

Unit 3/Week 3

Title: The Bridge Dancers

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.3; W.4.1, W.4.2, W.4.4, W.4.9; SL.4.1; L.4.1, L.4.2, L.4.5

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

Challenging situations can create opportunities for personal strengths to be recognized and used to solve real world problems.

Synopsis

In this book, two sisters, Maisie and Callie are faced with a challenging situation. Callie gets hurt while their mother is away and Maisie must decide whether to cross the bridge she is deathly afraid of rely on her knowledge of herbal medicine to save her sister's life.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. 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.)
3. 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

Text Dependent Questions	Answers
<p>Reread pages 243-244. What words or phrases does the author use on these pages to describe the setting of the story? What does this tell us about the setting?</p>	<p>Page 243</p> <ul style="list-style-type: none"> • There is a steep dirt path from their house on the hill that leads to the edge of the gorge. • From way down below, the girls look like little specks on the mountain’s edge. <p>Page 244</p> <ul style="list-style-type: none"> • There is a bridge and most of the neighbors live on the other side of the bridge. • There are seven houses within the first half mile. • Most of the neighbors live on the other side of the mountain. • The Ketchums are a mile away. • Plants are all over the mountain.

<p>Authors often describe a character based on their actions, words, and thoughts.</p> <p>Callie and Maisie have different personalities and strengths. What are some words that you would use to describe each girl?</p> <p>Use evidence from the text to support each character's traits.</p>	<p>Maisie:</p> <ul style="list-style-type: none"> • likes order (242): "she doesn't think often a mountain." • responsible (247): "I know there's supper to wood to gather and plenty to do." • confident (251): "suddenly, I know what to the times I've watched Mama..." • caring (251): "don't worry, Callie. Maisie ca "I know it will hurt, so I keep talking." • loving (252): "I rest her head in my lap." I t lulling her to sleep at last." • cautious (244): "She knows the thought of f me." When mama crosses the bridge, she a mind my steps on the bridge... Mama knows <p>Callie:</p> <ul style="list-style-type: none"> • boisterous (242): "Callie gives a yell like you before... I've heard it aplenty." • leader and trend setter (242): When she gr going to the city, start a new style, get rich, pay her a lot of money to get their hair all ta • bold (245): "Callie dances toward the bridg • theatrical, imaginative, (247): "Burst into ju • carefree, adventurous, fearless (248): "I kn
<p>Sometimes authors use a figure of speech called personification in which an object or idea is given human qualities. They do this to give readers a better picture of what is currently happening in the story by relating the personal qualities to the thing described.</p> <p>Re-read the first paragraph on page 244. How does the author describe the bridge?</p> <p>How does the author's use of personification help us understand Maisie's perspective of the bridge?</p>	<p>"a shaky old skeleton, a tangle of ropes and and swings in the breeze."</p> <p>"It rocks like a boat in a storm."</p> <p>The narrator (Maisie) is fearful of the bridge</p>

<p>What effect does the environment have on each girl's personality, interests, and strengths?</p>	<p>The fact that they are secluded from society</p> <ul style="list-style-type: none"> ● rely on the environment to meet their needs ● Mama is allowed to cross the bridge (244) but Papa is not allowed thus forming two different perspectives on the world. Papa wants to move to the city while Maisie is happy in the mountains. <p>Callie</p> <ul style="list-style-type: none"> - When she grows up she wants to live in the city. - Callie dances towards the bridge, humming and singing, showing her imagination and confidence. She is not afraid to take risks. It proves that she is more confident than her sister and willing to leave their home. - She wants to start a new style, wants to get a new hair style. The ladies pay her to have the same hair style. <p>Maisie</p> <ul style="list-style-type: none"> - She wants to stay on the mountain. She is 11 years old and has never been across the bridge. (242) - She describes the bridge and is fearful to leave the mountain. (244) - Callie dares Maisie to stand on the bridge and she is too afraid to even stand on it. - The mountain will always be her home (253) - She knows the plants needed for remedies (253) - She helps Mama with the doctoring and washes the clothes for the sick folks. (253)
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<p>What words or phrases did the author use to show evidence that Maisie has changed over the course of the story? (Pg. 253)</p>	<p>In the beginning, Maisie was afraid to cross the bridge. At the end, she helped her Mama with the doctor along and watches. (253)</p> <p>Student inference: she is crossing the bridge.</p> <p>When Callie talks about the city... "I sometimes visit her there, but for me, I think the mountains are my home. (253)</p>
<p>On page 253, Mama says, "You've got good sense, Maisie. I guess there's more than one way to cross a bridge." What does this mean?</p>	<p>This means that in addition to physically crossing a bridge, it is possible to metaphorically cross a bridge (do something new) with students 😊. Maisie crossed a bridge when she helped Callie, something she didn't know she would do when she did it.</p>

