



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

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## **VOLUME 6.1**

### **Mystery**

### ***The Westing Game***

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## Welcome to the C. I. A. Unit of Study for the book *The Westing Game* by Ellen Raskin

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!

*The Westing Game* is a favorite mystery book of many readers, young and old. I first read the book *The Westing Game* when I was in middle school, and it has since been one of my favorite novels. This puzzle-mystery involves sixteen heirs who are all trying to win the inheritance of their “Uncle Sam”—entrepreneur Samuel W. Westing. To win, they must use clues to solve Sam Westing’s murder.

*The Westing Game* is a challenging text for sixth-graders because of its genre, mystery. When reading a mystery book, readers have to keep track of a long list of characters and plot-twisting events. The reader can expect his or her opinion of the characters to change across the text. Raskin describes the characters in *The Westing Game* as “imperfect,” yet the reader gets to like them and realizes they’re not the way they seem. I hope that, given the tools and scaffolds of the instructional read-aloud, students will be motivated by the challenge of the text, and driven to read books in this exciting genre—mystery!

Symbolism woven throughout the book *The Westing Game* provides another level of challenge. As Raskin began writing *The Westing Game*, she was inspired by Bicentennial celebrations, fireworks, patriotism, and the American Dream. During this unit of study, students will read about the American Bicentennial, the American Dream, American symbolism, the Salem witch trials, and the life of Andrew Carnegie. Students will infer how Ellen Raskin’s story line may have been inspired by these symbols and events.

The book *The Westing Game* connects well to the other units in the C. I. A. series for sixth grade. Students will make inferences about how the American Dream influenced the economy and spirit of the American people during the time of the Great Depression. The students will make connections across texts as they read the books *Children of the Dust Bowl* by Jerry Stanley and *Esperanza Rising* by Pam Muñoz Ryan.

Throughout this unit, it will be 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.

I know you will find it hard to put the book *The Westing Game* down. Students will be begging to read each day, hoping to unlock more of the clues to solve the mystery!

Before starting this unit of study with your students, you will want to read and label a copy of the book *The Westing Game*, to be used as a teacher guide. You will also want to acquire a class set of books for students to use during read-aloud. Take time to get to know the scope and sequence, and input lessons into your plan book ahead of time.

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. I’ve also included a section where I make suggestions for optional related projects and lessons that might be conducted during your content area literacy block or as independent student activities during the weeks when you are teaching this unit. These activities will further students’ understanding of the topics and themes in *The Westing Game*.

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 reading block
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Preparing for assessment

# The Westing Game Unit of Study—Distribution of Standards

## Distribution of Common Core State Standards, C. I. A. Unit of Study Realistic Fiction: Mystery, *The Westing Game*, 6.1

Reading Standards for Literature (RL)																																	
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	28	29	30	31	32	
- 40																																	
Key Ideas and Details																																	
#1 Read closely Monitor comprehension Support thinking	X			X	X	X	X	X	X	X	X			X	X		X	X	X	X					X			X					
												X									X	X	X		X				X				
#2 Determine theme Author's message Summarize the text																					X	X	X	X									
#3 Analyze story elements	X	X		X	X	X	X	X	X	X	X	X		X	X		X	X	X						X								
Craft and Structure																																	
#4 Recognize author's craft Recognize intertextuality				X																X													
	X	X		X	X	X	X	X	X	X	X		X				X	X						X		X							
#5 Analyze text structure Infer genre Compare multiple genres																																	
#6 Recognize point of view Compare points of view Author's perspective																																	
																									X		X	X	X				
Integration of Knowledge																																	
#7 Connect to other representations of the topic (visual, oral)							X																										
#8 (Not applicable to literature)																																	
#9 Compare and contrast themes across 1 genre																																	
By the end of the year, read and comprehend literature in the grades 6–8 text complexity band proficiently, with scaffolding as needed.																																	

Distribution of Common Core State Standards, C. I. A. Unit of Study Realistic Fiction: Mystery, *The Westing Game*, 6.1

Reading Standards for Informational Text (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	28	29	30	31	32		
																																	–	40
Key Ideas and Details																																		
#1 Read closely Monitor comprehension Support thinking			X										X			X										X						X		
																																X		
																										X								
#2 Main idea and details Summarize the text																																		
			X									X				X										X						X		
#3 Sequence of events Cause and effect													X																					
			X													X										X						X		
Craft and Structure																																		
#4 Recognize author's craft			X													X																X		
#5 Analyze text structure: Compare/Contrast Problem/Solution Cause/Effect																																		
#6 Recognize point of view Compare points of view Author's perspective																																		
Integration of Knowledge																																		
#7 Connect to other representations of the topic (visual, oral)													X			X											X					X		
#8 Explain author's use of reasons and evidence to make a point																																		
#9 Integrate text on 1 topic			X													X											X							
By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band proficiently, with scaffolding as needed.																																		



