Guidance for Learning at Home

How to Provide Feedback

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

About this Unit

By the end of this unit, students will have read a variety of texts about archaeology. Students will explore how archaeology has changed over the last decade and how archaeologists find meaning in their findings.

The main text students will read in this unit is *If Stones Could Speak* by Marc Aronson. Marc Aronson joins the Riverside archeological team and records their efforts to unlock Stonehenge's secrets. Throughout the unit, students will write an archeology report of findings and a narrative description of daily life based on artifacts and evidence located at a site. At the end of the unit, students will be asked to write an essay that explains how the author introduces and elaborates his central idea and purpose.

Text Access

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

- Texts schools need to provide:
  - *If Stones Could Speak: Unlocking the Secrets of Stonehenge* by Marc Aronson
  - *If Stones Could Speak* ELA Guidebook Unit Reader
- Texts provided for educational purposes included in the Home Learning Guidebook Companion Resource:
  - "Travel" by Robert Louis Stevenson

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the Neolithic Era, Ramilisonina and the Stones of Madagascar, and World Heritage can be found here: https://learnzillion.com/wikis/159508-if-stones-could-speak-let-s-set-the-context-videos/.

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

Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
    - archaeology, archaeological, archaeologist, ethnoarchaeologists
    - historical, history, prehistoric
    - excavate, excavation, excavated, excavating, unexcavated
    - conserve, conservation, conservator, conserved, conserving

Support for Reading

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

Support for Organization

If students struggle with organization, you should

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

Support for Writing

If students struggle to write, you should

- consider using tools such as transitions, grades 6-8, evidence sentence starters, grade 6, and organizational frames. If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

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

Week 1 Lesson 1

Understand

1. How does the word **archeology** help you to know the meaning of **archaeologist**?

   Students should define "archaeologist" as someone who specializes in archaeology. Archaeology is the study of past cultures through the physical remains people left behind. This means archaeologists study past cultures through physical remains.

2. Using the image on page 16 of *If Stones Could Speak*, what is the role of the man? What is he looking at?

   Students should understand that this is a person (archaeologist) who is studying something that he found in the soil. He is looking closely at it and is holding it carefully as he tries to determine what it is.

3. Look at the images on page 30, 36, 40, 46, and 53 of *If Stones Could Speak* by Marc Aronson. Complete the chart below to take notes on how these images could portray **archaeology** and/or **archaeologists**. Use newly acquired vocabulary to take notes on what you notice.

Image	Notes on how these images are related to archaeology
page 30	• The man is looking very closely at an instrument. • He has his glasses off in order to take a closer look through the lens. • There seem to be large rocks or stones behind him. • The sky is cloudy.
page 36	• There is a man in the center of a large rocky area. • He is kneeling as seems to be looking closely at a circular formation. • He is wearing work boots. • There are many circular formations around him. • There is a grass border around the top of the stone rockbed.
page 40	• There is a woman sitting on a stone rockbed. • There are two straight trenches that seem to be forming a corner of a rectangle or square. • There are many circular holes around the rockbed. • There is rope stretched across a portion of the rockbed. • The woman has a bucket filled with soil next to her. • There are tools scattered around the woman.
page 46	• There is a man with a clipboard. • There are detailed-looking sketches and notes on the clipboard. • The man is holding a pen. • The man is standing in a rectangular hole or ditch.

	• The man is using a tape measure to measure the inside of the ditch. • The man has another tape measure across one side of the ditch. • Grass and hills can be seen in the background of the image. • There are groups of people in the background.
page 53	• There is a group of people wearing reflective vests. • There are tools around the image. • The grass and earth have been sectioned off into even sections. • There are raised beds around the ditches that are dug. • There are stones (Stonehenge) in the background. • The man is using a shovel in a careful way to dig out the sections of grass and earth.

Express Understanding

Choose one image and describe how it shows **archaeology** in action. Consider the following questions when organizing your response.

- Where are the people in the images?
- What are they doing?
- What tools are they using?
- What can you infer from their facial expressions and body language?
- What elements can you see in the background that show the care they seem to be taking in their work?
- How many people are working at a site?

Student responses will vary based on the image they choose to write about, but responses should include key concepts from the definitions of archaeology/archaeologists and specific details from the images.

Sample Student Response: (Image from page 46) "The image on page 46 shows an archaeologist standing in a section of rock or soil that has been dug out. He has two tape measures marking off the dimensions of the section that has been dug out. He has a clipboard that looks like he is taking careful notes of what he is measuring and what he sees in this section of the site."

Week 1 Lesson 2

Understand

1. What is the author saying in this poem?

   Students should understand that in this poem the author wants to travel to different places.

2. What is the meaning of the word **devouring**?

Devouring means to use up or destroy as if by eating.

3. **Paraphrase** the poem to tell what is happening in the beginning, middle, and end. Tell what is **literally** happening, not what the poet is **figuratively** saying.

Lines	Paraphrase
1-23	In the beginning of the poem the narrator is writing from the perspective of a child who is imagining all of the places he will go when he grows up.
24-30	The middle of the poem focuses on listing the many places and things he wants to see, but in the present tense, as if he is lost in a daydream and actually visiting them as he shares the images.
31-46	The end of the poem shifts back to the boy as a child who says that he will visit these places when he is "a man." He will visit faraway places and find things that were left by people who lived there.

4. Which phrases in the poem are examples of **imagery**? An example: line two, golden apples

   The poem is full of imagery of the various far-away places that he writes about: "parrot islands," "eastern cities," "sandy gardens," "forests wide as England," "red flamingos," "jungles," "desert sands," etc.

5. What words are being used to describe the narrator's attitude on travel? (see lines 1 and 39)

   The narrator is eager and excited at the idea of traveling and seeing many different things and places. He is looking forward to being a "man" and grown up enough to travel to these many far away places.

6. Look back at the chart from question four. Use that division of the beginning, middle, and end. What verb tense changes do you notice?

   The poem begins in past tense, but shifts to the present tense.

   verb tense changes: should, watch<u>ed</u>, build<u>ing</u>, reach<u>ing</u>

7. Why does the author decide to change verb tense?

   The poem begins in the past tense, imagining many things that have already happened that he would like to see, but shifts to the present tense as if he is actually traveling as seeing them in real life as he imagines them throughout the poem.

8. Look at the title of the poem. Why is the title important to the poem?

   The title is important to the poem because it is about travel, but isn't specific enough to be able to tell if the poem will be about past travels, someone wanting to travel, or about someone who is in the middle

of their travels. The poem is really about someone who wants to travel, so after reading the poem, the title conveys that this title encompasses a dream of traveling to different places and what travel means to the author.

9. What message or theme is the poet trying to send?

   The poet is saying that the world is a massive and exciting place and that there is so much to see and experience.

Express Understanding

What is the speaker's attitude toward travel? Identify the words and phrases that you used to determine the speaker's attitude. Explain how Robert Louis Stevenson uses these words and phrases to develop the speaker's attitude.

Answers may vary.

The speaker is enthusiastic about travel and seems eager to explore places that he has never been before. He begins the poem by saying, "I should like to rise and go…" and "There I'll go when I'm a man." The poem is one very long sentence, which builds the tension and excitement for the reader. He lists places and things he would like to do and see. An example is, "…with a camel caravan; Light a fire in the gloom, Of some dusty dining-room; see the pictures on the walls…" Throughout the poem, the poet imagines all of the exotic and exciting things he could see as he travels the world. The list of places and things to see goes on and on and intends to make the reader sense the excitement that the narrator has to travel when he is "a man".

Week 1 Lesson 3

Understand

1. Who is narrating the poem?

   The person narrating the poem is the same person eager to travel. The narrator is writing in first person.

2. What is the narrator talking about?

   The narrator is vowing, or making a promise to himself, that he will one day travel the world.

3. What are some things the narrator describes?

   He writes the poem from the voice of a child who is eager and excited to travel the world when he is grown.

4. What are some of the themes you found in "Travel"?

   Themes include adventure, excitement, keep dreaming, never give up on dreams, and traveling the

world.

Express Understanding

Identify one **theme** from "Travel." Explain how this **theme** is supported with details from the poem. Be sure to introduce your topic, use details to develop your topic, and provide a concluding statement.

One theme of the poem "Travel" is to never quit dreaming. This idea is supported in the poem when it states, "Not a foot in street or house, Not a stir of child or mouse, And when kindly falls the night, In all the town no spark of light. There I'll come when I'm a man, With a camel caravan; Light a fire in the gloom of some dusty dining-room;" This evidence shows that the poet is describing someone fulfilling a dream or vowing to fulfill a dream. The narrator of the poem describes a voyage he dreams of going on and the things he dreams of seeing. Since he describes the things he dreams of seeing, but he doesn't actually travel to these places throughout the poem, never quit dreaming is a theme that is conveyed throughout the poem.

Week 1 Lesson 4

Vocabulary Journal

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

Week 1 Lesson 5

Vocabulary Journal

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

Week 2 Lesson 1

Understand

1. **Rigorous** is used in connection to **demanding** and **discipline**. What does **rigorous** mean?

   Students should define "rigorous" as: thoroughly accurate; precise.

2. What other context clues help you figure out the meaning of the word **rigorous**?

   Students should understand phrases "demanding discipline" and "skills and technique" are context clues.

3. Record these bullets in the "Then" column of the T-chart below.

4. What other examples from the text show what archaeologists from the past used to do? What other examples from the text show what archaeologists do now? Complete the chart below with your responses.

