

## Template for Multi Day Lesson Plans or Mini Unit Illinois Reads Books 2016 – 2017

### Introductory Information

<b>Submitted by (Loyola University Chicago)</b>	Anne Bond – Loyola University Chicago		
<b>Title of Book</b>	<i>The Detective's Assistant</i> By Kate Hannigan		
<b>(Optional) Additional Texts</b>	Slavery, Civil War, Reconstruction: The Underground Railroad <a href="http://www.readworks.org/passages/slavery-civil-war-reconstruction-underground-railroad">http://www.readworks.org/passages/slavery-civil-war-reconstruction-underground-railroad</a> )		
<b>Title of Unit</b>	The Detective's Handbook for Reading		
<b>Grade level</b>	5	<b>Interest level</b>	3-5
<b>Lexile Level</b>	Not available	<b>Guided Reading level</b>	Not available
<b>A. Purpose for Instruction/ Essential Questions</b>	<p>The purpose of this unit is for students to begin to critically think about the role of women and children in the 1800s compared to present day, along with the effects of the Underground Railroad. Throughout the story gender roles are constantly being addressed. There are many times that Nell is unsure that a woman is capable of having a job as a detective, since society looks down on it. This book also focuses on the Underground Railroad, and describes how much the people involved in the railroad went through. Students will begin to understand the effects of the Underground Railroad on children of slaves and family of conductors.</p> <p>Two huge themes of fearlessness and having a sense of belonging also show up throughout the novel. Nell struggles with being fearless, but ultimately benefits from putting herself from taking risks like moving across the country. With this, she is constantly searching for a sense of belonging throughout the novel. These two themes are developmentally appropriate for 5<sup>th</sup> grade students, as they head into new experiences in middle school.</p> <p>Throughout this unit students will be working on activating background knowledge, inferencing, determining importance, synthesizing information, and expressing themselves through written work. All of these skills are appropriate as they are each supported by Common Core State Standards.</p> <p><b>**Note**</b> For any classroom that reads Kate Hannigan's books, you can connect with her for a FREE 20</p>		

	<p>minutes Skype interview! Visit her website to learn more: <a href="http://www.katesbooks.com/en">http://www.katesbooks.com/en</a></p> <p><b>Essential questions:</b></p> <p><i>How was society different for children during this time period?</i></p> <p><i>How has the role of women changed from the civil war period to present day?</i></p> <p><i>How did the Underground Railroad effect the United States?</i></p> <p><i>How is having a sense of belonging important to life?</i></p>
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**B. Alignment to the depth of the Common Core – Standards addressed and assessed**

<p><b>CCSS ELA Standards</b></p>	<p><b>Lessons:</b></p> <p><u>CCSS.ELA-LITERACY.SL.5.1.D</u> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p> <p><u>CCSS.ELA-LITERACY.SL.5.1.C</u> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p><u>CCSS.ELA-LITERACY.RL.5.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><u>CCSS.ELA-LITERACY.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p><u>CCSS.ELA-LITERACY.RL.5.2</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><u>CCSS.ELA-LITERACY.L.5.5.A</u> Interpret figurative language, including similes and metaphors, in context.</p> <p><b>Summative Assessment:</b></p> <p><u>CCSS.ELA-LITERACY.W.5.4</u> Produce clear and coherent writing in which the development and organization are appropriate to task,</p>
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	<p>purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.W.5.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
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**C. Student Learning Outcomes – Targeted standards in Student Friendly Language**

<p>Students will be able to identify the important aspects of the Underground Railroad through the use of a KLEW chart</p> <p>Students will be able to interpret figurative language to make inferences by analyzing text and background knowledge in a graphic organizer.</p> <p>Students will be able to analyze text to identify character development through comparing and contrasting speech, thoughts, effect on others, actions, and looks.</p> <p>Students will be able to analyze text to determine theme and cite text evidence to support it in a graphic organizer.</p>
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**D. Text Sections to be read closely with plans to support reading and discussion**

