Guidance for Learning at Home

How to Provide Feedback

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

About this Unit

By the end of this unit, students will have read literary and informational texts to understand how different texts offer unique perspectives. We will also investigate how authors sometimes alter details of history to serve a purpose.

The main text students will read in this unit is *Written In Bone* by Sally M. Walker, which is an informational text about a group of scientists and forensic anthropologists who began a dig in the Chesapeake Bay region in 2005. The book is illustrated with color photos of skeletons, dig sites, and artifacts, as well as maps and documents dating from colonial-era America. An illustrated timeline walks readers through Colonial Jamestown and Maryland events relevant to the digs.
Throughout the unit, students will examine *Written in Bone* to determine the central idea and locate evidence to support the central idea. At the end of the unit, students will be asked to write an essay with logical reasoning and relevant evidence to support another central idea of the text and explain how ideas are developed over the course of the text.

Text Access

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

- Texts schools need to provide:
  - *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker
  - *Blood on the River: James Town, 1607*, chapters 9–13, 18, 20, first section of 21, 23 to 27, and Afterword by Elisa Carbone
  - *Written in Bone* ELA Guidebook Unit Reader
- Texts provided for educational purposes included in the Home Learning Guidebook Companion Resource:
  - “Ode to the Virginian Voyage” by Michael Drayton
  - “Pocahontas” by William Makepeace Thackeray

Possible Supports

Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the mystery of the Roanoke Colony, the advantages of knowing the land, and Jamestown through time can be found here: https://learnzillion.com/wikis/136644-written-in-bone-let-s-set-the-context-videos/.

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

Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
    - history, histories, historic, historical, historically, historicalness, anti-historical, anti-historically, anti-historicalness, unhistorical
    - examine, examined, examining, examiner, examination, examinable, examinational, pre-examine, pre-examination
    - evidence, evidencing, evidenced, counterevidence, pre-evidence, re-evidence, super-evidence, unevidenced
    - mystery, mysteries, mysterious, mysteriously, mysteriousness, unmysterious, quasi-mysterious, quasi-mysteriously
    - excavate, excavated, excavating, excavation, excavational, non-excavation, reexcavation

Support for Reading

An audio recording of *Written in Bone* is available at https://www.audible.com/pd/Kids/Written-in-Bone-Audiobook/B0032CK67U?ref=a_a_search_c3_lProduct_1_1&pf_rd_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf_rd_r=AJW71DV4SMKXZ2FAS488&.

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

Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist[1] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[2] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[3] to help them understand what they should be doing at certain times throughout the day;

[1] https://goalbookapp.com/toolkit/v/strategy/self-monitoring
[2] https://web.uri.edu/teachonline/the-power-of-to-do-lists/
[3] https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/

- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories[4] and choice boards to reinforce expectations and support communication.

Support for Writing

If students struggle to write, you should

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

[4] http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1

Week 1 Lesson 1

Understand

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

   The root in "forensic" is "forensis," which means public.

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

   The word parts in "anthropology" are "anthrop-," which means human, and "-logy," which means the study of a certain field. Putting that together, anthropology means the study of humans.

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

   Using the Latin and Greek roots and affixes, "forensic anthropology" means "the public study of humans."

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**?

   The author made the title *Written in Bone* to convey how scientists can use the information from bones to create a story about the people whose remains they find.

Understand

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

   There are two meanings of grave: 1. noun - a hole in the ground in which a body is buried and 2. adjective - very serious.

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

   The title means a very serious mystery. The author purposefully chose to use "grave" because of this play on words in the title.

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

Example Answer: One specific area of science is called forensic anthropology. This area of science involves studying the skeletal remains of people in order to determine information about the people's

lives and death. In *Written in Bone*, scientists uncover the graves of people from colonial Jamestown and Maryland. The scientists study the bones and use information from the historical record to "write" a story about the people whose remains they found.

Week 1 Lesson 2

Understand

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

   The Latin roots or affixes in "excavated" are "cav-" and "ex-". The Latin root "cav-" is similar to "cave", which means a hollow area underground. "Ex-" means "out."

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

   These clues help because a cave (cav-) can be like a deep hole such as a grave that has been dug out (ex-).

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

   Excavated means uncovered by digging and removing earth that covers something.

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

   The words that give you clues about the meaning of "excavated" are: bottom, pit, brownish soil beneath, toward the end of the grave. The words "bottom" and "pit" help us to understand the word "excavated" because it relates to being underground.

Express Understanding

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	• 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.

	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 shape and pattern of the soil stains could have been made only by the palisade walls of James Fort"	• 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."	• Yes, it is related to the conclusion because it provides an example for each of the possible ideas in the conclusion. • The evidence from the historical record to support the conclusion that the colonists were afraid to go outside of the fort because of conflicts with the Native Americans is sufficient. The evidence that shows the graves in a pattern with an open area is sufficient because it is based on the experience of the anthropologists, which is rooted in scientific method and research. The evidence that shows the colonists may have felt that burying the dead outside of the fort showed weakness seems to be an inference made by the author or the scientists and there does not appear to be

		evidence from the historical record or scientific method to support it. Therefore, this part of the conclusion does not have sufficient evidence.
• 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."	• Yes, it is related to the conclusion because it explains how scientists can know they have found a grave. • Yes, it is sufficient, because it is rooted in the scientific process and the expertise of the forensic anthropologists.

Week 1 Lesson 3

Understand

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	illustrates a point in the text, makes the writing visual
"Finding the Fort" section heading	gives main idea for section
photo and caption of a cart in front of the church	gives historical context, helps reader visualize the time, supports a main point in the text
photo and caption of William Kelso	shows present day, contrasts to photograph on the opposite page, makes the people in the text come to life, helps the reader visualize the excav. process
photo and caption of the dagger	helps to visualize the artifacts mentioned in text

photo and caption of the well	illustrates a point from the text, helps to visualize excav. process
photos and visuals of "soil stains"	visual of vocabulary word, palisade; show excav. at different points, beginning, middle, end
diagram of grave locations	helps visualize the area described in the text, helps to understand the thought process of the scientists
"Under the Soil" section heading	gives main idea of section
photo and caption of dark "soil stains"	puts the whole chapter together - palisade, excavation process, finding R1225B

Week 1 Lesson 4

Understand

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…"	• It breaks up all of the information about the two cemeteries theory so that the reader has a break and it also shows that the archaeologists don't have all of the answers all of the time—some things are a mystery to them as well as the reader.
section heading word choice, "Finding the Fort"	• It is an alliteration, which is engaging to the reader because it gives rhythm to the text.
Rhetorical questions : • "Why did the Jamestown colonists have two cemeteries, one inside the fort and one outside?" • "Since graves are often found in	• It makes you feel like you are with the scientists or having a conversation with the author.

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	• It builds suspense and makes you want to keep reading. It also makes the archaeologists at the excavation site seem like characters in a book, making them more relatable.

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

Answers will vary.

Statement: The author uses plays on words to engage the reader. (Or—The headings give clues about the main idea of the text.)

Question: How do the photographs support the reader? (Or—How do headings help the reader?)

Exclamation: The pictures in the chapter are captivating! (Or—The subheadings make the reader want to read more!)

Command: Read the headings for clues. (Or—Look at the pictures and maps.)

Week 1 Lesson 5

Vocabulary Journal

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

Week 2 Lesson 1

Understand

1. What does this sentence mean?

   This sentence means that the fort wasn't found by early scientists until recently, even though the evidence of the English settlement has been there for over 400 years.

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

   Processes include creating grids, removing soil, looking for soil stains, excavating graves. Technical processes are important because no artifacts are overlooked and nothing is damaged.

Express Understanding

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?

Example Answer: The archaeologists first make a grid of the area because it allows them to record exactly where artifacts are found. Then they start removing soil in measured levels and sift through the soil to look for artifacts. While digging, the archaeologists look for soil stains, which can be evidence of human graves. When archaeologists find these stains, they use a special procedure for grave excavations. First, they take a photo of the stains so they have a permanent record of it before the excavate. Next, they begin removing soil and put it in buckets, sifting it to look for artifacts. They do this process until they come to artifacts in the soil that appear to be bones. The archaeologists follow this technical process so that no artifacts are overlooked and all artifacts are preserved as carefully as possible.

