

**Crawfordsville Community Schools  
Course Description**

**Frontiers  
Grade 4 - High Ability**

**DRAFT 3/16/2023**

**NARRATIVE DESCRIPTION**

The fourth-grade high-ability student in language arts will examine frontiers as depicted in the field of literature. Integrated with the theme of frontiers in social studies, the student will expand on his/her perception that people's curiosity creates a continual search for new frontiers. As the student explores a variety of literature, he/she will discern that people strive to survive in new environments and that frontiers exist within oneself and others. The student will participate in activities such as interviewing to collect primary data, role-playing, using online sources, and writing creatively. Written products such as tall tales, biographies, and/or a class dictionary will be developed. An original tall tale written by the class, acknowledging subjects of student-read biographies, and student-written historical news accounts about Indiana are ways in which students may communicate their perceptions of frontiers.

Students will complete grade-level writing activities which may include local essay competitions throughout the year. Individual or small group lessons will be designed to teach skills that have yet to be mastered.

Students will take part in writing instruction. Grammar will be taught in the context of writing.

At the beginning of the school year, students will be pretested to determine the student's spelling level. Individual or small group lessons will be planned at appropriate levels. Weekly pretests will aid students in developing individualized spelling lists. Compacting words from the Scott Foresman series and the lists from Rebecca Sitton will serve as sources for word selection.

Students will use *Greek and Latin Roots* to review and expand their knowledge of stems.

Students will read selections from *Junior Great Books, Series 5, Book One*, an inquiry-based program. They will develop their reading, writing, oral communication, and critical thinking skills. The students will participate in Socratic discussions of challenging literature. Many critical reading skills including drawing inferences and analyzing characters' motives will be developed.

**DIFFERENTIATED DISTRICT-WIDE GOALS**

The high-ability student will maximize his/her gifted potential by pursuing a challenging, differentiated curriculum which will accelerate his/her learning experiences allowing him/her to become an independent yet interactive learner and leader.

The high-ability student will consistently utilize critical, logical, analytical, and creative thinking skills to seek original solutions to teacher- and self-directed problems that are timely and realistic.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare him/her to become an independent producer of original and successful products that will satisfy individual and societal needs.

### **DIFFERENTIATED LEARNER OBJECTIVES**

The fourth-grade high-ability student in language arts will survey excerpts of literature to identify frontiers of the past and utilize the Internet and periodicals to recognize present and future frontiers and will prepare lists contrasting past, present, and future frontiers.

The fourth-grade high-ability student in language arts will read a historical novel such as *The Bears of Blue River* and make inferences about survival. The inferences will be shown in products such as models, dioramas, and/or cartoons.

The fourth-grade high-ability student in language arts will read selected biographies and will recognize the frontiers that challenged the subjects.

### **COURSE CONCEPTS**

People continually search for new frontiers.

People strive to survive in new environments.

Frontiers exist within oneself and others.

<b>UNITS</b>
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<u>THEMES</u>	<u>LENGTH OF TIME</u>
Recognizing Frontiers	9 weeks
Lore and Legends of Frontiers	9 weeks
Confronting Frontiers	9 weeks
Surviving the Frontier	9 weeks

### **EVALUATION**

The lists contrasting past, present, and future frontiers will be evaluated by the students using appropriate social studies textbooks and by the teacher using professional judgment.

The models, dioramas, and/or cartoons made to depict students' inferences about survival on the Hoosier frontier will be evaluated by the teacher using professional judgment.

## SELECTED RESOURCES

### Teacher Resources

- Callella, Trisha. ***Greek and Latin Roots*** Teaching Vocabulary to Improve Reading Comprehension. Huntington Beach, CA: Creative Teaching Press, Inc., 2004.  
A collection of activities that teach Latin and Greek prefixes, roots, and suffixes.
- Draze, Diane. ***Book 1: Red Hot Root Words*** Waco, TX: Prufrock Press, Inc., 2005.  
A collection of lessons that introduce the most frequently used prefixes, roots, and suffixes. The lessons also introduce new vocabulary.
- Jaffe, Charlotte and Doherty, Barbara. ***L-I-T Guide Literature in Teaching: The Sign of the Beaver***. Hawthorne, NJ: Educational Impressions, Inc., 1997.  
A teaching resource guide that includes a story summary, author information, cooperative learning projects, creative thinking activities, vocabulary skills, chapter by chapter critical thinking questions, and post-reading activities.
- Junior Great Books Series 5 Book One Teacher's Edition***. Chicago, IL: The Great Books Foundation, 2014.  
An interpretive reading, writing, and discussion curriculum based on an anthology of short stories for fifth graders.
- Kaura, Manisha Shelley & S.R.. ***Rockin' Root Words***. Prufrock Press Inc., 2010.
- Language Arts Today Grade 5 Teacher's Edition***. New York, NY: Macmillan Publishing Company, 1990.
- Mealey, Virginia. ***Tall Tale Research Book***. O'Fallon, MO: Book Lures, Inc., 1980.  
A collection of problem solving, reading, writing, and research activities based on tall tale characters and events.
- Moore, JoEllen and Evans, Joy. ***American Tall Tales Mini-Unit***. Monterey, CA: 1987.  
A literature mini-unit with posters and reproducibles.
- Paulsen, Gary. ***Hatchet*** New York, NY: Scholastic, 1987.
- Scholastic Professional Books: Teaching Genre Tall Tales Teacher's Guide***. New York, NY: Scholastic Inc., 2001.
- Scholastic Inc. ***Exploring Biographies Teacher's Sourcebook***. Scholastic, Inc., 1994  
This book includes a collection of three short biographical stories about Nelly Bly, Albert Einstein, and George Washington Carver. It also introduces the study of biographies and includes ideas for extending the reading, analyzing biographies, as well as activities to help teach about writing biographies.