Then	Now
• Interested in spectacular treasure • Little regard for preservation • Destroyed as much as discovered • Excavation techniques were brutal • To be an archaeologist you just had to have an interest in the past • More like treasure hunters • Dug for adventure, fun, and curiosity	• Interested in why people lived the way they did • Guided by scientific processes • Complex process • Use precise excavation • Have an array of specialized skills and scientific methods under their belts • Form precise research hypothesis to test specific objectives • Select appropriate ways to collect and analyze data • Develop recording strategies • Organize and keep track of the exact location of objects recovered • Artifacts are immediately photographed

Express Understanding

You have just read and analyzed "Archaeology: Then and Now" from *Intrigue of the Past Part 1: Fundamental Concepts Introduction*. Explain how archaeology has changed over the years. Include examples from the text to explain why these changes have occurred.

Answers may vary. Student example answer is as follows:

Archaeology has changed a lot over the years. In the past, archaeologists were more interested in taking objects for collections. Archaeologists were interested in adventure, travel, and the spectacular. Now, archaeologists are interested in learning from the artifacts and other things they find as they excavate. They have specialized skills, are rigorous in their data collections, and work to learn from the past.

Week 2 Lesson 2

Understand

1. Where is Stonehenge?

Stonehenge is in western England.

2. Who is Mike Parker Pearson?

   Mike Parker Pearson is an archaeologist leading a film crew around Stonehenge. Mike studied Stonehenge and his research made headline news.

3. What are some ideas of what Stonehenge might be or have been?

   Some ideas are that it was built by Merlin's magic, it was a Roman empire, or it is a Druid holy place.

4. What is the map depicting?

   The map depicts a bird's eye view of Stonehenge in 1500 BC. It shows the location of other sites within the area of the Stonehenge.

5. **Technology** is used in connection with **new** and **invented**. What is the relationship with these words?

   When a new way of studying something or solving a problem is discovered through science, it is referred to as a type of technology.

6. When a new way of studying something or solving a problem is discovered through science, it is referred to as a type of **technology**. What does **technology** mean?

   Students should define technology as: a field of knowledge having to do with methods of solving problems through research in science.

7. The word **reveals** is used in connection with the **past** and **fresh secrets**. What is the relationship to these two words?

   When you discover, or find, something new about something you often 'reveal' it or 'reveal' the truth in something.

8. When you discover, or find, something new about something, you often **reveal** it or **reveal** the truth in something. What does **reveal** mean?

   Students should define reveal as: to show or uncover.

9. What is the difference between a **wave** and a **switch**?

   Waves are continuous, and switches turn things on and off.

10. If you are thinking about gaining knowledge, what does it mean that knowledge is continuous, like a **wave**?

    Students should understand that the author believes that knowledge is a continuous process that is attained by asking questions and being open to new ways of thinking. It is not something that you can automatically turn off or on like a switch.

Express Understanding

Complete the chart below to include the important details, a **summary**, and the **central idea** of chapter one.

Chapter	Important Details	Summary	Central Idea
1	• Stonehenge is a mysterious circle of stones. • It was built 4,500 years ago. • Mike and the Riverside Project team are leading the expedition. • There are many mysteries to be solved at Stonehenge. • People have been studying the site for thousands of years. • We must always continue to ask questions to gain knowledge. • "As I discovered, when we think of new ways, the past reveals fresh secrets." • There have been many theories about what it represents. • Stonehenge is composed of a series of sites linked together. • A new idea can capture the attention of the world.	In this chapter, we learn that Stonehenge is a mysterious circle of stones in Western England. Mike and the Riverside Project team are archaeologists who studied Stonehenge. The author, Marc Aronson, explains that it is important to ask questions to gather new information and form new ideas.	This book is going to be about questioning what others believe to be true in order to learn more, and how Mike and his team accomplished that.

Week 2 Lesson 3

1. What is Stonehenge made of?

   The Stonehenge is made of beams called lintels, sarsen pillars, and smaller stones called bluestones.

2. How was it constructed?

   The entire outer ring of sarsens was connected by lintels. The bluestones stand in front of the lintel stones.

3. How are the stones attached to one another?

   The crossing stones were held in place with a mortise and tenon joint. On the bottom of the lintel, a mortise (the carved out portion) fits over the standing sarson's tenon (the part sticking out of the top).

4. Where did the stones come from?

   The sarsens were moved about 18 miles to Stonehenge from Marlborough Downs. The bluestones were moved from 150 miles away from the Preseli Mountains of southwest Wales..

5. **Lintels** are described as **beams** that go across chunky stones **linking** two together. The picture on page 13 shows two bluestones in front of two larger sarsens, crowned by a lintel. How does the picture help you understand what a lintel is?

   The lintel is shown laid across the top of two large sarsens.

6. What are **lintels**?

   Students should define "lintels" as: a supporting horizontal beam at the top of a doorway or window.

7. **Mortise** is used in connection to **tenon joints**. Crossing stones are described as something that is held in place with **mortise**. What role did **mortise** play in the construction of Stonehenge?

   Mortise is a carved out part of the stone that allows the tenon to fit the stones together.

8. What does **mortise** mean?

   Students should define "mortise" as: a slot or other shape cut into a piece of wood or metal and intended to connect with a matching piece cut to fit it exactly when inserted into it.

9. Look at the images on page 14. What are these images showing?

   The top image shows how the Stonehenge was designed. The two images at the bottom show a mortise and tenon.

10. How are the stones balanced or attached to one another?

    The standing stones have tenons. The lentil has a mortise. The lentil lays over the tenon, attaching the two and holding it in place.

11. What details do you notice about the stones in the smaller images at the bottom of the page?

    Students should notice the color and texture of the stones.

12. Why do the archaeologists studying Stonehenge continue to ask this question?

    Archaeologists determined that most of the stones used to construct Stonehenge were a type of rock called spotted dolomite. They continue to try to answer the question of "why" in order to understand the importance, if any, of the spotted dolomite and about the kinds of tools that were used to move the

stones and build the structure.

13. How do archaeologists believe the stones were moved from one location to another?

    Sledges made of wood or ropes made out of leather were common, but scientists cannot say for sure how the stones were moved.

Express Understanding

Complete the chart below to include the important details, a **summary**, and the **central idea** of chapter two.

Chapter	Important Details	Summary	Central Idea
2	• Stonehenge is made up of a series of large and smaller stones. • The people who built Stonehenge treated the stones like wood. • The stones on the top (lintels) are held in place using a mortise and tenon joint. • The is most likely the same way wooden beams were attached during this time (before nails). • Sarsens are the tall stones that hold up the structure, made of sandstone. • The sarsens came from 18 miles away. • The smaller stones (bluestone) came from 150 miles away. • No one is sure how the people moved the stones from one place to another. • "Instead of guessing how the stones were moved archaeologists continue to ask the more interesting question: why?"	In this chapter, we learned that Stonehenge is made of two kinds of stone (sarsen and bluestone) that both came from locations far away from where Stonehenge is. The people that built Stonehenge treated the stones like wood as they constructed it, using special joints called mortise and tenon joints.	The people who constructed Stonehenge were very precise and used extreme care to construct Stonehenge.

Week 2 Lesson 4

Vocabulary Journal

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

Week 2 Lesson 5

Vocabulary Journal

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

Week 3 Lesson 1

Understand

1. A **relic** is described as something that can be dug up and that scientists can **make sense of**. What does this describe a **relic** as?

   A relic in this sentence is an object from the past discovered by an archeologist to study past cultures.

2. What is a **relic**?

   Students should define "relic" as: something that has survived from the past, such as an object or a custom.

3. What did Mike see get discovered when he was a child?

   Workers who were laying pipe near Mike's home discovered an ancient burial site with human bones.

4. Did Mike's teachers support him in his goal of becoming an archaeologist? Why or why not?

   Mike's teachers discouraged his study of archaeology. His teachers told him there were no jobs in archaeology.

5. Why didn't Mike think he would study at Stonehenge?

   Mike never thought he would study at Stonehenge because "he believed it had already been studied to death and that men far more famous than he could ever hope to have had complete control of the site."

6. What did you learn about Madagascar on page 21?

   Madagascar is an island with a rich history, and Mike and his wife went to the island to study the

people and their history.

7. Why did the TV director want to bring someone from Madagascar to study Stonehenge?

   A BBC TV crew wanted to bring someone from Madagascar to study Stonehenge because people in Madagascar build tombs out of stone and set up standing stones.

8. Who is Ramilisonia? Why was he asked to go to Stonehenge?

   Ramilisonia is a retired archaeologist who was born in Madagascar. He was asked to go to Stonehenge because he has devoted his life to studying the myths, history, and story of the people in Madagascar.

9. What does it mean on page 23 when it says, "Mike was bringing a person who could see the ancient stone circle with fresh eyes?"

   Mike hoped that Ramilisonina could bring this insight about his experiences to Stonehenge.

10. Read the kernel sentence: "He asked Ramilisonina to come."

    This is a sentence because it has a subject and a predicate, but it provides little information to the reader. Use the following questions to help you add information to this sentence:
    - When did "he" ask Ramilisonina to come?
    - Who asked Ramilisonina to come?
    - To where did "he" ask Ramilisonina to come?
    - Why did "he" ask Ramilisonina to come?

    Write your new expanded sentence.