<p>Pages 31- 32</p> <p>Page 54</p> <p>**Many closely read text sections will be chosen by students working in groups</p>
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<b>Text Dependent Questions</b>	<p>What characteristics describe Nell at the beginning of the story?</p> <p>What characteristics describe Aunt Kitty at the beginning of the story?</p> <p>Why does Aunt Kitty want to send Nell to the “Home of the Friendless”</p> <p>Why does Aunt Kitty think women can be detectives?</p> <p>Why doesn’t Nell think women can be detectives?</p> <p>Why do Jemma and Nell write in code to each other?</p> <p>Who is the Maple Tree?</p>
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How is the 1<sup>st</sup> mystery solved?  
How is the 2<sup>nd</sup> mystery solved?  
Who is Abraham Lincoln and how is he important to this story?  
Who is Jemma/ why is she important?  
How did the Underground Railroad effect Nell? Jemma?  
How does Nell change throughout the story?  
How does Aunt Kitty change throughout the story?  
How is the theme “be fearless” supported throughout the text?  
How is the theme “finding a sense of belonging” supported throughout the text?

**Vocabulary**  
**Tier 2 Words**

Superstitious  
Mutton  
Affliction  
Meander  
Abolitionist  
Operatives  
Peddler  
Petticoats  
Fugitives  
Assassination  
Traitor  
Redemption

**Tier 3 Words**

Omnibus  
Convalesce  
Conspirators  
Secessionist  
Dramatist  
Irksome  
Boardinghouse  
Somnambulist

**Bloom's Levels Addressed: (Check all that apply)**

x Remembering	x Analyzing
x Understanding	x Evaluating
x Applying	x Creating

**E. Instructional Supports**

<b>Research Based Strategies</b>	Lesson 1: Background knowledge <a href="http://www.nsta.org/publications/news/story.aspx?id=51519">http://www.nsta.org/publications/news/story.aspx?id=51519</a>
	Lesson 2: Inferencing <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson800/Characterization.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson800/Characterization.pdf</a> <a href="https://www.youtube.com/watch?v=acZzllpIYz4">https://www.youtube.com/watch?v=acZzllpIYz4</a>
	Lesson 3: Determining importance Character traits ( <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson800/theme.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson800/theme.pdf</a> )
	Lesson 4: Synthesizing information

<b>Smartboard Strategies</b>	Vortices Target Video
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**F. Assessment (Align to Section B)**

<b>Formative</b>	<b>Lesson 1: Post it notes on the KLEW chart</b> <u>CCSS.ELA-LITERACY.SL.5.1.D</u> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions <u>CCSS.ELA-LITERACY.SL.5.1.C</u> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	<b>Lesson 2: Inference graphic organizer</b> <u>CCSS.ELA-LITERACY.RL.5.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative language such as

	<p>metaphors and similes.</p> <p><b>Lesson 3: Character Development activity</b>  <u>CCSS.ELA-LITERACY.RL.5.3</u>            Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p><b>Lesson 4: Theme graphic organizer</b>  <u>CCSS.ELA-LITERACY.SL.5.2</u>            Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally  <u>CCSS.ELA-LITERACY.RL.5.2</u>            Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>
<p><b>Summative</b></p>	<p><u>CCSS.ELA-LITERACY.W.5.4</u>            Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.W.5.3</u>            Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Students will respond to the last letter that was written between Jemma and Nell. Students will respond from present day. The letter must include the knowledge they have learned from readings and the book about the underground railroad and include 1 or more of their own clues to how life is different for women/children in 2016. The letter should also include a question they would like to ask the character about being fearless or finding a sense of belonging.</p>

**Procedure**  
**Lesson One**

**Smartboard**  
**pages: 1- 2**

**Lesson 1**

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Students will be able to identify the important aspects of the Underground Railroad through the use of a KLEW chart

**Materials:** Post it notes

**Additional Notes:**

Lesson 1 should be taught before the book has been started. Estimated time is 30-40 minutes

**Introduce the book and author**

Kate Hannigan is a Chicago- based author, and she is thrilled to be a part of Illinois Reads! Via E-mail she described her inspiration for this piece of work:

“What inspired me to write this book is Kate Warne herself. I was working on an entirely different project (camels in the American west) and digging up American history from 1856. Then I came across a sentence or two about Allan Pinkerton hiring Kate Warne in 1856 to be one of his detectives, and I was blown away.