Distribution of Common Core State Standards, C. I. A. Unit of Study Realistic Fiction: *Mystery, The Westing Game*, 6.1

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	28	29	30	31	32
Conventions of Standard English																																
#1 English grammar and usage	Not explicitly taught in this unit of study.																															
	Students are expected to use proper English grammar and usage when writing and speaking in this unit. Supplement the unit with grammar and usage lessons as needed.																															
#2 English capitalization, punctuation, and spelling	Not explicitly taught in this unit of study.																															
	Students are expected to use proper English capitalization, punctuation, and spelling when writing. Supplement the unit with lessons on these skills as needed.																															
Knowledge of Language																																
#3 Convey ideas precisely 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	X	X	X	X
Vocabulary Acquisition and Use																																
#4 Monitor meaning of unknown words: Context Morphemes Reference materials	X	X							X	X			X	X	X	X	X	X	X	X			X				X	X				
#5 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					
#6 Acquire and use grade-appropriate 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	X	X	X

Distribution of Common Core State Standards, C. I. A. Unit of Study Realistic Fiction: Mystery, *The Westing Game*, 6.1

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	28	29	30	31	32 - 40	
Comprehension and Collaboration																																	
#1 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	X	X	X	X	X	
#2 Paraphrase after listening to text read aloud Paraphrase after listening to a presentation	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	X	X	X	
#3 Identify reasons and evidence given by a speaker																																	
Presentation of Knowledge and Ideas																																	
#4 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	X	X	X	X	
#5 Present with media support																																X	
#6 Use formal English when appropriate to the task	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	X	X	X	

Distribution of Common Core State Standards, C. I. A. Unit of Study Realistic Fiction: Mystery, *The Westing Game*, 6.1

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	28	29	30	31	32	
Text Types and Purposes																																	
#1 Write an opinion piece																																	
												X																		X			
#2 Write an expository piece																																	
#3 Write a narrative piece																																	
Production and Distribution of Writing																																	
#4 Write clearly Organize appropriately Consider task, purpose, and audience												X																X		X			X
#5 Strengthen writing through the stages of the writing process																																	X
#6 Produce and publish writing using technology																																	X
Research to Build and Present Knowledge																																	
#7 Investigate different aspects of 1 topic																																	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	X	X	X	X
#8 Recall information Gather information Take notes/categorize																																	X
												X									X	X	X	X	X	X			X	X		X	
#9 Draw evidence																																	
Range of Writing																																	
#10 Extended time frame																																	X
												X																X		X			
#10 Short time frame																																	

## *The Westing Game* Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> Multiple themes throughout the book increase the challenge for readers of this text. Themes include but are not limited to the American Dream, self-improvement, redemption, capitalism, and the philosophy of success. These themes are conveyed through the author's use of symbolism and the development of the problem throughout the book.</p> <p><b>Structure</b> While this story is told in sequential order, it is a puzzle-mystery, and therefore the plot is complex. Readers will have to keep track of a large list of characters and details related to those characters. In addition, the genre mystery is a more complex genre than realistic fiction because it requires the reader to change his/her opinion of the characters across the text.</p> <p><b>Language Conventionality and Clarity</b> Much of the complex vocabulary needed for understanding is inferred throughout the story. These inferred words are advanced vocabulary words for sixth-grade students.</p> <p><b>Knowledge Demands</b> While reading, students will need to rely on their understanding of American symbolism and the American Dream. Students will read about the Salem witch trials and Andrew Carnegie in order to gain a deeper understanding of the story line of <i>The Westing Game</i>.</p>	<p>The Lexile level for <i>The Westing Game</i> is 750, based on word frequency and sentence length. This is in the upper range of the complexity band for 2<sup>nd</sup>–3<sup>rd</sup> grade according to the Common Core State Standards. Qualitative demands make this a more appropriate choice for sixth grade.</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>

## DAY 3, OUTSIDE TEXT—PART 1

### Instructional Read-Aloud—Part 1

**Topic:** “Ellen Raskin and *The Westing Game*,” by Sarah Collinge

**This article tells about...**the life of Ellen Raskin and what inspired the story *The Westing Game*. Raskin’s work was inspired by Bicentennial celebrations, the philosophy underlying the American Dream, and patriotism.

**In this lesson...**you be modeling how readers focus on gathering important information while reading. You will teach students that sometimes readers use outside sources to help them build background knowledge about a topic before reading. You will be modeling how to use an outside text to learn about the inspiration for a story.

Prior to teaching this lesson, you will want to photocopy the outside text for all students.

#### Learning Targets:

Read closely to monitor comprehension (RI 1)

Show understanding of important story elements (RI 3)

- Setting

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 what they know about the genre to think about character, setting, and plot.

## Teach:

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

...that prior to reading a book, good readers gather important information from additional resources.

Today we are going to begin by reading about Ellen Raskin and her inspiration for the book *The Westing Game*.

Watch me as I model how I think about what is important in this article.

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

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.



**Begin reading “Ellen Raskin and *The Westing Game*.”**

## Model:



**Stop after:** “Her early life was a life of poverty, yet her childhood memories became the subject of many of her novels.” (paragraph 1)

**When the article said** that Raskin’s childhood memories became the subject of many of her novels, **I was thinking this was important because** it tells me that her book *The Westing Game* was, in part, inspired by her childhood—a childhood of poverty.

## Guided Practice:



**Stop after:** “Many reflected on their lives and embraced the idea of a brighter tomorrow.” (paragraph 7)

What did you think was important here?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

## Guided Practice:



**Stop after:** “In the puzzle-mystery there is more than one mystery to solve: Who killed Sam Westing? AND is the American Dream still alive?” (paragraph 9)

What did you think was important here?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

**Link:**

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

...I want you to use information from an outside source to help you understand the topic of a story better.

