Lesson 1

Read

Read the Greek and Latin roots and affixes chart below.

List of Greek and Latin roots in English (adapted)

Root/Affix	Meaning in English	Origin Language	English Examples
forensis	public	Latin	forensic, forensically
anthrop-	human	Greek	anthropology, philanthropy, misanthrope
-logy	the academic study of a certain field	Greek	anthropology, biology, ecology, geology, psychology

Understand

One of the important concepts in this unit is the idea of **forensic anthropology**. Using the chart above, find the definition of the phrase **forensic anthropology**.

1. What root word do you see in the word **forensic**? What does it mean?

_____

_____

2. What word parts do you see in the word **anthropology**? What do each of these mean?

_____

_____

3. What would be another way to say, or define, **forensic anthropology**?

_____

_____

4. The title of the book you are going to read is *Written in Bone: Buried Lives of Jamestown and Colonial Maryland*. How does the title of the book relate to **forensic anthropology**?

_____

_____

Read

Read the first two paragraphs from chapter one "A Grave Mystery" of *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker.

Understand

1. What are two meanings of the word **grave** as it might be used in this chapter?

_____

_____

2. Why did the author use **grave** in the title of the chapter?

_____

_____

Express Understanding

Write a paragraph to a friend, explaining what you learned today. Include the following in your paragraph:

- four sentences;
- an overview of *Written in Bone* based on what you learned today; and
- two new concepts/words:
    - forensic anthropology
    - grave

_____

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Lesson 2

Read

Read chapter one of *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker.

Understand

List of Greek and Latin roots in English (adapted)

Root/Affix	Meaning in English	Origin Language	English Examples
cav-	hollow	Latin	excavate, cave, cavity
ex-	out	Latin	excavate, exit, exclude

"At the bottom of a carefully **excavated** pit, the rounded surface of a human skull gleamed with a yellow brown luster. The teeth shone white against the darker jawbone and the brownish soil beneath. The skeleton's leg bones stretched long and straight, toward the end of the grave."

1. What word parts do you see in the word **excavated**? What do each of these mean?

_____

_____

2. How does what you notice help you understand the sentence?

_____

_____

3. What is another way to say **excavated**?

_____

_____

4. What other words around the word **excavated** help you understand the meaning of the word? How do these words help you understand the meaning?

_____

_____

_____

_____

Express Understanding

Vocabulary

- **Conclusion:** a reasoned judgment based on the evidence in the text
- **Relevant**: logically relates or connects
- **Sufficient**: enough to fulfill a goal or fill a need

When you read informational texts, you must be critical of how an author develops a **conclusion**. This means that we must take note of the text evidence that supports the **conclusion** and determine whether this evidence is **relevant** and **sufficient**. The evidence is **relevant** if it logically relates or connects to the **conclusion**. The evidence is **sufficient** if it is rooted in the historical record or in the scientific process and supports all parts of the **conclusion**.

Example:
Conclusion in the text: The James Fort site still exists and offers an opportunity to find remains from the past.
Text evidence that supports the conclusion:

- "The members of the Rediscovery Project team studied historical documents and listened to oral traditions, stories that people pass down verbally from one generation to the next. The Jamestown oral traditions indicated that the fort had been near the brick church tower."
- "Next, the archaeologists carefully removed soil from specific squares in measured levels, looking for artifacts. They also watched for changes in the soil's color and texture, which could indicate the presence of features—evidence of past occupation such as fireplaces or wells. The team found all these things and more."

The graphic organizer below identifies **conclusions** in the text and provides evidence that supports that **conclusion**.

Complete the graphic organizer on the next two pages by identifying whether or not this evidence is **relevant** and **sufficient**. The first row has been done for you.

Conclusion in the text	Text evidence that supports the conclusion	Is this evidence relevant and sufficient? Why or why not?
• The James Fort site still exists and offers an opportunity to find remains from the past.	• "The members of the Rediscovery Project team studied historical documents and listened to oral traditions, stories that people pass down verbally from one generation to the next. The Jamestown oral traditions indicated that the fort had been near the brick church tower." • "Next, the archeologists carefully removed soil from specific squares in measured levels, looking for artifacts. They also watched for changes in the soil's color and texture, which could indicate the presence of features—evidence of past occupation such as fireplaces or wells. The team found all these things and more." • "The shape and pattern of the soil stains could have been made only by the palisade walls of James Fort."	• Yes, it is related to the conclusion because the evidence includes examples of why it is likely that James Fort still exists, even though scientists thought it was washed away. • Yes, it is sufficient because it includes support from both the historical record and the scientific process.
• The colonists had two cemeteries for several possible reasons: it was safer to bury the dead inside the fort because of the danger of conflict with the Native Americans outside of the fort; the colonists did not want the Native Americans to know how many of their people were dead because it showed weakness; and the colonists wanted to bury the dead near a church.	• "The historical record mentions that violent conflicts with Indians occurred during the summer of 1607. At times the fort was under siege and it wasn't safe for the settlers to leave the fort to bury their dead." • "They may have felt that revealing this weakening of their numbers would make their enemies bolder."	• •

	• "Most of the graves inside the fort are grouped near the southwestern end of the fort, around an open area that contains no graves."	
• Archeologists can locate graves that are hundreds of years old by looking for soil stains that are the size of a human body or coffin.	• "After placing the body in the grave, they backfill (fill in) the shaft with the soil that had been removed. Because the backfill soil contains the mixed soils of the excavated layers, it is a different color than the soil that forms the walls of the grave shaft. The result is a stain that remains even centuries later."	• •

Lesson 3

Read

Reread or skim chapter one of *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker.

- Skim means that you do not have to read every word.

Understand

Vocabulary

- **Text Structures:** the ways that authors organize information in a text

When we read an informational text, it is important to note the **structures** the author uses to organize the text and convey information to the reader. These **structures** help us to understand the complex information the author is sharing.

Look at each page of chapter one and see if you can identify any informational **text structures**. The **structures** you are looking for are headings, photographs, drawings, diagrams, and captions. **Structures** like maps, headings, photographs, and captions help readers understand the complex information the author is sharing.

When I look at the first two pages of chapter one, I immediately see three **text structures** that I want to note. I see the two headings: "A Grave Mystery," the chapter heading; and "Puzzles of the Chesapeake," the section heading. I also see the photograph of the skeleton in the grave and the caption for the photograph.

Use the chart below to explain how the text structures in chapter one support the reader's understanding. As you complete the second column, ask yourself these questions:

- How would that text structure help you understand the text?
- Why would that text structure help you understand the text?

Text Structure	Explanation of how it supports the reader's understanding
map of major English settlements	• shows area • helps orient reader
map drawing of James Fort	
"Finding the Fort" section heading	

Text Structure	Explanation of how it supports the reader's understanding
photo and caption of a cart in front of the church	
photo and caption of William Kelso	
photo and caption of the dagger	
photo and caption of the well	
photos and visuals of "soil stains"	
diagram of grave locations	
"Under the Soil" section heading	
photo and caption of dark "soil stains"	

Lesson 4

Read

Reread or skim chapter one of *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker.

Understand

Vocabulary

- **Author's Craft Moves:** what authors use to enhance text structures and create their "voice"
- **Rhetorical Questions:** a question someone asks without expecting an answer
- **Anecdotes:** a short account of a moment in time
- **Dialogue:** conversation between two or more people as a feature of a book, play, or movie

The **text structures** in an informational text are important because they support the reader in understanding the information and central ideas the author is conveying. **Text structures**, however, are not always very engaging or exciting. In *Written in Bone*, the author, Sally M. Walker uses specific **craft moves** to enhance the **text structures**, making them more engaging. In this way, Walker "bends" the informational text genre because she uses some elements of literary texts within the informational text.

Look at each page of chapter one and see if you can identify any **craft moves**. The **craft moves** you are looking for are when the author uses unique word choices in headings, or when the author uses **rhetorical questions**, **anecdotes**, or **dialogue**. Look at each identified **craft move** in the chart below. Complete the chart to explain how these **craft moves** help to engage the reader. The first row is completed for you.

Author's Craft Move	Explanation of how it helps to engage the reader
play on words in the chapter heading "A Grave Mystery"	• makes you stop and think about multiple meanings of "grave" • funny
Dialogue in the paragraph beginning with "The archaeologists are also…"	
Section heading word choice, "Finding the Fort"	
Rhetorical questions : • "Why did the Jamestown colonists have two cemeteries, one inside the fort and one outside?" • "Since graves are often found in unexpected places, how do archeologists first know that they may have located one—especially if it is unmarked and covered with soil that no one has dug up for centuries?"	

End of chapter one: anecdote of finding JR1225B's remains	

Express Understanding

Write four sentences that discuss the text structures and craft moves in chapter one. Your response should include the following types of sentences:

- Statement
- Question
- Exclamation
- Command

Let's look at an example of each sentence type.

Statements end in a period. (The author uses headings to help the reader.)
Questions end in a question mark. (What does the author mean by "puzzles of the Chesapeake"?)
Exclamation sentences end in an exclamation point. (James Fort was not lost!)
Command sentences end in a period or an exclamation mark. (Read the captions for more information.)

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Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

This page was intentionally left blank.

Lesson 1

Read

Read the following quote from *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker.

- As you read, consider how sentence structure promotes reader engagement and precise meaning.

> "The Chesapeake is of special interest to people who study U.S. history because colonists built the first permanent English settlement in North America here more than four hundred years ago."

Understand

1. What does this sentence mean?

_____

_____

_____

One of the central ideas in chapter one of *Written in Bone* is **forensic anthropology**.

2. What are some of the processes used for archeological digs? Why is such a technical process followed?

_____

_____

_____

_____

Express Understanding

In the unit assessment, you will be expected to use engaging sentences to explain the central ideas of *Written in Bone*. You looked at an example of a sentence that is engaging and precise.