*Spectrum Language Arts Grade 5*. Carson Dellosa Education, 2015.

Thompson, Michael & Myriam. *Caesar's English 1*. Royal Fireworks Press, New York, 2000.

Walker, Barbara. *The Little House Cookbook*. New York, NY: Harper Collins, 1979.  
Recipes in this cookbook are based on food mentioned in the *Little House* series books.

Warren, Andrea. *Pioneer Girl: Growing Up on the Prairie*. New York, NY: Harper Collins Publishing, 1998.  
Nonfiction account of the daily life and activities of a pioneer girl who grew up on the prairies of Nebraska.

West, Tracy. *Teaching Tall Tales*. New York, NY: Scholastic, 1998.  
A collection of reproducible stories, mini writing lessons, geography, map activities, and other spin-offs across the curriculum.

## Student Resources

Haddix, Margaret Petersen. *Running Out of Time*. New York, NY: Aladdin, 1995.  
When a diphtheria epidemic hits her 1840 village, thirteen-year-old Jessie discovers it is actually a 1996 tourist site under unseen observation by heartless scientists. It is up to Jessie to escape the village and save the lives of the dying children.

*Junior Great Books Series 5 Book One Student Book*. Chicago, IL: The Great Books Foundation, 2014.  
An interpretive reading, writing, and discussion curriculum based on an anthology of short stories for fifth graders.

Kellogg, Steven. *Mike Fink*. Harper Collins, 1992

Kellogg, Steven. *Paul Bunyan*. New York, NY: Morrow Junior Books, 1995.

Kellogg, Steven. *Pecos Bill*. New York, NY: William Morrow and Company, 1986.

Kellogg, Steven. *Sandy Ann Thunder Whirlwind*. New York, NY: Morrow Junior Books, 1995.

Kettleman, Helen. *Heat Wave*. New York, NY: Walker and Company, 1998.

Lester, Julius. *John Henry*. New York, NY: Puffin Books, 1994.

Major, Charles. *The Bears of Blue River*. Bloomington, IN: Indiana Press, 1984.  
The story of Little Balsler, a pioneer boy growing up in the early 19<sup>th</sup> century Indiana, who has many adventures and dangerous encounters with bears while learning the ways of the woods.

Osbourne, Mary Pope. *American Tall Tales*. New York, NY: Alfred A. Knorpf, 1991.  
A collection of nine American Tall Tales including Pecos Bill, Paul Bunyan, Sally Ann Thunder Whirlwind is supplemented with fascinating historical headnotes.

Scholastic Inc. *Exploring Biographies (Student Book)*. Scholastic, Inc., 1994  
A collection of three short biographical stories about Nelly Bly, Albert Einstein, and George Washington Carver.

Speare, Elizabeth George. *The Sign of the Beaver*. New York, NY: Dell Publishing, 1983.

Wilder, Laura Ingalls. *By the Shores of Silver Lake*. New York, NY: Scholastic, Inc., 1939.

Wilder, Laura Ingalls. *Farmer Boy*. New York, NY: Scholastic, Inc., 1933.

Wilder, Laura Ingalls. *Little House on the Prairie*. New York, NY: Harper Collins, 1935.

Wilder, Laura Ingalls. *Little Town on the Prairie*. New York, NY: Scholastic, Inc., 1941.

Wilder, Laura Ingalls. *On the Banks of Plum Creek*. New York, NY: Harper Collins, 1937.

Wilder, Laura Ingalls. *The Long Winter*. New York, NY: Scholastic, Inc., 1943.

Wilder, Laura Ingalls. *These Happy Golden Years*. New York, NY: Scholastic, Inc., 1943.

## STATE STANDARDS

RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS - Develop, build, and apply knowledge of foundational reading skills

- 4.RF.1: Apply foundational reading skills to build reading fluency and comprehension.

RF.2: PRINT CONCEPTS - Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories.

- 4.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.
- 4.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.
- 4.RF.2.3: Students are expected to build upon and continue applying concepts learned previously.
- 4.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.

RF.3: PHONOLOGICAL AWARENESS

Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds

- 4.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.
- 4.RF.3.2: Students are expected to build upon and continue applying concepts learned previously.
- 4.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.
- 4.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.
- 4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.

RF.4: PHONICS - Decode and read words by applying phonics and word analysis skills

- 4.RF.4.1: Students are expected to build upon and continue applying concepts learned previously.
- 4.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe,Cle) to read unknown words.
- 4.RF.4.3: Students are expected to build upon and continue applying concepts learned previously.
- 4.RF.4.4: Students are expected to build upon and continue applying concepts learned previously.
- 4.RF.4.5: Students are expected to build upon and continue applying concepts learned previously.
- 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context.

RF.5: FLUENCY - Demonstrate accuracy and fluency when reading

- 4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

RL.1: LEARNING OUTCOME FOR READING LITERATURE - Read and comprehend a variety of literature independently and proficiently

- 4.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

RL.2: KEY IDEAS AND TEXTUAL SUPPORT - Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

- **4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.**
- **4.RL.2.2: Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.**
- **4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.**
- 4.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.

### RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION

Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

- 4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.
- 4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.

RL.4: CONNECTION OF IDEAS - Build comprehension and appreciation of literary elements and themes and analyze how sensory tools impact meaning

- 4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.
- 4.RL.4.2: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

RN.1: LEARNING OUTCOME FOR READING NONFICTION - Read and comprehend a variety of nonfiction independently and proficiently

- 4.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades
- 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

RN.2: KEY IDEAS AND TEXTUAL SUPPORT - Extract and conduct meaning from nonfiction texts using a range of comprehension skills

- **4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.**
- **4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.**
- 4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RN.3: FEATURES AND STRUCTURES - Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective

- **4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).**
- **4.RN.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.**
- 4.RN.3.3: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.