## Ellen Raskin and *The Westing Game*

by Sarah Collinge

Ellen Raskin was born in Milwaukee, Wisconsin, on March 13, 1928. A year later, the United States fell into a depression that placed millions of Americans out of work. Her early life was a life of poverty, yet her childhood memories became the subject of many of her novels.

As an adult, Raskin began a career in art. She illustrated books and designed over 1,000 book covers. She had a passion for her work, and other people admired her for her energy and determination.

At the age of 38, Raskin published her first picture book, which she both wrote and illustrated. In 1971, she published her first novel, *The Mysterious Disappearance of Leon (I Mean Noel)*. In 1974, she published *Figs and Phantoms*, which received the Newbery Honor. Raskin continued to write puzzle-mysteries, and was finally awarded the Newbery Medal for her book *The Westing Game*, which was published in 1978.

Raskin died at the young age of 56, on August 8, 1984.

Ellen Raskin kept working notes for her book *The Westing Game*, which can now be viewed at [www.education.wisc.edu/ccbc/authors/raskin/notes.htm](http://www.education.wisc.edu/ccbc/authors/raskin/notes.htm). Her notes tell about her inspiration for *The Westing Game*.

When Raskin began writing *The Westing Game*, the United States was preparing for its grandest celebration—the American Bicentennial. More than 25 million Americans helped to get the country ready by restoring historic buildings and planning historic festivals. On July 4, 1976, people enjoyed concerts, parades, and historical reenactments, and watched extravagant fireworks displays.

Throughout these preparations and celebrations, citizens were thinking about what it means to be an American. Many reflected on their lives and embraced the idea of a brighter tomorrow.

The Bicentennial brought to mind a dream of upward mobility and the opportunity to begin again. The term “the American Dream” was first coined in James Truslow Adams’s book *The Epic of America*, in which Adams describes the dream as one of “a better, richer, and happier life for all our citizens of every rank.”

Raskin used symbolism throughout the novel *The Westing Game* to communicate her own feelings about patriotism and the American Dream. In the puzzle-mystery, there is more than one mystery to solve: Who killed Sam Westing? AND is the American Dream still alive?



Resources:

Adams, J. T. (1931). *The epic of America*. Boston, MA: Little Brown and Co.

Daughter Number Three. (July 7, 2009). Ellen Raskin Speaks About *The Westing Game* [blog post]. Retrieved on September 30, 2013, from <http://daughternumberthree.blogspot.com/2009/07/ellen-raskin-speaks-about-westing-game.html>.

Raskin, E. (2008). *The Westing Game*. New York, NY: Penguin Group.

Shelfari. (2013). Ellen Raskin. Retrieved on September 30, 2013, from <http://www.shelfari.com/authors/a8434/Ellen-Raskin/>.

**Permission to reprint this article has been granted by Sarah Collinge, author.**

## DAY 3, OUTSIDE TEXT—PART 2

### Instructional Read-Aloud—Part 2

**Topic:** “How the American Dream Works: The Origins of the American Dream” by Patrick J. Kiger  
Retrieved September 30, 2013, from [people.howstuffworks.com/american-dream1.htm](http://people.howstuffworks.com/american-dream1.htm)

**This article tells about...**the origins of the American Dream, starting with the Puritan colonists in 1630 and moving forward in history to James Truslow Adams, who first popularized the idea of an American dream in 1931.

**In this lesson...**you be modeling how readers focus on gathering important information while reading. You will teach students that sometimes readers use outside sources to help them build background knowledge about a topic before reading. You will be modeling how to use an outside text to help you think about the inspiration for a story.

Prior to teaching this lesson, you will want to photocopy the outside text for all students; it can be found at [people.howstuffworks.com/american-dream1.htm](http://people.howstuffworks.com/american-dream1.htm).

#### Learning Targets:

Read closely to monitor comprehension (RI 1)

Show understanding of important story elements (RI 3)

- Setting

Recognize author’s craft (RI 4)

Analyze how two texts address similar topics (RI 9)

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 one of the points of inspiration for the book *The Westing Game* was the idea of the American Dream.

## Teach:

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

...that good readers gather important information about a topic prior to reading in order to build their background knowledge.

We will be reading the section headed “The Origins of the American Dream” from the article “How the American Dream Works” by Patrick J. Kliger.

Watch me as I model how I think about what is important in this article.

We will continue to use this stem for turn and talk:

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

Open up your reader’s notebooks to a clean page and title it **American Dream**. Below this title please draw a T-chart. Label the left side of the T-chart “who” and the right side of the T-chart “what.” As we read, we will be recording what each person mentioned in the article believed about the American Dream.



**Begin reading “How the American Dream Works: The Origins of the American Dream.”**

## Model:



**Stop after:** “with opportunity for each according to ability or achievement.” (paragraph 1)

**When the article said** James Truslow Adams described a dream of a better, richer, fuller life for everyone, **I was thinking this was important because** it tells me that his idea of the American Dream was that each person has the opportunity for a better, happier life.

(Model adding this information to the T-chart.)

