilkoot Pass with almost 2,000 pounds in equipment. Conditions were rough, but Jack's optimistic attitude kept him going. He staked a claim on Henderson Creek but did not discover much gold.

In May of 1898, Jack came down with scurvy—caused by a deficiency of vitamin C. He could no longer work his claim and eventually had to seek medical help. He sailed home in June. Jack had not struck it rich in gold, but he found his experiences in the Yukon to be of greatest value.

After returning home, Jack began writing 1,000 words a day and became the best-selling and most popular American author of his time.

## Resources:

California State Parks Historians. (n.d.). *Jack London: His life and books*. Retrieved from <http://www.parks.sonoma.net/JLStory.html> on December 29, 2012.

Hartzell, D. (2008). *A short Jack London biography*. Retrieved from <http://www.jacklondon.net/shortbio.html> on December 29, 2012.

Permission to reprint this article granted by Sarah Collinge

## Mini-Lesson

**Vocabulary Routine:** *constable* (L 4, 5)

The base word ‘constable’ means *a peace officer with the authority to make arrests.*

## Instructional Read-Aloud

**In this chapter...**Aurore’s group reaches Sheep Camp, and Red McGraw asks for more money to continue to help them pack their belongings. Maman says no, and when they wake up they discover that he’s gone and has taken the food. They have to reorganize the packs but continue on to the steepest part of the trail, five miles before the summit. The trail here is very rocky; it is above the tree line, and there is snow year-round. At the summit, they meet the Constable at the North-West Mounted Police tent, who gives them tea and beans in his tent. At first, the Constable tells them that they must turn back, but when he hears their story he allows them to continue into the Yukon. He tells them about Superintendent Sam Steele, who is famous for keeping law and order in the Yukon. As they continue down the trail, they run into Blackball, who throws a snowball at them and hurts Yves.

**From Aline’s Diary #7...**we learn that Aline is at Happy Camp, and there is a picture of her hiking over the Golden Stairs. Parks Canada gives her some warm soup, and she says, “just like Aurore describes, I hadn’t ever tasted anything better.”

**In this lesson...**you will be modeling how readers gather evidence to support a line of thinking throughout the third quadrant. You will model how readers organize their notes using the evidence collection box.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer

Determine theme and support with text evidence (RL 2)

Gather and categorize information through note taking (W 8)

Draw evidence from the text (W 9)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

## Connect:

*We have been learning...*

...that good readers narrow their focus to one theme or line of thinking at the end of the second quadrant.

## Teach:

*Today I am going to teach you...*

...that good readers collect evidence to support a line of thinking while reading quadrant 3.

Today, we will continue to read about Aurore's journey to Uncle Thibault's ranch. As we read, we will be thinking about the theme we selected in our last read-aloud lesson for our line of thinking: The past is irreversible, but we all have the power within ourselves to make a better future.

We will be identifying places in the text where events or details support our line of thinking.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

Open up your reader's notebooks to the page titled **Evidence Collection Box**. Please be ready to add new evidence to the chart as we read.

**Read the chapter title on page 58: "The Golden Stairs to Happy Camp."**

The title of this chapter helps me understand that this chapter is going to be about the steepest part of the journey—the Golden Stairs.

**Read the opening quote on page 58, taken from Aurore's invented diary.**

**"Hot beans at the top of the Chilkoot are the best lunch in the world."**

This quote helps me understand that Aurore is going to make it up the Golden Stairs.



**Begin reading chapter 7 of *Aurore of the Yukon*, starting on page 58.**

## Model:



**Stop after:** “She said we would keep going to Uncle Thibault’s no matter what.” (p. 59)

**When the book said** that even though Red left and took all the food with him, Maman was determined to keep going, **I was thinking this was important because** it tells me that Maman is not going to give up on her dream to get to the ranch. **This helps me understand** that Maman is becoming more and more determined to make a better future for her family.

(Model adding evidence to the evidence collection box.)