    After the BBC approached him to do a documentary about Stonehenge, Mike asked Ramilisonina to come to Stonehenge with him because he was from a different society 'that treats stone as so important' and he "would give new insight into Stonehenge."

Express Understanding

Chapter	Important Details	Summary	Central Idea
3	• Mike's mom brought him to Stonehenge as a baby. • When Mike was a child, workers laying pipe near his home found an ancient burial site with human bones. • Mike decided he wanted to be a scientist who could "dig up relics like that and make sense of them." • Mike's teachers were not supportive of his dream to be an archaeologist.	Mike was a child who was inspired to be an archaeologist after watching a group of workers accidently discover an ancient burial ground with human bones in it. Although his teachers weren't encouraging, he ended up becoming an	Mike wanted to become an archaeologist for most of his life and was motivated as a young boy after watching workers discover an ancient burial

	• He became one anyway and taught at Sheffield University. • He and his wife worked in different parts of the world. • Mike and his wife did research in Madagascar.	archaeologist and studying all over the world.	ground near his home.
4	• In the past, only famous men were able to become "master archaeologists." • Mike and his wife traveled to Madagascar in 1991 in order to research there. • Mike was studying the ancient people in Madagascar and got a call from BBC TV. • They were doing a documentary about Stonehenge and wanted a person from Madagascar because there were similarities in the tombs and "standing stones." • The BBC director thought someone from Madagascar could give new insight into what Stonehenge meant. • Mike asked Ramilisonina, a retired archaeologist from Madagascar who was an expert. • Ramilisonina had been to England once, but never to Stonehenge. • Ramilisonina would be looking at Stonehenge for the first time "with fresh eyes."	Ramilisonina is a retired archaeologist from Madagascar who has dedicated his life to learning about the ancient people of Madagascar. After being approached by BBC TV for a documentary about Stonehenge, Mike invited Ramilisonina to bring a fresh perspective to the site.	Ramilisonina is an archaeologist who Mike asks to come to Stonehenge to help look at the site with "fresh eyes."

Week 3 Lesson 2

Understand

1. Why didn't Ramilisonina enjoy filming at Stonehenge?

   Ramilisonina felt it was too cold to be outside and study Stonehenge.

2. What is Ramilisonina's idea? What about Stonehenge led him to the idea?

His idea was that Stonehenge was a place to honor the dead, and after discussing it with Mike, they came up with the theory that the Southern Circle was linked and was a home for the living.

3. What is Woodhenge and the Southern Circle?

   Woodhenge and the Southern Circle is an area just a mile from Stonehenge. All that is left of it is the remains of wooden posts in a circular formation.

4. What is Ramilisonina and Mike's plan to research their claim?

   Mike and Ramilisonina wrote a paper to share their theory that Stonehenge and the Southern Circle are linked and are waiting for one of "the famous experts on Stonehenge - to test their idea."

5. Reread the paragraph on page 26. This information is used to complete the first row of the chart on the next page. Complete the remaining rows in the chart to organize information for each theory.

Page Number	Theory	Who took credit?	What evidence supports the theory?	Who proved the theory to be false?
26	Stonehenge was "a prehistoric temple" as a center for "Druid ceremonies."	William Stuckey	He drew a plan of Stonehenge (see image on page 26).	He was off in his assessment of time by 2,000 years.
26	Stonehenge was a circle around "treasure."	King James I	There wasn't any evidence, but there was a hope to find treasure.	King James I had his men dig a hole in the center of the Stones and all they found were animal bones.
26	Stonehenge was a "Druid temple."	John Aubrey	He drew a plan of his idea of Stonehenge.	No one proved the theory to be false.
26	Stonehenge was a "religious site devoted to the sun where people went to be cured," and that the stones were "from Wales because they were believed to have healing properties."	Timothy Darvill	The bluestones were brought from Wales because they are believed to have healing properties.	No one proved the theory to be false.

Express Understanding

Chapter	Important Details	Summary	Central Idea
5	• Ramilisonina hated filming at Stonehenge because it was so cold. • Ramilisonina's theory about Stonehenge was that "the stones were put up for ancestors. You build out of stone when you want something that will never fade away." • Ramilisonina believed that Stonehenge was built "to usher, to welcome, the honored dead into their permanent home." • There have been many theories about Stonehenge over the past 300 years. • All of the people who have studied Stonehenge in the past believed it was a type of temple. • Ramilisonina saw Stonehenge in a completely different way than anyone else had before. • In Madagascar stone houses for the dead are "matched with a house made of wood, where people live." • This helped Mike connect the Southern Circle to Stonehenge.	Ramilisonina's view of Stonehenge was different than anyone else's before. He and Mike came up with a theory that Stonehenge was for the dead and was linked to the Southern Circle, a place for the living.	Ramilisonina's theory about Stonehenge is different from anyone's before; he teaches us that it is important to continue questioning things, even after theories have been made.

Week 3 Lesson 3

Understand

1. Mike was bringing a person who could see the ancient stone circle with "fresh eyes." What does this mean?

   Ramilisonina was a retired archaeologist from Madagascar, a place with a very different culture than the European and American archaeologists were from. Ramilisonina was also new to studying Stonehenge, so he didn't have all of the same background knowledge that past archaeologists who have studied Stonehenge came with.In fact, "Ramilisonina had visited England once before…he hadn't visited any archaeological sites on his previous trip, so Stonehenge was completely new to him." Ramilisonina also "came from a society that treats stone as so important." This allowed him to bring a new perspective and "fresh eyes" to the dig.

2. Identify the claims made about the origins of Stonehenge. Who made (or took credit for) each claim?

   - William Stuckey believed that Stonehenge was "a prehistoric temple" as a center for "Druid ceremonies."
   - King James I believed that Stonehenge was a circle around "treasure."
   - John Aubrey believed that Stonehenge was a "Druid temple."

- Timothy Darvill believed Stonehenge was a "religious site devoted to the sun where people went to be cured," and that the stones were "from Wales because they were believed to have healing properties."
- Ramilisonina believes that Stonehenge "was built to usher, to welcome, the honored dead into their permanent home."

3. Explain and summarize the basketball court analogy on page 27. How does this analogy contribute to the development of main ideas of *If Stones Could Speak*?

   The basketball analogy describes a situation where a person with a different perspective than anyone else who has ever looked closely or studied something has an idea that is totally different than anything that has been suggested before. In this case, Ramilisonina's first thought, that Stonehenge was "built to usher, to welcome, the honored dead into their permanent home," as a something "put up for the ancestors." For so many thousands of years, many famous and respected archaeologists were convinced Stonehenge was a temple, where Ramilisonina's fresh perspective seemed so obvious, although it was so different.

4. What is Mike Parker Pearson's theory about Stonehenge? Describe his approach to exploring his theory.

   After Ramilisonina shares his idea about Stonehenge, Mike begins to ask himself questions about the idea. After they talked through some of their questions, they wrote a paper stating their claim, "the Southern Circle and Stonehenge were linked." After that, they waited for another famous expert on Stonehenge to test their idea. Mike believed that "If there was a place of stone for the dead, there could have been a second circle, made of tall timbers, for the living." He believed that second place was The Southern Circle.

Express Understanding

Explain what led Mike Parker Pearson to develop a new theory about Stonehenge. Use facts, details, and quotations from the text to explain your answer.

After being approached by BBC to do a documentary about Stonehenge, Mike Parker Pearson invited Ramilisonina to come along with a "fresh insight" into Stonehenge and bring his cultural knowledge of people "from a society that treats stone as so important." Ramilisonina's theory that Stonehenge "was built to usher, to welcome the honored dead into their permanent home," helped Mike make a connection to The Southern Circle. Mike's new theory became "If there was a place of stone for the dead, there could have been a second circle, made of tall timbers, for the living." He believed that second place was The Southern Circle. After identifying this theory, Mike and Ramilisonina wrote a paper making this suggestion. "They then began waiting for someone - any one of the famous experts on Stonehenge - to test their idea."

Week 3 Lesson 4

Understand

1. A **contradiction** is described as something that needs to be resolved. What does this describe **contradiction** as?

   It means that no one is able to go against the ideas Mike has created about Stonehenge.

2. What is the root word of **contradiction**? What is the suffix? What is a **contradiction**?

   The root word is contradict. The suffix is -tion. Contradiction is a condition in which two things are in opposition to each other—an inconsistency or discrepancy.

3. An **investigation** is described as something that Richard Atkinson had control of at Stonehenge. What does this describe an investigation as?

   Investigation means to closely examine the stones.

4. What is the root word of investigation? What does it mean to investigate?

   The root word is investigate. Investigation means to look into carefully and closely so as to learn the facts or to examine.

5. What is carbon-14 dating? Why is it important to archaeology?

   Radiocarbon dating, or Carbon -14 dating, is a tool that archaeologists use to measure the age of something that was once alive. Carbon begins to decay after something dies. Archaeologists measure the amount of carbon that is left in an organism that they find, like a deer antler, in order to determine an approximate age for the formerly living organism. Carbon-14 dating allows archaeologists to date organisms that are found and identify a much more specific window of time than ever before.

6. What was the discrepancy with the dates found from the antlers from Atkinson's ramp and the antlers in raising two of the other stones?

   The antlers that Atkinson identified on the ramp he thought were used to raise the stones in place were dated to somewhere between 2400 and 2100 B.C. But "antlers used in raising two of the other stones were clearly older - from around 2600 - 2500 B.C. This didn't make sense because it would have meant that the ancient people would have "done the backbreaking work of setting up a circle of large stones, linking one to another with lintels held in place with mortise and tenon joint, only to take it apart in order to add the most important stones centuries later."