## Guided Practice:



**Stop after:** “Gradually, that dream of opportunity evolved in colonists’ minds into a God-given right.” (paragraph 2)

What did you think was important here?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

(Model adding this information to the T-chart.)

### Guided Practice:



**Stop after:** “life, liberty, and the pursuit of happiness.” (paragraph 2)

What did you think was important here?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

(Model adding this information to the T-chart.)

### Guided Practice:



**Stop after:** “the charm of anticipated success.” (paragraph 3)

What did you think was important here?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

(Model adding this information to the T-chart.)

### Guided Practice:



**Stop after:** “a man in the midst of his money-making, one who had realized the American Dream.” (paragraph 4)

What did you think was important here?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

(Model adding this information to the T-chart.)

### Link:

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

...I want you to consider how information in outside sources might help you understand the topic of a story better.

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

<u>The American Dream</u>	
Who	What
James Truslow Adams (1931)	"...that dream of a land in which life should be better and richer and fuller for everyone. (source: Adams)"
John Winthrop (1630)	"...a society in which everyone would have the chance to prosper."
Thomas Jefferson (1776)	everyone in America is entitled to "life, liberty, and the pursuit of happiness. (source: Jefferson)"
Alexis de Tocqueville (1830s)	"...anything could be achieved if a person dared to dream big enough."

## The American Dream Cont.

<u>who</u>	<u>what</u>
Sherwood Anderson (1916)	- upward economic mobility - rags-to-riches dream

## Mini-Lesson

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

The base word ‘exclude’ means *to shut out or keep out*. It is a verb. The suffix ‘ive’ makes the word an adjective. ‘Exclusive’ describes something that shuts or keeps out.

## Instructional Read-Aloud

**In these chapters...**A 62-year old delivery boy delivers six invites signed by Barney Northrup to the tenants-to-be of Sunset Towers. A man who calls himself Barney Northrup then leads the tours of the available units, highlighting the craftsmanship and affordability of each. The tenants are described as, “mothers and fathers and children. A dressmaker, a secretary, an inventor, a doctor, a judge.”

**In this lesson...**you will be modeling for students how you use clues in the text to visualize the setting.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer setting clues
- Visualize

Show understanding of story elements (RL 3)

- Setting

Recognize author’s craft (RL 4)

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 learn about the genre prior to reading in order to predict how the story will go.

## Teach:

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

...that good readers use clues in the text to help them visualize the setting.

Watch me as I model how I look for clues about when and where the story takes place and use those clues to help me visualize.

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

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_.

Open up your reader's notebooks to a clean page and title it **Setting Clues**. As we create this list of setting clues together on the easel, you will each copy down the information on your own list in your reader's notebook.



**Begin reading chapter 1 of *The Westing Game*, starting on page 1.**

## Model:



**Stop after:** "The delivery boy was sixty-two years old, and there was no such person as Barney Northrup." (p. 1)

**When the book said** that Sunset Towers was a new glittery, glassy apartment house on the shores of Lake Michigan, **I thought this was an important detail because** it tells me that the setting of this book will be a fancy apartment building.

(Model adding this information to the setting clues list.)

## Guided Practice:



**Stop after:** "Hi-class restaurant on the entire top floor." (p. 2)

The author gave us some details about Sunset Towers. What details are important?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_.

## Guided Practice:



**Stop after:** "I'll take it." (p. 4)

What details about the setting are important?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_.



## Stretch It:



**Stop after:** “Barney Northrup had rented one of the apartments to the wrong person.”  
(p. 6)

Ellen Raskin very intentionally creates the setting of the “glass house” in this book. The glassy apartment building alludes to a popular saying that Benjamin Franklin phrased as, “Don’t throw stones at your neighbors’, if your own windows are glass.”

Discuss: What do you think this phrase means? How do you think this phrase might be a clue for a chain of events that will happen in this book?

The phrase “Don’t throw stones at your neighbors’, if your own windows are glass” can be applied to a variety of vulnerabilities. It generally means “be careful about criticizing others when you have faults of your own.”

## Link:

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

...I want you to look for clues about the setting and use these clues to help you visualize the setting.

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

## Setting Clues

### Sunset Towers - Lake Michigan

- faced east
- glittery
- glass, picture windows, one-way glass
- apartment house
- 5 stories
- luxurious
- exclusive
- elegant
- ideal
- breathtaking
- new
- where rich people live

## Mini-Lesson

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

The word ‘ambition’ comes from the Latin ‘ambitionem’ which means *a going around to solicit votes*. The English word ‘ambition’ means *an earnest desire for some type of achievement or distinction such as power, fame, or wealth*.

## Instructional Read-Aloud

**Topic:** “Andrew Carnegie” from PBS Online

Retrieved September 30, 2013, from <http://www.pbs.org/wgbh/amex/carnegie/peopleevents/pande01.html>

**This article tells about...**the life of Andrew Carnegie, a man who helped build America’s steel industry and became one of the richest men of his age.

**In this lesson...**you be modeling how readers focus on gathering important information while reading. You will teach students that sometimes readers use outside sources to help them build background knowledge about a topic. You will be modeling how to use an outside text to help you think about the inspiration for a story.