> "The Chesapeake is of special interest to people who study U.S. history because colonists built the first permanent English settlement in North America here more than four hundred years ago."

- The first part of this sentence is an independent clause. "*The Chesapeake is of special interest to people who study U.S. history"* can stand alone as a sentence.
- The second part of the sentence is also an independent clause: *"colonists built the first permanent English settlement in North America here more than four hundred years ago.'"* It helps elaborate, or explain, why the Chesapeake is of special interest.
- These two independent clauses are joined by the conjunction "because."
- These clauses are about the same subject—the Chesapeake—and when combined create a more detailed

sentence.

- Your sentence should consist of two independent clauses joined by a conjunction such as “because.”
    - <independent clause> because <independent clause>

Revise your response to question two. In your revision, combine two sentences using the quote in the box above as a model. Write a paragraph to answer the questions using transition words: then, first, while, next.

What are some of the processes used for archeological digs? Why is such a technical process followed?

_____

_____

_____

_____

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_____

_____

Lesson 2

Read

Read “Ode to the Virginian Voyage” by Michael Drayton.

Ode to the Virginian Voyage
by Michael Drayton

You brave heroic minds,
Worthy your country's name,
That honor still pursue,
Go and **subdue**!
Whilst loit'ring hinds 5
Lurk here at home with shame.

Britons, you stay too long;
Quickly aboard **bestow** you,
And with a merry gale
Swell your stretch'd sail, 10
With vows as strong
As the winds that blow you!

Your course securely steer,
West and by south forth keep;
Rocks, **lee-shores**, nor **shoals**, 15
When Æolus[1] scowls,
You need not fear,
So absolute the deep.

And cheerfully at sea
Success you still **entice** 20
To get the pearl and gold,
And ours to hold
Virginia,
Earth's only paradise!

Where nature **hath** in store 25
Fowl, **venison**, and fish,
And the fruitful'st soil,
Without your toil,
Three harvests more,
All greater than your wish. 30

And the ambitious vine
Crowns with his purple mass,
The cedar reaching high
To kiss the sky,
The **cypress**, pine, 35
And useful sassafras;[2]

To whose the golden age
Still nature's laws **doth** give;
No other cares that tend
But them to defend 40
From winter's age,
That long there doth not live.

When as the **luscious** smell
Of that delicious land,
Above the seas that flows, 45
The clear wind throws,
Your hearts to swell
Approaching the dear strand.

In kenning[3] of the shore,
Thanks to God first given, 50
O you, the happiest men,
Be frolic then!
Let cannons roar
Frighting the wide heaven.

And in regions far 55
Such heroes bring **ye** forth,
As those from whom we came;
And plant our name
Under that star
Not known unto our north. 60

And, as there plenty grows
Of **laurel** everywhere,
Apollo's sacred tree,
You may it see
A poet's brows 65
To crown, that may sing there.

Thy voyages attend,

Industrious Hakluyt,[4]
Whose reading shall enflame
Men to seek fame, 70
And much commend
To after-times **thy** wit.

This poem is in the public domain.

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[1] Aeolus in Greek mythology is the ruler of the winds.
[2] A plant which is native to the eastern North America and is used for food, medicine, and its aromatic properties. The wood of sassafras can also be used to build furniture.
[3] kenning: viewing
[4] Richard Hakluyt was known for advertising and promoting the colonization of North America through his written texts.

Understand

You read a poem that is related to the colonial time period discussed in *Written in Bone.* This poem was written in the 1600s and the language is different from what we are used to today. The words in bold are probably unfamiliar.

1. Complete the chart below to help determine the meaning of these words. Use context clues, word roots, and the meanings of prefixes and suffixes to complete the second column. Then, use a dictionary to look up the words and write their definition in the third column.

Words	Context Clues	Dictionary Definition
subdue		
whilst loit'ring hinds		
lurk		
bestow		

Words	Context Clues	Dictionary Definition
lee-shores		
shoals		
entice		
hath		
venison		
cypress		
doth		
luscious		
ye		

laurel		
thy		

Vocabulary

- **Paraphrase:** a rewording of the poem in simpler words

2. The chart below **paraphrases** some of the stanzas from the poem. Complete the graph below by paraphrasing the remaining stanzas.

Stanza	Poem	Paraphrase
1	You brave heroic minds, Worthy your country's name, That honor still pursue, Go and subdue! Whilst loit'ring hinds Lurk here at home with shame.	The brave men of Britain should go to America. If you don't decide to go you are a lesser man.
2	Britons, you stay too long; Quickly aboard bestow you, And with a merry gale Swell your stretch'd sail, With vows as strong As the winds that blow you!	Don't be afraid to go to America; you should be excited and enthusiastic about the journey.
3	Your course securely steer, West and by south forth keep; Rocks, lee-shores, nor shoals, When Æolus scowls, You need not fear, So absolute the deep.	Don't be afraid of any obstacles along the way; you can overcome them.

Stanza	Poem	Paraphrase
4	And cheerfully at sea Success you still entice To get the pearl and gold, And ours to hold Virginia, Earth's only paradise!	
5	Where nature hath in store Fowl, venison, and fish, And the fruitful'st soil, Without your toil, Three harvests more, All greater than your wish.	
6	And the ambitious vine Crowns with his purple mass, The cedar reaching high To kiss the sky, The cypress, pine, And useful sassafras;	Be motivated by the beautiful trees and the sassafras that can be used for medicine to keep you healthy.
7	To whose the golden age Still nature's laws doth give; No other cares that tend But them to defend From winter's age, That long there doth not live.	
8	When as the luscious smell Of that delicious land, Above the seas that flows, The clear wind throws, Your hearts to swell Approaching the dear strand.	When you get close to America and smell the delicious air, your heart will feel good.
9	In kenning of the shore, Thanks to God first given, O you, the happiest men, Be frolic then! Let cannons roar Frighting the wide heaven.	

Stanza	Poem	Paraphrase
10	And in regions far Such heroes bring ye forth, As those from whom we came; And plant our name Under that star Not known unto our north.	Be brave and proud and make a name for Britain in America.
11	And, as there plenty grows Of laurel everywhere, Apollo's sacred tree, You may it see A poet's brows To crown, that may sing there.	
12	Thy voyages attend, Industrious Hakluyt, Whose reading shall enflame Men to seek fame, And much commend To after-times thy wit.	The author, Richard Hakluyt, wrote about the advantages of America, remember these texts and be motivated to make the journey to a new, prosperous life in America.

Express Understanding

Read your paraphrased version of the poem.

Write a summary of the poem. A strong summary includes the title of the poem, the author's name, and the main ideas of the poem.

_____

_____

_____

_____

_____

_____

_____

Lesson 3

Read

Reread the poem, "Ode to the Virginian Voyage" by Michael Drayton in this packet.

- As you read, think about the author's specific word choice and structure.

Understand

Vocabulary

- **Visualizations**: forming a mental image of; imagining
- **Connotation:** the idea/feeling that a word evokes, or suggests, in addition to its literal, or dictionary meaning (**denotation**); words can mean the same things, but convey different feelings.
- **Figurative language:** saying something other than what is literally meant, for effect. A literal meaning is what the words in the phrase mean exactly. Authors use **figurative language** to make comparisons and to help create a word picture for their readers. Figurative language helps you to visualize what is happening in a text.

Think about the author's specific word choice and the structure the poet is using. Think about the **word choice** and **visualizations** from those words as well as their **connotative** and **figurative meaning**.

1. Choose at least five words/phrases from the poem that have **connotative** or **figurative meaning**.
   List the words in the chart below. Write the connotative or figurative meaning in the next column. The first row has been completed for you.

Words	Connotative / Figurative Meaning
Stanza 1: brave and heroic	When I reread the first stanza, the words "brave" and "heroic" stand out to me because of the image they create in my head. When I read those words, I visualize strong, young men who are excited to go on a journey and start a new life in America.

Words	Connotative / Figurative Meaning

Vocabulary

- **Rhyme Scheme:** identified by matching together end words that have a similar sound; common examples of rhyme schemes are AABB or ABAB

2. Reread the poem, and identify the **rhyme scheme.** Stanza 1 is completed as an example:

You brave heroic minds, A
Worthy your country's name, B
That honor still pursue, C
Go and subdue! C
Whilst loit'ring hinds A
Lurk here at home with shame. B

Continue by writing the rhyme scheme on the remaining stanzas on the poem found in lesson two.

3. What is the rhyme scheme of this poem?

4. What rhythm does this rhyme scheme create? How does this rhyme scheme affect the reader?

Express Understanding

How does the author's word choice and the structure contribute to the poem's meaning?

Consider the following guiding questions as you construct your response.

- What is the connotation of many of the words and images in the poem?
- Since the word choice and structure of the poem have a positive connotation, what does this mean for the tone of the poem?
- When a speaker describes something as better than it actually is, we call it an "idealized" or "romanticized" perspective. Why would the poet write an idealized or romanticized perspective in the poem?

Lesson 4

Read

Read chapter two of *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker.

- As you read, think about the **main idea** of each section of the chapter.
- As you read, think about the **central idea** of the chapter and analyze how the author develops that idea.

Understand

Vocabulary

- **Main Idea:** the most important idea of the text, telling what the whole text is mostly about. The **main idea** is supported with details from the text that give more information about the **main idea**. The details are like building blocks that help us to build our thinking and identify the **main idea** of the text.
- **Central Idea:** the main point the author is trying to make to the reader about the article's topic

When you read chapter one, you focused on the conclusions the author was drawing and the structural elements of the text. As you read chapters two and three, you will focus on determining the **central ideas** of the text and analyzing how the author develops those ideas. As the informational texts you read become more complex, the texts contain more than one **central idea**.

Think back to chapter one and determine the **central idea** of that chapter. As you skim over the pages, the most important topic from the chapter was the explanation of what forensic anthropology is. Without that, the rest of the text would be very confusing.

Review the chart below to better understand the central idea of chapter one.

