

Incoming 7th Grade

ELA Summer Reading\Writing

This summer, you will be reading *Two Roads* by Joseph Bruchac, a powerful historical novel set during the Great Depression. The story follows Cal Black, a 12-year-old boy and World War I veteran's son, as he embarks on a journey of self-discovery, identity, and resilience. After years of living on the road with his father, Cal must face a new chapter in his life—attending a government boarding school for Native American children. As Cal uncovers more about his heritage as a Creek Indian, he must navigate the challenges of growing up in two very different worlds.

As you read *Two Roads* by Joseph Bruchac, you'll be learning about the main character, Cal Black, and the important experiences that shape who he is. One of the big things you'll focus on is **analyzing Cal's character traits**—that means paying close attention to his actions, thoughts, and feelings to understand what kind of person he is and how he changes throughout the story.

At the same time, you'll also build **background knowledge about American Indian boarding schools**, which were real places where Native American children were sent in the early 1900s. These schools were meant to make them give up their languages and traditions, and they were often very strict and unfair. Learning about this history will help you better understand what Cal goes through and why the choices he makes are so important.

As part of your summer assignment for *Two Roads*, you'll be writing a **literary argument essay** that answers this question:

"What is the most viable solution to Cal's dilemma of whether to return to the Challagi Indian Industrial School?"

That means you'll take a close look at the decision Cal faces in the story—should he go back to the boarding school, or should he choose a different path? You'll choose the solution you think is best, and then support your answer with strong evidence from the book.

To help you do this, you'll use the **Painted Essay® structure**, which breaks an essay into four clear parts:

1. **Introduction (red)** – Introduce the book, the prompt, and your main idea (claim).

2. **Proof Paragraph 1 (yellow)** – Give one strong reason and evidence to support your claim.
3. **Proof Paragraph 2 (blue)** – Give another strong reason and evidence to support your claim.
4. **Conclusion (green)** – Wrap up your ideas and explain why your claim matters.

You'll also get to look at a **model literary argument essay**, which shows you what a finished essay looks like. This model will guide you as you complete a **writing plan graphic organizer**—a tool to help you organize your ideas before writing your full essay.

You may either write your essay with pencil and paper or type it up and print it.

Don't worry—you'll take it one step at a time! By following the structure, using the model, and thinking carefully about Cal's choices, you'll be able to write a strong, thoughtful essay.

Summer Packets and Essays are due the first week of school and will be graded. Books will be provided by the school and a PDF in the 7th Grade ELA/SS Google Classroom. Please note: students who do not return the novel to the school in the first week of school will be required to replace it.

Summer Reading & Writing Pacing Guide

Book: Two Roads by Joseph Bruchac

Dates: June 15 – August 30 (11 Weeks)

Assignment Components:

- Read all 30 chapters
- Complete Analyze Character: Two Roads Note-Catcher (updates at key chapters)
- Complete 4 Entrance Tickets
- Complete a Writing Plan Graphic Organizer
- Write and revise a Literary Argument Essay

Week 1 (June 15–21)

- Read Chapters 1–3
- Reflect on the setting and Cal's early experiences

Week 2 (June 22–28)

- Read Chapters 4–6
- Begin Analyze Character: Two Roads Note-Catcher (after Chapter 4–5)
- Complete Entrance Ticket: Unit 1, Lesson 5

Week 3 (June 29–July 5)

- Read Chapters 7–9
- Update Note-Catcher after Chapter 9
- Complete Entrance Ticket: Unit 1, Lesson 6

Week 4 (July 6–12)

- Read Chapters 10–12
- Update Note-Catcher after Chapter 12
- Complete Entrance Ticket: Unit 1, Lesson 8

Week 5 (July 13–19)

- Read Chapters 13–15
- Update Note-Catcher after Chapters 13–14 and Chapter 15

Week 6 (July 20–26)

- Read Chapters 16–18
- Update Note-Catcher after Chapter 18

- Complete Entrance Ticket: Unit 2, Lesson 2

Week 7 (July 27–August 2)

- Read Chapters 19–21
- Reflect on Cal's internal conflict about Challagi

Week 8 (August 3–9)

- Read Chapters 22–26
- Update Note-Catcher after Chapters 25–26

Week 9 (August 10–16)

- Read Chapters 27–30
- Final Note-Catcher update after Chapter 29
- Begin Writing Plan Graphic Organizer: outline claim, reasons, and text evidence

Week 10 (August 17–23)

- Complete Writing Plan Graphic Organizer
- Review the Model Literary Argument Essay
- Write the first draft of your Literary Argument Essay
- Follow the Painted Essay® structure

Week 11 (August 24–30)

- Revise and edit your essay
- Finalize all materials

Submit the first week of school:

- Completed reading
- Note-Catcher
- 4 Entrance Tickets
- Writing Plan Graphic Organizer
- Final Literary Argument Essay

Estudiantes entrantes al séptimo grado

Lectura y escritura de verano de clase de Inglés(ELA)

Este verano estarás leyendo *Dos Caminos* de Joseph Bruchac, una impactante novela histórica ambientada durante la Gran Depresión. La historia sigue a Cal Black, un niño de 12 años hijo de un veterano de la Primera Guerra Mundial, en su viaje de autodescubrimiento, identidad y resiliencia. Tras años de vivir en la carretera con su padre, Cal debe afrontar un nuevo capítulo en su vida: asistir a un internado público para niños nativos americanos. A medida que Cal descubre más sobre su herencia como indígena creek, debe afrontar los desafíos de crecer en dos mundos muy diferentes.

A medida que lees *Dos Caminos* de Joseph Bruchac, aprenderás sobre el personaje principal, Cal Black, y las experiencias importantes que lo moldean. Uno de los aspectos más importantes en los que te centrarás es...**analizar los rasgos de carácter de Cal**—Eso significa prestar mucha atención a sus acciones, pensamientos y sentimientos para comprender qué tipo de persona es y cómo cambia a lo largo de la historia.

Al mismo tiempo, también construirás **Conocimientos previos sobre los internados para indígenas estadounidenses**, que eran lugares reales a los que se enviaba a niños nativos americanos a principios del siglo XX. Estas escuelas estaban destinadas a obligarlos a abandonar sus idiomas y tradiciones, y a menudo eran muy estrictas e injustas. Conocer esta historia te ayudará a comprender mejor lo que Cal vive y por qué sus decisiones son tan importantes.

Como parte de tu tarea de verano para *Dos Caminos*, estarás escribiendo un **ensayo argumentativo literario** que responde a esta pregunta:

¿Cuál es la solución más viable al dilema de Cal sobre si regresar o no a la Escuela Industrial India de Challagi?

Eso significa que analizarás detenidamente la decisión que Cal enfrenta en la historia: ¿debería regresar al internado o elegir otro camino? Elegirás la solución que consideres mejor y luego fundamentarás tu respuesta con pruebas contundentes del libro.

Para ayudarte a hacer esto, utilizarás la Estructura **del ensayo pintado®**, que divide un ensayo en cuatro partes claras:

1. **Introducción (rojo)**– Presenta el libro, el mensaje y tu idea principal (afirmación).
2. **Párrafo de prueba 1 (amarillo)**– Proporcione una razón sólida y evidencia para respaldar su afirmación.
3. **Párrafo de prueba 2 (azul)**– Proporcione otra razón sólida y evidencia para respaldar su afirmación.
4. **Conclusión (verde)**– Resume tus ideas y explica por qué tu afirmación es importante.

También podrás ver un **ensayo modelo de argumentación literario**, que te muestra cómo se ve un ensayo terminado. Este modelo te guiará mientras completas un **Organizador gráfico del plan de escritura**—una herramienta para ayudarte a organizar tus ideas antes de escribir tu ensayo completo.

Puedes escribir tu ensayo con lápiz y papel o escribir a máquina e imprimirlo.