RN.4: CONNECTION OF IDEAS - Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

- 4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.
- 4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.
- 4.RN.4.3: Standard begins at sixth grade.

RV.1: LEARNING OUTCOMES FOR READING VOCABULARY - Build and apply vocabulary using various strategies and sources

- 4.RV.1: Build and use accurately general academic and content-specific words and phrases.

RV.2: VOCABULARY BUILDING - Use strategies to determine and clarify words and understand their relationship

- **4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/ subheadings, font/format) to determine the meanings of unknown words.**
- 4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.
- 4.RV.2.3: Standard begins at sixth grade.
- 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.
- 4.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.

RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS - Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meaning of words and their uses

- 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).
- 4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.
- 4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.

W.1: LEARNING OUTCOME FOR WRITING - Write effectively for a variety of tasks, purposes, and audiences

- 4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

W.2: HANDWRITING - Demonstrate the ability to write legibly

- 4.W.2.1: Write legibly in print or cursive, forming letters and words that can be read by others.
- 4.W.2.2: Students are expected to build upon and continue applying concepts learned previously.

W.3: WRITING GENRES - Develop writing skills by writing for different purposes and to specific audiences or people

- **4.W.3.1: Write persuasive compositions in a variety of forms that:**
  - ***a. In an introductory statement, clearly state an opinion to a particular audience.***
  - ***b. Support the opinion with facts and details from various sources, including texts.***
  - ***c. Use an organizational structure to group related ideas that support the purpose. Connect opinion and reasons using words and phrases.***
  - ***Provide a concluding statement or section related to the position presented***
- **4.W.3.2: Write informative compositions on a variety of topics that:**
  - ***Provide an introductory paragraph with a clear main idea.***
  - ***Provide supporting paragraphs with topic and summary sentences.***
  - ***Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.***
  - ***Connect ideas using words and phrases.***
  - ***Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.***

- *Use language and vocabulary appropriate for audience and topic.*
- *Provide a concluding statement or section.*
- **4.W.3.3: Write narrative compositions in a variety of forms that:**
  - *Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.*
  - *Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.*
  - *Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.*
  - *Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.*
  - *Provide an ending that follows the narrated experiences or events.*

THE WRITING PROCESS - Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others

- 4.W.4: Apply the writing process to –
  - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
  - Use technology to interact and collaborate with others to produce and publish legible documents.

W.5: THE RESEARCH PROCESS - Build knowledge about the research process and the topic under study by conducting short research

- 4.W.5: Conduct short research on a topic.
  - Identify a specific question to address (e.g., What is the history of the Indy 500?).
  - Use organizational features of print and digital sources to efficiently locate further information.
  - Determine the reliability of the sources.
  - Summarize and organize information in their own words, giving credit to the source.
  - Present the research information, choosing from a variety of formats.

W.6: CONVENTIONS OF STANDARD ENGLISH - Demonstrate command of the conventions of standard English

- **4.W.6.1: Demonstrate command of English grammar and usage, focusing on:**

- **4.W.6.1a: Nouns/Pronouns** – *Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.*
- **4.W.6.1b: Verbs** –
  - *Writing sentences that use the progressive verb tenses.*
  - *Recognizing and correcting inappropriate shifts in verb tense.*
  - *Using modal auxiliaries (e.g., can, may, must).*
- **4.W.6.1c: Adjectives/Adverbs** – *Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.*
- **4.W.6.1d: Prepositions** – *Writing sentences that include prepositions, explaining their functions in the sentence.*
- **4.W.6.1e: Usage** – *Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).*
- **4.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:**
- **4.W.6.2a: Capitalization** –
  - *Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.*
- **4.W.6.2b: Punctuation** –
  - *Correctly using apostrophes to form possessives and contractions.*
  - *Correctly using quotation marks and commas to mark direct speech.*
  - *Using a comma before a coordinating conjunction in a compound sentence.*
- **4.W.6.2c: Spelling** – *Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) in writing single and multisyllable words.*

SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING - Develop and apply effective communication skills through speaking and active listening

- 4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

SL.2: DISCUSSION AND COLLABORATION - Develop and apply reciprocal communication skills by participating in a range of collaborative discussions

- 4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- 4.SL.2.2: Explore ideas under discussion by drawing on readings and other information.

- 4.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.
- 4.SL.2.4: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- 4.SL.2.5: Review the key ideas expressed and explain personal ideas in reference to the discussion.

SL.3: COMPREHENSION - Develop and apply active listening and interpretation skills using various strategies

- 4.SL.3.1: Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 4.SL.3.2: Identify and use evidence a speaker provides to support particular points.

SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS - Develop and apply the skills to communicate ideas effectively in a variety of situations

- 4.SL.4.1: Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
- 4.SL.4.2: Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.
- 4.SL.4.3: Students are expected to build upon and continue applying conventions learned previously.

ML.1: LEARNING OUTCOME FOR MEDIA LITERACY - Develop an understanding of media and the roles and purposes of media

- 4.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

ML.2: MEDIA LITERACY - Recognize the purpose of media and the ways in which media can have influences

- 4.ML.2.1: Recognize claims in print, image, and multimedia and identify evidence used to support these claims.
- 4.ML.2.2: Standard begins in fifth grade.

**Crawfordsville Community Schools**  
**Skeletal Unit Plan**  
**April 2022**  
**Language Arts**  
**Unit 1**

**Recognizing Frontiers**  
**High-Ability Grade 4**

**DIFFERENTIATED DISTRICT-WIDE GOALS**

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become independent producers of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

The high-ability students will participate in an individualized, leveled reading program using various genres that will utilize small-group instruction to support each student's reading, comprehension, and vocabulary development. The program will help students develop greater control over the reading process through the development of reading strategies that assist in decoding and constructing meaning.