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided
<p>TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text</p>	<p>Page 248 - kindling Page 249 - herb medicines (tansy, yarrow, feverfew, poke leaves, chickweed) Page 250 - poultice</p>	<p>Page 247 - enchained Page 250 - quivery Page 251 - kettle Page 252 - thrashes, lulling</p>

<p>STUDENTS FIGURE OUT THE MEANING suffi cient context clues are provide d in the text</p>	<p>Page 243 - gorge Page 251 – muslin, fret</p>	<p>Page 247 - jubilant (context/synonym) Page 249 - pitches (illustration) Page 248 - tottery (context) Page 253 - hollered (context)</p>
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Culminating Task

- *In “The Bridge Dancers,” Maisie faces a crisis and experiences a defining moment that changes her as an individual. Describe the challenges faced by the main character. How did this event allow her to problem solve and change her perspective? Cite specific evidence from the text to support your answer. Be sure to show your understanding of the story by describing the main character’s thoughts, words, or interaction with others. What did Maisie learn from these challenges and how did it influence her personal growth?*

Answer: When Maisie’s sister gets injured, she recognizes that she had an option to cross the bridge to get Mama or use her personal strengths and knowledge of herbal remedies to help save her sister. Maisie’s mom acknowledges the idea that there are many ways to solve a problem (page 253). Maisie was afraid to cross the bridge but in the end, she is crossing the bridge with Mama and helping her with the doctoring by going along and watching her. (page 253) She was also afraid to treat Callie but she did that also and in so doing she “found” herself.

Additional Activities

- *What language does the author use to create a sense of danger and excitement throughout the text? Make note of specific phrases in the text and detail the type of language used, as well as the page number. For example, on page 244, the author uses a metaphor when he writes,*

“Our bridge is just a shaky old skeleton.” When you are done compiling your examples, write a paragraph explaining how these words or phrases succeed in creating a sense of danger or excitement.

Answer:

- Our bridge is just a shaky old skeleton... (metaphor, pg. 244)
 - the wind is strong and the bridge is rocking like a boat in a storm (simile, pg. 244)
 - in the gloomy light of sundown she is ghostlike and beautiful (allusion/imagery, pg. 245)
 - my heart is jumping (personification, pg. 246)
 - quick as lightning (simile, pg. 246)
 - ropes groaning and boards creaking (personification, pg.250)
 - wind and trees are whipping at the sky (personification, pg. 250)
 - fear in me is so powerful it stings my eyes (personification, pg. 250)
 - the bridge pitches and plunges (personification, pg. 251)
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- *Callie and Maisie’s mother has decided that she is ready to retire as the community healer. Maisie feels confident that she is ready to take over for her mother but community leaders have decided that all interested applicants must persuade the community that they are right for the position. Write a letter from Maisie’s perspective to persuade the community she is the right person for the job. Be sure to use information from the text.*

Answer: Students need to highlight her knowledge, skills, and experience of herbal medicine to persuade the community to persuade them that she is the right person for the job. She is able to remain calm during an emergency and has knowledge of herbal remedies by watching and assisting her mother.

Name _____ Date _____

“The Bridge Dancers”

1. Reread pages 243-244. What words or phrases does the author use on these pages to describe the setting of the story? What does this tell us about the setting?
2. Authors often describe a character based on their actions, words, and thoughts. Callie and Maisie have different personalities and strengths. What are some words that you would use to describe each girl? Use evidence from the text to support each character’s traits.
3. Sometimes authors use a figure of speech called **personification** in which an object or idea is given human qualities. They do this to give readers a better picture of what is currently happening in the story by relating the personal qualities to the thing described. Re-read the first paragraph on page 244. How does the author describe the bridge? How does the author’s use of personification help us understand Maisie’s perspective of the bridge?
4. What effect does the environment have on each girl’s personality, interests, and strengths?

5. Reread pages 249-250. Callie falls while trying to get the ax off the wall and her leg is cut deeply. Callie begs Maisie to get Mama. Callie says, "You're the only one who can help me." What does she mean by this, and how does Maisie help her?

6. Re-read the last paragraph on page 251 and all of page 252. How did Maisie help Callie? Use details from the story to describe how Maisie took care of her sister.

7. A **poultice** is a soft, moist packet of medicines spread on the body to stop pain. Reread pages 251-252. Explain how Maisie makes a poultice on page 251-252. How does the poultice help Callie?

8. In the end, Maisie says the mountain will always be her home. She likes the mountain and how it needs Mama. What does she mean when she says, "I think it's going to need me, too."

9. What words or phrases did the author use to show evidence that Maisie has changed over the course of the story? (Pg. 253)
10. On page 253, Mama says, "You've got good sense, Maisie. I guess there's more than one way to cross a bridge." What does this mean?