

SOLVING MYSTERIES

Grade 6 Module 3 Study Guide

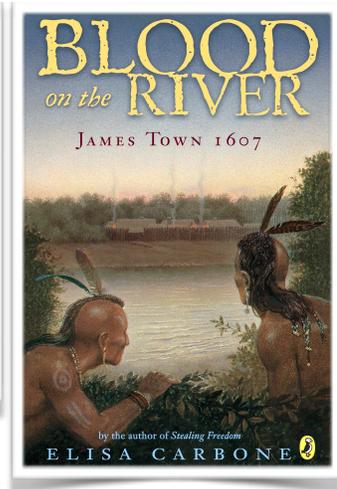
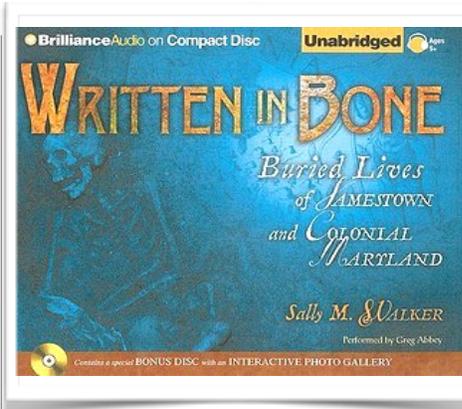
How do multiple perspectives help us understand our world? Why do they matter?

Blood on the River by Elisa Carbone

This historical novel is a fictional account of the English colony of Jamestown in the early 1600s. It is told by Samuel, a young indentured servant who journeys to the New World as the page of Captain John Smith. The engaging and often suspenseful story includes realistic information and historical character related to the time period, especially the hardships faced by settlers in the Jamestown colony. It emphasizes multiple perspectives, including those of Powhatan tribe members, English gentlemen, and commoners, such as John Smith, who emerge as leaders.

Written in Bone by Sally M. Walker

This fascinating study introduces students to the field of forensic anthropology, detailing the ways artifacts reveal compelling stories of 17th and 18th-century life in the Jamestown and Maryland colonies. The author's detective-like curiosity is combined with descriptions of forensic concepts and methods to show students the ways excavation can provide answers—as well as raise new questions—about American history. Each chapter combines the story of an actual archeological dig with scientific information about the research. The text provides an intriguing opportunity for students to build cultural knowledge of the early colonies and to understand the hardships of colonists' lives, while also learning about the science of forensic archaeology.



Students begin by reading the award-winning novel *Blood on the River*, featuring a 12-year old English boy who is sent as an indentured servant to an original settler of colonial Jamestown. The ensuing time of famine and conflicted relationship with the Powhatan tribe provides English, colonial American, and native American perspectives, as well as intersecting issues of class and culture, to help students explore the module's essential question. Students then read an award-winning informational text, *Written in Bone*, which introduces students to forensic anthropology and conveys its scientific perspective on the same historical setting and time period. Students trace and evaluate the author's arguments, widening their own perspective and considering the value of multiple perspectives altogether.



Skills students learn during this module

- Describe components of plot
- Determine a Theme in a Story or Drama
- Describe how characters respond or change
- Analyze development of individuals, events, or ideas
- Determine author's purpose or point of view
- Analyze how an author conveys point of view
- Evaluate reasoning and evidence in an argument
- Write arguments to support claims with clear reasons and evidence.



How to Help at Home:

Beyond ensuring your student completes any assigned ELA homework, the best way to support your student in ELA is to **discuss the books they are reading in school and at home!**

Your student will be asked to read 2-3 times a week at home. As they read, they should practice naming **who** the text is about, **what happened**, and **why** it happened.

Reading with your student and helping them generate their who, what, and why responses is a great way to support them in class.

Beyond that, you could also:

- Review important vocabulary from the texts (attached)
- Review Comprehension questions with your students (attached)
- Have students practice writing essays at home!

Sample Writing Task

Over the course of this module, students will be practicing writing **arguments**. Below, find a sample task. While students benefit from more opportunities to write, they also learn a great deal from **reflecting** on what they wrote and **reviewing and revising** what they wrote with others.

**If you want to support your student's writing, you could have them try this practice task and review their writing together. **

In this module, you are learning about Jamestown through historical fiction (*Blood on the River*) and nonfiction (*Written in Bone*). Jamestown is now a historical site and a living museum. Imagine you have the opportunity to suggest a new exhibit or presentation for Jamestown. Based on what you know from these texts, write an essay in which you make an argument about what their new exhibit should be about. Use textual evidence from *Blood on the River* and *Written in Bone* to support your claim.

New Vocabulary from the texts

As students read the texts, they will encounter many new words. The more opportunities they get to hear, discuss, and think about these terms, the more likely they are to remember and use them in their own speaking and writing. **You can help your student by reviewing vocabulary from class!**