Chapter	Topic	Text Evidence	How does the author develop this idea?	State the developed central idea.
1	Forensic anthropology	Archaeologists try to fill in the gaps in the historical record. They study buildings and man-made objects called artifacts, created by people who lived in the past. They also study the remains people have left behind. As they find, excavate, and analyze these objects—including skeletons—archaeologists help us	The author develops this idea by providing an anecdote in the introduction, then giving background information from the historical record to tell us about the history of Jamestown. From there, the author uses a combination of anecdotes and explanation of scientific processes to help the reader begin to	Forensic anthropology is the study of human skeletal artifacts to understand the life and death of people of the past.

		understand the past more fully and reclaim the histories of individuals who had been forgotten with the passage of time. (9)	understand the work that forensic anthropologists do.	

1. What is the main idea or the most important pieces of information from each section in chapter two? Look at the text structures to help you determine what is important in this section.

Section 1

_____

_____

_____

_____

Section 2, Up on a Pedestal

_____

_____

_____

_____

Section 3, How Old Were You?

_____

_____

_____

_____

Section 4, He or She?

_____

_____

_____

_____

Section 5: Where Did You Come From?

_____

_____

_____

_____

Express Understanding

Look at the main ideas you wrote for each section of chapter two. What topic(s) does each main idea have in common?

Complete the chart below. When completing column four consider the following guiding questions:

- How does the author develop this idea?
  - What topic(s) receive(s) the most discussion in all/most sections?
  - Is there text evidence to develop that topic?
  - Does the text evidence support the topic across the entire chapter/text?

Chapter	Topic	Text Evidence	How does the author develop this idea?	State the developed central idea.
2				

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Read chapter three of *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker.

- As you read, determine the main idea of each section of the chapter and determine the central idea of the chapter.
- As you read, analyze how the author structures each section to contribute to the chapter and the central ideas of the text.

Understand

1. What is the main idea or the most important pieces of information from each section in chapter three. Look at the text structures to help you determine what is important in this section.

   Section 1

_____

_____

_____

_____

   Section 2, He Ate Like an Englishman

_____

_____

_____

_____

2. Is there a new central idea in this chapter?

_____

_____

3. Do the main ideas in this chapter support an existing central idea?

_____

_____

4. In the chart on the next page, add to row two, chapter two. Add to the second central idea by incorporating information from chapter three.

Chapter	Topic	Text Evidence	How does the author develop this idea?	State the developed central idea.
1	Forensic anthropology	Archaeologists try to fill in the gaps in the historical record. They study buildings and man-made objects called artifacts, created by people who lived in the past. They also study the remains people have left behind. As they find, excavate, and analyze these objects—including skeletons—archaeologists help us understand the past more fully and reclaim the histories of individuals who had been forgotten with the passage of time.	The author develops this idea by providing an anecdote in the introduction, then giving background information from the historical record to tell us about the history of Jamestown. From there, the author uses a combination of anecdotes and explanation of scientific processes to help the reader begin to understand the work that forensic anthropologists do.	Forensic anthropology is the study of human skeletal artifacts to understand the life and death of people of the past.
2 and 3	Excavating and examining remains	• The signs of shrouding that Hudgins observed as he pedestaled JR1225B's bones indicated that his remains had been treated with care, according to custom. • Teeth also provide important clues about a person's age at death because they appear at fairly predictable times in all humans. • In adult-sized skeletons, an individual's sex is	• The author develops this idea through multiple examples in every section of the chapter. The author takes the reader through the process of excavating and examining the remains alongside the forensic anthropologists. •	• Forensic anthropologists can determine information about remains by studying bone structure, bone size, teeth, and the way the remains were buried, as well as running diagnostic tests.

		determined based on variations in the pelvis. • • •		

Refer to the chart above to remember the central ideas in the text so far. Think about how the author has developed those ideas from the fourth column.

- How does the author develop this idea?
    - What topic(s) receive(s) the most discussion in all/most sections?
    - Is there text evidence to develop that topic?
    - Does the text evidence support the topic across the entire chapter/text?

5. What organizational structure is the author using in chapters two and three?

_____

_____

_____

_____

_____

_____

Express Understanding

Think about some of the central ideas in *Written in Bone.* Use the terms and the conjunctions provided to write three sentences about some of the main ideas in the text. An example is provided.

- The identity of JR1225B is unknown **because** there was no headstone at the gravesite.
- The identity of JR1225B is unknown, **but** forensic scientists can conclude that the skeleton was that of a teenage boy of European descent.
- The identity of JR1225 is unknown, **so** forensic scientists carefully examined the skeleton to determine its ancestry and cause of death.

Use the terms and the conjunctions provided to write three sentences about some of the main ideas in the text.

- JR1225B may be the skeleton of Richard Button, **because** _____

  _____.

- JR1225B was shot with an arrowhead, **but** _____

  _____.

- JR-1225B had little carbon-13 in its bones, **so** _____

  _____.

Lesson 2

Read

Reread or skim chapters 2–3 of *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker.

Understand

You've examined how central ideas are developed over the course of several chapters. Now you will examine how interactions between events, individuals, and ideas can lead to conclusions in the text.

1. Use the chart below to identify interactions in chapters two and three. Complete columns two and three. Use the model from chapter one in the first row as an example.

Chapter	What interactions between individuals, events, and ideas occur in the text?	What text evidence supports these interactions?	How did the interaction influence a conclusion in the text?
1	Individuals and Ideas The scientists use their experience in the field and the ideas from the historical record about colonial burying practices.	As Hudgins pedestaled the bones, he noticed that the bones of the legs and feet were arranged in a straight line … "These were signs that the boy's body had been shrouded, or wrapped in a cloth."	
2	Individuals and Ideas		
3	Individuals and Ideas		

In an informational text, the interactions between individuals, events, and ideas lead to conclusions. When reading an informational text, you should connect the interactions noted in the text and how they lead to conclusions in the text.

In chapter one, how did the interaction influence a conclusion in the text?

> *Hudgins and Kelso use principles of forensic anthropology and the colonial burying practices that we know from the historical record to conclude that JR1225B was shrouded when he was buried.*

2. Copy the chapter one response from above into the fourth column in the chart above. Complete the fourth column of the chart for chapters two and three.

Express Understanding

Vocabulary

- **Subordinating Conjunction**: a conjunction that introduces a subordinate clause such as *although*, *because*, *since*
- **Dependent Clause:** contains a subject and a verb but does not express a complete thought
- **Independent Clause:** contains a subject and predicate and makes sense by itself

When a **subordinating conjunction** and dependent clause are at the beginning of sentence, it's a more mature sentence structure. Writers frequently place a **dependent clause** at the beginning of a sentence. Writing sentences with **dependent clauses** creates variety and gives a reader more information. See the example below:

Dependent Clause: "when scientists excavate a skeleton"

> "When scientists excavate a skeleton" cannot stand alone because it is not a complete thought. Since it starts with the **subordinating conjunction** "when," you need to supply an independent clause that relates to the action of excavating a skeleton.

Independent Clause: "they carefully remove the soil"

> "They carefully remove the soil" is an action that happens when scientists excavate the skeleton, therefore it completes the sentence.

Complete Sentence: When scientists excavate a skeleton, they carefully remove the soil.

Add independent clauses to the following dependent clauses.

1. After forensic anthropologists examine a skeleton in situ, _____
_____.

2. When scientists excavate a skeleton,
_____
_____.

3. Since JR1225B's clavicle was broken,

_____
_____.

4. Although Richard Mutton fits the description of JR1225B, _____
_____.

Lesson 3

Read

Read chapter four of *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker.

- As you read chapter 4 of *Written in Bone*, think about the claims that the author is making in this chapter.

Understand

Vocabulary

- **Claim:** a statement of belief, something the person making the **claim** believes to be true based on knowledge and/or evidence. **Claims** are often disputed or debated, which means there are other people who believe something different and/or believe the **claim** being made is flawed or incorrect.
- **Evidence-Based Claim:** a conclusion that you have drawn and that you want others to think about after reading the text. All parts of the claim are supported by specific evidence you can point to in the text.

  An **evidence-based claim** includes:
  1. evidence from the text that supports that claim, and
  2. a conclusion that you have made after reading the section.

1. Claims from chapter four have been listed in the chart below. In the second column, cite text evidence to support each claim.

Claim	Text Evidence
The grave of the "captain" dated back to 1607-1608.	Evidence: dating of the trash pit, location of the grave in relation to the fort. "Within the pit, settlers had buried typical seventeenth-century colonial trash: pieces of tobacco pipes, bricks, and oyster shells. Because these artifacts dated approximately to the 1630s, the team knew that anything beneath the trash pit would have to belong to an earlier time period."
The captain was an important person.	

Claim	Text Evidence
The captain was a male, in his late 30s, about 5'3", and slender.	
Captain was a gentleman, from the upper class in England.	

Read

Read "August–September 1607" from *Jamestown: 1607, The First Months* by George Percy in your unit reader.

- As you read, number the paragraphs and underline important information from the text.

Understand

Vocabulary

- **Summary:** a brief statement or restatement of main points for a shorter version of a longer text

1. Write a summary for this text. Before you begin, ask yourself:
    - What parts of the text did you underline?
    - What is the gist of this text?
    - What ideas are repeated in this text excerpt?

_____

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2. Think about the **claims** that the author is making in this text, just as you did with chapter four of *Written in Bone.* Record claims and text evidence to support the claims in the chart below.

Claim	Text Evidence

Express Understanding

Choose one **claim** from either text. Write a paragraph explaining how the author supports this **claim**. A strong response will include the claim, direct text evidence for this claim, and an evaluation of this evidence.
Evaluate the evidence by using the guiding questions below.

- Is the reasoning sound?
- Does the evidence sufficiently support the claims?
- Does the evidence align with and offer support of the claim?
- Is this evidence from a reliable source?

