

Big Idea Language of the Discipline Rules

A CRITICAL THINKING

RESOURCE FOR...

THE TRUE CONFESSIONS OF CHARLOTTE DOYLE

Engage your students like never before with critical thinking questions for each chapter of the book.

Details
Across Disciplines
Trends

Multiple Perspectives
Relate Over Time

Unanswered Questions Patterns Ethics

Big Idea Language of the Discipline

Increase rigor in your classroom while developing an exciting, more meaningful relationship with a well-loved piece of literature!

This critical thinking resource is a unique novel study guide for Avi's, *The True Confessions of Charlotte Doyle*. This set of chapter companions was designed to meet an important need in the classroom; novel companions and/or resources that push students to think beyond the basics and more deeply engage with the text. In this guide you will find a graphic organizer for each chapter in the book. Each organizer focuses on 4 of 11 critical thinking elements (**Big Ideas, Rules, Trends, Patterns, Language of the Discipline, Ethics, Relationships Over Time, Details, Unanswered Questions, Across Disciplines, and Multiple Perspectives**). There is also a "Core Question", which draws on information from the 4 critical thinking elements of the graphic organizer.

The questions on each chapter companion are designed to encourage higher level thinking skills and more complex interactions with the text than traditional novel units typically provide. Students also learn to support responses with evidence from the text, even in the case of contradictory opinions.

These graphic organizers are aligned with the "K-12 Common Core Anchor Standards for Reading" and are perfect for providing more complex literary analysis for GATE students, while also allowing students of different ability levels to further develop their critical thinking skills.

The graphic organizers in this unit can easily be used in a variety of different ways:

- As post chapter individual literary response activity and/or assessment
- As a base for jigsaw groups- each group member from a "home base" group meets with an "expert" group to discuss/answer one of the four questions. They then return to their "home" group and lead a discussion utilizing the information they gathered. The home group then works together to discuss/answer the "core question".
- As a foundation for literature group discussions- the graphic organizers help guide the discussion and provide the group with clear defined objectives
- As a scaffolded literary response activity- the organizers for certain chapters can easily be used to assist your students in writing an in-depth literary response piece. The four questions can be answered with support and thoroughly discussed. The students can then use that information as a source/pre-write for developing a longer written response for the "Core Question".
- As a "think-pair-share" activity- Students meet with a different partner to discuss/answer each of the four questions. They then work by themselves or with another partner to complete the "Core Question".

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Ethics Rules Trends Patterns

Unanswered Questions Multiple Perspectives

Across Disciplines Relate Over Time Details

Helping teachers thrive in the classroom

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TRENDS

What rules or cultural norms are presented in this chapter that relate to women and children of the time period?

UNANSWERED QUESTIONS

What unanswered questions does the author leave you with after reading this chapter? Explain the author's intentions for creating this ambiguity.

Core Question

What inconsistencies are presented in this chapter? For example, why would Mr. Grummage insist on Charlotte continuing on the voyage even after a number of "bad signs"?

BIG IDEA

Summarize this chapter in exactly 4 sentences.

MULTIPLE PERSPECTIVES

How would this chapter be different if it were told from the perspective of Mr. Grummage?

RULES

Based on the events of this chapter, what genre would you classify this book as? Provide examples for your answer.

LANGUAGE OF THE DISCIPLINE

How does the author effectively create a "hook" that makes you want to continue reading? Provide examples.

Core Question

What events take place in this chapter that increase the conflict or rising action of the story? What are the effects of the characters' actions and/or setting?

RELATE OVER TIME

What change(s) in setting take place in this chapter? How do these changes affect the story?

ETHICS

How does the character Zachariah reveal prejudices or stereotypes that might exist in this book?

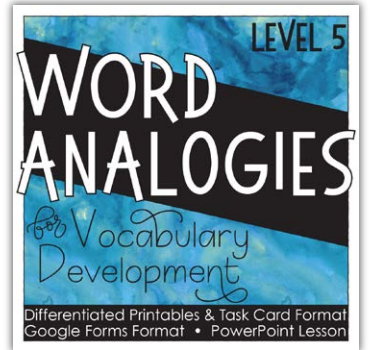
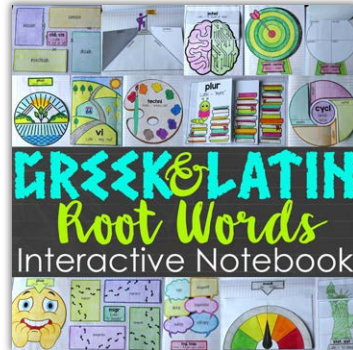
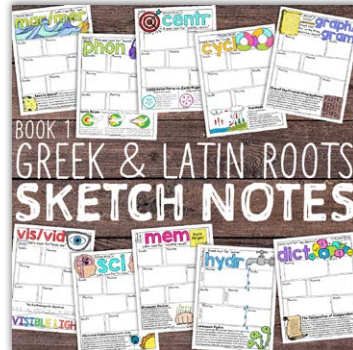
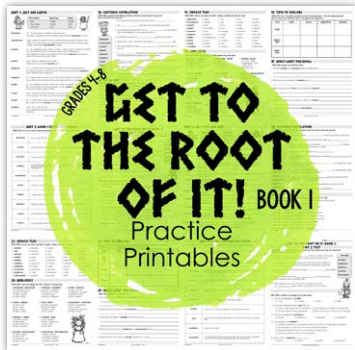