No te preocupes, ¡lo harás paso a paso! Siguiendo la estructura, usando el modelo y reflexionando sobre las decisiones de Cal, podrás escribir un ensayo sólido y reflexivo.

Los paquetes y ensayos de verano deben entregarse durante la primera semana de clases y se calificarán. La escuela proporcionará los libros y un PDF en Google Classroom de la clase de Inglés y Estudios Sociales de 7.º grado.

Por favor ten en cuenta: Los estudiantes que no devuelvan la novela a la escuela durante la primera semana de clases deberán reemplazarla.

Guía de ritmo de lectura y escritura de verano

Libro: Dos Caminos de Joseph Bruchac

Fechas: 15 de junio – 30 de agosto (11 semanas)

Componentes de la tarea:

- Leer los 30 capítulos
- Análisis completo del personaje: Atrapador de notas-Two Roads Note (actualizaciones en capítulos clave)
- Entradas completas para 4 personas
- Completar un Plan de Escritura Organizador Gráfico
- Escribir y revisar un ensayo argumentativo literario

Semana 1 (del 15 al 21 de junio)

- Lea los capítulos 1 al 3
- Reflexione sobre el entorno y las primeras experiencias de Cal.

Semana 2 (del 22 al 28 de junio)

- Lea los capítulos 4 a 6
- Comenzar a analizar el personaje: Two Roads Note-Catcher (después del capítulo 4-5)
- Boleto de entrada completo: Unidad 1, Lección 5

Semana 3 (del 29 de junio al 5 de julio)

- Lea los capítulos 7–9
- Actualizar Note-Catcher después del capítulo 9
- Boleto de entrada completo: Unidad 1, Lección 6

Semana 4 (del 6 al 12 de julio)

- Lea los capítulos 10–12
- Actualizar Note-Catcher después del capítulo 12
- Boleto de entrada completo: Unidad 1, Lección 8

Semana 5 (del 13 al 19 de julio)

- Lea los capítulos 13 al 15
- Actualizar Note-Catcher después de los capítulos 13-14 y 15

Semana 6 (del 20 al 26 de julio)

- Lea los capítulos 16–18

- Actualizar Note-Catcher después del capítulo 18
- Boleto de entrada completo: Unidad 2, Lección 2

Semana 7 (27 de julio – 2 de agosto)

- Lea los capítulos 19–21
- Reflexiona sobre el conflicto interno de Cal sobre Challagi

Semana 8 (del 3 al 9 de agosto)

- Lea los capítulos 22–26
- Actualizar Note-Catcher después de los capítulos 25 y 26

Semana 9 (del 10 al 16 de agosto)

- Lea los capítulos 27–30
- Actualización final de Note-Catcher después del capítulo 29
- Comience a escribir el plan Organizador gráfico: resuma la afirmación, las razones y la evidencia textual

Semana 10 (del 17 al 23 de agosto)

- Organizador gráfico del plan de escritura completo
- Revisar el modelo de ensayo argumentativo literario
- Escribe el primer borrador de tu ensayo argumentativo literario.
- Siga la estructura del ensayo pintado®

Semana 11 (del 24 al 30 de agosto)

- Revisa y edita tu ensayo
- Finalizar todos los materiales

Entregar la primera semana de clases:

- Lectura completada
- Atrapa notas
- 4 entradas
- Organizador gráfico del plan de escritura
- Ensayo argumentativo literario final

Novel Study: Note-Catcher and Entrance Tickets

Analyze Character: Two Roads Note-Catcher

RL.6.1, RL.6.3

Name: _____ Date: _____

Directions: Track the challenges Cal faces and how he responds and changes as a result.

Chapter(s)	What challenges does Cal face in this chapter?	How does Cal respond to or change as a result of those challenges?	What do those responses or changes reveal about his character?
4–5			
9			

Chapter(s)	What challenges does Cal face in this chapter?	How does Cal respond to or change as a result of those challenges?	What do those responses or changes reveal about his character?
12			
13–14			
15			

Unit 1: Lesson 2

Chapter(s)	What challenges does Cal face in this chapter?	How does Cal respond to or change as a result of those challenges?	What do those responses or changes reveal about his character?
18			
25-26			
29			

Entrance Ticket: Unit 1, Lesson 5

RI.6.1

Name: _____ Date: _____

Directions: As you enter class, read the learning targets. Then, read the excerpt from the Afterword of *Two Roads*, and answer the selected response questions.

Read pages 316–317, starting at "The objective of such . . ." and ending at ". . . replaced by community-based schools."

Based on the excerpt, which three were conditions of the Indian boarding schools detailed by Lewis Meriam's report, *The Problem of Indian Administration*?

- A. Schools used quality curriculum.
- B. Schools were overcrowded.
- C. Schools used students as laborers.
- D. Schools were dirty.
- E. Schools used highly trained teachers.
- F. Schools were run without discipline.

What recommendation did the Meriam Report make in regard to the boarding schools?

Entrance Ticket: Unit 1, Lesson 6

RI.6.4, L.6.5c

Name: _____ Date: _____

Directions: As you enter class, read the learning targets. Then, reread the following excerpt from *Two Roads*, and answer the questions below. In this excerpt, the author, Joseph Bruchac, is explaining American Indian boarding schools.

"These schools were largely paramilitary institutions in which Native students were **stripped of** their native languages and cultural identities, drilled, dressed in uniforms, and separated from their families for years at a time" (317).

What is the connotation of **stripped of** as it is used in this sentence (negative, neutral, positive)?

How does the connotation of **stripped of** help to convey Bruchac's point of view toward American Indian boarding schools? Explain your answer.

Entrance Ticket: Unit 1, Lesson 8

Name: _____ Date: _____

RI.6.2

Directions: As you enter class, read the learning targets. Next, read an excerpt from page 317 of the Afterword of *Two Roads*, starting at "For Native kids . . ." and ending at ". . . original tribal communities."

1. Which statement best represents the central idea of this excerpt?
 - A. For some students, the schools confirmed and strengthened their Indian identity.
 - B. American Indian athlete, Jim Thorpe, sent his sons to American Indian boarding schools.
 - C. Conditions at American Indian boarding schools were not as bad as they were portrayed.
 - D. Some of the students at the Indian schools knew very little about their Indian culture.

Chapter Summaries

Synopsis: *Two Roads*, Chapters 1–3

Name: _____ Date: _____

Chapter 1, "Keeping Up"

- Cal and his father are walking along a red road. Pop begins to tell a story about being in a war.
- As Pop and Cal continue walking, Cal is mentally drawn back in time to the exact event about which Pop was talking. Pop calls Cal's name, and Cal is pulled from the moment he was experiencing.
- Suddenly, Cal and Pop's path is blocked by a large man on a white horse.
- Pop unties the kerchief around his neck to expose the paler skin of his neck and chest, proving they are not African American.
- Pop and the man talk about fighting in the war.
- Pop informs the man on the horse of his and Cal's destination. The man on the horse, Red Campbell, allows Pop and Cal to pass.
- Red tells Pop and Cal to stop at his home and get some food from his wife, Rose.
- Pop asks if there is any work to be done in payment for the food, and Red agrees to Pop and Cal splitting wood.

Chapter 2, "Not All That Much"

- Cal and Pop complete their chores and are served a home-cooked meal by Rose.
- Pop and Cal continue to their destination in Rustburg.
- As Cal and Pop approach the house on the outskirts of Rustburg, Pop reads three signs signaling that travelers (hoboes) are not welcome.
- Pop tells Cal that they are going to try to set the situation right, and they cautiously approach the door.
- Pop and Cal gain entrance to the Euler household. Mrs. Euler is the widow of Samson Euler, who fought in the war with Pop.
- Will Black (Pop) asks Mrs. Euler if she has been having trouble with somebody stealing from her.
- When Pop finds out that the latest stolen item was taken only two days before, Cal realizes that he and Pop are going to do something about the thief.