Prior to teaching this lesson, you will want to retrieve the article “Andrew Carnegie” from the PBS website and photocopy it for all of your students.

### Learning Targets:

Read closely to monitor comprehension (RI 1)

Show understanding of important story elements (RI 3)

- Character
- Setting
- Plot

Integrate content presented in diverse media formats (RI 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 one of the points of inspiration for the book *The Westing Game* was the idea of the American Dream.

## Teach:

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

...that good readers gather important information about a topic from outside sources, in order to build their background knowledge.

Today we will be reading a short biography of Andrew Carnegie.

Watch me as I model how I think about what is important in this article.

Notice how I think about how the story of Andrew Carnegie's life contributes to the idea of the American Dream.

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

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

Open up your reader's notebooks to a clean page and title it **Andrew Carnegie's Life**. As we read, we will be recording the important events of Andrew Carnegie's life.



**Begin reading "Andrew Carnegie."**

## Model:



**Stop after:** "And then and there came the resolve that I would cure that when I got to be a man." (paragraph 3)

**When the article said** Carnegie was born in Scotland in 1835, **I was thinking this was important because** it tells me that Andrew Carnegie was born during the time of the Industrial Revolution in Europe. The Industrial Revolution was a time in history when production systems changed from hand manufacturing to large-scale factory production.

(Model adding this information to the list titled "Andrew Carnegie's Life.")

**When the article said** that in 1847 the invention of the steam-powered loom caused his father to be without work, **I was thinking this was important because** it tells me that Andrew Carnegie experienced poverty.

(Model adding this information to the list titled "Andrew Carnegie's Life.")

### Guided Practice:



**Stop after:** “Andrew took work in the same building as a bobbin boy for \$1.20 a week.” (paragraph 6)

What did you think was important here?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

(Model adding this information to the list titled “Andrew Carnegie’s Life.”)

### Guided Practice:



**Stop after:** “In three years he had an annual income of \$50,000.” (paragraph 10)

What did you think was important here?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

(Model adding this information to the list titled “Andrew Carnegie’s Life.”)

### Guided Practice:



**Stop after:** “Many were killed in the conflict, and it was an episode that would forever hurt Carnegie’s reputation and haunt the man.” (paragraph 14)

What did you think was important here?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

(Model adding this information to the list titled “Andrew Carnegie’s Life.”)

### Guided Practice:



**Stop after:** “You are now the richest man in the world.” (paragraph 16)

What did you think was important here?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

(Model adding this information to the list titled “Andrew Carnegie’s Life.”)

## Model:



**Stop after:** “Carnegie lived for another five years, but the last entry in his autobiography was the day World War I began.” (paragraph 18)

**When the article said** Carnegie gave away his fortune and “put his money to use helping others help themselves,” **I was thinking this was important because** it tells me that Andrew Carnegie wanted to leave a legacy behind of helping others—not of being the richest man in the world.

(Model adding this information to the list titled “Andrew Carnegie’s Life.”)

## Stretch It:

Discuss: How does the story of Andrew Carnegie’s life contribute to the idea of the American Dream?

(Model adding the label “rags-to-riches” to the list titled “Andrew Carnegie’s Life.”)

## Link:

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

...I want you to consider how information in outside sources might help you understand the topic of a story better.

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

## Andrew Carnegie's Life "Rags - to - riches"

1835 - Andrew Carnegie was born in Scotland during the time of the Industrial Revolution in Europe.

1847 - The invention of the steam-powered loom caused his father to be out of work.

1848 - The Carnegies left Scotland for America. They settled in Pittsburgh, PA.

Andrew Carnegie worked as a bobbin boy for \$1.20 a week.

He worked as a Secretary for \$35.00 a month.

He became superintendent of the Pittsburgh Pennsylvania Railroad.



## Andrew Carnegie's Life Cont.

He worked for the Keystone Bridge Company for \$50,000.00 a year.

He built a new steel plant.

1892 - Many workers were killed in the Homestead Strike and this event haunted Carnegie.

1900 - Carnegie sold his company for \$480 million and became the richest man in the world.

Carnegie gave away \$350 million to libraries and universities. He wanted to help others help themselves.

1919 - Andrew Carnegie died.



## Mini-Lesson

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

The base word ‘divide’ means *to separate*. The suffix ‘ive’ makes the word an adjective. The word ‘divisive’ describes something that separates.

## Instructional Read-Aloud

**In these chapters...**everyone who lives in Sunset Towers meets in the coffee shop to discuss sharing the clues. During the discussion, a bomb goes off in the kitchen. No one is hurt, but the Theodorakis have to close the shop while they fix up the kitchen. Judge Ford decides to hire a private investigator to investigate each of the heirs. The bomber plans the next attack.

**In this lesson...**you will be modeling how readers recognize cause and effect relationships and use them to make predictions.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

Analyze story elements (RL 3)

- Plot moves and is shaped by cause and effect relationships

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 focus on the main character when reading a mystery book.

## Teach:

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

...that good readers pay close attention to the plot when they read a mystery book. They pay attention to cause and effect relationships. You can think about cause and effect relationships as being part of a chain of events—that is, part of a series of events that are linked together.

Watch me as I model how I think about cause and effect as I read.

Notice how I consider why certain events are happening.