The first woman detective in American history? I had to find out more. So I set aside the camel book and dove deep on Kate Warne. It was thrilling research and even more fun to write her story. **When I read about her role in thwarting the Baltimore Plot to assassinate Lincoln,** I couldn't believe I'd never heard of her!

I wanted to sort of dust off her story and share it with young readers, especially girls. As we know, history is told by the winners. Which means people on the fringes are left out of the narrative: women and people of color. For many historians, Kate Warne was barely a footnote to the Baltimore plot, but I felt that her story should be part of American lore.

And I wanted to write a story where the females aren't relegated to tsk-tsking on the sidelines, as is often the case. I wanted them to be at the center of the action, and that's why I made Kate's (fictional) niece Nell just as adventuresome as Kate.” (Hannigan, Kate. ""The Detective's Assistant"" Interview by Anne M. Bond. 2.29.16.

Transcript).

\*\*Highlighted area is a spoiler

Have page 2 projected on the board

The topic for the KLEW chart is the Underground Railroad

Have students think-pair- share what they already know about the Underground Railroad

Ask students to record their background knowledge on the Underground Railroad and post it in the Smartboard under “What do we know?”

Introduce the article along with a little background knowledge- Underground Railroad began in the early 1800’s and lasted midway through the 1860s

Have students read the article either independently or partner read

Hand out 2 post it notes for each student and explain that 1 will be for what we’re learning, and the 2<sup>nd</sup> is the text evidence that supports the new learning

Discuss new learning and evidence. Make sure that the words ‘fugitive’ and ‘conductor’ have been discussed as they show up in the novel

Note why the Underground Railroad is called that, and analogies such as railroad and station

Ask students to record new learning on one post it and the evidence that supports that point on the other

Discuss the new learning and the evidence that supports these points.

Give students 1 more post it to write down a question they still have about the Underground Railroad, or that time period. Push students to respond with open- ended questions

Have students write their names on their post it notes throughout the lesson for formative assessment purposes

**Procedure**  
**Lesson Two**

**Smartboard**  
**pages: 3-7**

**Lesson 2: Making inferences**

CCSS.ELA-LITERACY.RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Students will be able to interpret figurative language to make inferences by analyzing text and background knowledge in a graphic organizer.

**Materials:** Making Inferences Graphic Organizer (Print from SmartBoard. File- Export- PDF)

**Additional Notes:**

Students will have read to at least page 60

**Procedure**

Pull up McGraw Hill YouTube video to introduce inferencing (link in slide 3)

Talk about how making inferences is about taking what you already know with the clues you have to come to a conclusion

SmartBoard slide 4

Teacher or student read through text, emphasizing the areas in red

SmartBoard slide 5

Ask students what clues we have from the text and record on chart (still as a vase of peonies, Home of the Friendless etc.)

Ask students what background knowledge we have that will help us (like the Underground Railroad)

Model how to write an inference- example “I’m inferring that Aunt Kitty and Nell are going to have a lot of conflict. This is because Aunt Kitty threatened to drop Nell off at the “Home of the Friendless” after talking about her husband/ Nell’s dad and the Underground Railroad”.

SmartBoard slide 6

Hand out “Putting the Clues Together sheet” double sided

Ask students what clues we have from the text and what background knowledge they have (the word conductor, from the article in the first lesson)

SmartBoard slide 7

Call students up to the board to fill in on Smartboard, while the others record on sheet

Discuss what inference could be made based on the information

Break up the class into groups and have students search for their own clues that they can draw inferences from

Examples for students: Notes that Jemma/Nell write to each other.