Week 2 Lesson 2

Understand

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	Answers may vary	bring under control by force
whilst loit'ring hinds	Answers may vary	whilst - archaic language, means "while" loit'ring - standing or waiting, doing nothing, without a purpose hinds - a body part situated in the back, one's bottom

lurk	Answers may vary	to be present, but secretly, in a way in which most people don't notice you
bestow	Answers may vary	to present
lee-shores	Answers may vary	a shore on the leeward side (the side away from the wind) of the ship
shoals	Answer may vary	a large number of fish swimming together
entice	Answers may vary	attract or tempt by offering an advantage
hath	Answers may vary	archaic language, a form of the verb "to have"
venison	Answers may vary	meat from a deer
cypress	Answers may vary	a type of evergreen tree
doth	Answers may vary	archaic language, it is a form of the verb "to do"
luscious	Answers may vary	delicious, lush
ye	Answers may vary	archaic language, means "you all", or you plural
laurel	Answers may vary	a plant with dark green leaves
thy	Answers may vary	thy - archaic language, means "your"

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.
4	And cheerfully at sea Success you still entice To get the pearl and gold, And ours to hold Virginia, Earth's only paradise!	Be motivated by the riches and resources that you will find in the "paradise" of America.
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.	Be motivated by the wildlife and soil that America has and the plentiful food sources and crops you will harvest.
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.	The only thing to worry about is the winter time.

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.	When you see the shore of America, you should celebrate.
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.	You will see the lush green plants that grow there and celebrate them.
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, remembered these texts and was motivated to make the journey to a new, prosperous life in America.

Express Understanding

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.

> Example Answer: In the poem, "Ode to the Virginian Voyage" by Michael Drayton, the men of Britain were encouraged to journey to America and create a British colony; it describes the riches, resources, and respect that they believed would come as a result of establishing this colony.

Week 2 Lesson 3

Understand

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 is complete 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.
Stanza 2: merry gale	a positive, uplifting connotation
Stanza 3: when Aeolus scowls	a negative or angry connotation
Stanza 4: pearl and gold	positive connotation because these are valuable items
Stanza 4: Earth's only paradise	a positive connotation because paradise is supposed to be a perfect location
Stanza 6: the ambitious vine crowns	a positive connotation because it creates the idea that nature is royalty
Stanza 8: luscious smell	a positive connotation
Stanza 9: let cannons roar	connotation of power

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

   The students should label the 6 line stanzas in the 12 stanzas rhyme scheme as ABCCAB.

3. What is the rhyme scheme of this poem?

   The rhyme scheme is ABCCAB.

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

   The rhyme scheme creates a positive connotation. The rhyme scheme makes the reader feel positive, like the brave, heroic, colonists.

Express Understanding

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

Example Answer: In "Ode to the Virginian Voyage," Michael Drayton's word choices have mostly positive connotations. Examples of these word choices would be words like "heroic" and "brave." The rhyme scheme of the poem is ABCCAB, which gives the poem a bouncy feel and a positive connotation. The word choices and the structure contribute to the tone because they make the speaker's attitude toward colonizing America very positive and even idealized or romanticized.

Week 2 Lesson 4

Understand

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—Main Idea: Forensic anthropologists use their knowledge of human decomposition and different techniques during excavations to ensure that potential remains are not damaged during the dig.
    - Section 2, Up on a Pedestal— Main Idea: Forensic anthropologists examine remains while they are still in the ground in order to consider how the remains are buried and use this information in drawing conclusions about the lives of the people whose remains the scientists are examining.
    - Section 3, How Old Were You?— Main Idea: Forensic anthropologists use the size and structure of bones and teeth to determine the approximate age of the person at the time of death.
    - Section 4, He or She?— Main Idea: Forensic anthropologists use the size and structure of bones and teeth to determine the sex of the person.
    - Section 5, Where Did You Come From?— Main Idea: Forensic anthropologists use the skull bones to determine the ancestry of the person whose remains the scientists are examining.

Express Understanding

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	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 determined based on variations in the pelvis.	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.

Week 2 Lesson 5

Vocabulary Journal

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

Week 3 Lesson 1

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— After carefully removing the remains from the grave, the scientists reassembled the remains in the lab and continued examination revealed that JR1225B was in poor health at the time of his death.

- Section 2, He Ate Like an Englishman— The scientists use stable isotope analysis to estimate how long JR1225B was in America, and they use the historical record to attempt to match the information they have learned from his remains to the identity of a colonist in Jamestown.

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

   There is not a new central idea in this chapter.

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

   The main ideas in this chapter support the second central idea on the handout: Forensic anthropologists can determine information about remains by studying bone structure, bone size, teeth, and the way the remains were buried. This chapter makes the second central idea more nuanced by adding the idea that scientists run diagnostic tests once the remains are moved to a lab.

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 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. (38) • A depression in the front of his skull, above the left eye socket, revealed that he had sustained a blow to the head that	• 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 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.	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.

		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. (39) • 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.(40)		

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

   In chapters 2 and 3, the author develops an organizational structure that helps to lead to the central ideas:

   - 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

Express Understanding

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

Sample responses:

JR1225B may be the skeleton of Richard Button, **because** Richard's identity and cause of death is consistent with the clues found in the skeleton. (Or—JR1225B may not be the skeleton of Richard Button because there were many unnamed colonists that it could possibly belong to.)

JR1225B was shot with an arrowhead, **but** it was probably not the cause of death. (Or—Scientists found an arrowhead next to the femur of JR1225B, but they do not believe that it was the direct cause of death.)

JR-1225B had little carbon-13 in its bones, **so** it's likely that the boy had not lived in America long. (Or—Carbon-13 is a stable isotope, so scientists can determine a person's diet based on the amount of carbon-13 present.)

Week 3 Lesson 2

Understand

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."	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	Individuals and Ideas Scientists use their experience in the field and medical principles to examine JR1225B's teeth and bones.	Inspection of the skeleton's long bones revealed that the epiphyses were still unfused, a definite sign the individual was a teenager at the time of	Owsley uses his experience and the medical principles to conclude that JR1225B was a teenager at the time of death.

		death.	
3	Individuals and Ideas The scientists use their experience in the field and ideas about human anatomy.	A male's long bones are usually larger and more robust than a female's of a similar age. Men often have larger teeth than women too. JR1225B's remains met these criteria.	Owsley uses his experience in the field and the ideas of human anatomy to conclude that JR1225B was a male.

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.

   See chart from question one.

Express Understanding

Add independent clauses to the following dependent clauses.

Answers may vary. Example responses:

1. After forensic anthropologists examine a skeleton in situ, they pedestal bones to see the skeleton's details.
2. When scientists excavate a skeleton, they use wood and plastic tools to avoid damaging the bones.
3. Since JR1225B's clavicle was broken, Owsley and Bruwelheide determined that the boy likely had a violent death.
4. Although Richard Mutton fits the description of JR1225B, more research is necessary to determine if the skeleton belonged to him.

Week 3 Lesson 3

Understand

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.	Evidence: weaponry found in the grave, evidence of shrouding. The evidence is sound and sufficient because it is aligned to the claim and it is based on the observations of the forensic anthropologists and the historical record.
The captain was a male, in his late 30s, about 5'3", and slender.	Evidence: Pelvic bone shape, bony spurs, lipping, evidence of arthritis, length of leg bones and bone size. The evidence is sound and sufficient because it is aligned to the claim and it is based on medical science.
Captain was a gentleman, from the upper class in England.	Evidence: forensic exam and isotope analysis, knowledge of colonial social classes. The evidence is sound and sufficient because it is aligned to the claim and it is based on scientific evidence and the historical record.