**DIFFERENTIATED LEARNER OBJECTIVES**

The fourth-grade high-ability student in language arts will read literature such as *The Sign of the Beaver* to identify frontiers of the past and will prepare various projects depicting past frontiers.

The fourth-grade high-ability student in language arts will explore the Internet and periodicals in order to recognize present-day or future frontiers and will prepare lists contrasting these frontiers and the related literature reflecting past frontiers.

The fourth-grade high-ability student in language arts will identify his/her own personal frontier or challenge and write a letter to him/herself hypothesizing ways in which he/she may manage the experience.

**MAJOR CONCEPTS**

Literature provides opportunities to gain knowledge of frontiers that existed in the past by examining the character, setting, and plot of a historical fiction novel.

Explore a realistic fiction novel to comprehend how frontiers continue to exist in today's world and how these frontiers may differ from those in the past.

Reflect upon how frontiers are not the same for everyone by comparing and contrasting characters in literature as well as identifying frontiers for oneself and others.

## CONTENT OUTLINE

- I. Literature reflects “frontiers of the past.”
  - A. *The Sign of the Beaver* explores ways in which pioneers found ways to survive in the unsettled New World wilderness.
  - B. Matt, the story's protagonist, explores the personal frontiers within himself as he confronts the new situations on his own.
  - C. In confronting new cultures, new frontiers arise.
- II. The Internet, periodicals, and contemporary literature reflect present day and future frontiers.
- III. Frontiers are not the same for everyone.
  - A. That which is a frontier for one person might not be a frontier for another.
  - B. People may react differently to various obstacles or “frontiers.”
  - C. A personal challenge can be a frontier.
  - D. Once a person has conquered a frontier, a new one may emerge.

## DIFFERENTIATED ACTIVITIES

*This pool of activities has been designed to differentiate the curriculum for high-ability students. You may choose from this list or add new and original activities.*

## INTRODUCTORY ACTIVITIES

Students will brainstorm a list of frontiers. Evaluate the list to develop characteristics of frontiers. Make a list of pioneers. Evaluate the list to develop characteristics of pioneers. Based on the lists of characteristics developed for frontiers and pioneers, revise and expand your lists. Develop a chart to be used throughout the year to which frontiers and pioneers can be added.  
4.SL.2.1

Listen to your teacher read *Hatchet* by Gary Paulsen. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.SL.2.1**

## DEVELOPMENTAL ACTIVITIES

Create a chart of the hardships Brian (from *Hatchet*) faces and ways he learns to adapt and survive against the environments of the Canadian wilderness. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3**

Read various selections from *Junior Great Books*. Gather evidence to support your answers to interpretive questions. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3**

Read *The Sign of the Beaver*. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3**

Create a pictorial map of the setting of the story. **4.RL.2.3**

Use websites and various books from the library to research what Native American tribes lived in the Maine Territory during the 1700s. Make a list of what resources were available in this area during the time period. **4.RN.2.1, 4.RN.2.2, 4.RN.3.1, 4.RN.4.2**

Identify vocabulary attributed to the time period of the novel that varies from how we speak today. **4.RV.2.1, 4.RV.3.2**

Develop a chart of the main events of the story, and then analyze the events to determine the turning point. **4.RL.2.2, 4.RL.2.3**

Tell how the Native American Attean's actions are influenced by him being in a setting with which he is familiar and comfortable, as opposed to the reactions of another character, Matt. **4.RL.2.3**

Assume the role of either one of the Native Americans or one of the settlers and debate the issue of land ownership. Can it be owned by one person or like the air and the water does it belong to all? Write a persuasive piece of writing to support one side of the argument. **4.W.3.1, 4.W.6.2a-c, 4.SL.2.1**

Predict how the story would have been different if Matt had gone away with the Native American tribe to their winter hunt, or if he had stayed and his family never returned. Write an alternate ending to the novel. **4.W.3.3, 4.W.6.2a-c**

With the help of your classmates, develop and write your own definition of pioneers and frontiers. **4.RL.2.2, 4.W.3.2**

Use an excerpt from *The Sign of the Beaver* to practice identifying parts of speech with a focus on nouns and verbs. **4.W.6.1a-e**

## **CULMINATING ACTIVITIES**

Students will self-select a final project to demonstrate knowledge of the characters, setting, and overall plot of the novel *The Sign of the Beaver*. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.SL.4.1, 4.SL.4.2**

Examples of projects include:

- Create and present to the class a board game based on the events and characters of the novel.
- Assemble a collection of pioneer recipes using ingredients that would have been available to the early settlers and compile a Pioneer Recipe Book. Make one of the dishes to share with the class.
- Construct a model of Matt’s cabin or a diorama of the Native American village, and present it to the class.
- Compose a script based on the novel and share it with the class via a video, puppet show, or live performance.
- Compile a list of Native American words from the story, and using context clues determine their meanings. Create a pictorial dictionary of these words that will be presented to the class.

Watch a movie version of the novel and compare and contrast it to the novel. In a class discussion analyze why the movie version varies from the original novel. **4.RL.2.2, 4.RL.2.3, 4.SL.2.1, 4.RL.3.2**

Identify a personal frontier or challenge facing you this year. Write a letter to yourself hypothesizing ways in which you may manage the experience. Near the end of the school year, write an account of the way you handled your personal frontier or challenge. Compare this account with the letter you wrote to yourself. **4.W.3.3, 4.W.6.1, 4.W.6.2**

Take part in a class discussion evaluating whether or not you have expanded your idea of what you thought pioneers and frontiers were. Use the list of characteristics you brainstormed earlier as your criteria. **4.SL.2.1**

## EVALUATION

The various projects identifying how frontiers existed in the past will be evaluated by the teacher using a teacher-formulated rubric.