## Guided Practice:



**Stop after:** “If Louise can do it, then so can I!” (p. 62)

How do Maman’s words to the Constable support our line of thinking?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding new evidence to the evidence collection box.)

## Guided Practice:



**Stop after:** “‘You are not a Cheechako any more,’ he said.” (p. 66)

How do Aurore’s actions support our line of thinking?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding new evidence to the evidence collection box.)

## Link:

*Today and every day when you read...*

...I want you to focus on gathering evidence to support a line of thinking.

## Extension Activity (Optional):

There are many photographs showing the steep climb up the Golden Stairs, including a photograph on page 14 of *Children of the Gold Rush*. Spend some time looking at these pictures. Discuss the effort and determination it would have taken to reach the summit.

The following chart is a sample of what your co-created chart *might* look like:

## Evidence Collection Box

### Line of thinking:

The past is irreversible, but we all have the power within ourselves to make a better future.

- After her father dies, Aurore and her family travel to the Yukon in hope of a better life.
- Maman is determined to keep going after one of the packers disappears with their food. (p. 59)
- Maman says she will keep going, no matter how rough the trail is. (p. 62)
- Aurore proves she is not a cheechako anymore when she makes it to the top of the Golden Stairs. (p. 66)

## Instructional Read-Aloud

**Article: “Musketeers of the Guard,” by Sarah Collinge**

**In this article...**students will read about the Musketeers of the Guard and about the famous Musketeers from Alexandre Dumas’s novel. They will learn who they were, what they wore, and the famous motto of the Musketeers.

**In this chapter...**Aurore’s party reaches Happy Camp, where they are cold and miserable. It is very rainy, and the only food they have left to eat is oatmeal. Finally, they reach Bennett, which marks the end of the Chilkoot Trail. Here they have to say goodbye to Skookum and Louise, which Aurore is sad about. While playing at the beach, Aurore and Yves meet Superintendent Sam Steele and tell him that they have seen some of Soapy’s gang on this side of the border. Sam Steele gives Aurore and Yves chocolate bars, and later they run into Blackball, who tries to take their chocolate. However, Kip tackles him, and they all work together to wrestle the candy back from Blackball. Aurore and Kip become friends.

**From Aline’s Diary #8...**we learn that Aline is at the end of the Chilkoot Trail, in Bennett. Bennett is now a ghost town. Aline says that log pilings are all that is left of the old dock.

**In this lesson...**students will gather information about Alexandre Dumas’s novel *The Three Musketeers* and about the Musketeers of the Guard. They will use this information to make predictions about what will happen next in the book *Aurore of the Yukon*. Students who participated in the C. I. A. Unit of Study *The Castle in the Attic*, 4.2, should be encouraged to compare and contrast knights and Musketeers.

To prepare for this lesson, make a copy of the article “Musketeers of the Guard” for each student.

## Learning Targets:

Read closely to monitor comprehension (RL 1 & RI 1)

- Predict

Analyze story elements (RL 3)

- Plot

Understand text structure (RL 5)

Analyze the author's purpose (RL 6)

Connect to other representations of the topic (RL 7)

- *The Castle in the Attic*

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

## Connect:

*We have been learning...*

...that good readers use details from the text to help them predict what is going to happen next.

## Teach:

*Today I am going to teach you...*

...that good readers make predictions based on what they already know about a topic.

Today, we are preparing to read chapter 8 of *Aurore of the Yukon*, which is titled “The Three Musketeers at Bennett.” We have already noticed how the author, Keith Halliday, incorporates the Three Musketeers into the story through the character of Yves. Today, we are going to read about the Musketeers to help us understand why Keith Halliday wove this story into his own.

As we read the article titled “Musketeers of the Guard,” we are going to be thinking about what information from this source will help us understand the book *Aurore of the Yukon* better. Then, as we read chapter 8 of *Aurore of the Yukon*, we will use this information about the Musketeers of the Guard to help us make predictions about what will happen next.