1. Write a summary for this text.

   Answers may vary. The students should demonstrate understanding of the text using the following information:

   - Master George Percy is sharing what is happening in the Jamestown colony in August and September of 1607.
   - There are many people dying in the colony from starvation, disease, and conflict with the Native people.
   - Percy feels frustrated and desperate when speaking about the situation in Jamestown.

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
The colonists in Jamestown were miserable and barely surviving in the early months of the colony.	Evidence: the list of names and how they died in paragraphs 1-6 of the text excerpt
Later, some of the native people, who had been	Evidence: paragraph #7 of the text excerpt. The

the colonists' enemies, brought them food to help them survive.	evidence is sound and sufficient because it aligns with the claim and this is a firsthand account and we have no reason to doubt the reliability of the author.
The Jamestown colonists and the natives were distrustful of one another.	Evidence: native people attacked colonists (paragraph #1), although they later came in peace (paragraph #7). The evidence is sound, documented and sufficient because it aligns with the claim and this is a firsthand account and we have no reason to doubt the reliability of the author.

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?

Sample response:

One claim that the author makes in chapter 4 of *Written in Bone* is that the forensic team dates the grave of the captain to 1607–1608. In the text it says, "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."(44) The author explains that because the grave of the captain is found underneath the trash, it has to be older than the 1630s. The author also explains that the position of the grave makes it so it must have been built before the fort wall. These two pieces of evidence led the scientists to estimate the captain's death between 1607–1608. The evidence for these claims is sound and sufficient because it is aligned to the claim and it is based on the observations of expert forensic anthropologists and scientific evidence.

Week 3 Lesson 4

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?	• The speaker is Master George Percy, a nobleman from England who came as a colonist to America in 1606. This means he was wealthy and held power in society. • He was one of the original noblemen to live in Jamestown and served as the colony's government two times. • He returned to England in 1612.	• The speaker is the author, Sally M. Walker, who writes informational texts for young people, usually on topics related to science. She is not experiencing all of the events in the text, she is only reporting them based on her own experience, the experiences of the forensic anthropologists working on the Jamestown project, and her own research. • Walker quotes the forensic anthropologists throughout the text.
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.	• Percy is writing a first person account of what it was like to be in Jamestown in the first few months of colonization. He is writing it in the moment, as the events happen. • The situation is very difficult and many people are dying.	• One of the anthropologists, Douglas Owsley, asked Walker to write the book about the work his team was doing. • Owsley was most likely prompted by the rediscovery of James Fort and the other findings in and around Jamestown. • It seems to be an observation and celebration of how forensic anthropology can help us to understand the past.
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?	• The speaker does not specify an audience, but we can assume he is writing for two audiences: the group of current and future colonists, and King James and leaders of the London Company.	• The author does not specify an audience, but we can infer it is young people, particularly those interested in history and science.

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?	• Percy's purpose as a governor and member of the colony was to report back to the London Company on the status of the colony. • We can infer that Percy wrote this so the current and future colonists would have a record of life in Jamestown in the beginning, so that they could learn from those who came before them.	• The purpose is to engage and inform young readers about forensic anthropology and the importance of telling the stories of the past.
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?	• Death is common in the Jamestown colony, as the people succumb to starvation, disease, and conflict with the Native people.	• Forensic anthropologists uncover the remains of a colonists they call the "captain" at the former James Fort site.
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?	• At first Percy seems unemotional. It seems like he is simply making a list of those who have died. • Later on, Percy seems to show anger at the situation that he and the other colonists are in and hints at how the hardship is not what they expected to find in America.	• The tone is technical or academic when explaining the scientific processes the forensic anthropologists use. • It is also more conversational when describing an anecdote or actual event in the excavation and when using direct quotes from the experts. • The author seems to want to communicate the seriousness of the process while also building engagement and interest around science and history.

Express Understanding

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.

Sample response:

One similarity between *Written in Bone* and the "August–September 1607" excerpt is the overall subject of the colony at Jamestown. Even though the texts are written hundreds of years apart and from very different perspectives, they have the colony in common. One difference in the way that August–September 1607" and chapter 4 of *Written in Bone* present their ideas is the speaker. "August–September 1607" is written by Master George Percy, an English nobleman who traveled to America and became one of the first colonists at Jamestown. Percy writes a first person account of life during the earliest days of the colony which makes the presentation of the ideas feel more emotional. Sally M. Walker is the author, and therefore speaker, of *Written in Bone.* She is a writer who focuses on writing informational science texts for young people. She conducted research on the history of Jamestown and interviewed and accompanied forensic anthropologists while they completed an excavation of remains at the former Jamestown colony. Because Walker is a scientific writer, her presentation of ideas is more factual and less emotional.

Week 3 Lesson 5

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?	In "August-September 1607", Percy's purpose is to record his firsthand experience as a colonist in Jamestown in 1607 in order to report back to the leaders of the London Company and the King. The structure of the text is chronologically dated entries with accounts of actual events, much like a journal or diary. Percy's account may be quite different from what others may have believed about what life was like in the new colony. Percy's purpose is distinguished from	In Written in Bone, Sally M. Walker's purpose is to engage and inform young readers about forensic anthropology and the importance of telling the stories of the past. As a result of this purpose, Walker uses a specific text evidence and structure. She includes many graphic elements, including maps, photographs, charts, and drawings. She also balances scientific explanations and analysis with conversational anecdotes and direct quotations with the forensic anthropologists

	other authors because he was there; his account is a primary source document, used by the leaders of the London Company during the early 1600s.	in the field. The graphic elements, as well as the balance between an academic and conversational tone, help to keep the reader engagement while still communicating important scientific and historical information. Walker's purpose is distinguished from other authors because she is creating a reconstruction of events in the past in order to communicate these events to a present-day audience.

Express Understanding

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

Sample responses:

- Jamestown, the capital of the Virginia colony, was a challenging place for the colonists to settle.
- Carbon-13, a stable isotope, remains in a person's bones for centuries.
- Richard Mutton, a teenage boy, settled in Jamestown.

Week 4 Lesson 1

Understand

1. Who is the author of the quotation?

   The author of the quotation is William Symonds.

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

   The text is *The Proceedings of the English Colony in Virginia.*

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

   The colonists will begin to build the colony by making a fort, cutting trees, putting up tents, and planting gardens. The men are also using lumber to make repairs to the ships they sailed to Virginia.

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?
Samuel is excited about finally going ashore and seeing the location for the colony.	Captain Smith seems to confide in Samuel in private. Samuel seems to be building loyalty toward Cpt. Smith.
How does Samuel describe the trees?	How would you describe Samuel's relationship with the other servant boys?
Samuel calls the forest a "cathedral" and "paradise" —seems to think the environment is beautiful.	Samuel has a negative relationship with other servant boys and makes an attempt to be nice.
What impact does the constant work have on Samuel?	What is Captain Smith's approach to relationships with the Native people?
Samuel is so tired by the end of the day, he often falls into bed without bothering to take off his shoes.	Captain Smith approaches the Native people with a friendly greeting in their natvie language. He makes a trade with them.

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?
• looking for gold and silver, passage to the Orient • Water from the river is still salty, no other water options close by—is it killing the plants? • Attacked at night	• Richard and James are still not friendly to Samuel—he wonders what else he needs to do to be nice to them. • Samuel tries to get the other boys safe behind the mattress, but James runs. • James didn't listen to Samuel and he died running to the ship.

Week 4 Lesson 2

Understand

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 • Building the trench from trees	• Samuel feels guilty about the death of James. • Reverend Hunt tells Samuel to forgive himself. • Samuel wants to comfort Richard, but is not sure Richard will forgive him. • Samuel realizes that the leaders are afraid to tell Wingfield that he was wrong and they need to build a fort, or palisade—but then Wingfield agrees to do this. • Samuel notes that the sailors, laborers, and soldiers are better workers than the gentlemen. • Captain Smith starts training Samuel to use a sword; attacks from Natives increase, deaths of colonists increase.
Chapter 12	
• Disease starts to affect colonists • No one left to tend the crops, running out of food, weather is cold and	• Captain Smith gives Samuel a book to learn the Algonquian language; he shows he cares for Samuel and that he can keep himself safe. • Samuel overhears a conversation between Henry and Abram (servant boys)—their master, Wingfield, has food hidden away! • Because of Reverend Hunt's advice, Samuel decides to reveal the secret food stash.

wet • Helping to dig graves, have lost half the men	

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?
river no longer salty, water tastes better	Captain Smith takes credit for calling out Wingfield—so Samuel doesn't get in trouble with the other servant boys.
	Samuel makes an attempt at friendship with Richard and it is positive, talk about James, get armor for Richard
	The Native Americans bring food and supplies for the colonists.