The lists contrasting present-day and future frontiers with those frontiers of the past will be evaluated by the teacher and students using consensus.

The letter written to self-identifying personal frontiers or challenges will be evaluated by the students using self-evaluation.

Students will be evaluated on grammatical skills through an assessment at the conclusion of whole-class instruction and individual practice. An emphasis will be placed on nouns and verbs for this quarter.

Students will be expected to spell grade-level appropriate words correctly across all subject areas. Individualized spelling lists will be created each week with an assessment at the end of the week.

Students will be introduced to Caesar’s English stems and will be evaluated by a weekly quiz.

## SELECTED RESOURCES

### TEACHER RESOURCES

Callella, Trisha. *Greek and Latin Roots*. Huntington Beach, CA: Creative Teaching Press, Inc., 2004.

Jaffe, Charlotte and Doherty, Barbara. *L-I-T Guide Literature in Teaching: The Sign of the Beaver*. Hawthorne, NJ: Educational Impressions, Inc., 1997.

A teaching resource guide that includes a story summary, author information, cooperative learning projects, creative thinking activities, vocabulary skills, chapter by chapter critical thinking questions, and post-reading activities.

*Junior Great Books Series 5 First Semester Teacher’s Edition*. Chicago, IL: The Great Books Foundation, 2014.

An interpretive reading, writing, and discussion curriculum based on an anthology of short stories for fifth graders.

*Junior Great Books Series 5 First Semester Reader’s Journal*. Chicago, IL: The Great Books Foundation, 2014.

An interpretive reading, writing, and discussion curriculum based on an anthology of short stories for fifth graders.

*Language Arts Today Grade 5 Teacher’s Edition*. New York, NY: Macmillan Publishing Company, 1990.

Paulsen, Gary. *Hatchet* New York, NY: Scholastic, 1987.

### STUDENT RESOURCES

Current newspaper articles and Internet sites selected by the teacher to keep abreast of the constant expansion of new frontiers.

*Junior Great Books Series 5 First Semester Student Book*. Chicago, IL: The Great Books Foundation, 2014.

An interpretive reading, writing, and discussion curriculum based on an anthology of short stories for fifth graders.

Speare, Elizabeth George. *The Sign of the Beaver*. New York, NY: Dell Publishing, 1983.

**Crawfordsville Community Schools**  
**Skeletal Unit Plan**  
**April 2022**  
**Language Arts**  
**Unit 2**

**Lore and Legends of Frontiers**  
**High-Ability Grade 4**

**DIFFERENTIATED DISTRICT-WIDE GOALS**

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become independent producers of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

The high-ability students will participate in an individualized, leveled reading program using various genres that will utilize small-group instruction to support each student's reading, comprehension, and vocabulary development. The program will help students develop greater control over the reading process through the development of reading strategies that assist in decoding and constructing meaning.

**DIFFERENTIATED LEARNER OBJECTIVES**

The fourth-grade high-ability student in language arts, through listening to, reading, and viewing American tall tales, will elicit and list the common elements of tall tales.

The fourth-grade high-ability student in language arts will take part in class discussions comparing and contrasting different versions of the same tall tale and/or tall tale character.

The fourth-grade high-ability student in language arts composes an original tall tale to be bound and illustrated.

The fourth-grade high-ability student in language arts will read selected biographies and will illustrate unique characteristics of individuals by means of lists, monuments, shields, and/or portraits.

The fourth-grade high-ability student in language arts will read selected biographies and will recognize the frontiers that challenged the subjects.

The fourth-grade high-ability student in language arts will collect primary data from a family member or local role model and will compose a truthful and accurate biography about that person using the criteria developed by the class.

## **MAJOR CONCEPTS**

American tall tales have common elements to be identified through reading numerous tall tale picture books encompassing many different heroes.

Use different versions of tall tales to identify how authors incorporate varying exaggerations and historical features into the story.

Determine that people continue to invent, enlarge, and repeat tall tales today and discuss the way these actions affect the original story.

Truth and accuracy are essential in reading biographies that portray the uniqueness of an individual.

One gains inspiration from reading about people who have faced and surmounted frontiers.

## **CONTENT OUTLINE**

- I. The elements of tall tales include a folk hero, a story or a plot, exaggerations to the extreme, and frequently, a moral or an explanation of a natural phenomenon.
  - A. Pecos Bill, Paul Bunyan, Johnny Appleseed, John Henry, and Mike Fink are American tall tale heroes.
  - B. Tall tale plots may be based on actual or fictional characters.
    1. Johnny Appleseed stories are based on an actual character.
    2. Pecos Bill is an example of a fictitious tall tale character.
- II. Tall tales are a part of American folklore.
  - A. Each region of the country has produced its own folklore characters.
  - B. The folklore allows for pride, humor, and oral tradition in various heritages.
- III. Tall tales are popular besides they expand the imagination.
  - A. Early settlers utilized tall tales to relieve the harshness of their lives.
  - B. Tall tales are enjoyed today in a variety of media.
- IV. People like to invent, enlarge and repeat tall tales.
  - A. Urban legends are modern tall tales invented to explain current events in an entertaining way.

