Unit 1 /Week 4

Title: The Daring Nellie Bly: America’s Star Reporter

Suggested Time: 5 days (120 minutes per day)

Common Core ELA Standards: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.5.8, RI.5.9; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.3, L.5.1, L.5.2, L.5.4, L.5.6

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Anything can be accomplished with perseverance and determination.

Synopsis

In the story, Nellie Bly wants to break the fictional record of Jules Verne’s character, Phileas Fogg, who traveled around the world in eighty day. The story chronicles the journey and experiences of Nellie Bly by including the feeling that women should not travel alone or unchaperoned, and physical hardships such as weather, schedules, and health issues.

Instructional Focus

To identify the distinguishing characteristics of a biography

To write things in sequential/chronological order

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Re-read first four paragraphs on page 110, what do her actions tell you about the type of person Nellie Bly was? | She was adventurous and determined.  |
| Being determined means you have made up your mind and you are sticking with it. What evidence does the author provide to show that Nellie is an adventurous and determined woman?” | She didn’t need a chaperone. She could travel with one piece of hand luggage for 80 days. If the newspaper did not agree to send her, she would find another newspaper that would. In other words, she would not take no for an answer. |
| Based on your reading of the text, who was Phileas Fogg? Where did Nellie Bly get the idea to travel around the world to beat the record of Phileas Fogg’s? Use the text to support your answer. (p. 110) | Fogg is a character from a novel written by Jules Verne. He traveled around the world in 80 days. The author tells us that the idea came to her one sleepless night from reading Jules Verne’s popular novel. |
| The author writes that Nellie was convinced or very sure that she could beat Fogg’s record, but her editor was doubtful. Based on clues in the text what does the word doubtful mean? Why was her editor doubtful and why did he finally agree? (p. 110) | Doubtful means unsure/uncertain. Her editor was doubtful because during that time period women did not travel alone, and they traveled with so much luggage it would cause her to miss travel connections. He finally relented when she threatened to find another newspaper that would allow her to start her journey. |
| Reread the first two paragraphs on page 111. The author creates a mood by using descriptive words that are meant to make the reader feel a certain way. What mood does the author create in these paragraphs? What words or phrases make you think so? | The author creates a mood of uncertainty, anxiousness, and a fear of failure compounded by the fact that she had to overcome her seasickness. The words that were used are: intense heat, bitter cold, terrible storms, shipwrecks and fevers. The phrase is that she would rather return dead than “alive and behind time.” |
| A motto is a short phrase or saying used as a reminder of your beliefs or what is important to you. The author writes that Nellie’s motto is “Energy rightly applied and directed will accomplish anything.” In your own words, what does this mean? How does this motto fit with what we already know about Nellie? (p. 111) | Answers will vary but the gist should indicate that if one focuses their attention on completing a task at hand, they can accomplish their goal. This fits with the idea that Nellie is determine and will not take no for an answer. She knows that if she tries hard enough, she can “accomplish anything.” |
| Why was Nellie Bly’s meeting with Jule’s Verne important? (pg. 111) Find documentation in the text to confirm this. | He helped her plan her route around the world using the route he charted for Phileas Fogg. |
| Apart from the factors that were likely to affect her outcome, like the weather, sickness, and delayed travel times what was Nellie Bly’s greatest fear? Use the text to justify your answer. (p. 111) | Fear of failure |
| What does Nellie Bly mean when she says that Colombo may be a pleasant place to stay “If staying does not mean more than life to one?” (p. 112) | She might enjoy Colombo if she were not on a trip that was so important to her. |
| How did Nellie Bly’s feeling upon arrival in Singapore differ from her arrival in Hong Kong? (p. 114) | She was upset by the delays in Singapore and thought she would not finish her journey on time as oppose to her arrival in Hong Kong where she was thrilled at arriving two days early. |
| Compare Elizabeth Bisland’s reasons for traveling around the world with Nellie Bly’s reasons. Use evidence from the text to support your ideas. (p.114) | Elizabeth Bisland was motivated by the desire to beat Nellie Bly, while Nellie Bly was motivated by a sense of adventure and a desire to prove that women were capable travelers. |
| Why did the *World* decide to hire a special train to take Nellie Bly across the United States? Use the text to support your answer. (p. 115) | Because the snowstorm made the original route impassable, the new train would allow her to reach her destination by taking a new route.  |
| What were the results of Nellie Bly’s successful journey? (pp. 116 & 117) | Circulation increased but ultimately students should recognize that Nellie Bly had changed the image of the American girl and advanced the rights of women, the working class and orphans. |
| What evidence does the author provide to show that Nellie continued to do great things after her trip around the world? | Throughout her life Nellie Bly:Campaigned for the rights of women and working class, ran a manufacturing company as a model of social welfare, invented the first steel barrel and patented 25 other inventions, she worked tirelessly to find permanent homes for orphans. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**Words addressed with a question or task | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Pg. 110 - determined, convincedPg. 111 - motto | Pg. 109 - ordinary, sensationPg. 110 - convinced, doubtful, chaperone, resulted, faze, essentials, relented, stunt, editorPg. 111 - rare, glimpses, confronted, sneered, suspensePg. 112 - eccentric, heiressPg. 114 - infuriated, endured, agonies, disheartened, emblazoned, patent, wrackedPg. 116 - exploit, campaignPg. 117 - crusaded, moral responsibility |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Pg. 114 - impassable | Pg. 112 - patiencePg. 116 - throng, exaggeration |