Week 4 Lesson 3

Understand

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	
Answers may vary. Setting: The setting of *Blood on the River* has more influence on Samuel because it causes him to be hungry and sick. Characters: The characters in *Blood on the River* have more influence on Samuel because they influence how he feels about himself.	
Reason	Text Evidence and Explanation

Setting: The conflict with the Native people is part of every single day for Samuel and the fear that he and the other colonists feel toward the Native people requires them to be always on guard and ready for an attack. Character: Samuel spends a lot of time thinking about his negative relationship with the other servant boys and how to fix it.	Setting: "Have we crossed the wide ocean only to be shot by the natives the minute we set foot in Virginia? … 'Sir, how will we make a settlement if this is Indian land? Will we have a war?'" This shows that the primary conflict for Samuel and the rest of the colonists is the conflict with the Native people over the land that the colonists have come to claim as their own and for England. Character: "My inclination is to work on my own and ignore them. But would it be so bad to work *with* them, I wonder, to cooperate? … Richard eyes me warily. 'Don't let him bend a sapling for you,' he warns James. 'He'll let it go and make it snap into your face.' I feel like punching Richard, but I know what *that* will get me. I stomp off to work by myself." This shows that Samuel is trying to be more thoughtful about building a relationship with the other boys, but it is difficult because the boys are suspicious of him. When Samuel's attempts to be friendly do not work, Samuel becomes frustrated.
Setting: Setting up a new colony and making it secure is a never-ending process of hard work, and most of the work falls on Samuel and the other working class men. Character: Samuel feels extremely guilty about the death of James, and he carries that guilt with him.	Setting: "Fear makes us work fast. We fell trees and made them into palisade posts with wickedly sharp tips. We dig a trench in a large triangle around our tents and plant our posts so close together an arrow cannot get through … If we had to depend on the gentlemen many of whom still don't want to dirty their velvet, we would be at the mercy of the Indians for many more weeks." This shows that the priority in setting up the colony has become making a fort and ensuring the colonists are safe from the Native people, and the gentlemen in the group are not helpful when it comes to any manual labor. Character: "How can I finish praying for forgiveness? 'It was my fault,' I say. My throat feels dry as sand. *I should have explained to him the danger of running to the ships. I should have been kinder to him so that he would trust me. I should have been able to grab him and pull him back into the tent. I should not have let go when he bit me. I had so many chances to keep James safe, and I failed at all of them.*" This shows how much the death of James is weighing on Samuel and how he keeps replaying the situation in his mind and thinking about all of the things he could have done to save James.

Setting: The colonists are without basic needs like clean water and enough food, so Samuel has to settle for salty water from the nearby river, which makes his exhaustion even worse, and even leads to sickness and dying in the colony. Character: Samuel depends on Reverend Hunt and Captain Smith for advice and support to feel more confident and competent. He also seeks their approval, almost like father figures.	Setting: "I take another swallow of the salty water, but it only makes me more thirsty. 'Take it away,' I say angrily." (73) This shows how Samuel reacts negatively when he is not able to get something basic, such as clean water, after doing hard labor to set up the colony. Character: "Reverend Hunt stands and reaches down a hand to pull me up. I take his hand reluctantly and rise. He looks into my eyes. 'When Our Lord spoke of forgiveness he did not only mean forgiving others. Sometimes we have to forgive ourselves.'" (82) "My blade finds its mark. The tip presses into Captain Smith's armor, just above his heart. He holds up his hands, drops his sword. He speaks slowly, 'The student,' he says gravely, 'has impaled the teacher.' I begin to shake my head. I did not mean to anger him. Then he breaks into a broad smile … I nod calmly, but inside I am excited. Tomorrow I will learn to use a *musket.*" (88) This evidence shows how Reverend Hunt and Captain Smith understand what Samuel needs and actively work to help him through his internal struggle with guilt over his relationship with James and prepare him to have the skills he needs to survive living in the colony.

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	
Answers may vary. Setting: The setting of *Blood on the River* has more influence on Samuel because it causes him to be hungry and sick. Characters: The characters in *Blood on the River* have more influence on Samuel because they influence how he feels about himself.	
Reason	Response
Setting: The conflict with the Native people is part of every single day for Samuel and the fear that he and the other colonists feel toward the Native	Setting: "Have we crossed the wide ocean only to be shot by the natives the minute we set foot in Virginia? … 'Sir, how will we make a settlement if this is Indian land? Will we have a war?'"

people requires them to be always on guard and ready for an attack. Character: Samuel spends a lot of time thinking about his negative relationship with the other servant boys and how to fix it	This shows that the primary conflict for Samuel and the rest of the colonists is the conflict with the Native people over the land that the colonists have come to claim as their own and for England. Character: "My inclination is to work on my own and ignore them. But would it be so bad to work *with* them, I wonder, to cooperate? … Richard eyes me warily. 'Don't let him bend a sapling for you,' he warns James. 'He'll let it go and make it snap into your face.' I feel like punching Richard, but I know what *that* will get me. I stomp off to work by myself." This shows that Samuel is trying to be more thoughtful about building a relationship with the other boys, but it is difficult because the boys are suspicious of him. When Samuel's attempts to be friendly do not work, Samuel becomes frustrated.
Setting: Setting up a new colony and making it secure is a never-ending process of hard work, and most of the work falls on Samuel and the other working class men. Character: Samuel feels extremely guilty about the death of James and he carries that guilt with him.	Setting: "Fear makes us work fast. We fell trees and make them into palisade posts with wickedly sharp tips. We dig a trench in a large triangle around our tents and plant our posts so close together an arrow cannot get through … If we had to depend on the gentlemen many of whom still don't want to dirty their velvet, we would be at the mercy of the Indians for many more weeks." This shows that the priority in setting up the colony has become making a fort and ensuring the colonists are safe from the Native people, and the gentlemen in the group are not helpful when it comes to any manual labor. Character: "How can I finish praying for forgiveness? 'It was my fault,' I say. My throat feels dry as sand. *I should have explained to him the danger of running to the ships. I should have been kinder to him so that he would trust me. I should have been able to grab him and pull him back into the tent. I should not have let go when he bit me. I had so many chances to keep James safe, and I failed at all of them.*" This shows how much the death of James is weighing on Samuel and how he keeps replaying the situation in his mind and thinking about all of the things he could have done to save James.
Setting: The colonists are without basic needs like clean water and enough food, so Samuel has to settle for salty water from the nearby river, which makes his exhaustion even worse, and even leads to	Setting: "I take another swallow of the salty water, but it only makes me more thirsty. 'Take it away,' I say angrily.'" (73) This shows how Samuel reacts negatively when he is not able to get something basic, such as clean water, after doing hard labor to set up the colony. Character: "Reverend Hunt stands and reaches down a hand to pull me up. I take his hand reluctantly and rise. He looks into my eyes. 'When Our

sickness and dying in the colony. Character: Samuel depends on Reverend Hunt and Captain Smith for advice and support to feel more confident and competent. He also seeks their approval, almost like father figures.	Lord spoke of forgiveness he did not only mean forgiving others. Sometimes we have to forgive ourselves.'" (82) "My blade finds its mark. The tip presses into Captain Smith's armor, just above his heart. He holds up his hands, drops his sword. He speaks slowly, 'The student,' he says gravely, 'has impaled the teacher.' I begin to shake my head. I did not mean to anger him. Then he breaks into a broad smile … I nod calmly, but inside I am excited. Tomorrow I will learn to use a *musket.* (88) This evidence shows how Reverend Hunt and Captain Smith understand what Samuel needs and actively work to help him through his internal struggle with guilt over his relationship with James and prepare him to have the skills he needs to survive living in the colony.