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- B. Tabloid newspapers are one outlet for newly developed urban legends.
- V. Biographies can provide a personalized insight into the uniqueness of individuals.
  - A. Martin Luther King’s biographies relate how King faced insult and danger as he led his people in non-violent demonstrations opposing racism and poverty.
  - B. Thomas Edison’s biographies illustrate how creative energy is sometimes valued by others but not always as it is being used.
- VI. Inspiration can be gained by reading about people who have faced and surmounted frontiers.
  - A. Columbus was an example of a person who faced the unknown in search of a new frontier.
  - B. Jim Thorpe was an Indian who broke the barrier of discrimination to accomplish his goal of winning a Gold Medal in the Olympics.
- VII. Truth and accuracy are essential in a biography.
  - A. Biographers may spend months or years collecting important facts and details about people.
  - B. Illustrations may play an important role in biographies by showing details of how people and things looked at a particular time or in a particular time.

**Crawfordsville Community Schools**  
**Skeletal Unit Plan**  
**July 2022**  
**Language Arts**  
**Unit 3**

**Confronting Frontiers**  
**High-Ability Grade 4**

**DIFFERENTIATED DISTRICT-WIDE GOALS**

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become independent producers of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

The high-ability students will participate in an individualized, leveled reading program using various genres that will utilize small-group instruction to support each student's reading, comprehension, and vocabulary development. The program will help students develop greater control over the reading process through the development of reading strategies that assist in decoding and constructing meaning.

**DIFFERENTIATED LEARNER OBJECTIVES**

The fourth-grade high-ability student in language arts, after reading a book from the Little House series, will analyze ways in which the author's experiences and perspectives are reflected in her novel. The student will participate in a class discussion and develop a letter to serve as a guide to future pioneers who would come to the wilderness.

The fourth-grade high-ability student in language arts will develop an individual project to share with the class that will illustrate a way that pioneers confronted frontiers.

The fourth-grade high-ability student in language arts will analyze ways that the author may have embellished her actual experience to enhance the reader's enjoyment of the story. The student will select an experience from his/her life and embellish it in a story.

**MAJOR CONCEPTS**

Examine how an author’s experiences and perspectives, when confronting frontiers, are reflected through literature.

Readers can identify with the confrontations of the frontier through literature.

Reflect upon how an author may embellish past experiences to enrich the quality of the story.

## CONTENT OUTLINE

- I. An author’s experiences and perspectives, when confronting frontiers, are reflected in literature.
  - A. Laura Ingalls Wilder’s books tell of her family’s moves in the 1860’s from Wisconsin to Kansas, Minnesota, and the Dakotas.
  - B. Laura Ingalls Wilder’s stories portray how pioneers wrested their livelihood from the wilderness.
  - C. Laura Ingalls Wilder’s stories relate a warm family closeness.
- II. A reader can identify with the confrontations of the frontier through literature.
  - A. A reader feels empathy for the Ingalls as they encounter wolves, extremes in the weather, Indians, and other dangers on the frontier.
  - B. A reader can get a glimpse of life without many of today’s modern conveniences.
- III. An author may embellish past experiences to enrich the quality of the story.
  - A. Laura Ingalls Wilder did not write her stories until she was past 60, relying on her memory.
  - B. Controversy exists as to whether or not the Little House books are a work of art or purely historical fiction.

## DIFFERENTIATED ACTIVITIES

### INTRODUCTORY ACTIVITIES

Read and discuss the nonfiction book, *Pioneer Girl: Growing Up on the Prairie*. **4.RN.2.1, 4.RN.2.2, 4.SL.2.1**

Research the Homestead Act of 1862. **4.RN.2.1, 4.RN.2.2, 4.RN.3.1, 4.RN.4.2**

Read the letter from Laura Ingalls Wilder and listen to the tape of an interview with Laura. Discuss how life was different for the Ingalls family. **4.RN.2.1, 4.RN.2.2, 4.RL3.2, 4.SL.2.1**

Develop a plan for your present-day family to move to Kansas. Measure and mark off an area of the classroom the size of a typical wagon. Brainstorm a list of things to take. Using your list, work with a small group to develop a plan for your move. Consider problems you would face while traveling and upon arriving at your new home. **4.RN.2.1**, 4.SL.2.1

Envision your life in your new setting and write an account of your expectations. Keep all writings in your pioneer journal. **4.W.3.3**, **4.W.6.2a-c**

## DEVELOPMENTAL ACTIVITIES

As you read *Little House on the Prairie*, keep comparative charts illustrating ways in which the environment was a friend or a foe. **4.RL.2.1**, **4.RL.2.2**, **4.RL.2.3**

Make a list of the rules of behavior that your parents expect you to follow. As you read, write a list of rules that the Ingalls girls were expected to follow. In a discussion, analyze why rules for children's behavior have changed. **4.RL.2.1**, **4.RL.2.2**, **4.RL.2.3**, 4.SL.2.1

Suggest other lists to keep, for example menus, foods, animals, language expressions. In a class discussion, compare the items on the list with similar items today. **4.RL.2.1**, **4.RL.2.2**, **4.RL.2.3**, 4.SL.2.1

Trace the Ingalls' trail on a map. Illustrate the various settings the Ingalls encountered as they moved west. **4.RL.2.3**

Make an illustrated dictionary of pioneer tools. In a class discussion, infer why the tools are now obsolete. **4.RL.2.1**, 4.RV.2.5

Select a character from the story and analyze the character's traits and motives. Predict future actions of the character and record them in your journal or on a future timeline. As you continue to read, check your predictions for accuracy. **4.RL.2.1**, **4.RL.2.2**, **4.RL.2.3**, **4.W.3.3**

As you read, keep a list of incidents that show Pa's creativity in solving problems results in survival for the family. **4.RL.2.1**, **4.RL.2.2**, **4.RL.2.3**

Take the point of view of the Indians. Hold a powwow with other Indians to discuss what to do about the Ingalls' home on your lands. Write a persuasive letter from this point of view as to how the tribe should interact with the family. **4.RL.2.1**, **4.RL.2.2**, **4.RL.2.3**, 4.SL.2.1, **4.W.3.1**, **4.W.6.2a-c**