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

When the book said \_\_\_\_\_, I thought this event was part of a chain of events. I think \_\_\_\_\_.

Open up your reader's notebooks to a clean page and title it **Cause and Effect**. As we create this list of cause and effect relationships, you will each copy down the information on your own list in your reader's notebook.



**Begin reading chapter 11 of *The Westing Game*, starting on page 64 where it says, "Theo wheeled his brother into the elevator..."**

## Model:



**Stop after:** " 'You can't read my shorthand because I wrote in Polish.' Polish?!?" (p. 66)

**When the book said** that Sydelle accused Mrs. Wexler of being a thief, a larcenist, and a felon, **I thought this event was part of a chain of events.** **I think** the Westing game is causing the heirs to not trust each other and to accuse each other of wrongdoings.

(Model adding this information to the list.)

This is the first event in a chain of events.

(Model adding the title "Chain of Events" above the list.)

## Guided Practice:



**Stop after:** "Goodness, what a nasty turn." (p. 69)

Which events in this section of the text are parts of a chain of events?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I thought this event was part of a chain of events. I think \_\_\_\_\_.

(Model adding this information to the list.)

### Guided Practice:



**Stop after:** "...Turtle's crutch is her braid." (p. 70)

Which events in this section of the text are parts of a chain of events?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I thought this event was part of a chain of events. I think \_\_\_\_\_.

(Model adding this information to the list.)

### Guided Practice:



**Stop after:** "No one would be hurt." (p. 72)

Which events in this section of the text are parts of a chain of events?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I thought this event was part of a chain of events. I think \_\_\_\_\_.

(Model adding this information to the list.)

### Stretch It (Optional):

Discuss: What do you think will happen next in this series of chains of events, and why?

### Link:

*Today and everyday when you read...*

...I want you to recognize important events and consider cause and effect relationships.

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

## Cause & Effect

### Chain of Events:

Sydelle accuses Mrs. Wexler of being a thief, a larcenist and a felon.

There is an explosion in the coffee shop.

The heirs start to panic.

The heirs start to suspect each other of wrongdoings.

People say hurtful things to each other.

## Mini-Lesson

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

The base word ‘deliver’ means *to carry or to give to another’s possession* and is a verb. The suffix ‘ance’ makes the word a noun. Culturally, the word ‘deliverance’ has both physical and spiritual connotations. ‘Deliverance’ usually refers to a change that is simultaneously physical and spiritual.

## Instructional Read-Aloud

**In these chapters...**everyone at Sunset Towers is jittery and suspicious. They call the bomb squad many times over different packages found at the Towers. Theo thinks he has a solution to the mystery and runs upstairs to tell his partner. When he knocks on one of the doors, Crow answers, saying, “We are all sinners, yet shall we be saved. Let us pray for deliverance, then you must to your angel and take her away,” and drags him into the maid’s quarters to pray.

Turtle begins calling Flora “Baba.” Sandy continues collecting information on each of the heirs. Theo asks Doug to follow Otis Amber, and Doug does follow him, all around the town. All the heirs are given an invitation to return to the Westing house Saturday night. Denton recommends a new treatment for Chris.

**In this lesson...**you will be modeling how readers look for evidence to support a line of thinking and add that evidence to an evidence collection box.

### Learning Targets:

Determine central ideas or themes (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 identify a line of thinking that they can focus on as they read the second half of the book.

## Teach:

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

...that good readers gather evidence from the text that supports a line of thinking.

Please open up your reader's notebooks to your copies of the evidence collection box. The line of thinking we have chosen to focus on in this book is "Things aren't always what they seem." We have already collected some evidence to support our line of thinking.

Watch me as I model how I continue to look for evidence to support this line of thinking as we read today.

Notice how I use this evidence to help me understand the author's message.

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

When the book said \_\_\_\_\_, I thought this was an important piece of evidence. This helps me understand \_\_\_\_\_.



**Begin reading chapter 17 of *The Westing Game*, starting on page 99.**

## Model:



**Stop after:** "Latest invention: paper innersoles." (p. 101)

**When the book said** that Mr. Hoo invented the disposable diaper and paper innersoles, **I thought this was an important piece of evidence. This helps me understand** that Mr. Hoo is more than just a restaurant owner; he is also a smart inventor.

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

## Guided Practice:



**Stop after:** "Turtle felt like kicking somebody, anybody, good and hard." (p. 104)

What evidence supports our line of thinking?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I thought this was an important piece of evidence. This helps me understand \_\_\_\_\_.

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

### Guided Practice:



**Stop after:** “Follow Otis Amber.” (p. 105)

What evidence supports our line of thinking?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I thought this was an important piece of evidence. This helps me understand \_\_\_\_\_.

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

### Guided Practice:



**Stop after:** “What would I have been if things had turned out differently?” (p. 110)

What evidence supports our line of thinking?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I thought this was an important piece of evidence. This helps me understand \_\_\_\_\_.

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

### Stretch It:



**Stop after:** “Oh, boy, he hasn’t had so much fun in years.” (p. 111)

Discuss: What are you predicting will happen next?

### Link:

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

...I want you to collect evidence to support a line of thinking as you read.

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

## Evidence Collection Box

Line of Thinking: Things are not always what they seem.