Chapter 3, "Tracking"

- Pop and Cal set off to track the thief. They begin at the chicken coop and find boot prints to help their search.
- As Pop and Cal are tracking the thief, Pop tests Cal's tracking skills by asking various questions along the way, based on the evidence the thief has left behind.
- Cal and Pop locate the thief, who is asleep in a makeshift tent.
- Pop wakes up the thief (Jack), confronts him about his actions, retrieves Mrs. Euler's butcher knife and pot, and takes enough money from Jack to pay for the two stolen hens.
- Pop informs Jack that they will return tomorrow to be sure that he has left the area, and if Jack is not gone, then he will be sorry that he stayed around.

Synopsis: *Two Roads*, Chapters 4–8

Name: _____ Date: _____

Chapter 4, "News"

- Cal and Pop leave Mrs. Euler's home after a big, hearty breakfast. They stop by Jack's campsite to make sure he is gone.
- Pop and Cal position themselves in the high grass, waiting for the opportunity to jump aboard the next train.
- While waiting, Cal reminisces about his mother's life and death.
- Cal and Pop jump aboard the train.
- Cal is introduced to a group of gentlemen that Pop knows from riding the rails.
- Pop tells Cal that it is time for Cal to go back to school. Pop breaks the news that he is going to Washington, DC to help other veterans convince the United States government to give veterans their bonus money ahead of time.
- Cal learns he will be attending Indian school.

Chapter 5, "Indian School"

- Cal asks Pop if Indian school teaches you how to be an Indian. Pop tells Cal that Indian schools do the exact opposite. Cal is still quite confused.
- Cal remembers a school paper he wrote in which he included information about the Indians that Pop had described in stories. Cal received a failing grade on the paper and Pop had to visit Cal's teacher and have a conversation. Cal reflects on how he always felt different from the rest of his classmates.
- Pop explains to Cal the history of Indian school and why such schools came into existence.
- Pop reveals that he is Creek Indian, which makes Cal half-Indian.

Chapter 6, "Hopping Off"

- Cal is in disbelief. He thinks through all the information about Indians that he had been taught in school. Cal does not associate anything positive with being an Indian.
- Pop explains that there is a lot they must talk about. They cannot talk now because the train is slowing down in Fairville, Arkansas, a town unfriendly toward hoboes. Hoboes will get arrested and thrown in jail if caught.
- Cal and Pop exit the moving train and run into the forest. They cautiously approach a hobo jungle.
- Cal is introduced to Corporal Esom Dart, the black man in partial military uniform who was asleep in the back of the train car Cal and Pop just exited.
- Pop asks Corporal Dart who to speak to in the hobo jungle, and Dart directs them to Cap.
- Pop knows Cap, and he informs Pop and Cal that they are welcome to stay.

Chapter 7, "A Fine Mulligan"

- Time for dinner. Cap pulls out a pot. Each person expecting to eat contributes something to the pot. Cap cooks the stew.
- Cap portions out the stew into cups. Everyone eats until the stew is gone.
- Pop offers to wash out the pot and cups, so they head down to the stream.
- When Pop and Cal reach the stream, Pop sets aside the pot and cups in order to continue talking to Cal about being Creek Indian.
- Pop provides Cal with a brief history of Pop's side of the family.
- Cal asks, "Why didn't you tell me?" Pop explains that he and Cal's mother raised him as white to protect him because when you are Indian, people treat you differently.
- Pop recalls a story the older boys told him while at Challagi. Cal finds himself mentally transported into the dormitory experiencing the story as Pop tells it.
- Pop presents his idea to Cal: Pop goes to Washington, DC to convince Congress and President Hoover to give the vets their bonus money. Cal will go to Indian school.
- Cal must decide if he will enroll at Challagi. Pop assures Cal, "... if you do not agree then there is no way I am going to force you."
- Cal expresses that he likes being on the road with his Pop. Cal feels as though they have a good life together.

- Pop explains that life for them is not good at the moment. Pop wants to provide a home for Cal again.
- Pop promises that he will come to the school and get Cal when he's done in Washington, DC.
- Cal is about to speak, but then there are gunshots.

Chapter 8, "Gunshots"

- Pop and Cal jog back to the hobo jungle. They hide behind trees at the edge of the clearing.
- The sheriff is demanding to know where the "vagrant Negro" is that he saw get off of the train.
- A pile of leaves to Cal's left begins to move. Cal is sure Corporal Esom Dart is hidden under those leaves. Pop tells Corporal Dart to "stay there."
- Pop emerges from the shadow of the trees and speaks to the sheriff.
- When the sheriff begins questioning Pop, he identifies himself as being "Full-blood Creek out of Muskogee, Oklahoma." Pop also shows the army papers in his pocket with his name.
- After further questioning from the Sheriff, Pop discloses that he is taking his son to Indian school. Sheriff asks Pop to bring out the boy.
- Cal converses with the sheriff and is extremely polite. The sheriff briefly questions Cal and is satisfied with the situation, so the sheriff and his group of men depart.
- All the men work to put out the fire the sheriff set to one of the men's shelters.
- After the fire is extinguished, Cal asks whether he should get Corporal Dart, but Pop tells Cal that Dart will be long gone by now.
- Cal spots something shining on the limb of a shrub. Corporal Dart left his France Victory Medal for Cal.

Synopsis: *Two Roads*, Chapter 9

Name: _____ Date: _____

Chapter 9, "Upside Down"

- Cal and Pop hop a train to take them further west, to Challagi.
- Cal asks about his heritage. Pop informs Cal that he is half Indian because his mother was Armenian and Pop is Creek.
- Cal asks about Challagi. Pop does not hold any information back from Cal. Pop confides to Cal that a main reason kids ran away from Challagi, including himself, was because of the severe discipline. Some Indian children were even killed at Indian schools.
- After the Meriam Report, Pop assumes the treatment of Indian children has improved.
- Cal worries about how he will fit in with the other Indian students.
- Cal does not say much but Pop gives words to Cal's fears: Cal is fearful that he will not fit in because he has been raised to see himself as white and he doesn't "speak Indian."
- Pop explains that there will be Indian kids at Challagi who "don't know much Indian at all." Pop continues to explain that there is not just one Indian language because there is a language for every tribe, so students do not necessarily know each others' languages.
- Pop shares that he made great friends while at Challagi.
- Pop encourages Cal by stating, "I've never known anyone to be a faster learner than you, Cal." Pop is sure that Cal will learn well and learn quickly at Challagi.
- Pop informs Cal that kids at Challagi who look white have a hard time. The students get bullied because their skin is so light. Pop tells Cal that he will have an easier time because his skin is darker.
- After the conversation, Cal feels as though "my world is upside down now for sure."

Synopsis: *Two Roads*, Chapters 10 and 11

Name: _____ Date: _____

Chapter 10, "Horses"

- Pop and Cal make an agreement to help load the horses on the train, as well as ride with the horses to Challagi. In exchange, Pop and Cal will receive a meal.
- Cal masterfully handles the horses and is complimented for his work.
- The cowboys make a few comments about the last two horses.
- The two horses, Dakota and Blackjack, are very spirited and have been giving the cowboys issues.
- Cal confidently tells the cowboys that he and Pop can tame the horses.
- Pop begins to sing. He and Cal slowly move toward the horses. The horses calm down.
- Cal and Pop load the horses into the train successfully.

Chapter 11, "An Indian Handshake"

- On the train with the horses, Pop begins to describe to Cal what he should expect when he gets to Challagi.
- Pop warns Cal that he will be scrubbed clean, his hair combed with kerosene, and finally his hair cut "real short."
- Cal reassures himself that he can deal with Challagi for a few months. Cal daydreams about the nice life he and Pop will have once Pop receives his bonus money.
- Pop explains that boys at the school will try to fight him, but the boys will fight fair.
- All of the information is swirling around in Cal's mind. He is struggling to make sense of being Indian.
- The train reaches the Arkansas City railway station. Pop and Cal help unload the horses.
- Mr. E. Wimslow declares that he and his men have a government contract with the school, so they will be taking care of the delivery of the horses from this point.

