



Fifth Grade

ELA

GRADE 5 ELA ACTIVITY 4 – ADVENTURERS

A video lesson of a Knox County 5th grade teacher that accompanies this text is available on KCS YouTube Channel and KCS TV.

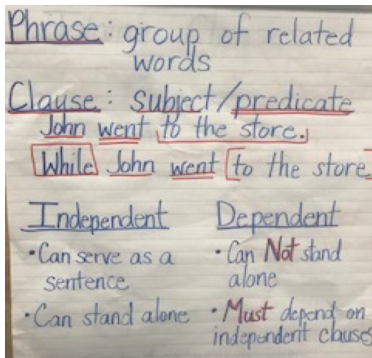


In this text, your child will be looking for specific clues about:

TOPIC: Adventurers

ESSENTIAL QUESTION: Who goes seeking adventure and why?

BACKGROUND KNOWLEDGE FOR SENTENCE COMPOSITION: Phrases and clauses will be referenced throughout the lesson; below is additional information to support students if needed.



Explain to students that identifying phrases, independent clauses, and dependent clauses in a sentence will help them understand their function in a sentence and will improve their comprehension.

BUILDING BACKGROUND KNOWLEDGE:

- *Historical Museums*

In this lesson, your child will be reading a fantasy that takes place at a ghost town museum. Ask your child what museums they remember visiting, either on a field trip or with family and friends.

What parts of history was your child able to explore through these museum exhibits?

- *Primary and Secondary Sources*

Primary sources are original records of a historical event created by first-hand witnesses. Secondary sources are records of a historical event that have been compiled after the event took place, typically created by someone who references primary sources.

Ask your child to list some examples of primary and secondary sources that they have interacted with, particularly in Social Studies classes.

What might be some benefits of studying primary sources as opposed to secondary sources? How might the recounting of a historical event change over time as authors rely on learned rather than lived experience?

READING THE TEXT: *The Ghost Town*

- You may choose to take turns reading the text with your child, read the text at the same time, or have your child read independently.

ASK QUESTIONS:

- List a question you would like to ask Luke and a question you would like to ask his mother about their real lives.
- What questions would you like to ask the exhibit director of the ghost town museum?

PROMPT:

What is the difference between what Alicia saw in the ghost town museum and what she saw in the “real” ghost town with Luke? Use text evidence to provide specific examples of how the two experiences were different.

EXEMPLAR:

The ghost town museum and the “real” ghost town provided vastly different experiences for Alicia. While she found the museum itself to be boring, her trip back in time with Luke completely changed her outlook. The museum presented a rosy view of the past, with colorful buildings, lots of items for sale, and mannequins with shiny boots. Based on these text details, a visitor of this museum might assume that life for inhabitants of this ghost town was quite pleasant. Once Alicia traveled to the past with Luke, however, she observed a very different scene. Buildings were abandoned, staples like potatoes and flour were rarely available at the store, and Luke wore no shoes at all. If Alicia had not been able to experience the past with Luke, she would have left the museum still feeling bored and unimpressed by the exhibit. Instead, she was able to see firsthand the difficulty of life in an abandoned mining town. She ended her visit grateful for her modern life.

OPTIONAL ACTIVITIES WITH EXEMPLAR:

- Focus and Organization: Label the topic sentence with a “T” and conclusion with a “C”
- Development: Underline text evidence used by the author to describe the museum as well as the “real” ghost town.
- Language: make a list of adjectives and adverbs used by the author. How do these describing words make the writing more detailed and interesting?
- Conventions: Find at least one independent clause, one dependent clause, and one phrase in the text.

EXTENSION:

What lesson do you think the author of this story is trying to teach? Write an opinion essay providing reasons for your position and using textual evidence to support those reasons.