- Sydelle is not a cripple.
- Angela is not perfect.
- Angela envies Turtle.
- Unlikely people are suspected of murder.
- Angela is the bomber.
- Jake Wexler is a bookie.
- Angela does not want to marry Denton Deere.
- Mr. Hoo isn't just a restaurant owner, he is a smart inventor.
- Turtle just wants someone to love her.
- Doug Hoo doesn't care about wealth, he just wants an athletic scholarship.
- Mrs. Baumbach smiles because she's sad inside.



## DAY 30, SYNTHESIS SUMMARY WRITING

### Mini-Lesson

**In this lesson...**students will synthesize *The Westing Game* 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 **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 sixth-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:

- 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 *The Westing Game* by Ellen Raskin is a complicated mystery in which things are not what they seem. The mystery begins when sixteen heirs, who all live in an apartment building called Sunset Towers, gather to hear the reading of Samuel Westing's will. They are told that Sam Westing's life was taken from him by one of them. To win his estate, worth over \$200 million, they will each have to try to solve the mystery.

First, each of the heirs is placed in a partnership, and each partnership is given four clues. The partners begin to form theories about who the murderer is and how to play Sam Westing's game. Several heirs are missing personal items and believe that not only do they have a murderer in the building, they also have a thief in the building. Fears and suspicions begin to form.

Next, several bombs go off throughout Sunset Towers. Two of the heirs are severely injured. This begins a chain of events of accusations and confessions. No one trusts each other, and the residents of Sunset Towers are in a state of paranoia and hysteria.

Even amidst the chaos, friendships begin to form. Each of the residents begins to show who they really are. It becomes clear that nothing is what it seems. Many suspect that Sam Westing is still alive and that he faked his own death.

In the end, only one person wins Samuel Westing's estate, but all the heirs have inherited something. Each of their lives has been improved, because they have all recognized their dreams and found their ambition.

As you can see, Ellen Raskin's mystery, *The Westing Game*, is a puzzle-mystery, with a surprise on every page. The message of her book is that things are not always what they seem.

## 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 – Research

Day 2 – Research

Day 3 – Draft

Day 4 – Continue drafting

Day 5 – Revise

Day 6 – Edit and begin publishing

Day 7 – Continue publishing

Day 8 – 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)

- Letter

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

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

Investigate different aspects of one topic (W 7)

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 share their thinking about a book. Today we will be starting a formal writing project. You will each be writing a letter to your future self, just like Andrew Carnegie did when he was 33 years old.

This formal writing prompt will give you an opportunity to think about the dream you have for your own life, and how you want that dream to impact your actions and values as an adult.

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:

- Researching
- Drafting
- Revising
- Editing
- Publishing
- Sharing

**Introduce and hand out the draft sheet. Guide students through reading the introduction to the project 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 letters 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.)

## Formal Letter Prompt

When Andrew Carnegie was 33 years old, he had already worked for 20 years! He started working at the age of 12, and all of his hard work and investments had paid off. With his earnings, Andrew Carnegie determined that if he stopped working, he could give himself an income from his investments of \$50,000 a year for the rest of his life! This income would allow him to live quite comfortably. But Andrew Carnegie wanted more from life than money. So, he wrote himself a letter. In that letter he told himself that in two years time he wanted to stop working and instead begin to give his fortune away to the betterment of mankind. Carnegie placed this letter in a sealed envelope in his desk drawer.

You will be writing a letter to your future self. In this letter you will first explain Napoleon Hill's formula for success and how it has affected people's lives. For this part of the assignment you will need to research two people whose lives have been impacted by Napoleon Hill's success theory.

- What were their dreams?
- How did they direct their minds toward achieving their dreams?
- What values did they hold that allowed them to achieve their dreams?
- How were they successful?

List of people inspired by Napoleon Hill's work (select 2)
Thomas Edison (inventor of the lightbulb) Theodore Roosevelt (president) John D. Rockefeller (industrialist) Henry Ford (inventor of the car) Alexander Graham Bell (inventor of the telephone) King Gillette Bill Gates (programmer, owner of Microsoft) Arnold Schwarzenegger (body builder, actor, governor) Marty Cooper (inventor of the cell phone) Steve Wozniak (co-founder of Apple) Nik Halik (astronaut, CEO) Gene Landrum (founder of Chuck E. Cheese) Frank Shankwitz (founder of the Make-A-Wish Foundation) Matt Mullenweg (founder of WordPress) Leah O'Brien-Amico (Olympic Gold Medalist) Pem Dorjee Sherpa (Mt. Everest Record Holder) Anousheh Ansari (astronaut)

You will then write a clear description of your main desire in life—your idea of success. How do you want this idea of success to influence your actions and values?

Place the final letter in a sealed envelope and mark the envelope: "Open and read when you are \_\_\_\_ years old."

(Tell how you hope this dream will influence your values or beliefs.)

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(Write a concluding statement.)

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## Formal Writing (Student Sample): Letter to My Future Self

If you are reading this letter you are 30 years old. I am writing to you to remind you about the dream that you had for your life when you were 12 years old. Your major desire in life was to own a successful bakery that makes wedding cakes and cupcakes.