- Mr. E. Wimslow shakes hands with Pop and Cal. Cal muses that the handshake is so firm that "I feel like my fingers are being crushed."
- Pop comments to Cal about Mr. E. Wimslow's handshake. Pop explains that a white man's handshake is one in which a person has to prove his power.
- Pop asks Cal to shake hands as he was taught. Cal and Pop grasp hands.
- Pop remarks that Cal shakes hands "like someone who trusts the other and doesn't have to prove he's better."

Synopsis: *Two Roads*, Chapter 12

Name: _____ Date: _____

Chapter 12, "Under the Arch"

- Pop and Cal stand under the archway of Challagi Indian Industrial School.
- As Cal looks around at the sprawling prairie and the distant buildings of the school, he is mentally transported through one of his visions.
- Pop's voice brings Cal out of the vision. Cal's thoughts are swirling. He is momentarily angry with his father. Cal decides that he has to do what has been asked of him.
- As Pop and Cal walk through the campus, Pop points out various buildings.
- Groups of students march past Cal and Pop. Cal is shocked by the sight of so many people marching as one.
- Pop informs Cal that they've made it in time for the weekly parade. As groups of students go through certain maneuvers, Pop explains that the students are competing for special privileges.
- A man steps to the microphone and Pop identifies him as Superintendent Morrell. The superintendent makes his announcement regarding the winners of the day's parade.
- The students are dismissed. Cal and Pop wait around. The superintendent recognizes Pop.
- Superintendent Morrell and Pop engage in conversation regarding Cal enrolling in school. The three men proceed to the superintendent's office so that Pop may fill out some paperwork.
- Pop asks Cal if he is okay. Despite feeling overwhelmed, Cal ensures Pop that he is okay and he is ready to be enrolled.

Synopsis: *Two Roads*, Chapters 13 and 14

Name: _____ Date: _____

Chapter 13, "The Tour"

- Superintendent Morrell gives Pop and Cal a tour as they all walk to the superintendent's office.
- Cal catches a glimpse of students going into buildings and students working.
- The superintendent speaks at length about the animals in the livestock barns.
- Cal reflects that no students acknowledge his presence, and he is glad of that fact because he does not want to be there in the first place.
- Walking up the stairs of the main building, Cal notices a screened-in porch. There is a person locked inside.
- Pop questions the superintendent regarding the use of the old guardhouse, and the superintendent responds that the school no longer uses the building for disciplinary measures.

Chapter 14, "Possum"

- Pop and Cal enter the main building of Challagi.
- Superintendent Morrell introduces Charles Aird to Cal and informs both boys they'll be in the same class.
- The superintendent gives Charles some instructions. Then Cal and Charles leave the main building.
- Charles says something that Cal does not understand. After further questioning, Charles learns that Cal does not "speak Indian."
- Charles and Cal walk to the infirmary. Charles requests that Cal call him by his nickname, Possum.
- Possum makes a joke about Cal being as talkative as a jaybird, and Cal smiles.
- Possum and Cal reach the infirmary. Possum promises Cal that the pack Cal is carrying will be safe. Cal feels as though he can trust Possum.
- Cal enters the infirmary.

Synopsis: *Two Roads*, Chapter 15

Name: _____ Date: _____

Chapter 15, "Infirmary"

- Cal enters the infirmary.
- Mrs. Wilting, the nurse, introduces herself in a sharp tone and begins to give Cal instructions.
- The nurse cuts off Cal's hair with shears. As she does so, Cal reminisces about how his mother taught him to care for his hair.
- Mrs. Wilting inspects Cal's hair and sees no lice, but she still runs a comb dipped in kerosene through Cal's short hair.
- Cal also receives several vaccinations.
- Mrs. Wilting sits down and asks Cal questions: name, date of birth, parents' names, father's occupation.
- The nurse dismisses Cal and slams the door behind him.

Synopsis: *Two Roads*, Chapter 16

Name: _____ Date: _____

Chapter 16, "Good Advice"

- Cal emerges from the infirmary. Possum is there waiting. Possum can tell that Cal needs a moment to collect his emotions.
- Cal leans against a tree and takes a few moments. Cal thanks Possum in Creek.
- Possum is surprised that Cal used a Creek word.
- Possum and Cal begin to converse. Possum asks Cal about the pack Cal carries.
- Cal empties his pack, and seeing Possum's interest in *The Call of the Wild*, Cal gives the book to Possum.
- As Cal and Possum look at the rest of Cal's belongings, Possum tells Cal that Cal needs to keep the French war medal safe because some people who run the school will steal such items.
- Possum takes Cal to a tree, which they climb, and reveals a secret place where Possum keeps his most precious items.
- Possum pulls out each item in the hiding place and tells Cal about them.
- Possum hands Cal his most prized possession: a Cherokee rose.
- Possum explains the history behind the stone and Cal is mentally transported to the event Possum describes in the history behind the stone.
- Possum offers his secret hiding spot as a place for Cal to keep his France Victory Medal safe, and Cal hands the medal to Possum.

Synopsis: *Two Roads*, Chapter 17

Name: _____ Date: _____

Chapter 17, "The Dorm"

- Possum and Cal climb the huge vine that has attached itself to Building Four, one of the boys' dorms.
- Before Cal climbs through the window, he recognizes the dorm from a vision he had when Pop was telling an old Challagi story.
- Possum shows Cal where he will sleep, and Cal wishes he was anywhere but at Challagi.
- Possum asks Cal if he is missing home. Cal says no, but then explains that he is missing the road.
- Cal and Possum have a brief conversation about Pop and Cal being hoboes. Possum is interested in hearing Cal's stories.
- Superintendent Morrell and Pop step into the dorm room. The superintendent makes a comment regarding Cal looking more civilized, and informs Cal that the next step in his improvement is getting a uniform.
- Pop, Cal, Possum, and Superintendent Morrell go downstairs.
- Cal thinks about how his father is about to leave him alone at Challagi.
- Superintendent Morrell says a farewell to Pop and leaves.
- Possum waits for Cal about fifty feet away so that Cal can say goodbye to Pop.
- Pop asks Cal if he will be okay. Though Cal is not happy to be at Challagi, he knows that Pop needs to hear the opposite.
- Cal assures Pop that he will be okay, and gives Pop his mother's comb.
- Pop hugs Cal goodbye.

Synopsis: *Two Roads*, Chapter 18

Name: _____ Date: _____

Chapter 18, "New Duds"

- Possum and Cal watch Pop walk away.
- During the walk through the school grounds with Possum, Cal sees a building that is strikingly different from the other buildings. Possum notices where Cal is looking and tells Cal that no one goes near the building anymore. The old guardhouse is no longer used to lock up a student when he breaks a rule.
- Cal is mentally transported into the guardhouse. Possum snaps Cal out of the vision by asking Cal where he's at. Possum then asks Cal if the visions happen to Cal often.
- Cal is surprised by Possum's question. When asked if he wants to talk about it, Cal declines.
- Possum continues to talk about the discipline at the school, which leads Possum to confide in Cal that Possum's scar came from getting slapped by somebody with a ring. The ring cut Possum's face and left the scar.
- Possum and Cal reach the tailor shop. Cal is introduced to Skinny.
- Possum and Skinny check their surroundings then greet each other in Creek.
- Skinny provides Cal with clothing and Cal changes. Skinny does a handshake with Cal and Cal picks up the moves quickly.
- Possum and Cal head to the shoe and harness shop.
- Possum stops Cal and they do the handshake again. Possum is surprised when Cal reveals that the first time doing the handshake was just a few minutes ago with Skinny.
- Possum informs Cal that the handshake is the Challagi Creek Handshake. The handshake means that a person has been accepted into the group.
- Cal is confronted by Bear Meat, who is the leader of the gang.
- Bear Meat asks Cal to empty his pockets, then tells Cal he'll wrestle him for the jack knife Cal has in his possession.
- Bear Meat and Cal engage. Bear Meat fails to throw Cal out of the circle on the first try. Cal pays attention to how Bear Meat moves and what he does. Bear Meat puts all his weight on Cal, and Cal is flattened on the ground.