7. What was the tough choice Mike had to make?

   Mike's choice was to "let Ramilisonina's insight fall into silence" or be ignored, or "he could take up the challenge himself." Mike decided to gather a team of archaeologists together and "call themselves the

Riverside Project." The Riverside Project would attempt to find the answers of Stonehenge for themselves.

8. What was Mike's plan?

   Mike's plan was to gather a team of archaeologists together and apply for the necessary permits to start digging at Stonehenge. Mike then needed to apply for money to fund his dig, but "his application for funding was turned down, and his project called 'too speculative.'" After finally being approved to start digging "in a spot that no one thought important" the Riverside Team could begin to search for evidence to help prove Ramilisonina and Mike's theory, or else they would have to give up on the idea.

9. Record Richard Atkinson's theory about Stonehenge on the tracking theories chart below.

Page Number	Theory	Who took credit?	What evidence supports the theory?	Who proved the theory to be false?
32	Atkinson believed he found the ramp used by the ancient people to raise one of the stones.	Richard Atkinson	He recovered what he believed were some of the tools used by the builders - antler picks.	• (Chapter 7) Carbon-14 dating of a deer antler, used as a tool, proved this theory to not make sense. The carbon-14 dating of other "antlers used in raising two of the other stones was clearly older - from around 2600 - 2500 B.C." Atkinson's theory would have meant that they would have had to move stones already in place in order to place the one he identified. • (Chapter 8) Atkinson's ramp theory was disproved, which changed the dates "for the rising of the sarsens." The dates now matched perfectly with the antler picks and showed that the Southern Circle "was built between 2500 and 2480 B.C. The dates are a perfect match."

Express Understanding

Complete the chart below to include the important details, a **summary**, and the **central idea** of chapter six.

Chapter	Important Details	Summary	Central Idea

6	• Linking the Southern Circle and Stonehenge was a difficult claim to make because it wasn't clear if they were from the same time period.
	• "I realized that I had been completely wrong to believe that the quest to unlock the secrets of the past ended before I was born; just the opposite."
	• "The timelines of ancient history in books were educated guesswork."
	• Richard Atkinson was in charge of Stonehenge in the 1950s.
	  ○ He was a the kind of archaeologist that many people imagine (elegant, wise gentleman who knew it all).
	  ○ He believed that he found "the ramp used to raise one of the stones in place."
	  ○ He also found an antler pick that he believed was used as a tool by the people who built Stonehenge.
	• Carbon-14 dating is a process that is used by modern archaeologists to date anything that used to be alive.
	  ○ It uses the carbon that is left in the organism to date it within 150-200 years.
	• Mike used carbon-14 dating to "redate" the antler pick more accurately and found it was actually a match to the time that the other stones were raised (2600-2500 B.C.).
	• Mike needed to make a choice: would he "let Ramilsonina's insight fall into silence" or "he could take up the challenge himself."
	• Mike got together a group of archaeologists and called them "the Riverside team."
	• They began the long process to seek permission to dig at Stonehenge.
	• After much back and forth, Mike was able to begin to dig at a very small area and they tested the soil.
		After finding confusing evidence from Atkinson that dated the stones making up Stonehenge in a way that didn't make sense, Mike formed the Riverside team to continue to study Stonehenge and question the work of past archaeologist. After much struggle, the team was granted a small area to study.	Mike wasn't afraid to question past archaeologists' work in order to understand the history of Stonehenge. When something didn't make sense, he didn't accept it - he kept searching for answers no matter how difficult the process was.

Week 3 Lesson 5

Vocabulary Journal

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

Week 4 Lesson 1

Understand

1. What are some of the problems Mike and his team have met in the meadow?

   Mike and his team struggled with the cows in the meadow. They left physical hurdles (cow patties) and confused bulls in their way.

2. What does, "I realized that their training allows them to read soil the way the rest of us read books," mean?

   The quote, "I realized that their training allows them to read soil the way the rest of us read books," describes the way that Mike and his team are able to look at different soil samples and know what was there before led to the color and texture of soil they are studying.

3. What did Mike and his team find in the soil of the meadow that led them to continue research at the site? What did this prove?

   The archaeologists found the floors and evidence of the structures that were built at the site. This proved that at one time people lived at the Southern Circle location.

4. What did the animal bones tell the archaeologists? Where were the animals from?

   The animal bones told what specific animals the people that lived there ate, along with the distance the animals came for the feasts and celebrations that Ramilisonina expected to find.

5. Are the images photographs or drawings?

   The image on page 36 is a photograph. The image on page 38 is a drawing.

6. Why might the author have chosen these images?

   The image on page 36 shows the site that is being examined and believed to have looked similar to the drawing on page 38.

7. What do the images show? How do the images together help you understand what the archaeologists imagined?

   The images complement each other and the drawing on page 38 shows what Mike and his team imagined one of the homes would have looked like 4,500 years ago.

Express Understanding

Complete the chart below to include the important details, a **summary**, and the **central idea** of chapter seven.

Chapter	Important Details	Summary	Central Idea
7	• Mike and his crew found an ancient ditch near the Southern Circle. • The cows at the Southern Circle were a problem for the Riverside Team. • They discovered "giant stands of wood" that they believed were posts for houses. • Mike and a driver found "clear evidence that people had lived, worked, and eaten right there." • They found the remains of 9 houses • This was "the first real evidence ever found of where and how people lived and when they used Stonehenge." • The animal bones that were found showed that the ancient people ate pigs and cows. • The pigs were "typically about nine months old when they died...must have been cooked and eaten midwinter." • "The cows' teeth were more difficult to age." • The animals were brought to the site from between 30 and 70 miles away.	Mike and his crew continued to look for evidence to prove Ramilsonina's theory to be true, and they found it. They located remains from at least 9 homes and "Pay dirt: black soil filled with animal bones, scraps of pottery and flint" that proved "people had lived, worked, and eaten right there."	Mike and the Riverside Team found evidence (in the remains of the homes, and the animal bones) that people lived and used Stonehenge and that proved Ramilsonina's theory was true.

Week 4 Lesson 2

Understand

1. What is the importance of the longest day of summer and Stonehenge?

   The rays of the sun color the avenue and then split the pillars of the great trilithon. It is known as the summer solstice which is captured in light and stone.

2. What is the importance of the shortest day of the winter and Stonehenge?

   The pattern reverses from what is seen on the longest day of summer.

3. Use the chart below to explain the various theories of Stonehenge shown within chapters seven and eight.

Page Number	Theory	Who took credit?	What evidence supports the theory?	Who proved the theory to be false?
41	Ramilisonina believed that the Southern Circle was a place for people to live and gather for feasts and celebrations.	Ramilisonina	There were remains of wooden structures that were formerly homes on the site, as well as pig and cow bones that were brought from 30 to over 70 miles away and consumed at midwinter (based on the projected age of the pigs).	
43 and 44	The turning of the entire year was marked by Stonehenge and the Southern Circle.	Mike	The theory is based on how the sun hits Stonehenge. Also, Mike witnessed midday light from the sun setting moving up into the Southern Circle.	
last paragraph on page 46 and 47	Atkinson's ramp theory	Atkinson	When digging, Atkinson believed he found a ramp that assisted in building Stonehenge.	Mike disproved Atkinson's ramp theory because it did not come close enough to the hole where the stone ended up.

Express Understanding

Complete the chart on the next page to include the important details, a **summary**, and the **central idea** of chapter eight.

Chapter	Important Details	Summary	Central Idea
8	• The summer solstice brings 35,000 travelers to visit Stonehenge to see the "rising sun color the avenue and then split the pillars." • The team found the "real" avenue they had been looking for that connects Stonehenge to the Southern Circle. • The avenue was paved with flint. • The pattern of the sun running through the site(s) reverses on the shortest day of winter.	After discovering the avenue that connected the Southern Circle to Stonehenge, the Riverside Team was able to correct an error made long ago by the	Mike and the Riverside team followed the archaeological process carefully and were able to not only make important discoveries, but also

	• "The turning of the entire year was marked by Stonehenge and the Southern Circle." • The team discovered "Bluehenge… a circle of bluestones, originally from Wales, that once stood here beside the riverbank." • Mike reviewed the records that Atkinson has taken over many years of studying Stonehenge to check on the "mismatch" with dates. • He looked closely at the dating of the ramp that Atkinson believed was used to place some of the stones. • Mike was able to "fix" the error and identified that sarsens were raised "between 2600 and 2480 B.C. • The antler picks that were previously found matched these dates.	archaeologist, Atkinson. Mike was able to officially match the dates of those "misdated" sarsens to match the other dates he previously identified. These dates were "a perfect match."	correct errors made by previous archaeologists in order to prove theories.

Week 4 Lesson 3

Understand

1. What do Mike and the Riverside Team believe the significance of the bluestones was?

   Mike and the Riverside Team believed the significance of bringing the bluestones "was a way to link ancestries with the people of south and southeast England…"

2. Why was "the project" of Stonehenge and the Southern Circle built in Southern England?

   Mike and the Riverside Team believe Stonehenge and the Southern Circle built in Southern England was important because of the Cursus "a very long, thin rectangle."

3. What is the significance of the "natural ridges" in the landscape?

   The "natural ridges" in the landscape were important because "On that one special day, the sun rose exactly along those straight lines."