Lesson 4

Read

Reread or skim chapter four of *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker. Reread or skim "August–September of 1607" in your unit reader.

Understand

1. Use the chart below to consider the way that two informational texts—chapter four in *Written in Bone* and "August–September 1607"—present their ideas. This chart will help you consider the different elements of the text and come to a deeper understanding of the way in which the subject of the text is presented. Complete the second column first for "August–September 1607" before completing the third column for *Written In Bone*.

Element	"August–September 1607" excerpt	*Written In Bone*
Who is the Speaker? ● Identify the speaker's age, gender, class, and education. ● Whose voice is being heard within the text? ● What can you tell or what do you know about the speaker that helps you understand the point of view expressed?		
What is the Occasion? ● What is the time and place of the piece? What is the current situation that prompted the writing? ● Is this a political event, a celebration, an observation, a critique, etc.? ● Identify the context of the text.		
Who is the Audience? ● Who are the readers to whom this piece is directed? ● Does the speaker specify an audience? ● What assumptions exist in the text about the intended audience?		

Element	"August-September 1607" excerpt	*Written in Bone*
What is the Purpose? ● What is the purpose behind the text? Why did the author write it? What is his goal? ● What did the author want his audience to think or do as a result of reading this text? ● What is the message?		
What is the Subject? ● What topic, content, and ideas are included in the text? ● How does the author present the subject? Does he introduce it immediately or do you, the reader, have to make an inference?		
What is the Tone? ● What is the attitude of the author? ● Is the author emotional, objective, neutral, or biased about this topic? ● What types of details "tell" the author's feelings about the topic? ● What types of diction, syntax, and imagery help reflect the tone?		

Express Understanding

Consider how each element for "August–September 1607" and *Written In Bone* are similar or different.

An author uses the elements to present and develop ideas in a specific way. For instance, the speaker used to present information can create a text with more or less authority. Look through the chart you completed above and determine

what is similar about these two texts and what is different.

You may choose to use the answer frame below to write a paragraph explaining at least one similarity and one difference in the ways that the two informational texts present their ideas.

One similarity between *Written in Bone* and the "August–September 1607" excerpt is the _____. Even though the texts _____ they have _____ in common. One difference in the way that "August–September 1607" and chapter 4 of *Written in Bone* present their ideas is the _____. "August–September 1607" is _____. This makes the presentation of ideas _____. Chapter 4 of Written *in Bone* _____; therefore the presentation of ideas_____.

_____

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Lesson 5

Read

Reread or skim chapter four of *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker. Reread or skim "August–September of 1607" in your unit reader.

Understand

1. Continue to use the chart below to consider the differences in purpose between the two informational texts—chapter four in *Written in Bone* and "August–September 1607."
   Consider the following questions while completing the chart.
   - Who is the author of this text?
   - What is the subject of this text?
   - Who is the audience for this text?
   - Why would this author write about this subject to this audience?

Element	"August–September 1607" excerpt	*Written in Bone*
What is the Purpose? ● What is the purpose behind the text? Why did the author write it? What is his goal? ● What did the author want his audience to think or do as a result of reading this text? ● What is the message?		

Express Understanding

Vocabulary

- **Appositive:** a noun, noun phrase, or noun clause placed beside another noun to rename or explain it more fully; it gives the reader more information

Example:
Sentence: Doug Owsley studies skeletons to learn about the past.
What do you know about Dog Owsley from your reading?
After his name, write the **appositive** "a forensic anthropologist."
Sentence with an **appositive:** Doug Owsley, a forensic anthropologist, studies skeletons to learn about the past.
Appositives provide more information, but are not grammatically necessary to the sentence. You could remove this **appositive** and the sentence would still be complete.

Rewrite these sentences and add an **appositive** to give the reader more information.

Jamestown,____, was a challenging place for the colonists to settle.

_____

_____

Carbon-13, _____, remains in a person's bones for centuries.

_____

_____

Richard Mutton, _____, settled in Jamestown.

_____

_____

Lesson 1

Read

Read chapters nine and ten of *Blood on the River* by Elisa Carbone.

- Read the two paragraphs below for prior knowledge before reading chapter nine.
- As you read, think about how the setting and characters influence the main character, Samuel.

When Captain Ratcliffe calls Captain Smith a criminal: In an earlier part of the text, Captain Smith was arrested for conspiring to overthrow the government, murder the leaders on the ship, and take control of the ship and the leadership of the colony. None of this was true, but the leaders were afraid that Captain Smith was getting too powerful. They had to let Captain Smith be free, however, because he is the only person who is able to communicate with the Native people.

When Samuel comments about Captain Archer's bandaged hands: In an earlier part of the text, Captain Archer was injured when a group of Native people attacked the colonists with bows and arrows. Master George Percy also mentions this in his firsthand account—this was an event that actually happened and Carbone took it and built it into her fictionalized account of Jamestown.

Understand

Vocabulary

- **Historical fiction:** the author has taken real life events and people from the past and used the events and people to write a fictionalized account of what happened

Blood on the River is a literary text. It is **historical fiction**. The author of *Blood on the River,* Elisa Carbone, has taken the events of the founding of the English colony at Jamestown and some of the actual people who were there and used those details as the basis for a fictional story. In *Blood on the River,* the narrator is Samuel Collier, an orphan who becomes Captain John Smith's page, or servant, and sails with the captain to Jamestown on a ship called the *Susan Constant*. They go as part of the Virginia Company to begin the English colony in America.

Each chapter in *Blood on the River* begins with a quotation from a primary source.

> "Now falleth every man to work: The council contrive the fort: the rest cut down trees to make place to pitch their tents, some provide clapboard to relade the ships, some make gardens, some nets, etc."
>
> William Symonds, ed., *The Proceedings of the English Colony in Virginia*

1. Who is the author of the quotation?

_____

_____

2. What is the name of the text from which the quotation comes?

_____

_____

3. Based on the quote, what can you predict will happen in this excerpt of *Blood on the River*?

_____

_____

_____

_____

4. Using chapter nine, complete the chart below to explain how the setting and characters influenced Samuel. One row has been completed for you. Use the following sentence stems to help you organize your thoughts.
   - The part of the setting that influences Samuel is the _____ because it makes Samuel _____.
   - The character _____ says/does _____ which makes Samuel _____.

How does the setting influence Samuel?	How do characters influence Samuel?
Samuel is afraid of the new environment in America, conflicts with the Native people, and a fear of dying.	Captain Smith influences Samuel because he seems to give Samuel comfort and advice.
How does Samuel feel about going to shore?	What does Captain Smith say to Samuel after Captain Ratcliffe calls him a criminal?
How does Samuel describe the trees?	How would you describe Samuel's relationship with the other servant boys?

How does the setting influence Samuel?	How do characters influence Samuel?
What impact does the constant work have on Samuel?	What is Captain Smith's approach to relationships with the Native people?

Express Understanding

Use chapter ten from *Blood on the River* to write three notes on how the setting and characters influence Samuel.

How does the setting influence Samuel?	How do characters influence Samuel?

Lesson 2

Read

Read chapters 11 and 12 of *Blood on the River* by Elisa Carbone.

- As you read, continue to look for details related to how the setting and characters in the text influence the main character, Samuel.

Understanding

Use chapters 11 and 12 from *Blood on the River* to complete the chart below to explain how the setting and characters influenced Samuel. One row has been completed for you.

Use the following questions while you complete the chart for chapter 11.

- What is Samuel's reaction to the death of James?
- What is the conflict between the leaders of the Virginia Company?
- Who does the work of building the palisade?
- What does Captain Smith teach Samuel?

Use the following questions while you complete the chart for chapter 12.

- What does Captain Smith give to Samuel? Why is this important?
- What obstacle do the colonists face? How does this affect them?
- What secret does Samuel overhear? What does Samuel decide to do about it?

How does the setting influence Samuel?	How do characters influence Samuel?
Chapter 11	
Wingfield implements watches with armed men; Samuel wears armor.	Samuel feels guilty about the death of James.

Chapter 12	

Express Understanding

Use chapter 13 from *Blood on the River* to complete the chart below to explain how the setting and characters influenced Samuel.

How does the setting influence Samuel?	How do characters influence Samuel?

Lesson 3

Read

Review chapters 9–13 from *Blood on the River* by Elisa Carbone as needed.

Understand

You will prepare to debate about whether the settings or characters influenced Samuel more.

Which has greater influence on Samuel in *Blood on the River*—the setting or the other characters?

1. Answer the question as your claim in the chart below. Then, provide three reasons to support your claim along with text evidence and an explanation from chapters 9–13 to support your claim.

Claim	
Reason	Text Evidence and Explanation

When you prepare for a debate, it is important to spend time thinking about the claims that the other side might present. You do this the same way that you thought about your own claims and reasons—but now you are arguing for the other side. For example, if you think the setting influenced Samual more, you just developed a claim and reasons that argue that the setting has more influence on Samuel. Now, you are going to try to think about the other side of the debate—why the characters had more influence on Samuel. You will develop a claim and reasons for that argument. This is a helpful way to prepare because if you know what your opponent in the debate might argue, you can prepare your response to their argument in advance.

2. Write the opposing side's claim under "Counterclaim or Opposing Argument." Then, provide three reasons that would support this side's claim along with text evidence and an explanation from chapters 9–13.

CounterClaim or Opposing Argument	
Reason	Response

Express Understanding

Use the charts above to write a response that supports your claim.
If you choose, use one of the following sentence frames to help you organize your thoughts.

- In *Blood on the River*, Samuel is most influenced by _____ because _____.
- In the text, _____. This reveals that _____.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Lesson 4

Read

Review your charts from lessons 1–3 to make sure you understand your claim from lesson three.

Understand

Think about your claim. Consider the following questions to help you elaborate on your reasons that support your claim.