- Possum lets out a warning call, and Bear Meat gets off of Cal.
- The head disciplinarian demands to know what happened. Cal informs the head disciplinarian that Bear Meat helped him up after he tripped.
- The head disciplinarian makes a rude comment to Cal and then leaves.
- Bear Meat wraps his arm around Cal's shoulder. Cal offers up the knife. Bear Meat tells Cal to keep the knife and invites Cal to sit at their table at mealtime.

Synopsis: *Two Roads*, Chapters 18–20

Name: _____ Date: _____

Chapter 18, "New Duds"

- Possum and Cal watch Pop walk away.
- As Cal and Possum walk through the school grounds, other students greet Possum but do not say anything to Cal. He is relieved.
- Cal has thoughts of doubt: Is Possum really his friend? How will he get along without Pop to guide him and be by his side?
- During the walk, Cal sees a building that is strikingly different from the other buildings. Possum tells Cal that no one goes near the building anymore. The old guardhouse is no longer used to lock up a student when he breaks a rule.
- Cal is mentally transported into the guardhouse. Possum says that his aunt had the same ability.
- Possum confides that his scar on his face came from getting slapped by somebody with a ring.
- Possum and Cal reach the tailor shop. Cal is introduced to Skinny, who provides Cal with a uniform.
- Skinny does a handshake with Cal, and Cal picks up the moves quickly. It is the Challagi Creek Handshake. The handshake means that a person has been accepted into the group.
- Cal is confronted by Bear Meat, who is the leader of a gang. Bear Meat asks Cal to empty his pockets, then tells Cal he is going to wrestle him for Cal's jack knife.
- The head disciplinarian arrives and demands to know what happened. Cal refuses to tell on Bear Meat. Bear Meat tells Cal to keep the knife and invites Cal to sit at their table at mealtime.

Chapter 19, "Mess"

- Possum explains the rules of mess.
- Cal notices how the girls and boys are separated during mealtime as well.
- Cal also notices how the staff tables seem better than the student tables. The staff get gleaming utensils and glassware, while the students get dull utensils and mugs.
- The food is delivered to the table, and everyone rushes to fill their plates.
- Cal eats and looks around the table at his new gang. His being accepted into the gang makes him feel less abandoned and lonely.

Chapter 20, "In Step"

- Cal wakes up confused. He does not realize where he is, but then the reality of being at Challagi Indian Industrial School hits him.
- Cal hops out of bed, fully clothed in his uniform, and joins the rest of House Four.
- Ray Chapman, the company sergeant, marches the guys of House Four about half a mile from the dorm. The bugle sounds and the boys have to hustle in order to make it back to the dorm, change, and report to class or work on time.
- Cal uses the opportunity to run at full speed. He shocks Ray with his speed. Back at the dorm, Ray tells Cal that he should join the track team.

Synopsis: *Two Roads*, Chapter 21

Name: _____ Date: _____

Chapter 21, "Expecting Indians"

- Cal reflects on his expectations of the type of Indians he would see at Challagi versus the reality of the population of students at the school.
- Tommy Wilson considers himself Muskogee Creek like Cal, but Tommy is blond haired and blue eyed, so others do not accept Tommy.
- Cal thinks about how teachers treat the students at Challagi. A few teachers, like Mrs. Tygue, are good teachers. Other teachers, like the math teacher Mr. Pond, are degrading and insulting to the students. The students do not learn much in those classes.
- Cal thinks of how students are treated by some of the adults at Challagi, and Cal considers running away. The only thing that keeps Cal at school is that he does not want to disappoint Pop.
- Cal recognizes that some guys in his gang, like Bear Meat, are very judgmental and not accepting of students who are either too fair-skinned or too dark-skinned.
- Cal acknowledges that he does not like how others are treated so differently.
- Cal recognizes the segregation in the mess hall because the students who are too dark, the staluskey, all sit together at tables separate from the other students.

Synopsis: *Two Roads*, Chapter 22

Name: _____ Date: _____

Chapter 22, "Another Day at Work"

- During geography class, the teacher reads a magazine and tells the class not to disturb him.
- After geography, Possum and Cal make their way to one of the industrial classes.
- Cal is thinking about how he has written letters to his father but cannot send them because he does not know where to address the letters.
- Cal's work at the harness shop has caused calluses to form on the palms of his hands. Possum muses that maybe they can work in shoe repair today. Possum looks down at Cal's shoes. The shoes given to him by the school are not well-made. They are uncomfortable and already falling apart.
- Possum asks Cal why he won't buy some sneakers. Cal responds that he does not have any money. Possum is surprised that Cal's pop didn't leave any money for Cal in his school bursary account. Cal admits that he had no idea about the bursary account.
- Cal and Possum make it to the harness shop, where Mr. Handler looks at the state of Cal's shoes and repairs them quickly.
- Possum takes Cal to the bursar's office. Cal learns that he has \$13.28 in his account. Cal withdraws four dollars.
- On the Saturday that they are allowed to go into town, Possum takes Cal to O'Boyle's Dry Goods. Cal is able to buy himself a pair of shoes.

Synopsis: *Two Roads*, Chapter 23

Name: _____ Date: _____

Chapter 23, "To Help Indians"

- Cal has been at Challagi Indian Industrial School for two months.
- The marching, hard manual labor, and abundance of rules continue to bring thoughts of running away to Cal's mind.
- Cal remains disciplined to not run away because of the promise he made to Pop.
- Sergeant Chapman continues to try to recruit Cal to the track team. Cal is not interested in showing his school spirit. Cal just wants his Pop to show up so that he can leave the school.
- Cal recognizes that the boys involved in sports at school get special privileges, especially the boys on the boxing team.
- Boxing is incorporated into the boys' physical education time twice a week.
- Cal fights Bear Meat, and Bear Meat wins. Mr. Handler, the boxing coach, commends Cal for having such heart to persevere through the match.

Synopsis: *Two Roads*, Chapter 24

Name: _____ Date: _____

Chapter 24, "Stomp Dance"

- The boys sneak out into the woods, where they feel fully free of Challagi.
- Deacon, one of the guys in the gang, leads the gang in stomp dances and singing.
- The first night Cal joins the gang in stomp dancing, he is given the task of starting the fire, and the job sticks with him.
- The first night Cal joins the gang in stomp dancing, despite never having stomp danced, Cal finds himself moving and singing with the rest of the guys.
- On this particular night, the freedom of stomp dancing reminds Cal of the freedom of being on the road with Pop. Cal's thoughts begin to lead him down a familiar path: Cal questions how long he has to stay at the school. Cal wonders why he has not heard from Pop. Cal worries about Pop's safety.
- Bear Meat realizes that somebody is watching them and he demands the person step out of the shadow of the trees.
- Tommy Wilson defends his Muskogee Creek blood and informs the boys that he likes stomp dancing. Tommy's father taught him stomp dancing.
- Little Coon hands Tommy the rattle and Tommy leads the gang in a stomp dance.

Synopsis: *Two Roads*, Chapters 25–26

Name: _____ Date: _____

Chapter 25, "First Letter"

- Cal is excited about reporting to his job at the stables. He has worked in every other trade, and now Cal is looking forward to taking care of animals, especially horses.
- Cal recognizes Dakota and Blackjack, the two horses Pop and Cal helped the cowboys load onto the train to transport to Challagi.
- The Creek instructor approaches Cal, makes a comment about the pinto, Dakota, being familiar with Cal, and introduces himself as John Adams.
- Cal and Mr. Adams talk about the veterans in Washington seeking their bonus pay.
- Possum shows up at the stable and informs Cal that a letter arrived.
- With Mr. Adams's permission, Cal takes the pass and retrieves the letter.
- Mr. Adams allows Cal to use the office in the stable to read the letter in private.
- Cal is relieved that Pop is alive. Cal is proud of Pop. Cal vows to himself to make Pop proud as well.