Do you remember reading about Napoleon Hill in sixth grade? Napoleon Hill was a man whose life was dedicated to helping people be successful. He believed that success was in the reach of every person. His famous book Think and Grow Rich sold over 30 million copies! His formula for success describes how directing your mind toward what you want to accomplish will allow you to achieve your dream. He warns you to avoid fear, worry, discouragement, greed, and anger because these things will keep you from your dream. His formula has affected the lives of many people including Thomas Edison and Bill Gates.

Thomas Edison had very little education, but he was determined to become self-educated. He began working when he was only 13 years old! His dream was to one day invent things that people would want. Not all of his inventions were successful, but Thomas Edison never gave up his dream! He worked very hard at something he enjoyed doing and did not allow himself to become discouraged. His most famous invention was the lightbulb.

Bill Gates was also inspired by Napoleon Hill's success formula. He began programming computers at the age of 13. After studying at Harvard, he formed the Microsoft corporation. Today, Bill Gates is a very rich man, but he is dedicated to giving his money away to help improve global health and education. I think he believes Napoleon Hill's philosophy that it is better to give than to receive.

Do you still dream of owning a bakery? I hope this dream is still a dream you can see in your mind. You can achieve this dream if you put your mind to it. Focus your actions on hard work and positive thinking. Don't give up when times get tough. If you become frustrated or discouraged, you won't achieve your dream. Remember—whatever you give will come back to you. You will have to give time to learn about running a bakery, and you will have to give hard work to get your bakery started. I know you can achieve your dream! Be careful not to become envious of others. Believe that you will accomplish your dream!

Sincerely,  
You, age 12



projects to the class. Require students in the audience to take notes during each presentation. Their notes will serve as evidence of their ability to paraphrase information presented orally and through diverse media (SL 2).

**Websites to Visit:**

[http://www.statesymbolsusa.org/National\\_Symbols/National-Symbols.html](http://www.statesymbolsusa.org/National_Symbols/National-Symbols.html)

<http://bensguide.gpo.gov/3-5/symbols/>

<http://www.brownielocks.com/patrioticsymbols.html>

## **American Dream Research Project**

As a suggestion, I am outlining a project in which students would research one or more Americans whose lives represent the American Dream. Students would have to explain how the subjects of their projects represent the American Dream.

**A final project might include the following information about a person:**

- a summary of the person's life—from rags to riches
- details that show how the person's life represents the American dream
- details that explain what we can learn from this person
- other interesting facts and information.

**Suggested Formats:** A variety of final products would be appropriate for this activity, including but not limited to:

- a written research report
- a tabletop display that incorporates written text and visual support
- a presentation that utilizes technology, such as a PowerPoint presentation, a brochure, or a video.

**Oral Presentation:** So that students can practice presenting knowledge and ideas as outlined in the Common Core State Standards, I suggest asking them to make an oral presentation of their final projects to the class. Require students in the audience to take notes during each presentation. Their notes will serve as evidence of their ability to paraphrase information presented orally and through diverse media (SL 2).

**Website to Visit:**

<http://www.achievement.org/autodoc/giftshop/init/wis>

## **The American Bicentennial Research Project:**

How did your community celebrate the American Bicentennial? Have students research and write a newspaper article describing the events.

## **Carnegie Hero Fund Commission Project:**

Have students read about the Carnegie Hero Fund and its awardees. What are the requirements to receive this award?

### **Website to Visit:**

<http://carnegiehero.org>

Then, have students search current events articles to identify individuals they believe to be worthy of receiving the award. Students should use information acquired through their research to fill out nomination forms for their nominees. The nomination form can be found at <http://carnegiehero.org/nominate/nomination-form/>.

## Prefix List

PREFIX	DEFINITION
anti	against
con, com, col	together
de	opposite of
dis	not / opposite of
ec	out of
em	cause to be
en	cause to
fore	before
il	not
im	not
in	not
inter	between / among
ir	not
mid	middle
mis	wrongly
non	not
over	in / into
para	alongside of
pre	before
pro	to advance
re	again / back
semi	half
sub	under / to yield
super	above
sur	to give up

## Roots List

ROOT	DEFINITION	ROOT	DEFINITION
apathe	unfeeling	gredi	to step
audi	hear	ignore	not know / be unaware
auto	self	ject	to throw
bio	life	man	hand
cap, capere	to take	monu, monere	remind
ceal, celare	to hide	omin/omen	a sign of future happiness or disaster
chrono	time	phon	sound
cur	to run	photo	light
dict	say	port	bring / carry
dign	worthy	pover, povre	poor
fer	carry	regula	rule / pattern
fix	fasten	render	to give / to yield
flict	strike	rog	to ask / to question
form	shape / form	rupt	break
fus(e)	flow	scope	see
gen	give birth	sect	cut / divide
geo	earth	struct	build
graph	write	tele	far off
		testi	evidence / witness
		tract	pull / drag
		tort	twist

## Suffix List

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

## Vocabulary: Making Connections

Target Word:

# chain of events

Context:

“A bizarre chain of events begins when sixteen unlikely people gather for the reading of Samuel W. Westing’s will.” (blurb)

“The Salem story began in 1962 when a few girls...began acting very strangely. The result was...a chain reaction of confessions, denouncements, and more arrests.”  
 (“Witch Hunts and Persecution in America,” paragraph 2)

**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)**