1. What information is missing from my reasons?

_____

_____

_____

_____

2. Is there any text evidence that could be added to support my reasons?

_____

_____

_____

_____

3. What questions do you think the opposing side will ask about this claim?

_____

_____

_____

_____

Express Understanding

Review your work from lessons 1-3. Make a final response, using your notes above, to the following question: Which is the greater influence on Samuel's character: settings or characters? A strong response will include a final claim written in a complete sentence, three reasons that support the claim, and text evidence to support each reason.

_____

_____

_____

_____

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Read "June–July 1607" from *Jamestown: 1607, The First Months* by George Percy in your unit reader.

- As you read the first paragraph, underline words in the text that seem to communicate Percy's and the other colonists' relationships with the Native people.

Understand

1. Which words did you underline in paragraph one that communicate Percy's and the other colonist's relationship with the Native people?

_____

_____

> "The fifteenth of June we had built and finished our Fort, which was trianglewise, having three ***Bulwarks***, at every corner, like a half Moon, and four or five pieces of ***Artillery*** mounted in them. We had made ourselves sufficiently strong for these ***Savages***."

Now you will consider a few specific words and the impact they have on the meaning of the text, and specifically how these words characterize the colonists' relationship with the Native people.

2. Think about what a fort looks like. What could **Bulwarks** be if there was one on every corner?

_____

_____

_____

_____

3. Where have you heard the word **artillery**? What does the word **artillery mean?**

_____

_____

_____

_____

4. What is the purpose of a fort? Why would a fort need **artillery**?

_____

_____

5. What is another word for **savages**?

Vocabulary

- **Connotation:** the idea/feeling that a word evokes, or suggests, in addition to its literal, or dictionary meaning (**denotation**); words can mean the same things, but convey different feelings

6. Is the **connotation** of the bold words positive or negative? Why?

7. What impact do the words in bold have on the meaning of the text?

8. Where is Captain Newport going? What does Captain Newport's leaving mean for the remaining colonists?

9. What does King Rappahanna want from the colonists? What happens when King Rappahanna gets what he wants?

As you have been reading *Blood on the River*, you've been keeping track of the characters and how they interact with each other. Notice that some of the characters are real historical figures, or they have a lot of characteristics from the people you've read about in the informational texts. Now, take a more in-depth look at the characters in *Blood on the River* and how the author of the text uses and adds to details from the informational texts to tell her story.

10. The list below shows the names of some of the historical figures from the texts you have read. Look back in the texts and determine how the character/real life person was portrayed in each text. Fill out the chart with details about the characters/historical figures.

Character from *Blood on The River*	Details about the Character from *Blood on The River*	Factual Information from *Written in Bone* and other informational texts
Samuel		
Captain Smith		

Captain Gosnold		
The Native People		

Express Understanding

Review the information on the chart and compare how each character is portrayed in the literary versus informational texts.

How does Carbone use or add to details from the historical record in *Blood on the River?* Your answer should include the details about the characters from *Blood on the River* that are also described in *Written in the Bone* or the other informational text you have read.

Use the sentence frame to help organize your thoughts.

- In *Blood on the River*, Carbone adds details from the historical record. For instance, in the historical record, <text title> , <character name> is portrayed as _____.

_____

_____

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Lesson 2

Read

Read chapters 18 and 20 of *Blood on the River* by Elisa Carbone.

- As you read, look for evidence in the text of the characters' points of view toward Native Americans.

In chapter 18, Samuel references a fire: There was a fire in the colony that spread to all of the houses and part of the palisade. The colonists spent a whole day trying to put out the fire and save the colony. All of the food and most of the colonists' possessions were burned.

Understand

Vocabulary

- **Point of View:** a particular attitude or way of considering a matter

1. As you read chapter 18, two characters, Samuel and Reverend Hunt, each have a **point of view** about the Native Americans. Identify each character's **point of view** about Native Americans. Find text evidence to support each character's **point of view**. One **point of view** of Samuel is completed as an example.

Character	Thoughts, feelings, and actions related to Native Americans	Evidence from the Text
Samuel	• Believes the relationship with the Powhatans has changed. • •	• In chapter 18, I see the quote, "The Powhatan people, whom we have at times considered our enemies, now treat us as their own." • •

	•	•
Reverend Hunt	•	•

2. As you continue to read chapters 18 and 20, complete the chart for other characters that have a point of view about the Native Americans. Identify each character's point of view about Native Americans. Find text evidence to support each character's point of view.

Character	Thoughts, feelings, and actions related to Native Americans	Evidence from the Text
Captain Smith	•	•

	•	•
President Ratcliffe	•	•

Express Understanding

What are the different **points of view** related to the Native Americans as shown in *Blood on the River*? Include the **points of view** of at least three different characters.

_____

_____

_____

_____

_____

_____

_____

_____

Lesson 3

Read

Read chapter 21 of *Blood on the River* by Elisa Carbone.

- Start at "It is morning..."
- Stop at "...back to England."

Read chapters 23–27 of *Blood on the River* by Elisa Carbone.

- As you read, continue to look for evidence in the text where we learn a character's point of view related to the Native Americans.

Understand

1. As you read the excerpt from chapter 21 and chapters 23–25 complete the chart for other characters that have a point of view about the Native Americans. Identify each character's point of view about Native Americans. Find text evidence to support each character's point of view.

Character	Thoughts, feelings, and actions related to Native Americans	Evidence from the Text
The Gentleman	•	•

Express Understanding

You have read chapters 18, 20, 21, and 23–27. Review these chapters to help you find new information that should be added to a character's point of view, with the text evidence to support it, to the charts in lessons two and three. Add these notes to the charts above.

Lesson 4

Read

Read "Indian" by Rosemary and Stephen Vincent Benet in your unit reader.

- As you read, pay attention to the contrasting point of view in "Indian."

Understand

1. You have been gathering evidence from the text related to the points of view of different characters and their opinions of the relationship with the Native Americans. Consider the contrasts and contradictions in these differing views, and how Carbone develops them in the text. Complete the third column in the chart below.

Character	Thoughts, feelings, and actions related to Native Americans	Evidence from the Text	Contrasts and Contradictions
Samuel	• Believes that the relationship with the Powhatans has changed • Thinks that the colonists are stronger when they have a partnership with the Powhatans • Believes it is positive that the colonists are now part of the Powhatan tribe, but realizes the gentlemen in Jamestown would not be pleased about being subjects of Powhatan • Values the way the Powhatan tribe lived at Werowocomoco • Sees the advantages of staying the winter at Point Comfort and being closer to the Native American tribes with whom he has built a relationship • Tries to convince Ann that it is not safe to stay in Jamestown because of the conflicts the new settlers have started with the Native	• "The Powhatan people, whom we have at times considered our enemies, now treat us as their own." • "We are standing on many legs now, together with the Powhatans. I think of the centipedes that used to crawl over my bed last summer, and think we are like them, with so many legs. A centipede does not topple in a storm." • "I would be very happy with the arrangement. It means survival and peace … but I know the gentlemen, and I know they have no interest in being the subjects of a man they consider to be a lowly savage." • "HIs home is much better than James Town. There is more food and more joy to be had in one night here than in a whole year in James Town."	

	Americans	• "We will be just across the river from the Warraskoyack village where the people have become like my family, and very near the Kecoughtans who have been our friends because Captain Smith often stopped in to see them on his voyages." • "'You won't be safe within the palisade,' I insist. 'The new settlers have made war with the Powhatans. John, tell her what it was like when we first got here, how we couldn't even step outside the palisade to hunt without being shot at, and men starved.'"	
Reverend Hunt	Wants to have a closer relationship with the Native Americans in order to convert them	"The reverend has been impatient to win the souls of the natives for Christ … 'I will tell him the good news of Christ, and he will bring that message to his people.''	

Character	Thoughts, feelings, and actions related to Native Americans	Evidence from the Text	Contrasts and Contradictions
Captain Smith	• Knows that Chief Powhatan will not react well to being crowned a prince under King James • Is suspicious of the intentions of the Native Americans when visiting Werowocomoco, but gives them the benefit of the doubt when Pocahontas says no harm will come • Made peace with one Native American tribe after the new colonists started a conflict with them	• "He looks like he is going into battle, not like he is visiting someone to invite them to come get some presents. This crowning of Powhatan must truly be a bad idea." (158) • "Captain Smith draws his sword. He seizes an old man sitting near us, and holds the sword to his throat … Captain Smith lets go of the old man … 'All right,' Captain Smith says, still weary." • "One of the soldiers tells me that before he was injured, Captain Smith was able to make peace with Parahunt, the werowance of a village that has been ransacked by our colonists."	
President Ratcliffe	Thinks he can take advantage of Chief Powhatan's invitation to trade and do so more skillfully than Captain Smith	"When Chief Powhatan sends word that he will trade for corn, Captain Ratcliffe goes strutting around the fort, full of his own importance. 'I will take fifty men … Captain Smith was not the only man skilled in trading. You will see how quickly we forget he was ever here.'"	

Character	Thoughts, feelings, and actions related to Native Americans	Evidence from the Text	Contrasts and Contradictions
Captain Newport	• Believes he has to carry out the Virginia Company's orders to crown Chief Powhatan a prince, but also seems to acknowledge this is not the best idea • Forces Chief Powhatan to kneel during the coronation ceremony • Says that Chief Powhatan was pleased with his new position, but the other men contradict this	• "Captain Newport frowns, but he is still determined to obey the orders from the Virginia Company: Chief Powhatan must be crowned a prince under King James." (166) • "Finally, Captain Newport ordered two soldiers to push down hard on Chief Powhatan's shoulders. This made the chief take one quick tripping step, and in that moment they placed the crown on his head." (167) • "'But do you know what else he gave Captain Newport? A pair of worn-out, sweaty, smelly old moccasins … *That's* what he thinks of that crown.'" (168)	
The Gentleman	Focused on getting rid of Captain Smith, ignorant to the relationship with the Native Americans	"They spend their time gathered in meetings, making lists of accusations against him. They do not even realize that Captain Smith's last act, making peace with Parahunt, has saved their skins - for now."	