Have students hand in their sheets at the end of the lesson

<p><b>Procedure</b> <b>Lesson Three</b></p> <p><b>Smartboard</b> <b>pages: 8- 10</b></p>	<p><b>Lesson 3</b> Character development- Determining importance</p> <p><u>CCSS.ELA-LITERACY.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>Students will be able to analyze text to identify character development through comparing and contrasting speech, thoughts, effect on others, actions, and looks.</p> <p><b>Materials:</b> Character development sheet- attached below</p> <p><b>Additional Notes:</b> Students will have read to at least page 200 and have been given the character trait tracking sheet at the beginning of the novel. Lesson may take up to 2 days.</p> <p><b>Procedure</b></p> <ul style="list-style-type: none"><li>Have students get out a sheet of paper and record character traits they think of for 1 minute</li><li>Think- pair- share out examples of character traits</li><li>Use slide 9 to go over indirect versus direct characterization</li><li>Call students to the board to categorize indirect vs direct characterization</li><li>Explain worksheet. Students can pick either Nell or Aunt Kitty to complete. One half will represent her at the beginning and the other will represent her now. Students draw emotion before and now as well, and can color in what she would look like.</li><li>Explain to students that some of the aspects could potentially be the same, such as emotion.</li><li>Give students time to work on character sheet</li><li>Have students pair up with a student who did a different character than them. Have students discuss how their characters have changed and/or what has stayed the same</li></ul>
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**Procedure**  
**Lesson Four**

**Smartboard**  
**pages: 11- 14**

**Lesson 4: Synthesizing information**

CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

CCSS.ELA-LITERACY.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Students will be able to analyze text to determine theme and cite evidence to support.

**Materials:** Searching for Theme graphic organizer- attached below

**Additional Notes:** This lesson should be done near or at the end of the novel

**Procedure**

Have students think- pair- share and respond to the question “What is theme”

Share out responses

SmartBoard page 11

Review the key concepts

Note that novels often have more than one theme, and that is the case with “The Detective’s Assistant”

Review with students that often time when finding theme we have to synthesize information and decide what’s most important

SmartBoard page 12

Have students come up to the board and place the pieces of information where they fit on the target

On the outside: Nell likes to wear dresses, Nell and Jemma write notes to each other, and Aunt Kitty works in Chicago

On the inside: Nell takes risks to do what is right, Kate was one of the first women detectives, and Nell’s dad and uncle led slaves to freedom)

Tell students that even though these details are still important to other parts of the story, like the context or setting, those pieces of information do not tell us what the big idea of the novel is.