Chapter 26, "A Bad Dream"

- Superintendent Morrell summons Cal to Building One. Cal is informed that his father needs to stay in Washington throughout the summer. Pop asks the superintendent in a letter if Cal may stay and work through the summer.
- Cal works a lot with the horses, and he has his own garden plot from which he may make a profit.
- The library receives new books, and Cal eagerly reads the new additions.
- One night, Cal falls asleep while reading *Treasure Island*. He wakes up because of a piercing scream that cuts through the air.
- Possum and Little Coon are standing beside Cal's bed, looking down at him with worried faces. Cal realizes that he is the one who screamed.

Synopsis: *Two Roads*, Chapter 27

Name: _____ Date: _____

Chapter 27, "Time to Go"

- Cal approaches the fire at the gang's camp. He notices the fire is much larger than usual, and they have constructed some type of rounded hut.
- Deacon and Cal enter the lodge. Deacon performs a ceremony that is meant to cleanse Cal's words, as well as his body.
- Little Coon, Possum, Deacon, and Cal sit next to the fire. Deacon asks Cal to share his dream.
- Cal speaks at length about what he saw and experienced in the dream.
- When Cal questions the possibility of his dream vision happening, Deacon informs Cal that the vision may be letting Cal know "what might happen, not what has to happen."
- Cal understands that he is the only person who can change the outcome of the vision.
- Possum and Cal quietly sneak to the stables the next night. Little Coon is the lookout.
- Cal is at a loss for words to say to Possum, but Possum assures Cal they will be "meeting up again one way or another down the road."
- Cal leads Dakota, the pinto horse, from its stall. Cal then places a bridle in Dakota's mouth. Cal mounts the horse and rides off across the school's northern prairie.

Synopsis: *Two Roads*, Chapter 28

Name: _____ Date: _____

Chapter 28, "One Hand on the Rail"

- Cal and Dakota reach the train depot. Cal ties Dakota to the hitching post so Dakota can drink from the trough while he waits to be found and returned to Challagi.
- Meanwhile, Cal hides in the brush to prepare for the oncoming train he's expecting.
- Cal runs alongside the train, grabs a rail, and lifts his feet off the ground.
- Cal is safely on the train, making his way to Pop.

Synopsis: *Two Roads*, Chapter 29

Name: _____ Date: _____

Chapter 29, "Wounds"

- Cal walks along the top of the train car and swings down into an open boxcar. He hits a slippery spot on the floor, stumbles backwards, and nearly falls out of the train. The strong hand of a stranger pulls him back into the boxcar.
- The stranger introduces herself as Gale. Gale feeds Cal and gives him another shirt to wear because his shirt ripped on a nail when he stumbled.
- Gale asks Cal about his destination. When Cal reveals that he is travelling to Washington, DC, Gale proves to be a wealth of knowledge.
- Gale informs Cal what is going on in DC and warns him that he may be walking into a war zone.
- Cal wakes up and finds himself alone in the train car. Cal looks out on the landscape he's passing and remembering Gale's words. He suddenly finds himself in another vision with the sound of tanks and rifles, as well as the smell of blood.
- Cal gets off the train in St. Louis and spends the night in the woods because he did not recognize any familiar faces in the hobo jungle near St. Louis.
- As Cal is riding the train that will deposit him at his final destination, he begins to think of Challagi.
- Cal thinks about the true friends he has made at Challagi. He questions whether or not he misses Challagi, which causes a moment of confusion for him.
- Cal realizes that he has never felt a sense of belonging as he does with his friends at Challagi. He acknowledges what it has meant to him to connect with his Creek identity.
- Cal questions what will happen after he finds Pop.

Synopsis: *Two Roads*, Chapter 30

Name: _____ Date: _____

Chapter 30, "Tanks on Pennsylvania Avenue"

- Cal arrives in Washington and is in awe of the size of the buildings and the amount of people.
- Cal is looking at the White House when a familiar voice behind him speaks.
- Corporal Esom Dart asks Cal if he still has the France Victory Medal, and Cal affirms that the medal is still in his possession.
- Corporal Dart and Cal begin to make their way back to the camp where Cal will find Pop.
- Suddenly, armed military men on horses, infantrymen with guns, and tanks advance down the street toward the camp.
- The military attacks an encampment named Camp Glassford. Tear gas is thrown into the camp. Shelters and tents are set on fire by the soldiers.
- Corporal Dart and Cal make it to Camp Marks, which is across the river.
- Cal spots his father talking to policemen and the commander of Camp Marks.
- After the group of policemen and the camp commander move off to survey the camp, Pop and Cal reunite.
- Cal tells Pop everything, including the vision that prompted Cal to leave Challagi.
- Cal gives Pop the letters he has written. Pop reads each letter multiple times and vows to keep the letters for as long as he lives.
- The soldiers reach the other side of the bridge. Eddie Atwell, the camp commander, walks across the bridge with a white flag.
- Atwell returns and delivers the news that Camp Marks has an hour to evacuate.
- Pop and Cal begin walking to the hills behind the camp. They help people along the way.
- Pop and Cal hop a train in Maryland and head west.
- One day, as they are sitting around a fire, Pop asks Cal "What now, son?" Cal responds "Going back."

- Pop and Cal are confident that Hoover will be voted out of office. With a new President, Pop and the other veterans will continue to try to persuade the government to give the vets their bonus checks.
- Cal knows that Pop will continue to fight for the means to have a place of their own again, so Cal recognizes that the right place for him to be is at Challagi with his Creek brothers.

Essay Planning Resources

Characteristics of Effective Literary Argument Writing Anchor Chart

W.6.1

(Example for Teacher Reference)

Introduction

- Introduction that catches the reader's attention and gives general context
- Central claim: addresses the prompt, focuses the piece by clearly stating the claim to be supported

Proof Paragraph(s) for Point 1

- States first point/reason that develops the main claim
- Provides facts and evidence from the text(s) that support Point 1
- Elaboration/reasoning: explains how this evidence supports the point/reason
- Restates the point/reason and/or reflects on how this reasoning has proven Point 1 and ties back to the main claim

Proof Paragraph(s) for Point 2

- Transitions well from the last paragraph
- States second point/reason that develops the main claim
- Provides facts and evidence from the text(s) that support Point 2
- Elaboration/reasoning: explains how this evidence supports the point/reason
- Restates the point/reason and/or reflects on how this reasoning has proven Point 2 and ties back to the main claim

Conclusion

- What?: Restates the main claim
- So what?: Reflects on why this claim is significant

Argument Writing Checklist

W.6.1

Name: _____ Date: _____

Standard	Characteristics of an Effective Argument Piece	Characteristics of this Argument Writing	Date Completed
W.6.9, W.6.1b	My claim is supported by reasons and evidence from credible sources and shows a solid understanding of the topic or text.		
W.6.1a	I state my claim clearly, and my writing stays focused.		
W.6.1a	I have an introduction that gives readers the context they need to understand the topic or text.		
W.6.1e	I have a conclusion that is clearly related to my argument and restates my claim.		
W.6.1a	My reasons and evidence are organized in a way that makes my argument clear and easy to follow.		

Standard	Characteristics of an Effective Argument Piece	Characteristics of this Argument Writing	Date Completed
W.6.1c	I use words and phrases to show that my reasons are connected to my claim.		
W.6.1b	I support my claim with clear reasons and relevant evidence.		
W.6.4 (partial), W.6.1d	I use a formal style.		
W.6.8 (partial)	I provide a bibliography of sources.		
L.6.1	My words and sentences follow the rules of writing.		
L.6.2	The spelling, capitalization, and punctuation are correct.		