Vocabulary

- **Prosody:** the patterns of rhythm and sound used in poetry
- **Paraphrase:** a rewording of something written or spoken by someone else

While reading *Blood on the River*, you have learned how the British colonists have different points of view about the Native Americans, but you have not heard the Native Americans' perspective on the British colonists. The poem "Indian" will allow you to start developing an understanding of the Native Americans' perspective.

The title of the poem is "Indians," though we know that to show respect, we refer to this group of people as "Native Americans." The poets used "Indian" to refer to this group of people because when the poem was published in 1933, this was a common way to reference them.

While you read, pay attention to the **prosody** and tone. The patterns help the reader understand what words to emphasize and how fast or slow to read. Pay attention to the pairs of words that rhyme.

When you **paraphrase** a quotation or text, your goal is to put it into your own words. To do that, you may need to define unknown words and/or remove figurative language. You should also look for complete sentences as much as possible to begin to determine what the text says.

2. Reread the poem and paraphrase each stanza.

Stanza 1

_____

_____

_____

_____

Stanza 2

_____

_____

_____

_____

Stanza 3

_____

_____

_____

_____

Stanza 4

Express Understanding

Write a short response to explain how "Indian" reveals a contrasting point of view of life in early America. Consider the following questions when organizing your thoughts.

- Whose perspective is being shown in this poem?
- What is the point of view of the Native American toward the colonists in this poem?
- How does this point of view differ from the point of view that the colonists had toward Native Americans?

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Read “Pocahontas” by William Makepeace Thackeray.

Pocahontas

William Makepeace Thackeray

Wearied arm and broken sword
    Wage in vain the desperate fight:
Round him press a countless horde,
    He is but a single knight.
Hark! a cry of triumph shrill 5
    Through the wilderness resounds,
As, with twenty bleeding wounds,
    Sinks the warrior, fighting still.

Now they heap the fatal pyre,
    And the torch of death they light: 10
Ah! 'tis hard to die of fire!
    Who will shield the captive knight?
Round the stake with fiendish cry
    Wheel and dance the savage crowd,
Cold the victim's mien, and proud. 15
    And his breast is bared to die.

Who will shield the fearless heart?
    Who avert the murderous blade?
From the throng, with sudden start,
    See there springs an Indian maid. 20
Quick she stands before the knight,

"Loose the chain, unbind the ring,
I am daughter of the king,
And I claim the Indian right!"

Dauntlessly aside she flings
Lifted axe and thirsty knife;
Fondly to his heart she clings,
And her bosom guards his life!
In the woods of Powhattan,
Still 'tis told by Indian fires,
How a daughter of their sires
Saved the captive Englishman.

This poem is in the public domain.

Understand

1. Read the title of the poem. What do you think the significance of the title will be?

_____

_____

_____

_____

Vocabulary

- **Paraphrase:** a rewording of something written or spoken by someone else

When you **paraphrase** a quotation or text, your goal is to put it into your own words. To do that, you may need to define unknown words and/or remove figurative language. You should also look for complete sentences as much as possible to begin to determine what the text says.

To **paraphrase**, you need to ask yourself questions about what is happening in the poem. As you read, annotate, make notes, or ask questions. Then, reword the meaning of the stanza.

2. Reread the poem and **paraphrase** each stanza. Answer the guiding questions in your **paraphrase**.

Stanza 1

- Who is fighting?
- Who is winning the fight?
- What does the man hear during the fight?

_____

_____

_____

_____

Stanza 2

- How is the group going to kill the man?
- How is the group reacting to their victory?

_____

_____

_____

_____

Stanza 3

- Who comes to save the man?

_____

_____

_____

_____

Stanza 4

- Where is the man from?

_____

_____

_____

_____

Vocabulary

- **Connotation:** the idea/feeling that a word evokes, or suggests, in addition to its literal, or dictionary meaning (**denotation**); words can mean the same things, but convey different feelings

Words and phrases that stand out typically have a lot of **connotation** or emotion attached to them. They are interesting, memorable, powerful, and/or compelling to you.

3. Reread the poem and identify words and phrases that stand out to you, including examples of descriptive details, sensory language, imagery, and figurative language.

_____

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4. Pocahontas, Native Americans, and Native American and colonial relationships are the subjects of this poem. Based on the words used in the poem, what is the author's attitude toward these subjects? How do you know this?

_____

_____

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_____

See there springs an Indian maid.

Quick she stands before the knight,

"Loose the chain, unbind the ring,

I am daughter of the king,

And I claim the Indian right!"

5. How does the poet establish the significance of this moment? How does the use of direct quotations change the

tone of the poem?

_____

_____

_____

_____

Express Understanding

Review the poem and consider the importance of the title and the theme of the poem. Write a paragraph answering the following questions:

- Is Pocahontas's name ever mentioned in the poem? What is the importance of the title of the poem?
- What is the message that this poem is sending about the relationship between Native Americans and white colonists? What is the theme of "Pocahontas"?

_____

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Lesson 2

Read

As needed, reread or review the texts from this unit.

- *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker
- *Blood on the River* by Elisa Carbone
- excerpts from *Jamestown: 1607, The First Months* by George Percy in your unit reader
- "Indian" by Rosemary and Stephen Vincent Benet
- "Pocahontas" by William Makepeace Thackeray

Understand

Think about all of the texts you have read for this unit (see the list above). The texts in this unit have presented many different voices and opinions about the colonists and the Native Americans. Why study so many voices?

1. What part of the characters' experiences do we understand from each text? Why do we need to hear about the experiences of different people?

_____

_____

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Vocabulary

- **Claim:** a statement of belief, something the person making the **claim** believes to be true based on knowledge and/or evidence; often disputed or debated, which means there are other people who believe something different and/or believe the **claim** being made is flawed or incorrect

2. Develop a **claim** in response to the question: Why study so many voices? Complete the sentence frame below.

   Claim: It is important to study many voices in order to _____

   _____.

You are going to revise your claim based on the following:

Is the claim **specific**?

You should think about whether the **claim** addresses the question being asked and includes precise language to describe their position. For example, "Studying many voices is important" would not be a specific claim for the discussion, but "It is important to study many voices in order to consider all perspectives and opinions on a topic" would be a specific claim for the discussion.

Is the claim **original**?

You should make sure your **claim** is not a repeat of any discussion or model.

Is the claim **defensible**?

You should make sure your **claim** has relevant supporting evidence. For example, "I think studying many voices is fun" would not be a defensible **claim**, but "It is important to study many voices in order to consider all perspectives and opinions on a topic" would be a defensible **claim**.

Is the claim **arguable**?

You should make sure there is another side or opinion that conflicts or counters the one stated in your **claim**. For example, "Some texts show the colonists' perspective and some texts show the Native Americans' perspective" is a statement, which is not arguable.

3. Write your revised **claim**.

_____

_____

_____

_____

Express Understanding

Copy your revised claim in the chart below. Develop reasons and text evidence with explanations to support your claim.

Claim

Reason	Text Evidence with Explanation

Lesson 3

Read

Read chapter five of *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker.

- As you read, analyze how the author uses section headers to contribute to the central ideas of the text.

Understand

1. Use the chart below to turn the headings of chapter five into questions. Then, add details from the text to answer the question.

Heading	Question	Details to Answer the Question
The Body in the Basement		
Suspicious Causes		

2. What are the questions you wrote related to? What is the main idea of the details you wrote in the chart?

_____

_____

_____

_____

3. How does the author use section headings to contribute to a new central idea in the text?

_____

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Express Understanding

What did you determine is the main topic in chapter five? Use the chart below to identify text evidence and the developed central idea. When considering how the author develops the idea, use the following guiding questions.

- What topic(s) receive(s) the most discussion in all/most sections?
- Is there text evidence to develop that topic?
- Does the text evidence support the topic across the entire chapter/text?

Chapter	Topic	Text Evidence	How does the author develop this idea?	State the developed central idea.
5	The mystery of the body in the basement			

Lesson 4

Read

Read chapter six of *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker.

Understand

During lesson three, you focused on the section headings as you were reading. Today, you will focus on examining two additional **text structures**. One of these is the **visual graphics** of photographs/diagrams/drawings and their captions and the other is the **explanations of the scientific processes**. You will consider how the author is using these structures to contribute to the development of the central ideas.

1. Look at the two photographs at the beginning of chapter six. What is depicted in each photo? What important details about the photo are included in the caption?

_____

_____

_____

_____

_____

2. Reread chapter six starting at "In the fall of 1990…" and stopping at "...for a church's foundation." What process is being described here? What do the scientists do to uncover the objects? What are the components of the excavation plan?

_____

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3. In the chart on the next page, provide three more examples of **visual graphics** and three more examples of the **scientific processes** from chapter six. Include details about the photo/diagram/drawing for **visual graphics**. Include the process explanation or **scientific processes**.

Visual Graphics	Scientific Process

4. What topic are most of your text structure descriptions related to?

_____

_____

Express Understanding

Based on your reading, what is the main topic and central idea in chapter six? Use the chart on the next page to identify text evidence and the developed central idea. When considering how the author develops the idea, use the following guiding questions.

- What topic(s) receive(s) the most discussion in all/most sections?
- Is there text evidence to develop that topic?
- Does the text evidence support the topic across the entire chapter/text?

Chapter	Topic	Text Evidence	How does the author develop this idea?	State the developed central idea.
6	Excavation Process			

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

This page was intentionally left blank.

Lesson 1

Read

Read chapter seven of *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker.

Understand

Chapter seven discusses the Lead-Coffin People. The chart below summarizes the first section of the chapter focusing on the baby.