Express Understanding

Use the charts above to write a response that supports your claim.

Answers may vary. Sample response:

In *Blood on the River,* Samuel is most influenced by the characters around him, specifically James. Samuel feels extremely guilty about the death of James and he carries that guilt with him. In the text, Samuel states, "How can I finish praying for forgiveness? 'It was my fault'" (81-82). This shows how much the death of James is weighing on Samuel and influencing him.

Week 4 Lesson 4

Understand

1. What information is missing from my reasons?

   Answers may vary. Use the completed chart from lesson three to review your own responses.

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

   Answers may vary. Use the completed chart from lesson three to review your own responses.

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

   Setting:

   - Can you explain how Samuel's relationship with the servant boys affected him?
   - What would happen if the water problem in the colony is not resolved?
   - Can you elaborate on the reason that Captain Smith and Reverend Hunt have influence over Samuel?
   - Why would Samuel seek the approval of Captain Smith and/or Reverend Hunt?

Character:

- Can you explain how the difficult labor in the colony affects Samuel?
- What would happen to Samuel if Reverend Hunt and Captain Smith were not with him in Jamestown?
- How is the lack of water related to Samuel's thoughts and actions?
- How do you know the water is a big problem? Aren't there only certain conditions when it tastes salty?
- Why would insects be such a problem for the colonists? Aren't mosquitos just a nuisance?
- Why don't all the able-bodied men work and share the load? Wouldn't that relieve Samuel of some work?

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.

Answers may vary. Responses should include information from the chart in lesson three.

Week 4 Lesson 5

Vocabulary Journal

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

Week 5 Lesson 1

Understand

1. Which words did you underline in paragraph one that communicate Percy's and the other colonist's relationship with the Native people?
   Possible underlined words include:
   - Bulwarks
   - Artillery
   - sufficiently strong
   - Savages

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

   A bulwark is a defensive wall. If you didn't know the definition of the word, you could use context clues to get the gist. From the first sentence, it says that the colonists built a fort that was like a triangle and it had three bulwarks, one at each corner. From this sentence, we know that a bulwark is something on the fort, so we can infer it is some sort of structure that keeps the people inside safe.

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

   Artillery is a collection of guns used in war. If you didn't know the definition of the word, you could use context clues to get the gist.

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

   From the sentence, we know that there were four or five pieces of the artillery and it was mounted on the bulwarks in the fort walls. From this sentence, we know that the artillery is related to protecting the colonists.

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

   Savages are what the colonists call the Native people. The word "savages" means a people who are primitive or uncivilized.

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

   The connotation of these words is negative. The colonists build the bulwark and the artillery into the fort in order to feel safe and protect themselves from the conflict with the Native people, but these words are negative because they are related to violence. When the colonists called the Native people "savages" they did so in fear and disgust, believing that the Native people were lesser people than the British. Since the British thought this of the Native people, the colonists believed that it was right to take the land and resources from the Native people. In this way, the British are not innocent in the conflict with the Native people.

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

   The impact these words have on the text is that they highlight the serious conflict growing between the Native people and the colonists. The colonists have a low opinion of the Native people and fear them. They build a fort complete with defensive walls (or bulwarks) and weapons, which makes it seem likely it will escalate the violence of the conflict.

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

   Captain Newport leaves to return to England and promises to send supplies in a few months, so the colonists are without some of their leaders and very low on supplies.

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

   A leader of the Native people, King Rappahanna, demands a canoe from the colonists. They give it to him and he swears to the Sun god that he is a special friend to the colonists.

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	• orphan • servant to Captain Smith • trying to learn the language of the Native people and self-defense to protect himself (if needed) in the conflict between the Native people and the colonists • does a lot of hard labor, shows frustration that the "gentlemen" don't do anything • gets sick, goes hungry • has a difficult relationship with the other servant boys, but tries to be kinder • tries to save James during the Native attack, then feels guilt over the death of James • turns in Master Wingfield for hoarding food	• death was prevalent - almost 40% who came died within weeks or months from illness, starvation, and conflict with the Native Americans • the remains of the teenage boy, JR1225B, show that he had been injured by an arrowhead from a Powhatan Indian • JR1225B's bones show signs of poor nutrition, lack of sufficient iron, stress of disease • Isotope analysis leads scientists to conclude that JR1225B had been in America for a short time before he died • historical record shows that at least four boys were on the ships that came to Jamestown in 1607; one boy, Richard Mutton, is listed by John Smith as having arrived in May 1607, and further research shows a possible birthdate that would have made him 14 years old • Richard Mutton disappears from the historical record, suggesting he died in the first year at Jamestown. • Examination of bones reveals evidence that while "the Captain" was active, he did not do hard labor • Evidence of so many colonists dying of disease and starvation ("August-September 1607" Paragraphs 1-6)
Captain Smith	• a leader for the Virginia company • accused of conspiring to commit murder by the other leaders • the only colonist who knows how to communicate with the Native people	• listed a boy as being on the ship to Virginia

	• believes the Natives are spying, planning something more than trade, pushes to build a palisade • trains Samuel to protect himself and learn the Native language • Falls ill • trades with the Native people to build a positive relationship	
Captain Gosnold	• a leader in the Virginia Company • mentioned by James as saying that the river water will get better when the tides come in or when it rains • shares the prophecy of Chief Powhatan and the Chesapeakes • Falls ill	• says the water is too salty, especially at the low tide, and caused sickness and death in many men ("August-September 1607" Paragraph 6)
The Native People	• shoot at the colonists when they come onto the land from their ship • want to trade with the colonists; bring food in exchange for copper and glass beads • Execute an attack on the colonists in the night • Shoot a colonist and a dog out hunting • referred to as "savages" by the colonists • a large group of men, women, and children come to trade food from their harvest for copper and weapons • this group explains about the division in the Powhatan empire and gives the colonists advice on how to protect themselves from the enemy tribes	• the remains of the teenage boy, JR1225B, show that he had been injured by an arrowhead from a Powhatan Indian • referred to as "savages" ("June-July 1607" Paragraph 1) • demanded a canoe, called the colonists special friends ("June-July 1607" Paragraph 4) • After a relationship of conflict, and after the colonists have suffered greatly from disease, the Native people bring food and supplies to the colonists ("August-September 1607" Paragraph 7)

Express Understanding

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.

Sample response:

Carbone uses details from the historical record to create characters and a plot in *Blood on the River* that are filled with realistic, vivid details, which helps the reader visualize and engage in the text. Carbone adds details from the historical record in order to make the characters more dynamic, show how they relate to each other, and ensure that the literary text has a clear plot. Since there are details missing from the historical record, Carbone is able to fill in those details in the literary text in order to make the story of Jamestown "whole." For instance, Samuel Collier was the actual page to Captain Smith, so this aspect of *Blood on the River* is historically accurate. Carbone does add fictionalized events about the personal relationships and emotions of the characters in order to create a more engaging story.

Week 5 Lesson 2

Understand

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 • 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	• In chapter 18, I see the quote, "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 JamesTown."
Reverend Hunt	• Wants to have a closer relationship with the Native	• "The reverend has been impatient to win the souls of the natives for Christ … 'I will tell him the good

	Americans in order to convert them	news of Christ, and he will bring that message to his people.'"

1. 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	• 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	• "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." • "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."
President Ratcliffe	• More interested in having the men build a large house for him than building positive relationships with the Native Americans.	• "He decides he wants a large house in the woods - a house befitting a president - and that the lot of us hot, itchy, feverish men and boys will build it for him. He forces us to work with the threat of whipping."