Select an experience from your life. Write or tell the story embellishing the experience. **4.W.3.3**, **4.W.6.2a-c**

Use an excerpt from *Little House on the Prairie* to practice identifying parts of speech with a focus on prepositions and conjunctions. **4.W.6.1a-e**

## CULMINATING ACTIVITIES

While reading the book keep a log of pioneer foods eaten by the Ingalls family. As a class, create an authentic menu for a Pioneer Feast. **4.RL.2.1**

Using a family recipe or one from the *Little House on the Prairie Cookbook* prepare one of the dishes to share at class Pioneer Feast. **4.RL.2.1**

Read another book from the *Little House Series*. Compile a list of the problems the family faces on the frontier, and record how the family finds a solution for each challenge. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3**

Compose a written summary of the book including the setting, character sketches of the main characters, and a brief survey of the main events. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.W.3.2, 4.W.6.2a-c**

In a class discussion, analyze episodes from the Little House series. Decide if you think the author embellished her experiences. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.SL.2.1**

In a class discussion, compare your present day “move” to Kansas with the Ingalls’ move. Analyze dangers, discomforts, as well as excitement faced by you and the Ingalls. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.SL.2.1**

Students will self-select a final project to demonstrate knowledge of the characters, setting, and overall plot of the novel read from the *Little House Series*. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.SL.4.1, 4.SL.4.2**

Examples of projects include:

- Create and present to the class a board game based on the events and characters of the novel.
- Assemble a collection of pioneer recipes using ingredients that would have been available to the early settlers and compile a Pioneer Recipe Book. Make one of the dishes to share with the class.
- Construct a model of Laura’s cabin or a diorama of the town setting, and present it to the class.
- Compose a script based on the novel and share it with the class via a video, puppet show, or live performance.
- Create a newspaper with articles, advertisements, and information from the time period based on events in the novel.

## EVALUATION

The class discussion or letters written to serve as guides to future pioneers analyzing ways the author’s experiences and perspectives are reflected in the novel will be read and evaluated by the teacher using professional judgment.

The individual project illustrating a way that pioneers confronted frontiers, as depicted in a book from the Little House series, will be evaluated by the class using predetermined criteria.

The student composed story embellishing an actual experience will be evaluated by his/her parent using a teacher-made checklist.

Students will be evaluated on grammatical skills through an assessment at the conclusion of whole-class instruction and individual practice. An emphasis will be placed on prepositions and conjunctions for this quarter.

Students will be expected to spell grade-level appropriate words correctly across all subject areas. Individualized spelling lists will be created each week with an assessment at the end of the week.

Students will be introduced to Caesar's English stems and will be evaluated by a weekly quiz.

## SELECTED RESOURCES

### TEACHER RESOURCES

Walker, Barbara. *The Little House Cookbook*. New York, NY: Harper Collins, 1979.  
Recipes in this cookbook are based on food mentioned in the *Little House* series books.

Warren, Andrea. *Pioneer Girl: Growing Up on the Prairie*. New York, NY: Harper Collins Publishing, 1998.  
A nonfiction account of the daily life and activities of a pioneer girl who grew up on the prairies of Nebraska.

### STUDENT RESOURCES

Wilder, Laura Ingalls. *By the Shores of Silver Lake*. New York, NY: Scholastic, Inc., 1939.

Wilder, Laura Ingalls. *Farmer Boy*. New York, NY: Scholastic, Inc., 1933.

Wilder, Laura Ingalls. *Little Town on the Prairie*. New York, NY: Scholastic, Inc., 1941.

Wilder, Laura Ingalls. *On the Banks of Plum Creek*. New York, NY: Harper Collins, 1937.

Wilder, Laura Ingalls. *The Long Winter*. New York, NY: Scholastic, Inc., 1943.

Wilder, Laura Ingalls. *These Happy Golden Years*. New York, NY: Scholastic, Inc., 1943.

**Crawfordsville Community Schools**  
**Skeletal Unit Plan**  
**August 2022**  
**Language Arts**  
**Unit 4**

**Surviving the Frontier**  
**High-Ability Grade 4**

**DIFFERENTIATED DISTRICT-WIDE GOALS**

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become independent producers of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

The high-ability students will participate in an individualized, leveled reading program using various genres that will utilize small-group instruction to support each student's reading, comprehension, and vocabulary development. The program will help students develop greater control over the reading process through the development of reading strategies that assist in decoding and constructing meaning.

**DIFFERENTIATED LEARNER OBJECTIVES**

The fourth-grade high-ability student in language arts will read a historical novel such as *The Bears of Blue River* and will assess ways pioneers survived on the frontier.

The fourth-grade high-ability student in language arts will make inferences about the courage pioneers needed to face conflict on the Hoosier frontier.

The fourth-grade high-ability student in language arts will appraise events and make a list distinguishing events with a factual basis from those with a fictional basis.

**MAJOR CONCEPTS**

Explore how man’s struggles to survive in the wilderness are portrayed in literature.

Readers will identify how man’s courage in the face of conflict is revealed in literature.

Reflect upon how authors combine fact and fiction in historical fiction.

## CONTENT OUTLINE

I. *The Bears of Blue River* is an example of literature that portrays man’s struggle to survive in the wilderness.

- A. The family’s food came from the farm, the forest, the creek.
- B. The family built a log cabin for shelter.
- C. The pioneer families borrowed live coals from neighbors to maintain fires.
- D. There were few luxuries for pioneer families.

II. *The Bears of Blue River* is an example of literature where characters show courage in the face of conflict.

- A. Balser displayed courage when he encountered bears.
  - 1. He showed courage in his first and unexpected encounter with a bear.
  - 2. His courage was applauded by others, for example when he gave Liney an ear from a bear.
- B. Balser became a hero as a result of his many encounters with bears.