Follow along with me as I read the article “Musketeers of the Guard.”



**Begin reading “Musketeers of the Guard.”**

## Model:



**Stop after:** “A tabard is a loose outer garment without sleeves that is worn over a shirt or armor.” (paragraph 4)

Discuss: What important information about Musketeers might help us understand the story *Aurore of the Yukon* better?

(Students who participated in the C. I. A. Unit of Study *The Castle in the Attic*, 4.2, should also be encouraged to compare and contrast knights and Musketeers.)

## Teach:

Good readers make predictions based on what they already know about a topic. Today, as we read *Aurore of the Yukon*, we will be using this information about the Three Musketeers to help us think about what might happen next in our story.

Watch me as I model how I look for details in the text that relate to the Three Musketeers.

Notice how I use details from the article and from the story to help me predict what will happen next.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_.

**Read the chapter title on page 67: “The Three Musketeers at Bennett.”**

The title of this chapter helps me understand that Aurore and her family make it to Bennett. I know that their next adventure will be traveling by boat on the Yukon River. I think Aurore and her brother will prove they are brave, just like the Three Musketeers.

**Read the opening quote on page 67, taken from Aurore’s invented diary.**

**“I guess it wasn’t raining when they named this place Happy Camp.”**

This quote helps me understand that the weather is going to make things less comfortable for Aurore and her family.



**Begin reading chapter 8 of *Aurore of the Yukon*, starting on page 67.**

## Model:



**Stop after:** “Constance is very brave and clever and helps the Queen and the Musketeers outsmart the Cardinal and the other bad guys.” (pp. 69–70)

**When the book said** Aurore is like Mademoiselle Constance, who is brave and clever, **I made a prediction.** **I think** Aurore will continue to show that she is brave and clever by outsmarting Blackball, one of the members of Soapy Smith’s gang.

## Guided Practice:



**Stop after:** “He pointed at a tent up the hill. ‘I’ll let them know too.’” (p. 70)

What are you predicting?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_.

## Guided Practice:



**Stop after:** “I think that was when we became friends.” (p. 73)

What are you predicting?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_.

**Continue reading the chapter.**

## Stretch It:



**Stop after reading Aline’s diary on page 74.**

Keith Halliday very purposefully weaves details from Alexandre Dumas’s novel *The Three Musketeers* into the story of Aurore and Yves.

Discuss: Why do you think Keith Halliday chose to include references to *The Three Musketeers* in his novel?

## Link:

*Today and every day when you read...*

...I want you to stop and make predictions based on details in the text.

# Musketeers of the Guard

by Sarah Collinge

*The Three Musketeers*, written by Alexandre Dumas, was originally published in 1844 and became an instant success. Set in France during the 1700s, the story tells the adventures of a young man, D'Artagnan, who travels to Paris in hopes of joining the Musketeers of the Guard. He becomes friends with three of the Musketeers—Athos, Aramis, and Porthos. The four swordsmen join together to defeat an evil advisor who has a secret plot to overthrow the king. In the end, D'Artagnan proves his loyalty and chivalry and is granted his wish to become one of the famous Musketeers.

## Who were the Musketeers?

The Musketeers of Alexandre Dumas's novel were personal household guards of the French king, King Louis XIII. Their duty was to protect the king and his family, who were constantly in danger from conspiracies against them.

To become a Musketeer, a man had to be a nobleman of the upper class. He also had to be trained in fighting and have strong horsemanship. Musketeers were masters of sword fighting and participated in many duels in order to defend the king and queen. They lived by a strict code of chivalry.



## What did they wear?

A Musketeer of the Guard wore a cavalier hat with a plume, and a tabard decorated with a silver cross and fleur-de-lis—a symbol of the Musketeers. A tabard is a loose outer garment without sleeves that is worn over a shirt or armor.

## The Musketeers' Motto

A motto is a statement that expresses a belief or goal. The Musketeers were well known for their motto, "All for one, and one for all." This statement expresses their loyalty to the king, and their loyalty to each other.

