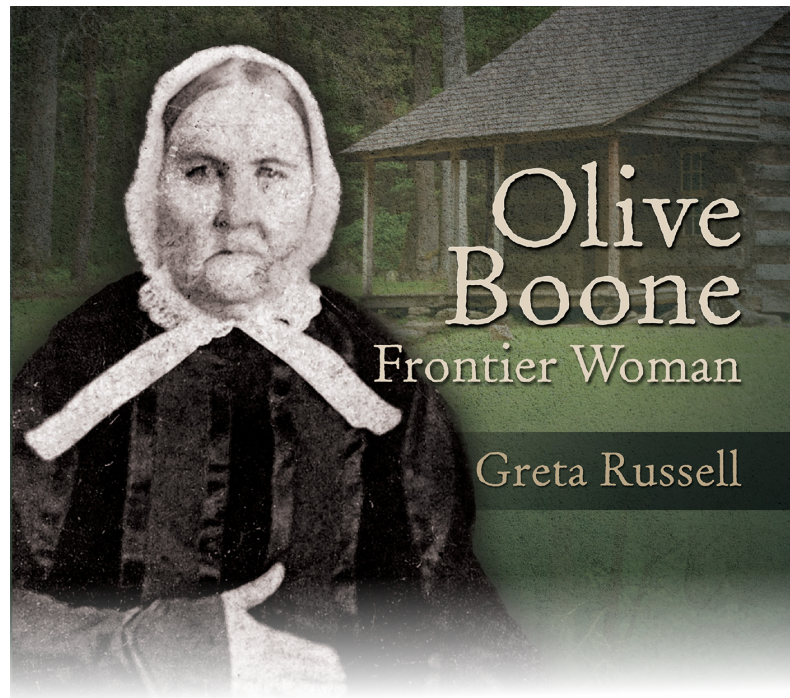




Study Guide

Grade Level: 4



UNIT DESCRIPTION: The purpose of this unit is to explore how non-fiction literature is organized and how the writer through the purposeful use of historical facts and non-fiction structure, assists the reader in comprehending non-fiction literature.

The structures and features to be explored in this unit will include: Chronology, Comparison, Cause/Effect, Problem/Solution, Main Idea/Details, Charts, Graphs, Diagrams, Timelines, Photographs, Indexes, Glossaries, and Vocabulary.

SUGGESTED TIMELINE: Approximately 2 to 3 weeks

CLASS PERIOD: 45 to 60 minutes daily

ESSENTIAL QUESTIONS:

1. How does non-fiction literature differ from fiction?
2. How do authors organize and present information in non-fiction text to aid the reader in understanding the text?
3. How does understanding the author's choices in the use of certain text features and structures assist me as a reader?

TECHNOLOGY RESOURCES:

Reading Non-fiction

<http://www.brainpopjr.com/readingandwriting/readingskills/readingnonfiction>

Understanding Main Idea

<http://brainpop.com/english/writing/mainidea/>

Compare/Contrast Graphic Organizers

http://www.educationoasis.com/curriculum/GO/compare_contrast.htm

Cause/Effect Graphic Organizers

http://educationoasis.com/curriculum/GO/cause_effect.htm

Chain Graphic Organizers: Sequence, Cycle, Time Line, and Chain of Events

<http://www.educationoasis.com/curriculum/GO/sequence.htm>



UNIT TITLE: NOTABLE MISSOURIANS

Olive Boone: Frontier Woman

GRADE LEVEL: 4

UNIT TEACHING ACTIVITY IDEAS:

1. K-W-L Charts
2. Word Maps
3. Prediction Charts as they read
4. Descriptive Writing
5. Class Debates
6. Reader's Theatre
7. Newspaper Articles
8. Scrapbooks
9. Character Maps
10. Postcard
11. Diary or journal entries

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	COMMON CORE ANCHOR STANDARD LEARNING GOALS*	GLEs/CLEs	PS	CCSS	DOK
The learner will interpret and explain information provided through the graphic features in non-fiction text.	CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section or chapter) relate to each other and the whole.	R.3.A.4	1.5 1.6 2.4 3.5	RI.4.7	2
The learner will describe the organizational structures of non-fiction text.	CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section or chapter) relate to each other and the whole.	R.3.A.4 R.3.C.4.A R.3.C.4.B R.3.C.4.C R.3.C.4.D R.3.C.4.E R.3.C.4.F R.3.C.4.J R.3.C.4.K	1.5 1.6 2.4 3.1 3.4 3.5 3.6 3.7 3.8	RI.4.5	2
The learner will explain how the organizational structures and graphic features aid in the comprehension of non-fiction text.	CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.	R.1.D.4.a R.1.D.4.b R.1.H.4.a		RI.4.10	1 3

GLEs/CLEs: meaning; PS: meaning; DOK: * On the Department of Elementary and Secondary Education website (dese.gov), these standards are known as the Missouri Learning Standards.

TITLE SUMMARY: “As a woman living on the Missouri Frontier in the early 1800s, Olive Boone faced many challenges we cannot imagine today. While her husband was away on hunting and trading trips, she raised their fourteen children alone while also maintaining her family’s farm. At the time, many people thought women were not as strong or as talented as men. But Olive Boone showed she was as good as any man. She helped her family survive and prosper on the dangerous American frontier.”



