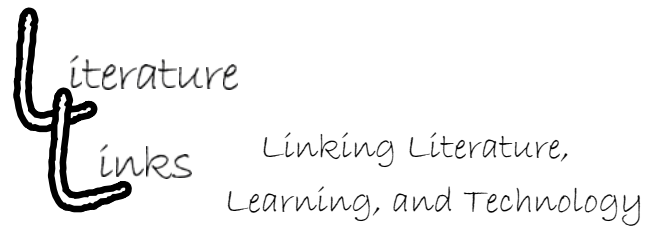
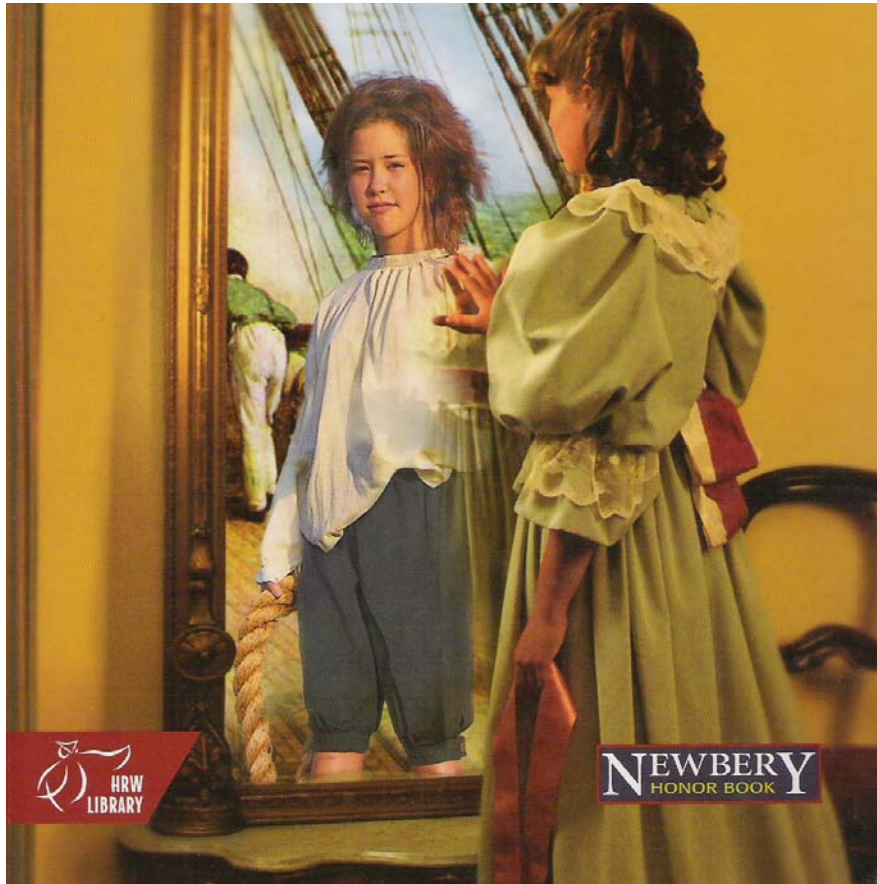


True Confessions of Charlotte Doyle



Based on Principles of Universal Design and Differentiate Learning



5th Grade Literature Study

TZ Patin's Team:

Robin Johnson, Dawn Puckett, Daniel TeGrotenhuis, Bob Green, Anne Graham, Lori Gillespie

Tzouanakis Intermediate School
Greencastle Community Schools

Dear Reader,

We are a group of teachers and administrators from Greencastle Community Schools participating in the Indiana DOE Patin's Project. The Greencastle team is composed of four teachers and two administrators.

- Lori Gillespie - 5th Grade Teacher - 12 years
- Anne Graham - Special Education Teacher - 26 years
- Robin Johnson - Visual Arts/Technology trainer - 23 years
- Dawn Puckett - Technology Integrator - 24 years
- Dan TeGrotenhuis - Administrator - 15 years
- Dr. Robert Green - Superintendent - 23 years

This literary unit is an interdisciplinary unit of language arts and history that reflects the 5th grade Indiana State Academic Standards.

Upon completion of the unit, the students will demonstrate an understanding of differences and similarities between colonial time and present time. Furthermore, students will have analyzed characters' decisions based on motives, conflicts, plot and setting of the story. Finally, students will have examined the perils the American colonists faced, by discovering connections between literary works and historical events.