Express Understanding

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

Sample responses:

- The colonists have varying views of what their relationship with the Native Americans should be.
- Captain Smith and Samuel believe it is important to build a positive relationship with the Native Americans. Samuel is even beginning to value the culture and community of the Powhatan tribe. Captain Smith is wary because of the news he has to deliver to Chief Powhatan about being crowned a prince under King James.
- Reverend Hunt is most concerned about having the Native Americans convert to Christianity

and give up their own religion.
- President Ratcliffe is most concerned about his status in the colony and doesn't seem to be engaged with the Native Americans at all.

Week 5 Lesson 3

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	• 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."

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.

Answers may vary. Students should include information in the charts from lessons 1-3.

Week 5 Lesson 4

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	• "The Powhatan people, whom we have at times considered our enemies, now treat us as their own."	Carbone portrays Samuel as a dynamic character because his view of the Native Americans changes drastically over the

	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 Americans	● "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 JamesTown." ● "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.'"	course of the text. He goes from fearing them to seeing the advantage of the colonists aligned themselves with the Native Americans, to valuing their culture and community and considering them family, and showing anger at his fellow colonists when they disrespect the Native Americans. This is very different from the point of view of the other colonists who range from indifference to contempt.
Reverend Hunt	Wants to have a closer relationship with the Native	"The reverend has been impatient to win the souls of the natives for	Reverend Hunt is focused only on the Native Americans'

	Americans in order to convert them	Christ … 'I will tell him the good news of Christ, and he will bring that message to his people.''	religious beliefs and working to convert the Native Americans. No other characters seem to share this point of view. Carbone does not do much to develop Reverend Hunt's point of view as he dies after several attempts at working with Namontack to convert him.
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 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."	Carbone depicts many examples of Captain Smith being aware of the Native Americans' motivations and influence, and showing respect for their power by considering how they will react to decisions made by the colonists and the Virginia Company. This is a very different POV than the rest of the leaders of the Virginia Company who continue to believe that the colonists can overpower the Native Americans and that the Native Americans are lesser people. In this way, Carbone depicts Captain Smith as more empathetic and as a better-skilled leader in the text. This conflict between Captain Smith and the rest of the leaders causes Captain Smith to be removed from the presidency and leads him to decide to return to England.
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	Carbone depicts Ratcliffe as very one-sided and set in his point of view. He is selfish and focused on achieving anything that allows him to have power

		… Captain Smith was not the only man skilled in trading. You will see how quickly we forget he was ever here.'"	and luxury. This point of view seems to be shared by most of the other gentlemen, except for Captain Smith, and is so prevalent that it leads to the downfall of Captain Smith.
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)	Captain Newport is the only other leader who shows a glimpse of understanding the British treatment of the Native Americans is wrong. But in the end, he still carries out the Virginia Company's and King James's orders. Carbone seems to depict him as less invested in the relationship with the Native Americans and the outcome of the colony because his role is to sail back and forth, bringing resources to and from Britain.
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."	The gentlemen have a very narrow view of the relationship with the Native Americans - they believe they are superior and that they will use any means to protect themselves and harm the "savages." Carbone depicts this group as growing larger as new colonists come to Jamestown, eventually becoming powerful enough to strip Captain Smith of his power and his role as President.

2. Reread the poem and paraphrase each stanza.

   Stanza 1 paraphrase: The Indian truly does not know what to make of white men or why they have to come to his land.

   Stanza 2 paraphrase: The Indian knows his land is plentiful and that his tribe is powerful, but he knows that the colonists will think that they are the most powerful.

   Stanza 3 paraphrase: The colonists will take all of the resources out of the land and tell the Indian that he is doing it for his own good. The Indians will fight back, as will the colonists.

   Stanza 4 paraphrase: The speaker discusses the violence of history between Indians and colonists, but reminds the audience that the Indians were here first.

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?

Sample response:

This poem depicts the confusion that the Native Americans were feeling when the colonists first came to America. The Native people are often portrayed as the aggressive violent ones in the conflict with the white men, but the colonists are the ones who actually came and took land from the native people and initiated conflict. The white men took many resources away from the land while acting like they are doing what is best for the Native Americans. This made the Native Americans react, striking out against the white men. Therefore, this poem reveals the injustices and hardships that the Native Americans had to endure because of the colonists.

Week 5 Lesson 5

Vocabulary Journal

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

Week 6 Lesson 1

Understand

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

   The reader can infer the poem is about the Native American princess who was connected to the

colonists at Jamestown in the early 1600s.

Students should understand what the title of the poem implies about the subject of the poem.

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

   Stanza 1: A man is fighting and losing a battle because he is outnumbered, his sword is broken, and he is exhausted. He hears someone yelling as he falls down in defeat.

   Stanza 2: The enemy is going to burn him alive, and they are dancing and celebrating. He is standing up bravely, even though death looks certain.

   Stanza 3: The daughter of an Indian king comes and stops the enemy from killing the man.

   Stanza 4: The woman protects the Englishman, who is about to die, and the story becomes a legend among Native American tribes.

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.

   Sample responses:

   - Words and phrases listed: "a single knight," "warrior," "countless horde," "wheel and dance the savage crowd," "springs," "dauntlessly," and "saves."
   - The Englishman is depicted as the victim who tried his best to protect himself from the Native Americans. This we can infer from the description of the man: "he is but a single knight" and "warrior" and the Native Americans: "countless horde" and "wheel and dance the savage crowd."
   - Pocahontas is portrayed as brave. This is implied through the words "springs" and "dauntlessly" and "saves." She is depicted as a heroine coming to save the Englishman from the other Native Americans in the nick of time. The implication is that Pocahontas was right to side with the Englishman and the rest of the Native Americans were wrong. The poem ends by implying that this event is something that becomes an oral legend in the Powhatan tribe, passed down from generation to generation.

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?

   The speaker's tone is one of celebration and reverence of the Englishman and Pocahontas but contempt for the other Native Americans. We can see this in the specific language the poet uses to describe the Englishman and Pocahontas versus the Native Americans. The rhyme scheme (ABABCDDC) and prosody give the poem an upbeat feeling, highlighting the celebratory tone.

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

Students should understand that the poem shifts from a tone of fear to a tone of celebration and triumph. Students should also understand that this tone shift communicates to the audience that the author seems to be sympathizing with the white colonists in this poem, as opposed to the author of "Indian" who seemed to sympathize with the Native Americans.

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"?

The title is important because Pocahontas is never actually named in the text of the poem, so it helps the reader understand context when the poet refers to the "Indian maid." (However, it is likely that many would recognize this famous tale of how Pocahontas saved John Smith.) The theme is about the triumph of the noble British over the "savage" Native Americans.

Week 6 Lesson 2

Understand

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?

   Answers may vary. The students should understand the importance of reading texts that share many different perspectives on a topic.. The students should use the following text unit texts for text evidence to support their claim:
   - *Written in Bone* - depicts how multiple perspectives are used to come to conclusions about the remains
   - *Blood on the River* - depicts multiple perspectives on the relationship between the colonists and Native Americans
   - Percy text excerpts - depicts a first hand colonist perspective
   - "Indian" - depicts a consideration of what the Native American perspective may have been - though it is not a firsthand account
   - "Pocahontas" - depicts the conflict between the colonists and the Native Americans from the perspective of a narrator who celebrates the colonists

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 consider all perspectives and opinions on a topic.

3. Write your revised **claim**.

Answers may vary. Students should make sure their claim is specific, original, defensible, and arguable.