Who was involved?	What was done?	When was it done?	Where was it done?	Why was it done?
• small coffin from excavation in Maryland • team of forensic anthropologists - Doug Owsley and Kar Bruwelheide • Gerald Kelso - pollen specialist	• Examine bones - bottom half of skeleton is missing • Analyze cranium and teeth to determine age • Examine soil in the coffin • Examine cranium, bones for signs of disease	• 1990s	• Clean room tent in Maryland	• To determine the age before death - 5 or 6 months • To determine sex - impossible to do accurately for a child this young • Strange for the soil to be inside when there weren't any cracks big enough to let it in - still not sure why/how this happened • To determine cause of death - likely rickets and anemia

1. Complete the chart on the next page using "The Lady of the Manor" and "The Lady in the Laboratory" to summarize the excavation of the lady.

Who was involved?	What was done?	When was it done?	Where was it done?	Why was it done?

2. Complete the chart on the next page using “The Man of the House” and “Naming the Unnamed” to summarize the excavation of the man.

Who was involved?	What was done?	When was it done?	Where was it done?	Why was it done?

Express Understanding

Read the summaries of the chapter in your charts above. Determine the central idea for this chapter. What is the main topic of this chapter? What is the central idea about this topic based on the evidence you have found?

Lesson 2

Read

Reread chapter seven of *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker.
Read chapter eight of *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker.

Understand

Today, you will not actually respond to the prompt by writing a full paragraph. You have practiced writing **claims** and finding **evidence** to support a **claim** several times in this unit; today you are going to focus on writing the **reasoning** in a paragraph. This will help you to prepare for the cumulative writing task.

Claim: One of the central ideas of *Written in Bone* is that forensic anthropology helps us to answer many mysteries of the past, but it can also create more questions to answer.

The **claim** focuses on how an anecdote, or a short story or memory, from the excavation of the small lead coffin contributes to the central idea.

The **evidence** is from the anecdote in the text. It shows how the scientists found soil underneath and on top of the remains inside the coffin and how this is unusual.

Below is a strategy for writing logical **reasoning** that shows an understanding of the text.

E: **Explain** - Does it explain what the text evidence proves?
C: **Connect** - Does it make a connection between the claim and text evidence?
A: **Accurate** - Is the information from the text used accurately?
V: **Valid** - Are inferences and conclusions valid based on the text?

I know that my **reasoning** has to explain, in my own words, what the **text evidence** proves and make a connection between the **text evidence** and the **claim**.

	Questions to Prompt my Thinking	Sentence Frame
Claim	• What do I know, based on the text? • What is my response to the question?	• Flip the question into a statement.
Evidence	• How do I know this? • What in the text tells me this?	• In the text it says, "_____." • For example, _____.
Reasoning	• Why does the evidence support the claim?	• This shows that _____. • This means that _____. • From this, I can conclude _____.

The tables below show an example of a claim, the text evidence, and the reasoning. Read and use the first two tables as models to complete the reasoning for the last two tables.

Claim: Walker develops this central idea through an anecdote of the scientists excavating the small lead coffin in chapter seven of *Written in Bone*.
Evidence: For example, in the text it says, "An unusual find within the coffin posed a puzzle: a layer of soil partially covered the body when the coffin was opened, while another layer lay beneath the baby's skull and upper body."

Reasoning:
This shows that during the excavation, the scientists found something strange in the coffin - the dirt below and on top of the remains. While the scientists could examine the remains to solve the mystery of how old the the baby was at the time of death, and even draw conclusions about the baby's general health, they were not able to definitively determine how the soil ended up in the coffin, which makes this a new question to answer as the scientists attempt to write the story of this person's past.

Claim: Walker develops this central idea through the analysis of test results related to the woman in the lead coffin in chapter seven of *Written in Bone*.
Evidence: For example, in the text it says, "Moore was astounded to learn that the woman's hair contained a very high level of the element arsenic, a deadly poison!"

Reasoning:
This shows that the scientists were surprised by the result of the test and could not immediately understand how this result could occur. The scientists later infer that the woman was probably prescribed the arsenic by a doctor, since this was a common practice in colonial times. This is however, an example of how solving one mystery - examining the remains and determining they are of a woman who was around 60 at the time of her death - leads to another one - why the woman had so much arsenic in her system.

Claim: Walker develops this central idea through the analysis of the historical record in chapter seven of *Written in Bone*.
Evidence: For example, in the text it says, "But Philip and his wife Jane - not Anne - signed a deed, or ownership paper, in March 1681."

Reasoning:

Claim: Walker develops this central idea through the soil analysis in chapter seven of *Written in Bone*.
Evidence: For example, in the text it says, "Anne Wolsey Calvert died two years before Philip, yet the grave shaft stratigraphy showed they were buried at the same time, inside the same grave shaft - presumably after Philip died. Where had Anne's coffin been for the intervening two years?"

Reasoning:

Express Understanding

Use chapters seven and eight to complete the chart below. Remember to consider the following questions when thinking about how the author developed the main topic.

- What topic(s) receive(s) the most discussion in all/most sections?
- Is there text evidence to develop that topic?
- Does the text evidence support the topic across the entire chapter/text?

Chapter	Topic	Text Evidence	How does the author develop this idea?	State the developed central idea.
7 and 8	Mysteries, questions that cannot be solved			

Lesson 3

Read

Read the first section of chapter 9 of *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker.

Understand

1. Review the chart below to understand using text evidence and reasoning to support a claim.

	Questions to Prompt my Thinking	Sentence Frame
Claim	• What do I know, based on the text? • What is my response to the question?	• Flip the question into a statement.
Evidence	• How do I know this? • What in the text tells me this?	• In the text it says, "_____." • For example, _____.
Reasoning	• Why does the evidence support the claim?	• This shows that _____. • This means that _____. • From this, I can conclude _____.

Express Understanding

Write a paragraph to answer the following questions.

- What is the role of the forensic artist?
- Why is this role important?
- How does this section contribute to the central ideas of the text?

Support each response with at least one piece of text evidence. Use the claim-evidence-reasoning structures, or sentence frames, to help construct your response.

_____

_____

_____

_____

_____

_____

_____

Lesson 4

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 5

Vocabulary Journal

4. Read your independent reading novel for 20 minutes.
5. Pick six words from the text that are important to the central idea or theme of the text.
6. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Culminating Writing Task: Brainstorming

Throughout this unit, you have built an understanding of how forensic anthropologists explore and examine remains to tell the stories of people from the past. We focused on reading the informational text, *Written in Bone,* and identifying and analyzing how the author develops central ideas across the text. Along the way you also practiced developing claims in response to what you read, supporting claims with text evidence, and crafting explanations that are logical and show an understanding of the text. You are going to express the understanding you built across the unit by engaging in the writing process.

Read the last section of chapter nine, "A Feeling That Moves You," from *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker.

Culminating Writing Task Directions
"…The graves and remains of colonial settlers carry a message to the people of today. They remind us not to forget their lives and accomplishments—and not to lose our connection to the past. A broken tooth, a fractured bone, an arthritic back, and strands of brown hair—all of them whisper: 'Rest with me for a moment or two. I have a story to tell.' These tales, written only in bone, await those with the patience to find them." --Sally Walker from page 134 of *Written in Bone* The idea that forensic anthropologists explore bones to tell the stories of the past is developed throughout *Written in Bone*. What is another central idea of the text? How are both ideas developed over the course of the text? To answer these questions: ● Determine another central idea of the text. ● Examine *Written in Bone* to determine how each central idea is developed. ● Locate evidence to support how each central idea is developed. Write an essay with logical reasoning and relevant evidence. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations.

Understand

It is important to carefully read your writing prompt and prepare to write before you actually begin writing. As you prepare to answer the writing prompt, first review the charts you completed to analyze central ideas and the texts that you read in this unit.

Graphic organizers often help us to organize our thoughts and ideas. Use the graphic organizer in the next section to organize your thoughts before writing your rough draft.

Chapter	Topic	Text Evidence	How does the author develop this idea?	State the developed central idea.
1	Forensic anthropology	"Archaeologists try to fill in the gaps in the historical record. They study buildings and man-made objects called artifacts, created by people who lived in the past. They also study the remains people have left behind. As they find, excavate, and analyze these objects - including skeletons - archaeologists help us understand the past more fully and reclaim the histories of individuals who had been forgotten with the passage of time."	The author develops this idea by providing an anecdote in the introduction, then giving background information from the historical record to tell us about the history of Jamestown. From there, the author uses a combination of anecdotes and explanation of scientific processes to help the reader begin to understand the work that forensic anthropologists do.	Forensic anthropology is the study of human skeletal artifacts to understand the life and death of people of the past.
2 and 3	Excavating and examining remains	• "The signs of shrouding that Hudgins observed as he pedestaled JR1225B's bones indicated that his remains had been treated with care, according to custom. " • "Teeth also provide important clues about a person's age at death because they appear at fairly predictable times in all humans."	• The author develops this idea through multiple examples in every section of the chapter. The author takes the reader through the process of excavating and examining the remains alongside the forensic anthropologists. • The author continues to develop this central idea in chapter 3 through detailing the examination process	Forensic anthropologists can determine information about remains by studying bone structure, bone size, teeth, and the way the remains were buried, as well as running diagnostic tests.