4. When was the Cursus built?

   Those at Stonehenge built the Cursus around 3300 B.C.

5. How much later was Stonehenge built?

   Approximately 400 years later, they believe Stonehenge was built.

6. What was the purpose of Stonehenge?

   They believe Stonehenge was built as a place "to welcome, the honored dead into their permanent home."

7. How was the Southern Circle used?

   The Southern Circle area was used as a "place of living and feasting."

8. What changed in England during the time that Stonehenge was abandoned?

   Old ways of living changed when people "skilled in the use of metals...arrived in England.

9. How did the way of life shift?

   People stopped working and living in large groups and "broke up into smaller bands."

Express Understanding

Complete the chart below to include the important details, a **summary**, and the **central idea** of chapter nine.

Chapter	Important Details	Summary	Central Idea
9	• After making three big discoveries at Stonehenge ("the houses, the bones, and the avenue") Mike and the Riverside team "got permission to spread out." • They believe that the bluestones were brought to Stonehenge "from that Welsh homeland was a way to link ancestries with the people of south and southeast England, where the local stones were sarsen." • They also discovered that the homes they discovered would have looked just like homes built around Britain at the time. • "The Cursus is a very long, thin rectangle." • There are many "natural ridges in the landscape near Stonehenge" that would allow the "rising sun" to "inch along." • The site was eventually "closed down" as the culture shifted and "people broke into smaller bands" as "the old ways of living changed."	Mike, Ramilsonina, and the Riverside team made new discoveries that helped them understand Stonehenge. They believe that Stonehenge was built where it is because of the land and the summer and winter solstices, that stones were brought to the site to link ancestries from different parts of England, that Stonehenge was a place to honor the dead and have celebrations, and that the Southern Circle was a place to live and gather. They believe that Stonehenge was shut down because the culture shifted.	Mike, Ramilsonina, and the Riverside team made new discoveries that helped them understand Stonehenge.

Week 4 Lesson 4

Understand

1. What does the author want the reader to take away from this book?

   Aronson wants Mike and Ramilsonina's story to inspire readers to keep looking and exploring.

2. What is the importance of the carvings on the stones?

   The story about the little boy noticing the carvings on the stones is to illustrate Aronson's importance in looking at something that has been studied in the past with "clear" or fresh eyes.

3. What did Ramilsonina represent?

   Ramailsonina represented opening the analysis of Stonehenge out to the world.

4. What is so important about the group mentality of the Riverside team?

   The group challenged one another's views throughout their analysis of Stonehenge.

5. Complete the chart on the next page to include the important details, a **summary**, and the **central idea** of the Epilogue.

Chapter	Important Details	Summary	Central Idea
Epilogue	• Marc Aronson believes that, "It is about putting aside what you think you know, what has been passed along, and being willing to trust what you yourself see and to test it rigorously." • Aronson describes a description of a boy finding carving on the stones because he looked "with clear eyes." • Arsonson believes that the BBC opened up the study of Stonehenge to the entire world when they invited Ramilsonina to be a part of the study. • Many archaeologists believe that their studies (from all around the world) help them have new and fresh perspectives whenever they dig - they don't get stuck in one mindset. • Mike and the Riverside team are a true team -	Marc Aronson inspired his readers to follow Mike, Ramilsonina, and the Riverside teams' lead and keep looking, researching, and seeking out answerings. He wants people to continue to ask questions and seek answers, even if it is about things that have been previously "discovered."	Marc Aronson wrote this text to encourage readers to trust themselves to see things with fresh eyes and allow themselves to find answers using a thoughtful process.

	Mike functions as their spokesperson, but all of their expertise together is what makes them so successful.		

6. Who has opened the door for "more people" to explore and research Stonehenge?

   Ramilsonina, Mike, and the Riverside team have opened the door to a more diverse group of archaeologists to study Stonehenge.

7. Why is it beneficial for archaeologists to have "more people" looking "in more ways"?

   Allowing people with different backgrounds and experiences to study places like Stonehenge allows for new ideas and perspectives to answer many of the questions that archaeologists research.

8. Why is it helpful to be open to new theories and new discoveries?

   This allows for new ideas and perspectives to answer many of the questions that archaeologists research.

Express Understanding

Why did Marc Aronson write this text? What is the central message that *If Stones Could Speak* conveys?

Marc Aronson wrote this text because he wants to inform readers about the process and discovery of what Stonehenge was, and to teach people that it is worthwhile to trust what you believe as you seek out your goals. He says, "…it is about putting aside what you think you know, what has been passed along, and being willing to trust what you yourself see and to test it rigorously." Aronson feels that people like Ramilsonina "came from seeing with clear eyes" and they were able to bring new and fresh ideas to something. Stonehenge had previously been studied for so long, from the same perspective and with the same ideas.
The central idea of this text is that it is important to be willing to look at things in a new way and to trust your instincts and question what you have been taught. It is also worthwhile to put aside what you think you know, trust yourself and be willing to your theories and ideas like Ramilsonina allowed Mike and the Riverside team to do, which ultimately led to the major discoveries they found at Stonehenge.

Week 4 Lesson 5

Understand

1. As you read, highlight any details you have identified that convey the central idea and note the page number from the text.

   Reference the list in the Express Understanding for details students should have highlighted.

Express Understanding

You have been tracking details throughout the text that convey the central idea. Record all of the details you have identified, or highlighted, that convey the central idea of *If Stones Could Speak*.

- People have been studying the site for thousands of years. (caption on p. 8)
- We must always continue to ask questions to gain knowledge. (p. 9)
- "Instead of guessing how the stones were moved archaeologists continue to ask the more interesting question: why?" (p.15)
- He and his wife worked in different parts of the world. (p. 19)
- The BBC director thought someone from Madagascar could give new insight into what Stonehenge meant. (p. 22)
- Ramilisonina had been to England once, but never to Stonehenge. (p. 23)
- Ramilisonina would be looking at Stonehenge for the first time "with fresh eyes." (p. 23)
- There have been many theories about Stonehenge over the past 300 years. (caption on p. 26)
- Ramilisonina saw Stonehenge in a completely different way than anyone else had before. (p. 27)
- Mike was able to "fix" the error and identified that sarsens were raised "between 2600 and 2480 B.C." (p. 46)
- Marc Aronson believes that, "It is about putting aside what you think you know, what has been passed along, and being willing to trust what you yourself see and to test it rigorously." (p. 56)
- Aronson describes a description of a boy finding carving on the stones because he looked "with clear eyes." (p. 56)
- Arsonson believes that the BBC opened up the study of Stonehenge to the entire world when they invited Ramilsonina to be a part of the study. (p. 57)
- Many archaeologists believe that their studies (from all around the world) help them have new and fresh perspectives whenever they dig - they don't get stuck in one mindset. (p. 57)

Week 5 Lesson 1

Extension Task: Brainstorming

Understand

Extension Task Directions
You have been transported into the future, and a cataclysmic event has buried your city under debris. You have uncovered a portion of the city and are tasked with developing a set of field notes detailing your dig and discoveries. To prepare for this dig, you will review the archaeological process by: ● rereading selections from our unit texts, ● developing a plan for excavation, and ● recording data in the form of field notes.

Also, in order to preserve the history of your school, you will examine an area of the school and take your own notes, modeling them after the samples we have reviewed. Evaluate a handful of items as archaeologists from the future, "investigating" an area of the school as a futuristic archaeologist. Create an archaeological report detailing the findings (including visuals, e.g., drawings, photographs) and a separate narrative description of daily life based on artifacts and evidence located at the "site."

You can use a humorous or serious tone, but you should include vocabulary from material read and model your writing after the style of the texts included in the set.

Your writing should use grade-appropriate words and phrases and a variety of sentence patterns. It should also demonstrate command of proper grammar and usage, punctuation, and spelling.

1. What kind of notes would an archaeologist take?

   Archaeologists take notes on the artifacts found at and near the site, the land the site is located at, the surrounding land, and any outside elements that might affect the site (sun, moon, weather, etc.)

2. What would an archaeologist record?

   Students should understand that any and all observations that archaeologists' make should be recorded in their field notes. This information can be used later as they compose their reports, and small details that might not seem important might be later in their study.

3. What kind of notes would an archaeologist take?

   Students should understand that notes should include:

   - Any observations made at the site
   - Drawings and photographs of what they see
   - Notes about the land, materials, landmarks
   - Descriptions of any objects and artifacts found
   - Descriptions of tools used
   - Drawing of a grid of the site and observations made in each part of the grid.

4. Where is the site located? Would it have been indoors or outdoors?

   Answers may vary. Students will draft a response based on the extension task prompt.

5. What is near the site?

   Answers may vary. Students will draft a response based on the extension task prompt.

6. What landmarks are near the site (doors, woods, bodies of water, etc.)?

   Answers may vary. Students will draft a response based on the extension task prompt.

Express Understanding

1. Who might have spent time at the site?

   Answers may vary.

2. What evidence or artifacts can you identify?

   Answers may vary.

3. What did you notice as you examined the identified site?

4. Answers may vary.

5. Can you draw any conclusions about the site?

   Answers may vary.