The
TZ
Team

Indiana Academic Standards

Language Arts Standards

- 5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.
- 5.1.2 Use word origins to determine the meaning of unknown words. Aloud, use the knowledge of the story to understand the phrase Herculean task.
- 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
- 5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.
- 5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.
- 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
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- 5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
- 5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
- 5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- 5.3.4 Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.
- 5.3.7 Evaluate the author's use of various techniques to influence readers' perspectives.
- 5.4.3 Write informational pieces with multiple paragraphs that:

- 5.4.6 Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.
- 5.4.7 Use a thesaurus to identify alternative word choices and meanings.
- 5.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.
- 5.5.2 Write responses to literature that:
- demonstrate an understanding of a literary work.
 - support judgments through references to the text and to prior knowledge.
 - develop interpretations that exhibit careful reading and understanding.
- 5.5.4 Write persuasive letters or compositions
- 5.5.5 Use varied word choices to make writing interesting.
- 5.5.6 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.
- 5.6.1 Identify and correctly use prepositional phrases
- 5.6.2 Use transitions (*however, therefore, on the other hand*) and conjunctions (*and, or, but*) to connect ideas.
- 5.6.3 Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused (*lie/lay, sit/set, rise/raise*).
- 5.6.4 Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (*he/his, she/her, they/their, it/its*).
- 5.6.6 Use correct capitalization.
- 5.6.7 Spell roots or bases of words, prefixes (*understood/misunderstood, excused/unexcused*), suffixes (*final/finally, mean/meanness*), contractions (*will not/won't, it is/it's, they would/they'd*), and syllable constructions (*in•for•ma•tion, mol•e•cule*) correctly.

- 5.7.11 Deliver oral responses to literature that:
- summarize important events and details.
 - demonstrate an understanding of several ideas or images communicated by the literary work.
 - use examples from the work to support conclusions.

Social Studies Standards

- 5.1.6 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians.
- 5.1.21 Examine an historical narrative about an issue of the time and distinguish between statements of opinion and those that are factually grounded.
Example: Concerns about slavery, the controversy over the presidential election of 1800.
- 5.1.22 Identify and interpret primary source* and secondary source* materials that pertain to a problem confronting people during the founding period of the United States.
Example: Controversy and debate about the ratification of the United States Constitution.
- 5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions — such as civility, cooperation, respect, and responsible participation.
- 5.2.10 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government and the public agenda*, including voting and participation in the election process.
- 5.2.11 Use a variety of information resources* to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.
- 5.3.9 Interpret historical maps and create maps of the United States in different historical periods using map elements, such as title, legend, directional indicator, scale, and projection.
Example: Use electronic sources, such as Geographic Information Systems (GIS)*, to find, interpret, and create maps.
- 5.3.10 Read fiction and nonfiction stories about how American Indians and European settlers lived in early America and find examples of the various ways people adapted to and changed the environment.

5.3.11 Give examples of how specific physical features influenced historical events and movements.

5.5.1 Describe basic needs that individuals have in order to survive — such as the need for food, water, shelter, and safety — and give examples of how people in early America adapted* to meet basic needs.

Planning Pyramid: what should students know?

Some Students will:

- understand the conflict of supporting the captain of the ship versus the mutiny by the shipmates.
- Evaluate the difficult decisions families faced when making the decision to travel to America
- Compare historical fiction to other literary genres.
- Identify elements of symbolism within True Confessions of Charlotte Doyle.
- understand and identify the integration of colonial language and references throughout the novel.
- Evaluate how the characters in stories change and grow as the narrative progresses.

Most Students will:

- Identify reasons why people journeyed to the new world.
- understand the daily hardships faced by American Colonists while journeying to America compared to daily hardships faced by today's students.
- Create a time-line of the chronological events in True Confessions of Charlotte Doyle.
- understand how the theme or main idea relates to the specific time period of the novel.
- Evaluate how character's choices (cause) directly (effect) outcomes.
- Demonstrate an understanding of conflicts and resolutions in literature and how they relate to the main problem of the story.
- Compare and contrast daily ship life to present day life.
- Evaluate the author's use of various techniques and its impact on the reader.