Independent Literary Argument Writing Plan Graphic Organizer

RL.6.1, RL.6.3, W.6.1a, W.6.1b, W.6.1e, W.6.4, W.6.5, W.6.9a

Name: _____ Date: _____

Focus Question: What is the most viable solution to Cal's dilemma of whether to return to Challagi Indian Industrial School?

Introduction Paragraph

How will you catch the reader's attention? (Consider using facts, statistics, quotations, or anecdotes.)

What context about the text or topic does your reader need in order to make sense of the rest of your essay? Include a brief mention of an opposing position (what is the other claim someone could make?).

Main Claim:

Proof Paragraph 1

Point 1: What is the first point or reason you are offering to support your claim?

Context: What context does the reader need to understand the evidence you are using?

Evidence: What evidence from the text supports this point or reason?

Reasoning: How does this evidence connect to and support your point? How does your point prove your claim?

Proof Paragraph 2

Point 2: What is the second point or reason you are offering to support your claim?

Context: What context does the reader need to understand the evidence you are using?

Evidence: What evidence from the text supports this point or reason?

Reasoning: How does this evidence connect to and support your point? How does your point prove your claim?

Conclusion Paragraph

Restate your claim from the introduction.

Briefly restate your main points:

Point 1:

Point 2:

What are your further reflections on this topic?

- Why does this argument/claim matter?
- What would happen if this claim were not acted upon?
- Who is likely to benefit from this?

My Sources

List any sources you used in planning your writing.

What are some words or phrases you might use to help you express the relationship between your claim, reasons, and evidence?

Grade 6 Argument Writing Rubric				
Write arguments to support claims with clear reasons and relevant evidence.				
Reading Comprehension				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
R.6.1 W.6.9	Demonstrates a deep understanding of the topic or text by developing an insightful claim supported by logical reasons and well-chosen evidence from source material	Demonstrates a clear understanding of the topic or text by developing a valid claim supported by logical reasons and evidence from source material	Demonstrates a limited understanding of the topic or text, offering a claim weakly supported by reasons and evidence from source material	Does not demonstrate understanding, or shows a limited understanding, of the topic or text, offering a claim with little or no supporting evidence from source material
Organization/Purpose ⁵				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.1a	Claim is clearly communicated, and the focus is strongly maintained	Claim is clearly communicated, and the focus is maintained	Claim is clear, but the focus is insufficiently maintained	Claim may be confusing or ambiguous, and the focus may drift
W.6.1a	Effective or engaging introduction provides needed context on the topic or text	Introduces claim, providing context on the topic or text	Introduction does not provide needed context	Introduction may be missing or unrelated to the argument presented
W.6.1e	Concluding statement or section follows from and supports the argument presented	Concluding statement or section follows from the argument presented	Conclusion is weak or confusing	Conclusion is missing or off-topic
W.6.1a	Organizes reasons and evidence logically	Organizes reasons and evidence clearly	Organization is inconsistent; connections among ideas are sometimes unclear	Ideas are randomly ordered, may contain frequent extraneous information and ideas
W.6.1c L.6.6	Uses words, phrases, and clauses to create cohesion and clarify the relationships between claim(s), reasons, and evidence	Consistently uses words, phrases, and clauses to clarify the relationships between claim(s) and reasons	Some use of words, phrases, and clauses to clarify the relationships between claim(s) and reasons	Uses few or no transitions; the relationship between claim(s) and reasons is often unclear

⁵ W.6.4 is reflected in all descriptors.

Grade 6: Writing Rubrics

Evidence/Elaboration				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
W.6.1b	Supports claim(s) with logical reasoning and relevant evidence from accurate, credible sources	Supports claim(s) with clear reasons and relevant evidence from credible sources	Claim is insufficiently supported by evidence from credible sources; evidence may be repetitive or vague	Supporting reasons, facts, and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied
W.6.1d W.6.4	Effective, appropriate style enhances content	Establishes and maintains a formal style	Voice and tone are largely appropriate to purpose and audience	Voice and tone are not appropriate to purpose and audience
Conventions ⁶				
	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
L.6.1	Few, if any, errors in grammar and usage	Some errors in the conventions of standard English grammar and usage are present, but no systematic pattern of errors is displayed	Frequent errors in grammar or usage may obscure meaning	Errors in grammar and usage are frequent and severe, and meaning is often obscured
L.6.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of the conventions of standard English capitalization, punctuation, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in punctuation, capitalization, and/or spelling are frequent and severe, and meaning is often obscured

⁶ See Grade 6 Language standards 1 and 2 for specific expectations.

**Model Essay
&
Model Writing Plan Graphic Organizer**

Model Literary Argument Writing Plan

Graphic Organizer

RL.6.1, W.6.1a, W.6.1b, W.6.1e, W.6.4, W.6.5, W.6.9a

Name: _____ Date: _____

Focus Question: After years of traveling with Cal, Pop decides to go to Washington, DC to advocate for himself and other former soldiers. What is the most viable solution to Pop's dilemma of whether to bring Cal to Washington, DC with him?

Introduction Paragraph

How will you catch the reader's attention? (Consider using facts, statistics, quotations, or anecdotes)

Introduce Cal and Pop: camping/hopping trains

What context about the text or topic does your reader need in order to make sense of the rest of your essay? Include a brief mention of opposing position (what is the other claim someone could make?).

Why is Pop going to Washington? (tell about campaign)

Why does Pop want to send Cal to Challagi?

Why is this decision hard for Pop?

Pop could choose to bring Cal instead because it makes Cal sad to imagine being without him.

Main Claim: **Pop should not bring Cal to Washington with him.**

Proof Paragraph 1

Point 1: What is the first point or reason you are offering to support your claim?

Cal is too young to participate in the campaign.

Context: What context does the reader need to understand the evidence you are using?

What will the campaign look like? (Why is it dangerous?)

Why is the campaign important?

Why does Pop want to go alone? (worries about Cal)

Evidence: What evidence from the text supports this point or reason?

"If this is going to be a campaign, then I have to go it without you. It might be dangerous and I want you safe while I'm gone" (59). (Pop to Cal)

Thousands of veterans in campaign, working together as "an army" (94).

Cal "not ready yet to be part of any army" (94).

Pop wants Cal to be "safe with three hots and a cot" (94) at Challagi.

Reasoning: How does this evidence connect to and support your point? How does your point prove your claim?

Not appropriate for Cal to go to Washington with Pop and participate in the campaign.

Too many veterans, all adults, fighting for an issue that Cal is too young to understand.

Pop worries about Cal, needs to focus on the goals of the campaign.

Proof Paragraph 2

Point 2: What is the second point or reason you are offering to support your claim?

Challagi is a better alternative for Cal.

Context: What context does the reader need to understand the evidence you are using?

What is Challagi? (a boarding school for American Indian students).

Why Challagi? (no other options where Cal can stay and be safe, have food)

Evidence: What evidence from the text supports this point or reason?

Challagi is the only place that would give Cal "not just an education but also food every day and a roof over [his] head" (94).

Good education – industrial and academic classes.

Cal can make friends: "'Those boys in our Creek gang were some of the best buddies I ever had'" (107).

Reasoning: How does this evidence connect to and support your point? How does your point prove your claim?

Cal will have food and shelter.

It is safer for him at Challagi than in Washington with Pop or on the road by himself.

Education opportunities.

Cal does not have any friends or family besides Pop – can make friends at Challagi.

Conclusion Paragraph

Restate your claim from the introduction.

The best way for Pop to accomplish his goals is to go to Washington, DC alone, without Cal.

Briefly restate your main points:

Point 1: **Pop wants to help veterans get what they deserve**

Point 2: **Pop wants Cal to be safe and educated**

What are your further reflections on this topic?

- Why does this argument/claim matter?
- What would happen if this claim were not acted upon?
- Who is likely to benefit from this?

Cal and Pop make a good team, and they will miss each other a lot. Still, it is better for both of them if Pop does not bring Cal to Washington, DC. They will reunite soon after and begin a better life.