Week 5 Lesson 2

Understand

1. Using your field notes from lesson one, complete the archaeological report below.

General Observations of the Site
Answers may vary. Students will use the previous questions to organize their thoughts for their extension task.
Important Landmarks
Answers may vary. Students will use the previous questions to organize their thoughts for their extension task.
Important Artifacts
Answers may vary. Students will use the previous questions to organize their thoughts for their extension task.
Drawings/Photographs/Visual Clues/Site Map
Answers may vary. Students will use the previous questions to organize their thoughts for their extension task.
Conclusions (Who may have spent time here? What did they use the site for? What did they do with the artifacts?)
Answers may vary. Students will use the previous questions to organize their thoughts for their extension

task.

2. Use the next page to create the visual of your dig site. This should include maps with labels and drawings with captions.

   Students will create a drawing that matches their extension task narrative.

Express Understanding

Use your archaeological report from lesson two to draft your narrative essay below.

Paragraph	Rough Draft
Introduction: ● Who are you? ● Where do you live?	Answers will vary. Students should be drafting their extension task narrative.
Body Paragraph 2-4: ● What is your daily life like? ● How old are you? ● What do you do for fun? ● How do you use the site? ● What are the purposes of the identified artifacts?	Answers will vary.
Conclusion: Provide a conclusion that follows from your narrated events and experiences.	Answers will vary.

Week 5 Lesson 3

Culminating Writing Task: Revise

Understand

- ❏ **Introduction Paragraph:**
  - ❏ Identify the context by underlining it with a green marker.
    - ❏ Did you identify who you are?
    - ❏ Did you identify where you live?
- ❏ **Body Paragraphs 2-4:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Identified an area of the school as your "site."
    - ❏ Detailed a narrative description of daily life based on artifacts and evidence located at the "site."
- ❏ **Conclusion Paragraph:**
  - ❏ Identify the conclusion sentence and circle it with a green marker.
    - ❏ Determine if your conclusion sentence follows your narrated events and experiences.

Express Understanding

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

Answers may vary. Students are to revise their writing from lesson two.

Week 5 Lesson 4

UnderstandCulminating Writing Task: Edit

Understand

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

Express Understanding

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

Editing Marks

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

Answers may vary. Students are to revise their writing from lesson two using the editing marks.

Week 5 Lesson 5

Culminating Writing Task: Final Draft

Extension Task Directions
You have been transported into the future, and a cataclysmic event has buried your city under debris. You have uncovered a portion of the city and are tasked with developing a set of field notes detailing your dig and discoveries. To prepare for this dig, you will review the archaeological process by: ● rereading selections from our unit texts, ● developing a plan for excavation, and ● recording data in the form of field notes. Also, in order to preserve the history of your school, you will examine an area of the school and take your own notes, modeling them after the samples we have reviewed. Evaluate a handful of items as archaeologists from the future, "investigating" an area of the school as a futuristic archaeologist. Create an archaeological report detailing the findings (including visuals, e.g., drawings, photographs) and a separate narrative description of daily life based on artifacts and evidence located at the "site." You can use a humorous or serious tone, but you should include vocabulary from material read and model your writing after the style of the texts included in the set.

Your writing should use grade-appropriate words and phrases and a variety of sentence patterns. It should also demonstrate command of proper grammar and usage, punctuation, and spelling.

Express Understanding

Answers will vary. The essay should demonstrate that the student created an archaeological report detailing the findings (including visuals, e.g., drawings, photographs) and a separate narrative description of daily life based on artifacts and evidence located at the "site."

Your writing should use grade-appropriate words and phrases and a variety of sentence patterns. It should also demonstrate command of proper grammar and usage, punctuation, and spelling.

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

Extension Task Exemplar Student Response

I am a twelve year old girl and I go to school. I am in 6th grade. I spend a lot of my time after school playing sports. I play basketball for the school team and it is my favorite sport. We have games and practice at the school gym. This room is my favorite place in the whole school. I practice basketball here every single day until my parents pick me up to take me home. I walk into the gym through the first set of double-doors from the hallway. I usually drop my bag in my coach's office before practice begins. My coach lets the whole team leave their stuff in his little office so that we don't trip on our school bags.

After my bag is safely inside I usually grab a quick drink of water from one of the water fountains mounted on the wall. It's metal and has a weird taste, but I usually forget to pack my own water from home. By this time it's about 3:10 pm, the rest of my teammates have arrived. Someone grabs a few orange basketballs from the bin in the corner and we start passing to each other before coach begins practice. This is how we warm up. When the balls start bouncing it gets really loud in the gym.

Coach arrives and quickly clicks the overhead lights on and off to get everyone's attention. He doesn't like to blow a whistle because the echo in the gym is so loud. He says, "Let's line up!" and we all know what to do. We pick one of the lines that is painted on the floor and wait our turn. One girl from each line goes at a time and we practice dribbling while we look ahead. The idea is to stay on the line so that we don't bump into each other. Some of the girls on the team are new to basketball, so they aren't great at dribbling while they look up yet. I don't usually have to look down since I've been playing with my cousins since I was 4 years old.

While we do the dribbling drill, the coach pulls the basketball hoops down from the ceiling. The custodians put them up to stay out of the way during gym class. After he's finished setting up the hoops he clicks the lights on and off again. We all freeze in place and wait to hear what to do next. He says, "Line up!" again. We do. Half of the team lines up at one set of double doors and the other half of the team goes to the other set of doors. These are our scrimmage teams.

DEPARTMENT of EDUCATION
Louisiana Believes

LEAP 2025

Grades 6–10 Narrative Writing Task (NWT) Scoring Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	The student response • is **effectively** developed with narrative elements and is **consistently appropriate** to the task; • is **effectively** organized with **clear and coherent** writing; • establishes and maintains an **effective** style.	The student response • is **mostly effectively** developed with narrative elements and is **mostly appropriate** to the task; • is organized with **mostly clear and coherent** writing; • establishes and maintains a **mostly effective** style.	The student response • is developed with **some** narrative elements and is **generally appropriate** to the task; • demonstrates **some** organization with **somewhat coherent** writing; • has a style that is **somewhat effective**.	The student response • is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task; • demonstrates **limited** organization and coherence; • has a style that has **limited effectiveness**.	The student response • is **undeveloped and/or inappropriate** to the task; • **lacks** organization and coherence; • has an **inappropriate** style.
Knowledge of Language and Conventions		The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may** be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding**.	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

NOTES:

- The reading dimension is **not** scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards W1-W4.
- Tone is not assessed in grade 6.
- Per the Louisiana Student Standards, in grades 3-5, narrative elements may include establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, and developing characters' motives. In grades 9 and 10, narrative elements may include, in addition to the grades 3-8 elements, creating one or more points of view and constructing event models of what happened. The elements to be assessed are expressed in the grade-level standard W.3..

We scrimmage for the rest of practice, and whenever I can I sneak a drink from the water fountain on my side of the court. Basketball is really important to me. I spend a lot of time practicing at the gym in my middle school. The girls on my team are my best friends, and we practice really hard.

Week 6 Lesson 1

Understand

1. Read this sentence from "Profiles of Archaeologists."

   It is not what you find; it is what you find out that's important.

   Which best explains the impact of Linda Carnes-McNaughton's statement?

   A. It expresses a passionate tone as she explains that information gathered from the artifacts is more valuable than the artifacts.
   B. It expresses a sarcastic tone as she explains that the information gathered from the artifacts found is not as valuable as the artifacts.
   C. It expresses an exhausted tone as she explains that the information gathered from the artifacts found is based on years of research.
   D. It expresses a serious tone as she explains that the information gathered from the artifacts found disproves years of research.

2. Part A

   Which sentence best states Moore and Carnes-McNaughton's point of view about the challenges of preservation in archaeology?

   A. The challenge of preservation is due to the fact that people do not feel a connection to historical sites or understand the need to save them.
   B. The challenge of preservation is due to the fact that people do not find historical sites relevant to present time needs for economic growth.
   C. The challenge of preservation is due to the fact that people take historical sites for granted and don't realize the valuable research that can be obtained.
   D. The challenge of preservation is due to the fact that people take historical sites for granted and most are destroyed through vandalism or construction.

   Part B

   What statement explains how each goes about trying to solve this problem through his/her work as an archaeologist?

   A. Both hold protests/demonstrations against various organizations for historical preservation.
   B. Both work to protect sites from being destroyed through education for historical preservation.
   C. Both work to protect corporation's rights to expand buildings regardless of historical preservation.

D. Both work to protect a country's right to industrialization regardless of historical preservation.

3. Part A

Which statement summarizes Aronson's advice in "The Ever-Changing Time Line of Stonehenge"?

A. Aronson's advice is to question the ideas in published material because they come from just one author.
B. Aronson's advice is to trust the ideas in published material because they have been researched.
C. Aronson's advice is to question ideas and not assume any one authority has it right.
D. Aronson's advice is to trust authorities and assume that they have the right ideas.

Part B

How does "Archaeologists and Their Theories" support this advice?

A. It supports this advice by showing all archaeologists agreed Stonehenge was a Druid temple.
B. It supports this advice by showing some archaeologists had no theory about Stonehenge.
C. It supports this advice by showing various opinions among archaeologists about Stonehenge.
D. It supports this advice by showing not all theories were based on Stonehenge.

4. Part A

Which statement below best supports one central idea for all three texts?

A. The key to understanding our past is to build on prior research and not trust one perspective.
B. The key to understanding our past is to examine soil samples to determine accurate dating.
C. The key to understanding our past is to build on current research and not trust an outdated perspective.
D. The key to understanding our past is to examine artifact samples to determine accurate dating.