All Students will:

- Recall basic elements of the story, such as, setting, characters, problems and solutions.
- understand the meaning of historical fiction.
- List true historical events, as well as, fictional events within the story.
- Identify conflicts faced by Americans during this time period.
- Experience the colonial period through visiting various websites.
- Navigate between different software applications using the computer.
- Create simple documents - study guides using the computer.
- Manipulate graphic organizers to sort and understand information.
- Discover and learn various new vocabulary words.
- Identify and label a world map including the route of the voyage in the novel.
- Identify the main conflict and resolution of the story.

Teacher Library: Instructional Resources



<http://www.gp.k12.mi.us/ci/depts/eng/ms/gr7honors.htm>

This site is an organized page of internet links covering different topics found in Charlotte Doyle. It includes ship terms, pictures, clothing, knot tying, literature guides, project ideas, and teaching guides.

<http://www.rocklin.ca/language.htm#The%20True%20Confessions%20of%20Charlotte%20Doyle>

This site provides a chapter by chapter reading plan with purpose, background, activities, vocabulary, project ideas and questions. It provides pre-reading, active reading, and after reading activities.

<http://www.avi-writer.com/> - Meet the Author:

Students can explore this website to discover Avi, the author of True Confessions.

http://www.glencoe.com/sec/literature/litlibrary/pdf/true_confessions.pdf

This site provides a study guide for the book that includes author information, overview of book, and a breakdown of specific reading skills that can be covered while teaching this novel.

www.classzone.com/novelguides/litcons/true/guide.cfm

This website provides a summary of the book, activates prior knowledge, and lists suggested activities.

http://www.smhs.org/downloads/pdf/doyle/Doyle_Lesson_Plans.pdf

This website is a 14 day lesson plan for the reading of True Confessions. It includes a breakdown of skills by chapter and suggested vocabulary words. (similes, metaphors, personification, foreshadowing)

<http://www.forks.wednet.edu/middle/summerschool99/classes/Reading/True...CharlotteDoyle@s.html>

This website provides questions for each chapter in True Confessions of Charlotte Doyle.

http://eolit.hrw.com/hlla/writersmodel/pdf/W_S0802.pdf#search='True%20Confessions%20of%20Charlotte%20Doyle'

This site provides a step by step guide on how to write a novel review.

http://www.smhs.org/downloads/pdf/doyle/Doyle_Prologue.pdf

This site provides a worksheet covering the information presented in the prologue.

<http://www.edhelper.com/books/The True Confessions of Charlotte Doyle@Z1.htm>

Edhelper.com provides a resource that allows teachers to print already created worksheets and enables them to create worksheets based on the concepts they are covering.

<http://www.hillsd.freemove.co.uk/marhist/emigship.htm> - Boat information:

<http://www.norwayheritage.com/articles/templates/ships.asp?articleid=22&zoneid=5>

Both of these web-sites provide information about and pictures of the ship that Charlotte sailed on to cross the Atlantic Ocean.

<http://205.126.22.50/reading/books/charlottedoyle.html>

Online vocabulary quiz - can be taken, graded and printed using the computer.

<http://www.quia.com/cm/35956.html>

Provides an online genre quiz - can be taken, graded and printed using the computer.

<http://www.quia.com/rr/36492.html>

Online game review in the format of "Who Wants to be a Millionaire." Covers chapters 1-7

<http://www.funtrivia.com/quizdetails.cfm?id=122900>

Online game quiz for the novel True Confessions of Charlotte Doyle.

<http://www.quia.com/jg/91953.html>

Online game review in the format of matching, concentration, flash cards or word search.

<http://www.grafton.k12.wi.us/johnlong/discovery/CharlotteDoyle.- Project Ideas>

<http://archives.obs-us.com/obs/adventur/schooner/vocabulary/general.htm>

This site provides lists of project ideas for the novel.

<http://www.cobb.k12.ga.us/~lostmountain/CurriculumPages/polk/project.html>

This site provides a webquest that students can complete individually.

<http://curry.edschool.virginia.edu/elementary/projects/ReadAcrossAmerica/RhodeIsland/r>

[ip.htm](#)

This site provides activities that promote analysis of characters motives, decisions, and actions.