		• "In adult-sized skeletons, an individual's sex is determined based on variations in the pelvis." • "Forensic examination of a different bone - the boy's right clavicle, or collarbone - provided another clue. The clavicle had been fractured. Its broken edges hadn't healed at all, indicating that the break must have occurred shortly before the boy died. " • "A depression in the front of his skull, above the left eye socket, revealed that he had sustained a blow to the head that had healed before his death. The bone in the roofs of his eye sockets contained small holes, a sign that his diet lacked sufficient iron. And X-rays of the boy's leg bones showed bands called Harris lines, which form when the growth of a bone repeatedly stops and restarts. Such disruptions of growth	once JR1225B's remains are in the lab. The author does this through anecdotes, explanations of scientific processes, analysis of the information the scientists find, and conclusions.	

		are a result of poor nutrition or the stress of disease." • "Stable isotope analysis can supply information about a person's diet and, in the case of some colonial settlers, provide clues to the settler's birthplace and how long he or she had lived in America."		
5	The mystery of the body in the basement.	• "The grave showed no signs of having been created with respect for the remains it contained. The shaft was poorly dug, with an uneven bottom. It wasn't even long enough. Whoever buried the person had to bend the legs to make the body fit." • "Indeed, according to Owsley, 'The boy's bones told a story of a short, hard life. Although he was a boy, he did a man's worth of work.'" • "...the infection that resulted from the terrible abscesses around the boy's teeth probably spread throughout the boy's	The author develops this idea by signaling the importance of the topic in the section header and then taking the reader through the consistent organizational structure that is found in the previous chapters: • Anecdote of excavation of remains • Explanation of process for maintaining and protecting remains • Explanation of modern tests to reveal information about remains • Analysis of test results and comparison to historical record • Conclusions The author also develops this idea through rhetorical questions such	The lives of colonial people were difficult, and there was a significant difference in lifestyle and quality of health between the wealthier, white leaders of the colony and the enslaved or indentured people in the colony.

		body and poisoned his blood ...He probably found accomplishing a full day's work - something an indentured servant would have been expected to do - difficult, if not impossible." • "This type of fracture is consistent with breaks that occur as the result of a blow with a blunt object - a thick stick, for example. Might someone have been angry that the boy wasn't doing a full day's work and hit him to make him work harder?"	as "Might someone have been angry that the boy wasn't doing a full day's work and hit him to make him work harder?"	
6	Excavation Process	• "They assembled a team of almost one hundred members, including historians, many types of scientists, medical personnel, and photographers." • "Over the next two years, as the team researched and developed their strategy, historians found a useful clue - a document that described the opening	The author develops this central idea through explanations of the scientific process and through the inclusion of many photographs and diagrams, with captions to highlight the basic information as well as the science of the processes.	A meticulous plan - requiring time, experts in many fields, research, and resources - is needed in order to maximize the information that comes from an excavation and preserve the integrity of all remains and artifacts.

		of the only other lead coffin ever found in North America." • "Of course, Miller and Riordan had no intention of allowing the remains inside their lead coffins to disintegrate. During their preparations, they had developed a solution to the oxygen problem."		
7 and 8	Mysteries, questions that cannot be solved	• "An unusual find within the coffin posed a puzzle: a layer of soil partially covered the body when the coffin was opened, while another layer lay beneath the baby's skull and upper body." • "Moore was astounded to learn that the woman's hair contained a very high level of the element arsenic, a deadly poison!" • "But Philip and his wife Jane - not Anne - signed a deed, or ownership paper, in March 1681." • "Anne Wolsey Calvert died two years before Philip, yet the grave shaft stratigraphy	The author develops this central idea through the answers and additional questions the scientists find when examining the graves and remains of the three lead coffin people. The author continues to develop this central idea in chapter 8 through examining the remains of HK7 and HK9 at Harleigh Knoll.	Forensic anthropology helps us to answer many mysteries of the past, but it can also create more questions to answer.

		showed they were buried at the same time, inside the same grave shaft - presumably after Philip died. Where had Anne's coffin been for the intervening two years?" • "No one knows if either HK7 or HK 9 was born in Maryland. The question of their birthplaces joins several other unknowns about the people of Harleigh Knoll. We can't be certain whether HK7 and HK9 were slaves, indentured servants, or free persons - or exactly what types of work they did. We may never learn how they died, whether they were related, or even if they knew each other."		

Express Understanding

The first row of the chart on the next page lists a central idea and provides information on how the author developed the idea, text evidence, and how the evidence supports the author's central idea.

As you review the text and your list of central ideas above, choose a second central idea to write about. Complete the second row of the chart on the next page to organize your thoughts about the second central idea.

Central Idea	How does the author develop this central idea?	Text Evidence	How does this evidence support how the author develops the central idea?
Forensic anthropologists explore bones to tell the stories of the past.	The author develops this idea by defining what forensic anthropologists do and providing an anecdote in the introduction, then giving background information from the historical record to tell us about the history of Jamestown. From there, the author uses a combination of anecdotes and explanation of scientific processes to help the reader begin to understand the work that forensic anthropologists do.	"As they find, excavate, and analyze these objects - including skeletons - archaeologists help us understand the past more fully and reclaim the histories of individuals who had been forgotten with the passage of time." "A depression in the front of his skull, above the left eye socket, revealed that he had sustained a blow to the head that had healed before his death. The bone in the roofs of his eye sockets contained small holes, a sign that his diet lacked sufficient iron. And X-rays of the boy's leg bones showed bands called Harris lines, which form when the growth of a bone repeatedly stops and restarts. Such disruptions of growth are a result of poor nutrition or the stress of disease."	This shows that the process that forensic anthropologists engage in enables them to put together pieces of stories from the past that had not yet been told. This shows that when scientists examine the remains and run tests in the laboratory, they note details about the remains that can be used to draw conclusions about who the person was, what kind of life he or she lived, and how he or she died.

Lesson 2

Culminating Writing Task: Draft

Review the Culminating Writing Task Directions.

Culminating Writing Task Directions
"…The graves and remains of colonial settlers carry a message to the people of today. They remind us not to forget their lives and accomplishments—and not to lose our connection to the past. A broken tooth, a fractured bone, an arthritic back, and strands of brown hair—all of them whisper: 'Rest with me for a moment or two. I have a story to tell.' These tales, written only in bone, await those with the patience to find them." --Sally Walker from page 134 of *Written in Bone* The idea that forensic anthropologists explore bones to tell the stories of the past is developed throughout *Written in Bone*. What is another central idea of the text? How are both ideas developed over the course of the text? To answer these questions: ● Determine another central idea of the text. ● Examine *Written in Bone* to determine how each central idea is developed. ● Locate evidence to support how each central idea is developed. Write an essay with logical reasoning and relevant evidence. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations.

Understand

The graphic organizer from lesson one will become the body paragraphs for your essay.

Introduction	Body Paragraphs	Conclusion
Consider two things when drafting your introduction. ● Did you introduce the topic clearly? ● Did you give the reader a preview of what is to follow?	The format of the body paragraphs will follow the claim-evidence-reason format used in this unit. You should also use your evidence chart to compose these body paragraphs.	When you write a conclusion, you want to focus on making it follow from and support the information or explanations you have already included in the essay. To do this, you should review each of the paragraphs you have written and identify the most important idea in each

		paragraph. From there, you can write a conclusion paragraph that includes those important ideas.

The Claim-Evidence-Reasoning format will be used to draft your body paragraphs.

	Questions to Prompt my Thinking	Sentence Frame
Claim	• What do I know, based on the text? • What is my response to the question?	• Flip the question into a statement.
Evidence	• How do I know this? • What in the text tells me this?	• In the text it says, "_____." • For example, _____.
Reasoning	• Why does the evidence support the claim?	• This shows that _____. • This means that _____. • From this, I can conclude _____.

Express Understanding: Draft Your Response

Paragraph	Rough Draft
Introduction: Introduce your topic. • Clearly introduce the topic. • Preview what is to come.	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

	_____ _____ _____ _____ _____ _____ _____ _____
Body Paragraph 1: This paragraph will explain the first central idea. ● Add a signal word in the gray box to begin your paragraph. ● State the claim that is your first central idea. ● Provide evidence to support the claim. ● Provide reasoning to explain your evidence.	_____,_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

	_____
Body Paragraph 2: This paragraph will explain the second central idea. ● Add a signal word in the gray box to begin your paragraph. ● State the claim that is your second central idea. ● Provide evidence to support the claim. ● Provide reasoning to explain your evidence.	_____, _____
Conclusion: Restate your main idea sentence. Follows from and supports the	_____ _____ _____ _____

information or explanation presented in each body paragraph.	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Lesson 3

Culminating Writing Task: Revise

Understand

- ❏ **Introduction Paragraph:**
  - ❏ Identify the main idea by underlining it with a green marker.
    - ❏ Did you introduce the topic clearly?
    - ❏ Did you give the reader a preview of what is to follow?

- ❏ **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:
    - ❏ Determine a central idea of the text.
    - ❏ Examine *Written in Bone* to determine how each central idea is developed.
    - ❏ Locate evidence to support how each central idea is developed.

- ❏ **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:
    - ❏ Determine another central idea of the text.
    - ❏ Examine *Written in Bone* to determine how each central idea is developed.
    - ❏ Locate evidence to support how each central idea is developed.

- ❏ **Conclusion Paragraph:**
  - ❏ Identify the conclusion sentence and circle it with a green marker.
    - ❏ Determine if your conclusion sentence makes a strong ending and restates your main idea.

Express Understanding

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

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	℘
Add	∧
Check Spelling	sp ○

Lesson 5

Culminating Writing Task: Final Draft

Use the next three pages to publish your writing. Be sure to include all improvements made during the revision and editing process. Review the writing rubric at the end of this packet to ensure that you are communicating your thoughts and ideas clearly and effectively.

Culminating Writing Task Directions
"…The graves and remains of colonial settlers carry a message to the people of today. They remind us not to forget their lives and accomplishments—and not to lose our connection to the past. A broken tooth, a fractured bone, an arthritic back, and strands of brown hair—all of them whisper: 'Rest with me for a moment or two. I have a story to tell.' These tales, written only in bone, await those with the patience to find them." --Sally Walker from page 134 of *Written in Bone* The idea that forensic anthropologists explore bones to tell the stories of the past is developed throughout *Written in Bone*. What is another central idea of the text? How are both ideas developed over the course of the text? To answer these questions: ● Determine another central idea of the text. ● Examine *Written in Bone* to determine how each central idea is developed. ● Locate evidence to support how each central idea is developed. Write an essay with logical reasoning and relevant evidence. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations.

Title: _____

By: _____