Express Understanding

Claim	
Answers may vary. It is important to study many voices in order to consider all perspectives and opinions on a topic.	
Reason	Text Evidence with Explanation
If you only consider one perspective, you may be getting a biased perspective or missing out on important details.	"Round the stake with fiendish cry/Wheel and dance the savage crowd,/Cold the victim's mien, and proud." ("Pocahontas") This shows that the Native Americans were violent, malicious people out to kill and torture the colonists. If a reader only studies this poem, he or she would have only this depiction of the Native Americans. From Samuel and Captain Smith's perspectives in *Blood on the River* and the poem "Indian," we know that the Native Americans had a strong community and culture and that the colonists provoked this violent response.
Sometimes the voices that are most common are the voices of the people who are most powerful, and so if we don't study many voices, we miss out on the perspectives of the people who have less power.	"But, just remember this about/Our ancestors so dear:/They didn't find an empty land./The Indians were *here*." ("Indian") This shows that a perspective that is often missing from the story of the colonists and the Native Americans is the actual perspective of the Native Americans, who had lived in America long before the colonists arrived and started taking their resources and land.
Studying many voices helps us to draw the most informed conclusions about a topic	• "They shoot Master Clovell while he is out hunting … They shoot and kill another man in the woods when he drops his slops to relieve himself. They even shoot one of Captain Newport's dogs

	while she is sniffing after a rabbit." (*Blood on the River - 85)* • *"His home is much better than JamesTown.* There is more food and more joy to be had in one night here than in a whole year in JamesTown." (*Blood on the River* - 163) These pieces of evidence show how Samuel's opinion and description of the Native Americans changes throughout the text as he learns more about the tribes and their way of life. As readers, we can come to more informed conclusions, like Samuel does, when we consider all perspectives.

Week 6 Lesson 3

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	Why is a body in the basement?	• Scientists excavating, house on a former tobacco plantation, Leavy Neck. • Artifacts date between 1662-1677 • Cellar in house used as trash pit, body found under the trash • House was occupied by living people when the body was buried, layers of artifacts show trash thrown on top of body. • Grave was not dug long enough, not dug evenly, bent legs, not buried with respect • Historical record shows two indentured servants lived at Leavy Neck. • Examination shows the remains are male, teenager, evidence of hard labor.

		• Unsure why the body is there, but likely, was a servant, died, too costly to bury properly • Possible he was abused by master
Suspicious Causes	What was suspicious about the causes of the boy's death?	• Evidence of disease - tuberculosis, bone fracture -including recent ones that had not healed when he died, bone stress • Terrible teeth, infected • Possible infection spread and poisoned blood • Evidence that fractures are from being hit with a blunt object • Ceramic milk pan near boy, evidence it was used to quickly dig a hole • Hypothesis - the boy was weak from infection, could not work well, was punished for this, died from the punishment, and was secretly buried.

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

   A new central idea in the text is that the lives of colonial people were difficult, and there was a significant difference in lifestyle and health conditions between the wealthier, white leaders of the colony and the enslaved or indentured people in the colony.

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

   The section headers in this chapter lead the reader to ask questions about the mystery of the remains of a body found in a plantation home. This mystery becomes the main topic of the chapter and develops into the central idea as the scientists gather evidence and draw conclusions about the remains they found. The scientists also consider the difficult life of slaves and indentured servants in colonial times and the very different circumstances of the boy's burial compared to remains like those of The Captain from chapter four.

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	• "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." (57) • "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.'"(60-61) • "...the infection that resulted from the terrible abscesses around the boy's teeth probably spread throughout the boy's 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." (63-64) • "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.	• 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 lives of colonial people were difficult, and there was a significant difference in lifestyle and health outcomes between the wealthier, white leaders of the colony and the enslaved or indentured people in the colony.

		Might someone have been angry that the boy wasn't doing a full day's work and hit him to make him work harder?"(66)		

Week 6 Lesson 4

Understand

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?

   Page 69:
   - Cecil Calvert, aka Lord Baltimore, lived in England, but founded colony of Maryland for Catholics
   - Scene of excavation, St. Mary's City, location of former chapel

   Page 71:
   - Finding an edge of a coffin during excavation
   - Pause, bring in GPR (ground-penetrating radar), locate additional buried objects
   - Uses radio waves, computer translates to a pattern of lines, object creates group of zigzag lines,
   - Identify building's foundation

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?
   Answers may vary. The students understand that this chapter focuses on the topic of excavation processes.

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
Photo of excavation of coffin (70) • slowly dig and brush away dirt to reveal the entire coffin	Using GPR (70-72) • used to detect and pinpoint buried objects • light rays sent to computer, translated into lines • determined the size and shape of the
Photo of chapel foundation (72) • shape of a cross	

	chapel's foundation- a cross • other echos indicate more is buried, likely rocks, but turns out to be metal coffins
Photo of three coffins (73) • large, medium, small • mapped and photographs in the ground • dozens of specialists worked on the project • planning took two years	Uncovering artifacts (72) • Switch from trowels to paintbrushes to prevent damage
Drawing of grave locations (73) • graves in left side of the cross	Excavation Plan (74-83) • involved many different people - historians and scientists, medical personnel, photographs - 100 people • afraid that people would try to dig, needed plan to keep the site safe • uncovered the top and sides, photographed and mapped, then filled the hole back in, covered with tin and soil • Document from opening lead coffin in 1799 detail process, studied by current team • Each step planned, each scientist has specific role • investigate soil • test air - tested how to use an x-ray beforehand, built protective wall for radiation exposure, took gamma-rays, use drill with air hose, check air pressure to make sure air is uncontaminated • Preserving remains - once coffin is unsealed, replace oxygen with argon, doesn't contribute to decomposition, chilling the gas • soil peel - put resin on wall, layer with cheesecloth, then another layer of resin, then more cheesecloth; peeled away • cannot do an in situ examination because of size of the grave and conditions at the site • prepare by testing strength of each coffin, no cracks, can be moved • calculated thickness of lead, lifted on metal plates using hydraulic jack • taken to "clean room" for analysis - field tent
Drawing of grave locations (73)	
Photo of analyzing coffins (74) • from another excavation of remains from the same time period • used to learn and plan for the Maryland excavation	
Photo of skull (75) • Anne Copley, died in 1693 • skull cut open with saw to insert embalming materials	
Diagram of soil cross-section (76) • coffin 1 and 2 buried • coffin 3 buried on top • dug up coffin 3, wrapped in lead, reburied	
Photo of scanning coffins (77) • looking for special marking, surface treatments, cracks - none found	
Gamma ray image (78) • skull, nails, wood inner coffin, lead outer coffin • not airtight	
Photos of sampling for air (79) • using hose and other instruments • transfer air to lab for study	

Photo of pumping gas (80) • argon • stop deterioration	nearby
Photos of soil peel (81) • brush resin on soil wall • remove peel and place on board	
Photo of moving coffins (82) • use a lift • elaborate method	
Photo clean room (83) • lab in the field • U.S. Army field hospital tent	

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

   Most of the text structure descriptions focus on the topic of excavation processes.

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	• "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	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.

		researched and developed their strategy, historians found a useful clue - a document that described the opening 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."		

Week 6 Lesson 5

Vocabulary Journal

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

Week 7 Lesson 1

Understand

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?
• Woman • medium-sized coffin • team of forensic anthropologists	• Examine materials in coffin with body - linen, pins, ribbon, rosemary • Examine teeth and bones - female, at	• 1990s	• Clean room tent in Maryland	• To determine age before death, sex, details of life - historical record does

	least 60 years old; evidence of osteoporosis, evidence of previous fracture; lost 20 teeth, many decayed • Analysis of hair - found arsenic			not have much information about high status women

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?
• Man: • large coffin • Lois Green Carr - historian	• Examining remains - bones changed to white substance, evidence of embalming, waist down still in tact • Examine bones - male, in fifties, no evidence of hard labor, no ongoing health problems or injury • Examine teeth - man was a pipe smoker • Air analysis - no conclusions because there were traces of modern chemical components in it • Analyzing the historical record - man is likely Philip Calvert, the woman was his first wife Anne, and the child was his second wife's	• 1990s	• Clean room tent in Maryland	• To determine, age, sex, cause of death • To understand components of the colonial air • To tell the story of people of the past - still some mysteries - placement of Anne's coffin

	baby			

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?

Sample response:

Scientists examine the bones and teeth to determine the age and sex of each set of remains. From this analysis, scientists concluded that the remains were of a baby of approximately five to six months, a woman of at least 60 years, and a man in his fifties. Further analysis showed that the baby and woman were in poor health, suffering from rickets, anemia, and osteoporosis, while the man was healthy. Using documents from the historical record, an expert concluded that the remains were likely those of Philip Calvert, his first wife Anne, and the child of Philip's second wife. There were still several mysteries that the scientists were not able to conclusively answer: why the baby's coffin had soil in it, why the woman was taking arsenic, and why her coffin had been moved.