Part B

Which paragraph from "The Ever-Changing Timeline of Stonehenge" best supports the central idea?

A. Paragraph 1
B. Paragraph 2
C. Paragraph 3
D. Paragraph 4

5. Part A

How do paragraphs 1 and 10 fit into the overall structure and contribute to the development of the ideas of "Profiles of Archaeologists"?

A. The paragraphs introduce archaeology, explain artifacts, and set the tone for personal experiences.
B. The paragraphs introduce work history, set the tone for personal experiences, and introduce the characters.

C. **The paragraphs introduce the professionals, explain work history, and set the tone for personal experiences.**
D. The paragraphs set the tone for personal experiences, introduce archaeology, and explain artifacts.

Part B

What statement best supports how the archaeologists in "Profiles of Archaeologists" became interested in the field?

A. One became interested after studying stone tools and the other by getting accepted to a dig site.
B. One became interested after studying stone statues and the other from visiting museums.
C. One became interested after seeing a movie and the other from living in China.
D. **One became interested after reading a book and the other from living in Japan.**

6. Part A

What is the author's purpose in "Profiles of Archaeologists"?

A. The author's purpose is to inform readers to research the topic and avoid archaeological projects until they have taken college courses toward their career path.
B. **The author's purpose is to inform readers to research the topic and volunteer on archaeological projects in order to make an informed decision for their career path.**
C. The author's purpose is to inform readers to research the topic and work as an apprentice to gain knowledge before taking college courses toward their career path.
D. The author's purpose is to inform readers to research the topic and work at a museum to gain knowledge before taking college courses toward their career path.

Part B

What statement best supports what the author is conveying in paragraphs 8 and 17 of "Profiles of Archaeologists"?

A. **Volunteer for archaeological digs or labs in your area.**
B. Learn the preservation laws in your state or community.
C. Read about everything that interests you in history.
D. Take courses in social and physical sciences.

Week 6 Lesson 2

Express Understanding

Examine this statement in "Profiles of Archaeologists" from Linda Carnes-McNaughton from *Intrigue of the Past by Research Laboratories of Archaeology* in the *If Stones Could Speak* Unit Reader.

Being an archaeologist means looking at the world around us in a different perspective. We live in the present

as we study the past in order to learn what to do in the future.

Write a multi-paragraph essay that argues whether Aronson, the author of *If Stones Could Speak*, would agree with Carnes-McNaughton's statement. Cite evidence from the text to support your response. Be sure to observe the conventions of standard English.

Answers may vary. Student exemplar below:

Aronson would agree with the statement, "Being an archaeologist means looking at the world around us in a different perspective. We live in the present as we study the past in order to learn what to do in the future." Aronson explained the importance of observation and different perspectives as he shared Mike and the Riverside Team's work as they studied the different elements of Stonehenge and began to understand what it represented, how the site(s) were used, and why they were eventually abandoned.

Aronson followed Mike, the lead archaeologist who was brought in to study Stonehenge. Before working at Stonehenge "Mike and his wife Karen (who is an anthropologist) spent years doing research of the island of Madagascar." This background gave Mike a different perspective than any of the archeologists who had previously studied Stonehenge.

Mike brought in another new and different perspective when he invited Ramilisonina to work with him as he studied Stonehenge. Ramilisonina had only visited England once before and "He hadn't visited any archaeological sites on his previous trip, so Stonehenge was completely new to him. Mike was bringing a person who could see the ancient stone circle with fresh eyes." Marc Aronson explains how this new perspective was important as he explains the discoveries that Mike and Ramilisonina made at Stonehenge.

With the help of Ramilisonina, Aronson shares Mike's story of unlocking "the secrets of Stonehenge." Through Ramilisonina's eyes, "it was obvious. The stones were put there for the ancestors. You build out of stone when you want something that will never fade away…Ramilisonina thought Stonehenge must have been built to usher, to welcome, the honored dead into their permanent home."

As he observed Mike and Ramilisonina, Aronson shows he agrees with the statement, "Being an archaeologist means looking at the world around us in a different perspective. We live in the present as we study the past in order to learn what to do in the future." The perspectives that Ramilisonina and Mike brought as they studied Stonehenge helped them answer questions that no one in over 300 years could. Aronson shares, "Even now, we use stone to mark a grave. So it might seem that Ramilisonina's idea was obvious. But in fact he was turning Stonehenge upside-down from what esteemed scholars had been saying for centuries."

Week 6 Lesson 3

Understand

1. Who is the narrator of this section?

   Marc Aronson is the narrator of the section.

2. What is the "work" that is being referred to?

   The "work" is the research of Mike and the Riverside Project team at Stonehenge.

3. What does Aronson mean when he uses the "wave" reference?

   He uses the "wave" reference to show the different thoughts and ideas that archaeologists bring to these answers.

4. What is the "big idea" that Aronson discusses?

   The "big idea" is Ramilsonia's theory about Stonehenge—that it was a place to honor and celebrate the dead.

Express Understanding

1. What does the quote make you think of?

   This book is about analyzing theories and looking at evidence to determine which theory makes the most sense. Just because someone else says something is true doesn't mean that it is or that we should believe them. Readers should look at evidence in the text, and supporting texts, to determine whether or not what the author is saying is true. Sometimes, a big idea gets missed because people pass it by, instead of looking at the evidence to find the importance of the idea.

2. What people from the text does this quote bring to mind?

   Mike, Ramilsonina, and the Riverside team came to mind. They asked questions about the previous research at Stonehenge and brought new perspectives to the site.

Week 6 Lesson 4

Vocabulary Journal

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

Week 6 Lesson 5

Vocabulary Journal

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

Week 7 Lesson 1

Culminating Writing Task: Brainstorming

Review the Culminating Writing Task Directions and the text *If Stones Could Speak* by Marc Aronson.

Culminating Writing Task Directions
Read the following statement from *If Stones Could Speak: Unlocking the Secrets of Stonehenge*: "This is a book about questioning what others believe to be true, not accepting ideas just because famous people say they are right. [...] And that is the really big story here—how a new idea, a new way of thinking, can go from being dismissed to capturing the attention of the world" (pp. 8-9). What does the author Marc Aronson mean and how does he explain and support this idea throughout the text? To answer this question: ● Read the quotation. ● Review the text to determine the meaning of the quotation. ● Determine 2-3 reasons the author provides which support this central idea. ● For each reason, select details, examples, evidence, etc. the author provides as support. Write an essay that explains how the author introduces and elaborates his central idea and purpose. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers.

Express Understanding

Use your completed chart from lesson one and *If Stones Could Speak* to complete the chart below.

Identify two or three reasons that support the central idea in your introduction. Provide three details, examples, or evidence from the text to support your reasons.

Prewriting Graphic Organizer
Introduction
Explanation of the Quote: ● Book is about questioning others' ideas.

- Mike and the Riverside Team had a new way of thinking and they captured the attention of the world with their discoveries at Stonehenge.

Central Idea Statement:
It is important to have a willingness to trust your instincts, look at things in new ways, and test your new ideas.

Statement About What the Essay will be About:
Throughout *If Stones Could Speak*, Marc Aronson illustrates and elaborates the central idea that it is important to have a willingness to trust your instincts, question what others believe, and test new ideas.

Reason One that Supports the Central Idea

Mike Parker Pearson and Ramilsonina continued to ask questions about Stonehenge, even though it seemed as though it had been studied so thoroughly and unanswered questions would never be answered. If they hadn't been approached or interested in trying to learn more about the origins of Stonehenge, much of what we now know would have never been discovered.

Facts, concrete details, quotations, evidence, or examples from the text:	Facts, concrete details, quotations, evidence, or examples from the text:	Facts, concrete details, quotations, evidence, or examples from the text:
People have been studying the site for thousands of years. (caption on p. 8)	We must always continue to ask questions to gain knowledge. (p. 9)	"Instead of guessing how the stones were moved archaeologists continue to ask the more interesting question: why?" (p. 15)

Reason Two that Supports the Central Idea

Ramilisonina was able to see Stonehenge in a completely different way than anyone else had before, and because of that he was able to open Mike's eyes up to new theories that no one had ever thought of before.

Facts, concrete details, quotations, evidence, or examples from the text:	Facts, concrete details, quotations, evidence, or examples from the text:	Facts, concrete details, quotations, evidence, or examples from the text:
Ramilisonina would be looking at Stonehenge for the first time "with fresh eyes." (p. 23)	"Ramilisonina thought Stonehenge must have been built to use, to welcome, the honored dead into their permanent home." (p. 25)	Ramilsonina was seeing Stonehenge in a completely different, and opposite way, that scholars and researchers had for centuries. (p. 26)

Reason Three that Supports the Central Idea

Although Mike Parker Pearson was not one of the "famous" archaeologists who had studied Stonehenge in

the past, he was not afraid to question and relook at the ideas of others who were considered "experts" on Stonehenge.		
Facts, concrete details, quotations, evidence, or examples from the text: Mike did not let Ramilsonina's idea fall into silence. He took up the challenge for himself by questioning the contradiction in the Stonehenge timeline. (p. 34)	Facts, concrete details, quotations, evidence, or examples from the text: Mike followed Ramilsonina's insight about wood and stone and found evidence of the land of the living. (p. 40-41)	Facts, concrete details, quotations, evidence, or examples from the text: Mike was able to "fix" the error and identified that sarsens were raised "between 2600 and 2480 B.C." from Atkinson's misdating. (p. 46)
Conclusion		
Restate the Central Idea: It is important to trust your instincts, look at things in new ways, and test your new ideas. Summarize what your essay is about: • It explained how this idea was conveyed through the text. • Mike Parker Pearson questioned what he had previously learned about Stonehenge. • He asked questions and was open to new ideas from Ramilsonina. • He wasn't afraid to test his new ideas.		