Term	Definition
<i>scoff</i>	(p. 9): an expression of mocking disapproval
<i>contrary</i>	(p. 14): not favorable; adverse
<i>cringe</i>	(p. 17): to crouch or shrink back, usually in fear or distaste; cower
<i>axiom</i>	(p. 19): an obvious or generally accepted principle
<i>translucent</i>	(p. 32): clear enough to see through
<i>grimace</i>	(p. 33): a contorted facial expression that shows pain, disgust, or contempt
<i>confines</i>	(p. 37): limit, borders, or boundaries
<i>converge</i>	(p. 42): to move toward or meet at a common point
<i>faction</i>	(p. 47): a group or party within, and often at odds with, a larger organization
<i>desolate</i>	(p. 59): having no inhabitants or dwellings; deserted; lonely
<i>moor</i>	(p. 67): to anchor (a ship, balloon, or other vessel) with cables or lines
<i>apprentice</i>	(p. 85): one who works for another to learn his or her skill or trade
<i>intercede</i>	(p. 91): to intervene or speak on behalf of another
<i>shirk</i>	(p. 107): to escape from or avoid doing something, such as one's work or duty
<i>clamor</i>	(p. 116): a loud or sustained uproar or din, especially of voices
<i>humility</i>	(p. 124): the quality or state of being humble; modesty about one's status or accomplishments
<i>teeming</i>	(p. 142): to have in abundance; swarm
<i>vying</i>	(p. 142): competing with another for victory, superiority, or the like
<i>conjecture</i>	(p. 142): to guess or infer without complete evidence or knowledge of the facts
<i>communal</i>	(p. 177): of or belonging to members of a community; public; collective
<i>brash</i>	(p. 201): rudely self-assertive; bold; impudent
<i>retract</i>	(p. 216): to cancel (a right, contract, or the like); revoke
<i>ghastly</i>	(p. 219): having a deathlike color or appearance; pale
<i>scrutinize</i>	(p. 9): to look at closely and carefully, with attention to detail
<i>coax</i>	(p. 11): to obtain by patient, gentle persuasion

*Questions about the texts***Question****Answer**

(be sure to ask students to cite evidence to support their answers :)

<p>Explain how Wingfield responds to Captain Smith when he insults his bloodline. What does Wingfield learn about himself from this event? Include textual evidence to support your analysis.</p>	<p>When Captain Smith insults Wingfield's bloodline, Wingfield "draws his dagger and comes at Captain Smith" (p. 24). Once he calms down, however, he drops his weapon and appears "pale and shaken" (p. 25). Wingfield realizes that he "is no murderer" (p. 25) and could not really kill Captain Smith.</p>
<p>What important story event occurs between Samuel and Captain Smith on pp. 44–45 of <i>Blood on the River</i>? Where in the story arc does the event fall? How does this event develop the plot? Answer the questions, using text details to support your ideas.</p>	<p>In this part of the story, Captain Smith teaches Samuel how to clean a sword with sand. It falls in the rising action because it helps build Samuel's character and the story problem. It builds Samuel's character because it shows how he is slowly learning to trust others. While he is learning to clean the sword, he worries that Captain Smith will "beat me, make a fool of me" (p. 45). However, when he makes a mistake and cuts himself, Captain Smith does not hurt him. Instead, he tells Samuel "Good" (p. 45) and bandages the cut.</p>
<p>What inference can you draw about how Captain Smith feels about Reverend Hunt in <i>Blood on the River</i>? Use strong textual evidence to support your answer, and explain how the evidence proves your inference is true.</p>	<p>Captain Smith respects Reverend Hunt and is influenced by him. That's why he takes Reverend Hunt's advice not to treat the gentlemen as if he is better than they are. Hunt says that if Smith disrespects the gentlemen, "they may choose their pride over survival" (49). At the end of chapter 7, when Edward Brookes dies from the hunting expedition, Captain Smith wants to say something, but "this time he is wise enough not to utter these words where any of the gentlemen can hear him" (51). The fact that Smith listens and obeys Hunt's advice shows that Hunt is an important influence on Smith's character.</p>

Question**Answer**

(be sure to ask students to cite evidence to support their answers :)

<p>What is the author’s purpose for writing chapter 1 of <i>Written in Bone</i>? What is her point of view about the information scientists are gathering from the excavation site? Be sure to include textual evidence to support each claim.</p>	<p>Walker wrote chapter 1 to inform readers about the Jamestown excavation site. She says that the site “is of special interest to people who study U.S. history because colonists built the first permanent English settlement in North America here” (p. 9). Her point of view is that she thinks the information scientists can learn from the site is important to understanding how the Jamestown colonists lived. She says that the information they learn “help us understand the past more fully and reclaim the histories of individuals who have been forgotten” (p. 9).</p>
<p>What idea about soil stains does the author develop on p. 19 of <i>Written in Bone</i>? Discuss where the idea is introduced, how it is developed, and why it is important. Use details from throughout the text to support your analysis.</p>	<p>The author discusses the idea that soil stains are used to locate graves. This idea is introduced in the first sentence of p. 19, in which she says that “an unmarked grave may not be immediately obvious” (p. 19). The author develops this idea throughout the rest of this paragraph. She talks about what roles the grave shaft and backfill play in creating soil stains: “Because the backfill soil contained the mixed soils of the excavated layers, it is a different color” (p. 19). Scientists look for soil stains that are “about the length and width of an adult human body” (p. 19). The idea is important because it is the scientific method archaeologists use to find the Jamestown settlement graves.</p>
<p>What idea about skull features and ancestry does the author develop on pp. 32–35 of <i>Written in Bone</i>? Discuss where the idea is introduced, how it is developed, and why it is important. Use details from throughout the text to support your analysis.</p>	<p>The author discusses the idea that skull features can reveal a person’s ancestry. This idea is introduced in the last paragraph of p. 32: “Certain features of person’s skull can provide clues about which population a skeleton may have belonged to” (p. 32). The author develops this idea throughout pp. 32–35, including the graphic on p. 33. She talks about how characteristics of the nose, cheeks, and jaw give clues. For example, “Europeans and their descendants usually have a narrow nasal opening and a narrow face” (p. 34). This is important because it explains the reasons and evidence behind the scientists’ theory that JR1225B was European.</p>