Resources:

Kelly, J. (2012). *How musketeers worked*. Retrieved from <http://history.howstuffworks.com/historical-figures/musketeer.htm> on December 29, 2012.

Permission to photocopy this article has been granted by the author, Sarah Collinge.

## Mini-Lesson

**In this lesson...**students will synthesize *Aurore of the Yukon* in the form of a written summary. Summarizing is more rigorous here than at the end of quadrant 1, as students are being asked to synthesize a much larger portion of text. Students will use a frame very similar to the retell summary frame. This frame requires students to retell only the most important events and limit the amount of detail used to describe these events. When summarizing the entire book, it is important to include the most important event—the turning point. Students should be expected to produce quality work.

### Learning Targets:

Determine theme and summarize text (RL 2)

- Synthesis summary

Write an expository piece (W 2)

- Synthesis summary

Write clearly and coherently for task and audience (W 4)

Recall information and draw evidence from the text (W 8, 9)

Write in a short time period (W 10)

Apply and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking.

## Teach:

*Today I am going to teach you...*

...that good readers summarize in order to synthesize what they have read and check for understanding. When you synthesize information, you combine all of your thinking to help you understand the book better.

Today you will be using the synthesis summary frame to help you write a summary of the whole book. You are going to be very careful to include only the most important events.

You have each already written a retell summary of the first quadrant of the book. You have also collected a great deal of information in your reader's notebooks. Today you will be using that previous work to help you with your synthesis summaries.

Open up your reader's notebooks and title a clean page **Reflection**. Today, your reflection will begin with a synthesis summary. This is a piece of writing that will be graded. You will want to do your best work, making sure your writing looks like fourth-grade writing.

### Introduce the Synthesis Summary Frame.

## Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as:

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

## Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to student writing using the stem:

I agree with you because \_\_\_\_\_, OR  
I disagree with you because \_\_\_\_\_.)

## Synthesis Summary Frame

Introduction Sentence	<p><i>The book _____, by _____ tells _____.</i></p> <p>This sentence should broadly tell what the whole book is about. This is a one-sentence sum-up.</p>
Body	<p>Tell all of the <b>most</b> important events from the book. Include <b>limited</b> detail. Make sure the turning point is included in your summary.</p> <p>Use transition words such as:</p> <p><i>First, next, then, finally,</i>  <i>First, next, after that, in the end,</i>  <i>In the beginning, then, after that, finally,</i></p>
Conclusion	<p>Your conclusion will reveal the author’s message.</p> <p>Use concluding words such as:</p> <p><i>In conclusion,</i>  <i>All in all,</i>  <i>As you can see,</i>  <i>It is true,</i>  <i>I am thinking,</i>  <i>I predict,</i></p>

Adapted from *Step Up to Writing Curriculum* (Auman, 2010)

### Synthesis Summary (Student Sample):

The book *Aurore of the Yukon* by Keith Halliday tells about a young girl named Aurore who travels with her mother and brother to the Yukon during the time of the Klondike Gold Rush. On this journey, the family learns that they have the power within themselves to create a better future.

The story begins with tragedy. Aurore’s father dies, leaving the family with many debts. It is during the time of the depression, and Maman wants to make a better life for her children. She decides that they will go to live on Uncle Thibault’s ranch in the Yukon.

First, the family travels by train from Montreal to Vancouver, B.C. Then they board a ship and travel to Skagway, where Aurore helps outsmart the famous con man, Soapy Smith. Soon after, the family begins their hike up the Chilkoot Trail. The family is determined to keep going, even though the trail is dangerous.

When Aurore’s family finally arrives at Uncle Thibault’s ranch, they realize that his description of the ranch was unrealistic. Maman decides this is not the life she wants for her children, and they leave and travel to Whitehorse. In the end, Maman gets married to a man in Whitehorse, and Aurore is happy to stay in the Yukon.

It is clear that even though the past is irreversible, we all have the power within ourselves to make a better future!