Culminating Task

* Re-Read, Think, Discuss, Write

*Based on your reading of “The Daring Nellie Bly: America’s Star Reporter”, explain how Nellie Bly shows that anything can be accomplished with determination and perseverance. Your explanation should consist of two well-developed paragraphs, as well as textual evidence. Within each paragraph, you should present at least one example from the story that helps to prove your point that Nellie’s determination and perseverance show that anything is possible. Be sure to use specific details from the text when explaining your examples.*

Answer:

Elizabeth Cochrane wrote under the name of Nellie Bly. She was determined to get a job as a newspaper reporter so she moved to New York and began writing about unfair practices that affected the lives of ordinary women. She became a successful stunt reporter and was allowed to choose her own stories. One night she came up with the idea of beating the fictional record of Phileas Fogg, who traveled around the world in eighty days from Jules Verne’s novel. She had a hard time convincing her editor to allow her to go because women did not travel alone. They also traveled with too much luggage which could cause her to miss important travel connections. Because she was so determined, she challenged the editor with finding another newspaper if he did not allow her to go. Finally, he relented and allowed her to pursue her idea. In order to travel light and make her connections, Nellie Bly traveled with one dress, a long coat, and one handbag. This also helps to show that she was determined to disprove the misconceptions about how women travel.

Throughout the story, Nellie Bly had to brave intense heat, bitter cold, terrible storms, shipwrecks, and fever to finish her journey on time. Although she experienced many delays and challenges, she stayed focused on her goal of traveling around the world in less than 80 days. Even when she was informed half way through her travels that she had a competitor, she never lost sight of her goal. Finally, after 72 days, 6 hours, and 11 minutes after the start of her journey, Nellie Bly arrived in the Jersey City train station to a huge, cheering crowd. Her trip around the world disproved the idea that women were not capable travelers and reinforced the idea that you can achieve anything if you direct your energies and stay focus on your goals.

Additional Tasks

* Read the Wikipedia story of Elizabeth Bisland’s attempt to beat Nellie Bly around the world. Compare their stories and decide whether there was a conspiracy to help Nellie Bly reach her goal first. (http://en.wikipedia.org/wiki/Elizabeth\_Bisland)

Answer: Elizabeth Bisland was motivated by a desire to beat Nellie Bly. Nellie Bly was motivated by her desire to succeed in traveling around the world in less than 80 days. Answers will vary regarding the motives. Some will believe that Elizabeth was duped in order for Nellie to win and others will believe that Nellie succeeded and beat Elizabeth because of her determination.

* Have students go on line to research to track Nellie Bly’s journey around the world and create a visual depicting all the places/countries that she visited in her round the world trip. Students can use the link (http://www.pbs.org/wgbh/amex/world/ maps/index.html) to help them.
* Nellie Bly kept a travel diary of her journey. Imagine you are a first-time visitor in your town. Write a diary entry for a day you might spend there. Be sure to answer the 5 W’s: Who? What? Where? When? Why? Also, include vivid words that would help someone who’s never been to your town visualize it.

Answers will vary.

* Have students write their own newspaper story based on the directions on page T263 in the Teacher’s Edition.

Note to Teacher

* As part of the genre study, you need to teach the elements of biography. Students need to understand that a biography is a written account of a person’s life written by someone else, the information is presented in a time order and it shows why the person’s life is important. Students need to realize that Nellie Bly was a real person and the accounts and experiences are factual.

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.