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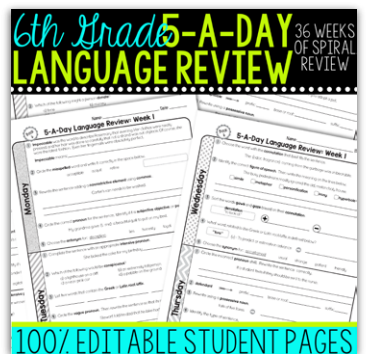
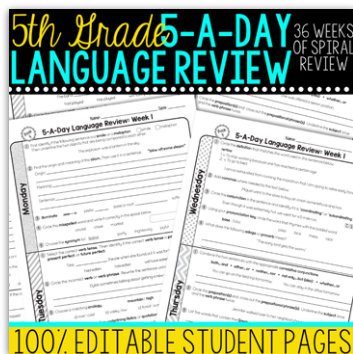
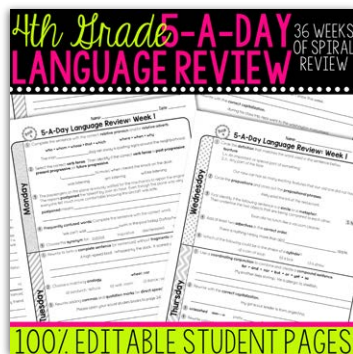
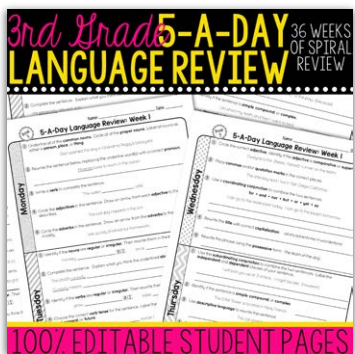


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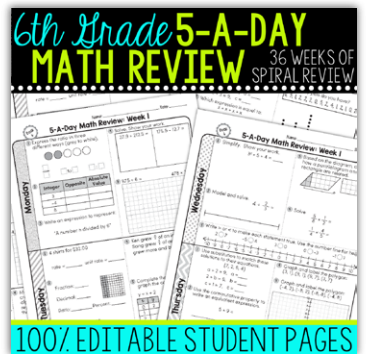
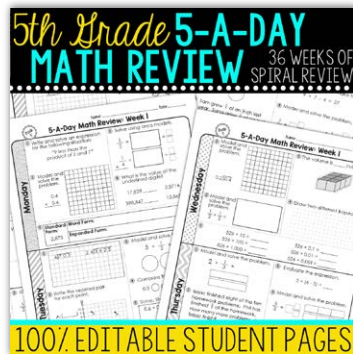
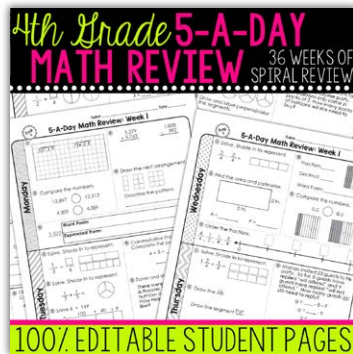
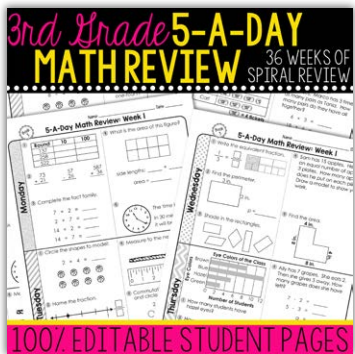
VOCABULARY RESOURCES



DAILY LANGUAGE REVIEWS (GRADES 3-8)



DAILY MATH REVIEWS (GRADES 3-6)



HANDS-ON MATH TILES