Week 7 Lesson 2

Understand

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 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: This shows that, according to historical documents, Philip Calvert had a wife named Jane in 1681, even though previously he had a wife named Anne. The scientists infer from this that when Anne died, Philip married a second wife, Jane. Jane was much younger and is likely to have been the mother of the baby, whose remains were also found in the grave shaft. While the scientists make this inference in regard to the identity of the baby, it cannot be definitively confirmed by the historical record. While the historical record helped to confirm the identities of Philip and Anne, scientists were left to question the identity of the remains from the small coffin.

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: This shows that there is some piece of Anne's story missing because the historical record and the soil analysis show that Anne died and then was buried at least two years later. The scientists go on to share possible explanations for this, but they are not able to decisively conclude anything. As a result, the scientist may have solved the mystery of the identities of the adult lead coffin people, but they still do not have the whole story of how they lived and died.

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	• "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 showed they were buried at the same time, inside the same grave shaft - presumably after Philip died. Where	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.

		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."		

Week 7 Lesson 3

Understand

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.

Sample response:

The role of the forensic artist is to bring the remains found by the forensic anthropologists to life. In the text it says, "One thing that no one could determine in a laboratory or an archive, however, was what the colonists had looked like when they were alive. Very few were drawn or painted in their lifetimes. Written descriptions of any but the most famous are rare." (126) This shows that, while forensic anthropologists can determine a lot of information about a person's life from studying remains, there are no tests and few sources from the historical record that help us understand what colonial people looked like. This is where the forensic artist's role becomes important. The artist is able to take information from the historical record, from the lab, and from the size and structure of the actual bones, and produce a 3-D sculpture of what the person likely looked like.

This section of the text supports the central idea that the purpose of forensic anthropology is to understand the life and death of people of the past. In the text it says, "Despite the passage of

centuries, we can come face-to-face with people who lived long ago, further strengthening the skeletal story that has already established a connection between us." This shows that the work of the forensic artist enhances our understanding of people from the past by providing us with a visual of the person. This helps us to deepen the connection we develop through the information that forensic anthropologists provide when they examine remains.

Week 7 Lesson 4

Vocabulary Journal

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

Week 7 Lesson 5

Vocabulary Journal

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

Week 8 Lesson 1

Culminating Writing Task: Brainstorming

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.

Express Understanding

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.
A meticulous plan - requiring time, experts in many fields, research, and resources - is needed in order to maximize the	The author develops this central idea through explanations of the scientific process and through the inclusion of many photographs and	"They assembled a team of almost one hundred members, including historians, many types of scientists, medical	This shows that the team needed for the excavation has many members with a variety of different roles.

information that comes from an excavation and preserve the integrity of all remains and artifacts.	diagrams, with captions to highlight the basic information as well as the science of the processes.	personnel, and photographers." "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."	This shows that the scientists took time to anticipate problems that might arise during an excavation and created potential solutions so that when the actual excavation occurred, everything would run smoothly and the remains would be preserved in the best condition possible.

Week 8 Lesson 2

Express Understanding: Draft Your Response

Paragraph	Rough Draft
Introduction: Introduce your topic. ● Clearly introduce the topic. ● Preview what is to come.	Student answers will vary.
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.	Student answers will vary.

● 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.	Student answers will vary.
Conclusion: Restate your main idea sentence. Follows from and supports the information or explanation presented in each body paragraph.	Student answers will vary.

Week 8 Lesson 3

Understand

Read your rough draft out loud. As you read, listen for any places where information may be unclear or incorrect. Check off the parts that you know are in your essay.

- ❏ **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.

Answers will vary, but students should make two revisions to their draft.

Week 8 Lesson 4

Express Understanding

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

Editing Marks	
Capital Letter	≡
New Paragraph	¶
Remove	ℯ
Add	∧
Check Spelling	sp ⬭

Answers will vary, but should include the use of some of the Editing Marks in the chart above.

Week 8 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.

Answers will vary. The students should identify a second central idea in the text, in addition to the example used in the directions, analyze how the author of *Written in Bone* develops both central ideas (the one in the directions and the one you identify on your own) and use evidence from the text to support the analysis of both central ideas.

Culminating Writing Task Exemplar Student Response

In *Written in Bone*, the author, Sally M. Walker develops several central ideas over the course of the text. One of the central ideas is that forensic anthropologists examine bones to tell the stories of the past. Another central idea in the text is that a meticulous plan - requiring time, experts in many fields, research, and resources - is needed in order to maximize the information that is learned from an excavation while preserving the integrity of all remains and artifacts. Walker develops these central ideas using a variety of techniques, including anecdotes, explanations of scientific processes, and the inclusion of informative photographs, diagrams, and captions.

Walker develops the central idea that forensic anthropologists explore bones to tell stories of the past through anecdotes and explanations of scientific processes beginning with the introduction and continuing throughout the entire text. For example, in chapter one, Walker writes, "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." (9) This shows that the process used by forensic anthropologists enables them to put together pieces of stories from the past that had not yet been told. In chapter three, Walker also writes, "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." (39) In this anecdote and explanation, Walker reveals 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. In this way, scientists are recreating, or writing, the person's story.

The second central idea of the text, that a meticulous plan is required to maximize the information gathered while preserving the integrity of the artifacts, is also developed through descriptions of the plan and scientific explanations. For example, when describing who is involved in the excavation, Walker writes, "They assembled a team of almost one hundred members, including historians, many types of scientists, medical personnel, and photographers." (74) This shows that the team needed for the excavation has many members with a variety of roles. When describing the planning of the excavation of the lead coffin people in chapter seven, Walker writes, "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." (80) This demonstrates the thoughtful approach the scientists undertook to anticipate potential problems that might arise during such an excavation. This approach further included the creation of a plan of potential solutions so when the actual excavation occurred in the field, the scientists were well-prepared to preserve the integrity of the remains. Throughout chapter six, Walker includes many photographs, diagrams, and captions that guide the reader through the detailed process of excavating these remains. The numerous photographs with captions detail the many phases of the dig from mapping the excavation site to eventual examination of the remains in "a clean room." The necessity of an intricate plan is evident through the author's chronicling of the scientists' every move.

Throughout *Written in Bone*, Sally M. Walker conveys the role of forensic anthropologists in telling the stories of the past and depicts the in-depth planning process in which scientists engage for an excavation. Walker uses anecdotes, scientific explanations, photographs, diagrams, and captions to ensure that these details are highlighted for the reader. As a result, the reader receives a complete picture of how these scientists gather information and draw conclusions in order to give a voice to people from the past.

DEPARTMENT of EDUCATION
Louisiana Believes

LEAP 2025

Grades 6–8 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis; • addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to the task, purpose, and audience; • uses **clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; • is **effectively** organized with **clear and coherent** writing; • establishes and maintains an **effective** style.	The student response • demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis; • addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to the task, purpose, and audience; • uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; • is organized with **mostly clear and coherent** writing; • establishes and maintains a **mostly effective** style.	The student response • demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis; • addresses the prompt and provides **some** development of the claim or topic that is **somewhat appropriate** to the task, purpose, and audience; • uses **some** reasoning and text-based evidence in the development of the claim or topic; • demonstrates **some** organization with **somewhat coherent** writing; • has a style that is **somewhat effective**.	The student response • demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis; • addresses the prompt and provides **minimal** development of the claim or topic that is **limited in its appropriateness** to the task, purpose, and audience; • uses **limited** reasoning and text-based evidence; • demonstrates **limited** organization and coherence; • has a style that is **minimally effective**.	The student response • demonstrates **no comprehension** of ideas by providing an **inaccurate or no** analysis; • is **undeveloped and/or inappropriate** to the task, purpose, and audience; • includes **little to no** text-based evidence; • **lacks** organization and coherence; • has an **inappropriate** style.
Knowledge of Language and Conventions		The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding**.	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.