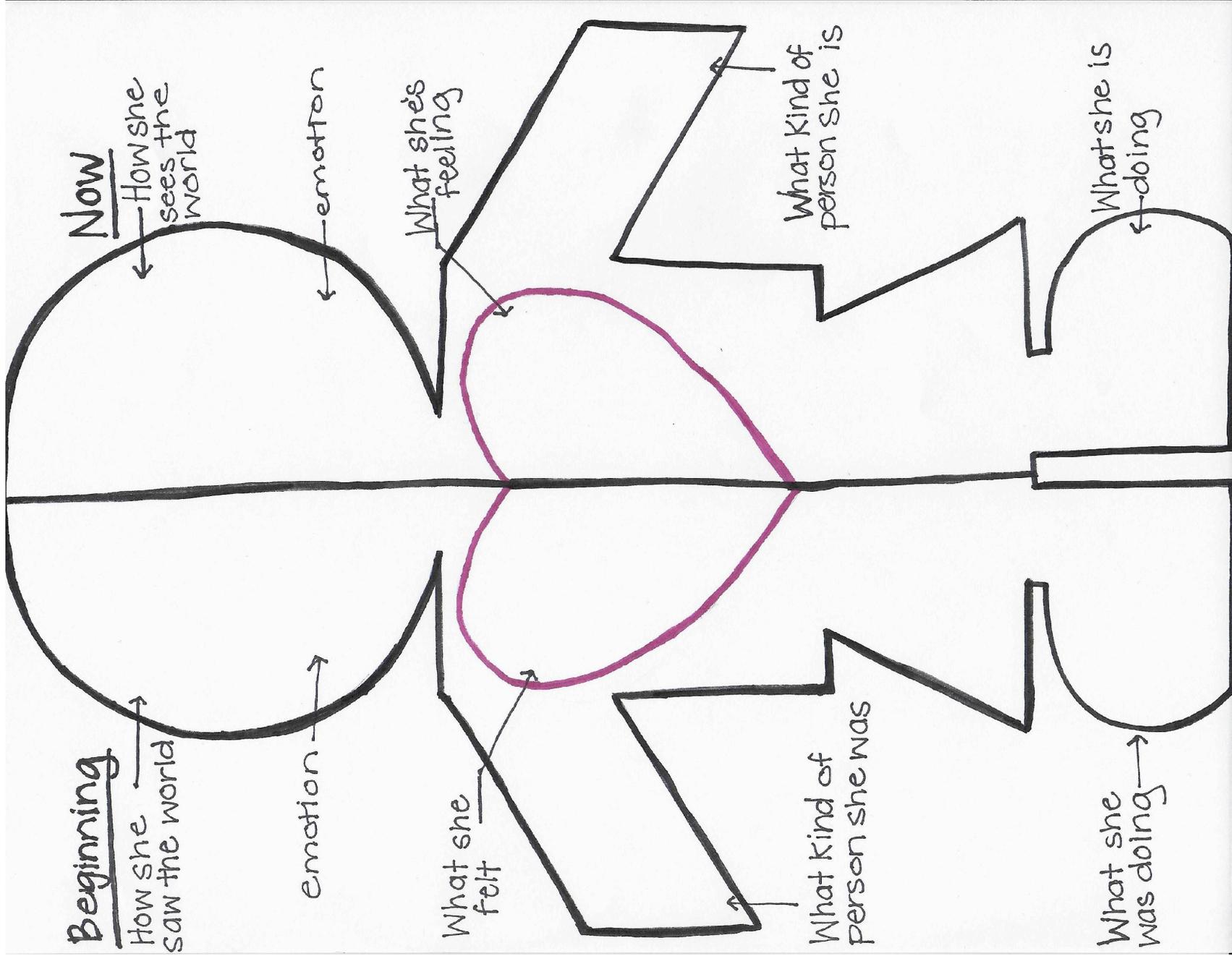
SmartBoard page 13

Now with these important pieces of information, have students think about what the theme of the novel could be, and record on post it notes on the SmartBoard

These important pieces of information lead to the theme of “being fearless”, but students may come up with similar things such as “taking risks to help others”.

	<p>Hand out the Searching for Theme graphic organizer</p> <p>Have students work in groups of 4 to complete the organizer up to the last piece of text evidence</p> <p>Note that “How it is seen throughout the text” is general, such as “Nell is trying to find a place to call home” and support that general point by text evidence</p> <p>Students fill out the last section about the importance of finding a sense of belonging independently</p> <p>Have students have out answers</p>
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<p><b>Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)</b></p>	<p><b>Formative Assessment</b></p> <p><b>Lesson 1:</b> Students will fill out post it notes throughout the lesson with their names on them. Teacher should be looking for students reviewing the key ideas that have been addressed, and posing open- ended questions that build off of previous discussion.</p> <p><b>Lesson 2:</b> Students will complete the inference graphic organizer. Teacher should be looking for students to combine their previous knowledge and clues from the text to write a logical inference.</p> <p><b>Lesson 3:</b> Character sheet</p> <p><b>Lesson 4:</b> Post it notes and Searching for Theme graphic organizer. Students will support the author’s theme with text evidence. They will synthesize information to support the theme of “belonging”. Students will reflect on this new information by writing about why having a sense of belonging is important, and how the book shows them that. Student responses should contain several details from the text that support the theme.</p> <p><b>Summative:</b> Students will respond to the last letter that was written between Jemma and Nell. Students will respond from present day. The letter must include the knowledge they have learned from readings and the book about the underground railroad and include 1 or more of their own clues to tell the characters how life is different for women/children in 2016. The letter should also include a question they would like to ask the character about being fearless or finding a sense of belonging. Teacher should be looking for properly identified task, purpose, and audience.</p>
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LUC 2016

How it is seen throughout the text:



# Searching for Theme

Example with text evidence:

Theme: Finding a sense of  
belonging

Example with text evidence:

Example with text evidence:

Why is having a sense of belonging important? How does reading this book show you that?