III. *The Bears of Blue River* is an example of literature that portrays the interaction of man and nature.

- A. Balser and Liney found ways to survive when they got lost in the woods.
- B. An exciting experience for Balser and his friends occurred when they encountered the “Fire Bear”.
- C. Balser and his friends used nature to help them survive as they camped for 12 days in “The Castle on the Brandywine”.

IV. Charles Major combined fact and fiction in *The Bears of Blue River* to make the story realistic and exciting to the reader.

## DIFFERENTIATED ACTIVITIES

### INTRODUCTORY ACTIVITIES

Read *The Bears of Blue River* with your class. In teacher directed sessions and class discussions, engage in visualizing scenes from the story. Analyze fact from fiction and inquire into traditions, life, and language on the Hoosier farm. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.SL.2.1**

Select an event from *The Bears of Blue River*. Make a cartoon of the event using Hoosier dialect in the bubbles. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3**

Compare and contrast Balser’s family life as a pioneer with Matt from *The Sign of the Beaver* and the Ingalls family. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.RL.3.2**

Use the internet to research Diphtheria and investigate vaccines and how they have improved the health of Hoosiers. Share your information with other students in a class discussion or create quiz questions to pose to your classmates. **4.RN.2.1, 4.RN.2.2, 4.RN.3.1, 4.RN.4.2**

Read *Running Out of Time* together as a class. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3**

## DEVELOPMENTAL ACTIVITIES

Add an epilogue to *The Bears of Blue River* with Balser as an adult or an old man reflecting on his “Bears of Blue River” days. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.W.3.3, 4.W.6.2a-c**

Select a chapter from *The Bears of Blue River* and illustrate a scene. Be sure to incorporate the descriptive details depicted by the author. Share your illustration and excerpt from the chapter with your class. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3**

Create and write a dialogue between two characters from Bears of Blue River using a different point of view than the author (Balser limited). **4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.RL.3.2, 4.W.3.3, 4.W.6.2a-c**

Make a timeline incorporating episodes from *The Bears of Blue River* with actual historical events in Indiana. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.RN.3.2**

Create a Venn diagram comparing Balser to a character from another historical novel. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.RL.3.2**

As you read *Running Out of Time* compile a list of all the new inventions and new words that Jessie encounters in the world of 1996. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3**

Create a travel brochure for Clifton Village. Include persuasive language to convince travelers to visit. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.W.3.1, 4.W.6.2a-c**

Complete a character web of Jessie in which you include her thoughts, her behavior, others behavior toward her, others statements to her and about her. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3**

Draw a mural with Jessie’s town on one side and Indianapolis on the other. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3**

Pretend you are explaining something new in 1996 to Jessie. Write a script to persuade Jessie to try the new item and give a presentation to the class. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.W.3.1, 4.W.6.2a-c**

Use an excerpt from *Running Out of Time* to practice identifying parts of speech to review nouns, verbs, adjectives, adverbs, prepositions, and conjunctions. **4.W.6.1a-e**

### **CULMINATING ACTIVITIES**

Visit Conner Prairie Living History Museum and experience what life in 1836 Indiana was like. Write a report about connections you made at Conner Prairie to experiences of characters and events in novels read this year. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.RL.3.2, 4.W.3.2, 4.W.6.2a-c**

Complete a Venn diagram comparing life in the 1840's and 1996. **4.RL.4.2**

Write a newspaper article about one of these topics: Jessie's news conference; the closing of Clifton Village; or the secret experiments done at Clifton Village. Be sure to include the following in the first paragraph: who, what, when, where, and why. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.W.3.3, 4.W.6.2a-c**

Try not to watch TV, use a computer, or talk on the phone for a short period of time (2-3 days). Discuss what happens. What did you learn? What did you do in your spare time? Write an informative paragraph about your experience. **4.W.3.2, 4.W.6.2a-c**

Role-play the visit of Balsler with the Ingalls to compare and contrast changes that took place on the frontier in that 50 year period. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.RL.4.2**

Make a list of factual and fictional events from *The Bears of Blue River*. **4.RL.2.1, 4.RL.2.2, 4.RL.2.3**

### **EVALUATION**

The choice of excerpts read by students illustrating ways that pioneers survived on the frontier will be evaluated by the class using knowledge from their pioneer social studies unit.

The cartoons, *PowerPoint* presentations, and visual aides making inferences about the courage the pioneers faced will be evaluated by the teacher using professional judgment.

The lists of factual and fictional events that allow a student to appraise ways in which an author combines fact and fiction in historical novels will be evaluated by the teacher.

Students will be evaluated on grammatical skills through an assessment at the conclusion of whole-class instruction and individual practice. This quarter will be a review on nouns, verbs, adjectives, adverbs, prepositions, and conjunctions.

Students will be expected to spell grade-level appropriate words correctly across all subject areas. Individualized spelling lists will be created each week with an assessment at the end of the week.

Students will be introduced to Caesar’s English stems and will be evaluated by a weekly quiz.

## SELECTED RESOURCES

### STUDENT RESOURCES

Haddix, Margaret Petersen. *Running Out of Time*. New York, NY: Aladdin, 1995.

When a diphtheria epidemic hits her 1840 village, thirteen-year-old Jessie discovers it is actually a 1996 tourist site under unseen observation by heartless scientists. It is up to Jessie to escape the village and save the lives of the dying children.

Major, Charles. *The Bears of Blue River*. Bloomington, IN: Indiana Press, 1984.

The story of Little Balsler, a pioneer boy growing up in early 19<sup>th</sup> century Indiana, who has many adventures and dangerous encounters with bears while learning the ways of the woods.