Week 7 Lesson 2

Culminating Writing Task: Draft

Review the Culminating Writing Task Directions.

Culminating Writing Task Directions
Read the following statement from *If Stones Could Speak: Unlocking the Secrets of Stonehenge*, "This is a book about questioning what others believe to be true, not accepting ideas just because famous people say they are right. [...] And that is the really big story here—how a new idea, a new way of thinking, can go from being dismissed to capturing the attention of the world" (pp. 8-9). What does the author Marc Aronson mean and how does he explain and support this idea throughout the text? To answer this question: • Read the quotation.

- Review the text to determine the meaning of the quotation.
- Determine 2-3 reasons the author provides which support this central idea.
- For each reason, select details, examples, evidence, etc. the author provides as support.

Write an essay that explains how the author introduces and elaborates his central idea and purpose. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers.

Express Understanding: Draft Your Response

Paragraph	Rough Draft
Introduction: ● Explain the quote. ● Include a central idea statement. ● State what the essay will be about.	Answers may vary. Students should be using the graphic organizer from lesson one to draft their response.
Body Paragraph 1: This paragraph will explain one reason that supports the central idea. ● Add a signal word in the gray box to begin your paragraph. ● Explain a reason that supports the central idea. ● Include facts, details, quotations, evidence, or	Answers may vary.

examples from the text.	
Body Paragraph 2: This paragraph will explain one reason that supports the central idea. ● Add a signal word in the gray box to begin your paragraph. ● Explain a reason that supports the central idea. ● Include facts, details, quotations, evidence, or examples from the text.	Answers may vary.
Body Paragraph 3: This paragraph will explain one reason that supports the central idea. ● Add a signal word in the gray box to begin your paragraph. ● Explain a reason that supports the central idea. ● Include facts, details, quotations, evidence, or examples from	Answers may vary.

the text.	
Conclusion: • Restate the Central Idea. • Summarize what your essay is about.	Answers may vary.

Week 7 Lesson 3

Culminating Writing Task: Revise

Understand

- ❑ **Introduction Paragraph:**
  - ❑ Identify the central idea statement by underlining it with a green marker.
    - ❑ Explain the quote.
    - ❑ State what the essay will be about.

- ❑ **Body Paragraph 1:**
  - ❑ Circle the signal words in purple. Circle any other signal words in orange. Do these signal words help the reader understand the structure of your writing?
  - ❑ Determine if you have answered all parts of the writing prompt:
    - ❑ Explain a reason that supports the central idea.
    - ❑ Include facts, details, quotations, evidence, or examples from the text.

- ❑ **Body Paragraph 2:**
  - ❑ Circle the signal words in purple. Circle any other signal words in orange. Do these signal words help the reader understand the structure of your writing?
  - ❑ Determine if you have answered all parts of the writing prompt:
    - ❑ Explain a reason that supports the central idea.
    - ❑ Include facts, details, quotations, evidence, or examples from the text.

- ❑ **Body Paragraph 3:**
  - ❑ Circle the signal words in purple. Circle any other signal words in orange. Do these signal words help the reader understand the structure of your writing?
  - ❑ Determine if you have answered all parts of the writing prompt:
    - ❑ Explain a reason that supports the central idea.

- ❏ Include facts, details, quotations, evidence, or examples from the text.

- ❏ **Conclusion Paragraph:**
  - ❏ Identify the conclusion sentence and circle it with a green marker.
    - ❏ Restate the Central Idea.
    - ❏ Summarize what your essay is about.

Express Understanding

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

Answers may vary. Students should make two revisions to their rough draft in lesson two.

Week 7 Lesson 4

Culminating Writing Task: Edit

Understand

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

Express Understanding

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

Editing Marks	
Capital Letter	≡
New Paragraph	¶
Remove	ℯ
Add	^

Check Spelling	sp

Answers may vary. Students are to revise their writing from lesson two using the editing marks.

Week 7 Lesson 5

Culminating Writing Task: Final Draft

Culminating Writing Task Directions
Read the following statement from *If Stones Could Speak: Unlocking the Secrets of Stonehenge*, "This is a book about questioning what others believe to be true, not accepting ideas just because famous people say they are right. [...] And that is the really big story here—how a new idea, a new way of thinking, can go from being dismissed to capturing the attention of the world" (pp. 8-9). What does the author Marc Aronson mean and how does he explain and support this idea throughout the text? To answer this question: ● Read the quotation. ● Review the text to determine the meaning of the quotation. ● Determine 2-3 reasons the author provides which support this central idea. ● For each reason, select details, examples, evidence, etc. the author provides as support. Write an essay that explains how the author introduces and elaborates his central idea and purpose. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers.

Express Understanding

Answers will vary. The essay should demonstrate what the author Marc Aronson meant in his given quote and how he explains and supports this idea throughout the text.

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

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

Culminating Writing Task Exemplar Student Response

In *If Stones Could Speak*, Marc Aronson says, "This is a book about questioning what others believe to be true, not accepting ideas just because famous people say they are right. [...] And that is the really big story here—how a new idea, a new way of thinking, can go from being dismissed to capturing the attention of the world." This quote means that it is important to have a willingness to trust your instincts, look at things in new ways, and test your new ideas in your life. Throughout the text Aronson illustrates these ideas as he shares the story of Stonehenge.

One way that Aronson illustrates the idea that it is important to look at things in new ways is he explains that Mike Parker Pearson and Ramilisonina continued to ask questions about Stonehenge, even though it seemed as though it had been studied thoroughly any unanswered questions would never be answered. If they hadn't been approached or interested in trying to learn more about the origins of Stonehenge, much of what we now know would have never been discovered. Marc Aronson explains that people have been studying the site for thousands of years. He also encourages readers to always continue to ask questions to gain knowledge. Marc Aronson says, "Instead of guessing how the stones were moved archaeologists continue to ask the more interesting question: why?" (p. 15)

Another way the central idea is conveyed in the text is how Ramilisonina was able to look at things with a new perspective. Ramilisonina was special because he was able to see Stonehenge in a completely different way than anyone else had before, and he was able to open Mike's eyes up to new theories that no one had ever thought of before. Ramilisonina would be looking at Stonehenge for the first time "with fresh eyes" that allowed him to bring a new idea about the site. "Ramilisonina thought Stonehenge must have been built to use, to welcome, the honored dead into their permanent home." (p. 25). Ramilisonina was seeing Stonehenge in a completely different, and opposite way, that scholars and researchers had for centuries.

Lastly, the central idea is illustrated in *If Stones Could Speak* because although Mike Parker Pearson was not one of the "famous" archaeologists who had studied Stonehenge in the past, he was not afraid to question and relook at the ideas of others who were considered "experts" on Stonehenge. Mike did not let Ramilisonina's idea fall into silence. He took up the challenge for himself by questioning the contradiction in the Stonehenge timeline. Mike followed Ramilisonina's insight about wood and stone and found evidence that the land was used by people. Mike was also able to "fix" the error and identified that sarsens were raised "between 2600 and 2480 B.C." from Atkinson's misdating, which lead to a major discovery about the homes at the site. The Riverside team was able to use carbon-14 dating in order to accurately date the antler picks that were found by Atkinson. This allowed them to answer many questions that had been left unanswered for hundreds of years.

The central idea and purpose in If Stones Could Speak is that it is important to have a willingness to trust your instincts, look at things in new ways, and test your new ideas. This idea is conveyed throughout *If Stones Could Speak* because Aronson explains how Mike Parker Pearson questioned what he had previously learned about Stonehenge. Mike was open to new ideas, and he tested his theories about Stonehenge when he thought there was a contradiction between the old theories and his team's theories.

DEPARTMENT of EDUCATION
Louisiana Believes

LEAP 2025

Grades 6–10 Narrative Writing Task (NWT) Scoring Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	The student response • is **effectively** developed with narrative elements and is **consistently appropriate** to the task; • is **effectively** organized with **clear and coherent** writing; • establishes and maintains an **effective** style.	The student response • is **mostly effectively** developed with narrative elements and is **mostly appropriate** to the task; • is organized with **mostly clear and coherent** writing; • establishes and maintains a **mostly effective** style.	The student response • is developed with **some** narrative elements and is **generally appropriate** to the task; • demonstrates **some** organization with **somewhat coherent** writing; • has a style that is **somewhat effective**.	The student response • is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task; • demonstrates **limited** organization and coherence; • has a style that has **limited effectiveness**.	The student response • is **undeveloped and/or inappropriate** to the task; • **lacks** organization and coherence; • has an **inappropriate** style.
Knowledge of Language and Conventions		The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may** be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding**.	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

NOTES:

- The reading dimension is **not** scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards W1-W4.
- Tone is not assessed in grade 6.
- Per the Louisiana Student Standards, in grades 3-5, narrative elements may include establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, and developing characters' motives. In grades 9 and 10, narrative elements may include, in addition to the grades 3-8 elements, creating one or more points of view and constructing event models of what happened. The elements to be assessed are expressed in the grade-level standard W.3..