## Mini-Lessons

**In these lessons...**your students will be practicing expository writing. Students will work on a formal writing project that requires them to go through all phases of the writing process. Documents are given in this lesson to help your students organize and draft their writing. However, you will need to use your own resources for teaching the other phases of the writing process. You will need at least six days for this project.

Suggested Lesson Sequence:

Day 1 – Draft

Day 2 – Continue drafting

Day 3 – Revise

Day 3 – Edit and begin publishing

Day 4 – Continue publishing

Day 5 – Share

Day 6 – Share

To prepare for this assignment, make a copy of the drafting organizer for each student. Students will use the drafting organizer as a scaffold for their first drafts.

### Learning Targets:

Write an expository piece (W 2)

Write clearly and coherently for task and audience (W 4)

Practice all stages of the writing process, including publishing (W 5, 6)

Recall information and experiences to build and present knowledge (W 8, 9)

Write for an extended period of time (W 10)

Apply and use key vocabulary (L 6)

Present ideas (SL 4, 5, 6)

### Connect:

*We have been learning...*

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking. We have also learned that readers write in order to synthesize and reflect on their thinking.

## Teach:

*Today I am going to teach you...*

...that good readers write in order to synthesize their thinking about a topic and present their own ideas. Today we will be starting a formal writing project. You will each be writing an expository piece in response to the book *Aurore of the Yukon*. The formal writing prompt will give you an opportunity to share your research about railways and the transcontinental railroad. It will also give you an opportunity to share your opinions about the future of the rail travel.

For our formal writing, we will be working outside of the reader's notebook. We will need to use loose-leaf paper as we go through all stages of the writing process:

- Pre-writing
- Drafting
- Revising
- Editing
- Publishing
- Sharing

**Introduce and hand out the draft sheet. Guide students through reading the prompt and the writing frame. Explicitly state your expectations for the assignment.**

## Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as:

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

## Share-out:

(After students complete their writing, have them share their essays with partners or the class. If this were set up as a formal presentation with media support, this activity would meet the requirements of SL 5.)

## **Expository Prompt**

Aurore's mother dreamed of a better life for her family in the Yukon Territory. The opportunity to board a train and cross the entire continent of North America in just under one week made Ma-man's dream a reality. Without the advancement of the railway in Canada, Aurore and her family might never have had the opportunity to make a better life for themselves in the Yukon. Throughout history, new inventions and advancements have made it possible for people to create a better life for themselves.

In this paper, you will describe how the advancement of the railway system has made people's lives easier and has allowed for economic progress. Focus on North America in your paper, first describing what life was like before the transcontinental railroad. Then explain how the transcontinental railroad changed the landscape and the lifestyle of North Americans from past to present. Finally, predict the future of the railway system and how high-speed trains could increase opportunities for people.

## **Formal Writing (Student Sample): Trains in North America: Past, Present and Future**

Railways are an important transportation system used worldwide to move people and products quickly across continents. Before the transcontinental railway systems were engineered, people had to travel by foot, horse, or boat. The advancement of the railway system has given people a faster and safer way to travel. In fact, new advancements in train travel are still being developed. One day we may all be traveling over 300 miles per hour in Maglev trains!

### **Before the Railroad**

Before the transcontinental railroad, the landscape of North America was unsettled. People had built towns and cities on both the east and west coasts, but the prairie land was empty. People traveled by foot, horse, or boat. To cross the continent on foot took over seven months. Some traveled by wagons and stagecoaches. Making the trip by stagecoach was dangerous and took at least 25 days because stagecoaches traveled only five miles per hour. As you can see, it took a long time to travel across the continent before the railroad was built.