Learner Activities:



www.kurzweiledu.com

Students will be reading the novel True Confessions of Charlotte Doyle with the assistance of Kurzweil 3000. This is an interactive program that highlights words on the computer screen as they are read aloud making it easier for students to process words and concepts. This format reinforces the skills necessary to improve reading speed and comprehension.

www.edcomass.com – Smartboard

Smartboard software allows you to manipulate pages created on the computer. This program is great for graphic organizers, whole class instruction, map skills, interactive worksheets, and more.

<http://www.pastpatterns.com/>

Students will explore the clothing from the time period of True Confessions of Charlotte Doyle. Students will create a clothing catalog.

<http://www.hillsd.freeseve.co.uk/marhist/emigship.htm>

<http://www.norwayheritage.com/articles/templates/ships.asp?articleid=22&zoneid=>

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Students will explore and discover ship life aboard the Seahawk. They will compose a journal entry depicting a typical day aboard the ship during 1832. Students will create a travel brochure advertising a trip on the Seahawk in the year 1832.

<http://www.cobb.k12.ga.us/~lostmountain/CurriculumPages/polk/project.html>

Students will complete activities on the Charlotte Doyle Webquest.

Guidesheet Activities:

Students will complete online comprehension activities based on the Indiana Academic Standards.

<http://205.126.22.50/reading/books/charlottedoyle.html>

Online vocabulary quiz - can be taken, graded and printed using the computer.

<http://www.quia.com/cm/35956.html>

Provides an online genre quiz - can be taken, graded and printed using the computer.

<http://www.quia.com/rr/36492.html>

Online game review in the format of "Who Wants to be a Millionaire." Covers chapters 1-7

<http://www.funtrivia.com/quizdetails.cfm?id=122900>

Online game quiz for the novel True Confessions of Charlotte Doyle.

<http://www.quia.com/jg/91953.html>

Online game review in the format of matching, concentration, flash cards or word search.

Optional Assessments

Language Arts:

- Literature Guidesheets based on Indiana State Academic Standards – Written answers.
- Written comprehension Test
- Computerized Comprehension Test
- Literature Celebration – Students prepare a presentation depicting the main events of the story – play, TV talk show, PowerPoint, game show, slide show, etc.

Social Studies:

- Create a historical project based on the time period of True Confessions of Charlotte Doyle.
 - Time line of voyage to America.
 - Design and create a replica of the ship used to sail to America.
 - Develop a travel brochure inviting people to sail with Charlotte Doyle.

Visual Arts:

- Create an art project based on the time period portrayed in True Confessions of Charlotte Doyle. Present finished product along with a summary of how it is related to the novel.
- Design an architectural drawing of the ship used to sail to America.
- Design a clothing collection that would represent the time period found in the novel.

Information Literacy:

- Smartboard lessons and group projects or assessments.
- Documents created and printed using Kurzweil software.
- Summaries and presentations of various web sites discovered that depict the time period discussed in True Confessions of Charlotte Doyle.
- Student reflection and self-evaluation through journaling.

All student assessments will be scored using a rubric from www.rubistar.4teachers.org

Modifications: Planning for Academic Diversity

| LEARNING BARRIER | POSSIBLE SOLUTIONS | WEBLINK RESOURCES |
|---|---|--|
| Student cannot read at grade level | <ul style="list-style-type: none"> • Auto summarize (Microsoft Word) • Read & Write Gold • Reading Pen • Teacher or Peer collaboration | www.UnitedStreaming.com www.readplease.com www.texthelp.com |
| Student has difficulty comprehending the material | <ul style="list-style-type: none"> • Auto summarize (Microsoft Word) • Kurzweil • Kidspiration • Teacher or peer collaboration | |
| Student has difficulty mastering the vocabulary of the unit | <ul style="list-style-type: none"> • Read & Write Gold • Reading Pen • Teacher or peer collaboration | www.dictionary.com |
| Student needs the instructional material in a language other than English | <ul style="list-style-type: none"> • Kurzweil • Teacher or peer collaboration | www.Babelfish.com www.ReadPlease.com |
| Student has difficulty with handwriting (speed or accuracy) | <ul style="list-style-type: none"> • Write OutLoud • Read & Write Gold • AlphaSmarts • Microphones used with Microsoft Word (speech to text) • Group work using smartboard | www.edcomp.com |

| | | |
|--|--|---|
| | | |
| Student needs Additional challenge | <ul style="list-style-type: none">• Webquests• PowerPoint• Teacher or peer collaboration | http://webquest.org |