UNIT TITLE: NOTABLE MISSOURIANS

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Olive Boone: Frontier Woman

GRADE LEVEL: 4

TITLE THEMES: settlement, wild west, frontier, farming, hunting, chores, immigrants, pioneers, exploration, hardship, women's rights, property rights, inheritance.

HISTORICAL RELEVANCE: This book deals with the growing American frontier in the early 1800s. During Olive's life, the United States of America was expanding. The Louisiana Purchase was made in the year 1803, and the result was the Lewis and Clark Expedition. Olive and her husband were among many brave people to travel west to establish homes. Olive represents the strong women who raised children and did all the chores on their settlements while their husbands were often away for weeks at a time.

KEY VOCABULARY: generations, homemaking, livestock, settlement, trading post, bridle, courting, immigrants, packhorse, pirogue, skiff, saplings, tanned, architects, mortar, bustling

DISCUSSION QUESTIONS:

1. Why are there very few stories that exist today about life on the frontier?
2. Why do you think this was such a dangerous time to be living in?
3. How do you think Olive felt as she traveled to Missouri?
4. Olive and Nathan had many problems in their new home. How did Olive respond to her floor problem? She bought a new rug. How have you responded to a problem in your life?
5. If you could have a job on the frontier, what would it be and why?
6. When Olive's husband Nathan became ill, he wrote up a new will and left everything he owned to Olive. What do you think Olive would have done if Nathan had not given her everything? How would she have survived?

COMPREHENSION QUESTIONS:

1. What does "frontier" mean?
2. How were boys and girls raised differently during this time?
3. Why were the Boones and Van Bibbers such good friends?
4. What did the governor of the St. Louis area do to try to get people to move to Upper Louisiana?
5. What is a pirogue? Describe the one Nathan made for his family.
6. What did Olive and Nathan eat during their journey?
7. What did Olive and Nathan trade to obtain their land on the banks of the Femme Osage Creek?
8. Describe Olive and Nathan's first home.
9. What is a sieve and how did Olive create her own?
10. What was Boone's Lick?
11. What is a loom and what did Olive use it for?
12. When did the Missouri Territory become a state in the Union?
13. Why did Olive and her family have to move in 1833?
14. What scenery did Olive see when she arrived at the new farm in Springfield?
15. Why were Olive's daughters angry with her at the end of her life?



UNIT TITLE: NOTABLE MISSOURIANS

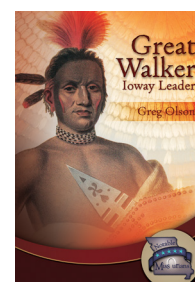
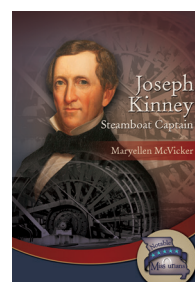
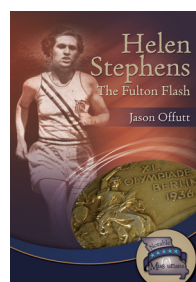
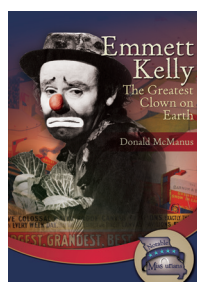
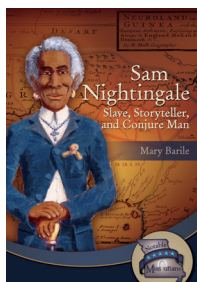
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Olive Boone: Frontier Woman

GRADE LEVEL: 4

MISSOURI CONNECTIONS:

- Nathan Boone Homestead State Historic Site. The Boone family lived on this homestead from 1837 to 1856. There is a nearby family cemetery where both Nathan and Olive are buried. 7850 N. State Hwy. V, Ash Grove, MO 65604-8159. Park Office: (417) 751-3266 <http://mostateparks.com/park/nathan-boone-homestead-state-historic-site>
- The Historic Daniel Boone Home & Heritage Center through Lindenwood University. This heritage center is comprised of more than a dozen 19th century buildings that were brought together to simulate a town from the Missouri frontier. The facility is owned and operated by Lindenwood University. Tours are offered to individuals or groups at various rates. 1868 Highway F, Defiance, MO 63341. Center Office: (636) 798-2005. BooneHome@lindenwood.edu <http://www.danielboonehome.com/>
- Arrow Rock State Historic Site. This historic site is where Nathan Boone and his brother Daniel M. Boone started their salt manufacturing business. The entire town is now a National Historic Landmark where visitors can explore the Huston store, the Old Tavern, the old courthouse, and the stone jail as well as many other historic buildings. 39521 Visitor Center Drive, Arrow Rock, MO 65320. Park Office: (660) 837-3330. <http://mostateparks.com/park/arrow-rock-state-historic-site>



Notable Missourians

Other Study Guides Available: Grade Level 4

Sam Nightingale: Slave, Storyteller, and Conjure Man;

Emmett Kelly: The Greatest Clown on Earth; Helen Stephens: The Fulton Flash;

Joseph Kinney: Steamboat Captain; Great Walker: Ioway Leader

Coming in 2015: Alfonso Wetmore, Marie Fower, Jeffrey Deroine,
Albert Lambert, Stan Musial, Jean Bartik