### **The Golden Age of Steam**

The invention of the steam engine led to the expansion of the railway system. The United States completed its first transcontinental railway in 1869. It took seven years to complete the railroad track that stretched from Nebraska to California. This advancement allowed people to send lumber, machinery, and other goods across the country. People could travel across the United States in just nine days. Thirteen years later, Canada completed a railway that connected Nova Scotia to British Columbia. Canada broke a speed record by building the railroad in just five years! The railroad track had 80 tunnels and 3,000 bridges. As a result of the new railroad, people could travel more easily from one place to another. People settled the open prairies. It is clear, the railroad made the United States and Canada better places to live.

### **Trains of the Future**

Inventions and advancements throughout history have given people more opportunities to make a better life for themselves. A new advancement in the railway system is the development of high-speed trains. The Bullet Train in Japan can travel over 300km/h, but Maglev trains can travel even faster! Maglev trains hover off the ground, lifted by the force of electromagnets. Maglev trains travel on magnetic waves. These trains can go over 500km/h. I predict Maglev trains will be the trains of the future. They would make it possible for people to get from one place to another quickly without having to use cars and airplanes.

It is clear that the advancement of the railway system has made life easier for people by allowing them to travel from one place to another more quickly. It is hard to believe that traveling across the country used to take people over seven months! Now, we can travel quickly by train, car, or even airplane. I can't wait to travel over 300 miles per hour in a Maglev train!

#### References:

Collinge, Sarah. (2012). *The transcontinental railways bring opportunity*. Seattle, WA: Peanut Butter Publishing.

Russell, J. (n.d.). *Trains: Past, present and future*. Retrieved December 29, 2012, from <http://learn-english.britishcouncil.org/en/magazine/trains-past-present-and-future>.

## Prefix List

<b>PREFIX</b>	<b>DEFINITION</b>	<b>PREFIX</b>	<b>DEFINITION</b>
anti	against	sub	under, to yield
con, com, col	together	super	above
de	opposite of	sur	to give up
dis	not / opposite of	trans	across
em	cause to be	un	not / opposite of
en	cause to		
entre	undertaking		
ex	away from		
fore	before		
il	not		
im	not		
in	not		
inter	between / among		
ir	not		
mid	middle		
mis	wrongly		
non	not		
over	in / into		
pre	before		
re	again		
semi	half		

## Roots List

ROOT	DEFINITION	ROOT	DEFINITION
audi	hear	man	hand
auto	self	ped, pede, pedi, pedo	foot
bio	life	phon	sound
cap, capere	to take	photo	light
ceal, celare	to hide	port	bring or carry
chrono	time	render	to give, to yield
cur	to run	rupt	break
dict	say	scope	see
dign	worthy	sect	cut or divide
fer	carry	struct	build
fix	fasten	tele	far off
flict	strike	tract	pull / drag
form	shape or form	tort	twist
fus(e)	flow		
gen	give birth		
geo	earth		
graph	write		
ject	to throw		
jur, jus	law		
liber	free		

## Suffix List

SUFFIX	DEFINITION	SUFFIX	DEFINITION
able	can be done	ious	possessing the qualities of
ade	makes the word a noun	ism	belief in
al	having characteristics of	ition	act / process
ance	makes the word a noun	ity	state of
ant	serving in the capacity of	itive	adjective form of a noun
ation	act / process	ive	adjective form of a noun
ative	adjective form of a noun	less	without
ed	past tense	ly	characteristic of
en	made of	ment	action / process
ence	makes the word a noun	ness	state of / condition of
eous	possessing the qualities of	or	person connected with
er	person connected with	ous	possessing the qualities of
er	comparative	s	plural
es	plural	ship	a condition or circumstance
est	comparative	tion	act / process
ful	full of	ure	act of, process of
ial	having characteristics of	ty	state of
ible	can be done	y	characterized by
ic	having characteristics of		
ing	verb form / present participle		
ion	act / process		

# Vocabulary: Making Connections

Target Word:

# inspired

Context:

“Set in the historic Klondike Gold Rush of 1898, and inspired by a real girl’s story, *Aurore of the Yukon* is an exciting adventure written to both entertain and educate young readers.” (blurb)

What it is...

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What it is not...

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I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)