My Sources

List any sources you used in planning your writing.

Bruchac, Joseph. *Two Roads*. Penguin Young Readers, 2018.

What are some words or phrases you might use to help you express the relationship between your claim, reasons, and evidence?

Although,

Therefore,

The first reason why

Even though,

So,

The second reason why

If ... then

Painted Essay® Template

W.6.2, W.6.4, W.6.5, W.6.9a

The Painted Essay®

A tool for teaching basic essay form

Introduction (RED) Catches readers' attention and gives some background information	
FOCUS STATEMENT (GREEN)	
Point 1 (YELLOW)	Point 2 (BLUE)
Proof Paragraph 1 (YELLOW) Gives evidence and reasons to support Point 1	
Proof Paragraph 2 Transition between the ideas in proof paragraph 1 and the ideas in Proof Paragraph 2 (BLUE and YELLOW). Gives evidence and reasons to support Point 2 (BLUE)	
Conclusion (GREEN) What? So what?	

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Model Literary Argument Essay: Painted

(Example for Teacher Reference)

After years of traveling with Cal, Pop decides to go to Washington, DC to advocate for himself and other former soldiers. What is the most viable solution to Pop's dilemma of whether to bring Cal to Washington, DC with him?

After years of living on the road with his son, Cal, camping and hopping trains, Pop tells Cal that he plans to go to Washington, DC. In Joseph Bruchac's historical fiction novel, *Two Roads*, Pop is a war veteran and, like many other veterans at that time, he is being mistreated by the government. Pop wants to participate in a large campaign to help veterans receive the money that the government owes them for their service. Pop warns Cal that the campaign may be dangerous and that Cal is "not ready yet to be part of any army" like the one fighting in Washington (94). Therefore, Cal cannot join him. Instead, Cal must attend Challagi Indian Industrial School while Pop is away. Pop says that this will also be a good opportunity for Cal to continue his education and make friends. Although Cal feels nervous and sad that he cannot go with his father, Pop should not bring Cal to Washington with him. The events in Washington are not appropriate for Cal to attend, and spending some time at Challagi is a better alternative for him.

The first reason why Pop should not bring Cal to Washington is that Cal is too young to participate in the events of this important campaign. Pop will be protesting with thousands of other veterans in a big city. The veterans are coming together as "an army," fighting for their money and their rights (94). Pop warns Cal that the campaign "might be dangerous" (59). Cal knows a lot about the dangers of the road, but the dangers of this campaign will be different. Pop wants Cal to be safe while he is gone. If Pop brings Cal to Washington with him, he will worry about Cal's physical and emotional safety. If Cal goes to Challagi instead, Pop will know that he is "safe with three hots and a cot" (94). This will help Pop focus on the goals of the campaign.

The second reason why it is best for Cal to stay behind is because Challagi may actually be good for Cal. Even though Pop has some bad memories of the discipline at Challagi, the other Creek boys he met at Challagi "were some of the best buddies [he] ever had" (107). Cal does not have any friends or other family left, so meeting other kids could be good for him. At Challagi, Cal will also get to have a real education. He already loves to read, and now he can attend all kinds of academic and industrial classes. Plus, even if Cal is unhappy at Challagi, he will only be there temporarily. Pop plans to return in a few months to get Cal and buy a house for them. Even Cal agrees that "a man can stand almost anything as long as it's not forever" (121).

Cal and Pop certainly make a good team, and they will miss each other a lot. Still, it is better for both of them if Pop does not bring Cal to Washington. Pop has two goals: he wants to help veterans get what they deserve, and he wants Cal to be safe and educated. The best way for Pop to accomplish both of these goals is to go to Washington alone, without Cal. They will reunite soon after and begin a better life.

Source: Bruchac, Joseph. *Two Roads*. Penguin Young Readers, 2018.

Model Literary Argument Essay: Annotated

RL.6.1, W.6.1, W.6.4, W.6.9a, L.6.2, L.6.3, L.6.6

(Example for Teacher Reference)

Use all relevant rows on the Grade 6 Argument Writing rubric and the sample response below to assess student writing.

Sample Proficient Response: Scorepoint 3, for Teacher Reference:

Focus Question: After years of traveling with Cal, Pop decides to go to Washington, DC to advocate for himself and other former soldiers. What is the most viable solution to Pop's dilemma of whether to bring Cal to Washington, DC with him?

Position 1: Cal should not go to Washington with Pop.

After years of living on the road with his son, Cal, camping and hopping trains, Pop tells Cal that he plans to go to Washington, DC. In Joseph Bruchac's historical fiction novel, *Two Roads*, Pop is a war veteran and, like many other veterans at that time, he is being mistreated by the government. Pop wants to participate in a large campaign to help veterans receive the money that the government owes them for their service. Pop warns Cal that the campaign may be dangerous and that Cal is "not ready yet to be part of any army" like the one fighting in Washington (94). Therefore, Cal cannot join him. Instead, Cal must attend Challagi Indian Industrial School while Pop is away. Pop says that this will also be a good opportunity for Cal to continue his education and make friends. Although Cal feels nervous and sad that he cannot go with his father, Pop should not bring Cal to Washington with him. The events in Washington are not appropriate for Cal to attend, and spending some time at Challagi is a better alternative for him.

The first reason why Pop should not bring Cal to Washington is that Cal is too young to participate in the events of this important campaign. Pop will be protesting with thousands of other veterans in a big city. The veterans are coming together as "an army," fighting for their money and their rights (98). Pop warns Cal that the campaign

W.6.1a: The claim is introduced. Context on the text is given; The claim is clearly communicated, and the focus is maintained.

W.6.1d, W.6.4: Formal style is established and maintained.

W.6.1a: The first reason and its evidence are organized clearly.

"might be dangerous" (59). Cal knows a lot about the dangers of the road, but the dangers of this campaign will be different. Pop wants Cal to be safe while he is gone. If Pop brings Cal to Washington with him, he will worry about Cal's physical and emotional safety. If Cal goes to Challagi instead, Pop will know that he is "safe with three hots and a cot" (94). This will help Pop focus on the goals of the campaign.

The second reason why it is best for Cal to stay behind is because Challagi may actually be good for Cal. Even though Pop has some bad memories of the discipline at Challagi, the other Creek boys he met at Challagi "were some of the best buddies [he] ever had" (107). Cal does not have any friends or other family left, so meeting other kids could be good for him. At Challagi, Cal will also get to have a real education. He already loves to read, and now he can attend all kinds of academic and industrial classes. Plus, even if Cal is unhappy at Challagi, he will only be there temporarily. Pop plans to return in a few months to get Cal and buy a house for them. Even Cal agrees that "a man can stand almost anything as long as it's not forever" (121).

Cal and Pop certainly make a good team, and they will miss each other a lot. Still, it is better for both of them if Pop does not bring Cal to Washington. Pop has two goals: he wants to help veterans get what they deserve, and he wants Cal to be safe and educated. The best way for Pop to accomplish both of these goals is to go to Washington alone, without Cal. They will reunite soon after and begin a better life.

Source: Bruchac, Joseph. *Two Roads*. Penguin Young Readers, 2018.

W.6.1b: Claims are supported with clear reasons and relevant evidence from the text.

W.6.1c, L.6.6: Words, phrases, and clauses (e.g., first; but; if. . .) are consistently used to clarify the relationships among claim(s) and reasons.

W.6.1a: The second reason and its evidence are organized clearly.

W.6.1b: Claims are supported with clear reasons and relevant evidence from the text.

W.6.1c, L.6.6: Words, phrases, and clauses (e.g., second; also; plus; even. . .) are consistently used to clarify the relationships among claim(s) and reasons.

L.6.2: Adequate use of the conventions of standard English capitalization, punctuation, and spelling is evident.

W.6.1e: Concluding statement follows from the argument presented.

RI.6.1, W.6.9: A clear understanding of the text is demonstrated by developing a valid claim supported by logical reasons and evidence from the text.