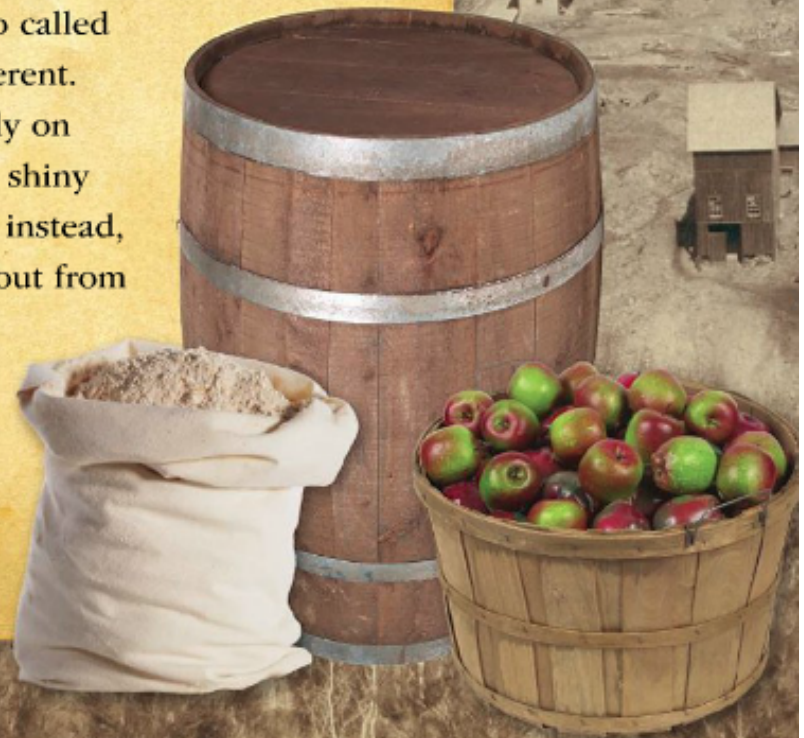
THE GHOST TOWN

“Totally boring” is how Alicia would have described her visit to the ghost town, with its brightly painted storefronts, restored church and schoolhouse, and tidy streets. That is until she stepped into the last room of the museum, the general store area. As her mom listened attentively to the guide drone on about various items on the well-stocked shelves, Alicia’s eyes darted to a corner display. Several artifacts and life-sized plastic figures faced her. She moved toward the display as one of the plastic figures beckoned secretively to her. Alicia froze.

When the well-dressed boy in the exhibit seemed to say “come here” once more, Alicia did not need another invitation. In what seemed like a single motion, she moved to the display and slipped through an invisible door with the boy.

In an instant they stood on a street of the real ghost town. Smoke and dust made Alicia's eyes teary, and the stink of animals filled her nostrils. She quickly became aware that the boy, who called himself Luke, looked much different. His patched clothes hung loosely on his gaunt frame. Gone were the shiny cowboy boots from the display; instead, his calloused, filthy feet poked out from the tattered hems of his jeans.

Several bearded, scruffy men loitered in the streets. Another was trying to sleep in an alley between two abandoned buildings.



Luke explained that the man was always there. He added, “There’s no gold—no work for anyone, not for more than a year now. We all need to get out of here, but where do we go?”

Then he took Alicia to see his mother, who was slowly stirring laundry in a huge pot over an open fire. Thin and weary, the woman was quick to tell Alicia that she had very little laundry work anymore, now that the town was almost deserted. “I hardly earn enough to buy a few potatoes and some flour at the store. *If*,” she added, “the store even has any potatoes and flour.” Pointing behind her to a ramshackle lean-to, she said, “Believe me, this is no place to live—you two deserve better. Let Luke take you back where you both belong.”

With those words, the invisible door opened, and Alicia was once again at her mother’s side. As the guide chattered on, Alicia looked over at Luke. She thought about how lucky she was to be living in the present.



ELEMENTARY READING

5th GRADE- ACTIVITY 4

Handouts can be found under the ***Student Resource Tab*** on The Knox County Schools website - www.knoxschools.org

KCS  **home**
Summer Edition



1. Turn on closed captions, if available.



2. Adjust the playback speed to slow down the video.



3. Consider watching short clips then pause, listen, and watch again.



4. Ask someone in your home to watch the video with you. Stop frequently and talk to your partner about what you heard and understood.

If this video
is hard to
understand:

ADVENTURERS

Essential Question: Who goes seeking adventure and why?

- **Learning Target:** Read closely to explain the difference between a museum depiction and a lived experience.
- **Success Criteria:**
 - Identify differences
 - Explain the significance of these differences
 - Use multiple pieces of text evidence
 - Follow conventions of standard written English

KNOWLEDGE BUILDING

- Historical Museums
- Primary vs. Secondary Sources
- Why might a museum's depiction of a historical event differ from the lived experience of that time?

SENTENCE COMPOSITION

- Phrase: group of related words
- Clause: subject and predicate
 - I John went to the store.
 - D While John went to the store
- Independent Clause: Can stand alone as a complete sentence
- Dependent Clause: Cannot stand alone; must be combined with an independent clause to make a complete sentence

THE GHOST TOWN

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SLEUTH WORK

Gather Evidence List two differences between what Alicia saw in the ghost town museum and what she saw in the "real" ghost town with Luke.

Ask Questions List one question you would like to ask Luke or his mother about their real lives and another question you would like to ask the exhibit director of the ghost town museum.

Make Your Case What lesson do you think the author of this story is trying to teach? Cite specific text details to explain and support your answer.



THE GHOST TOWN

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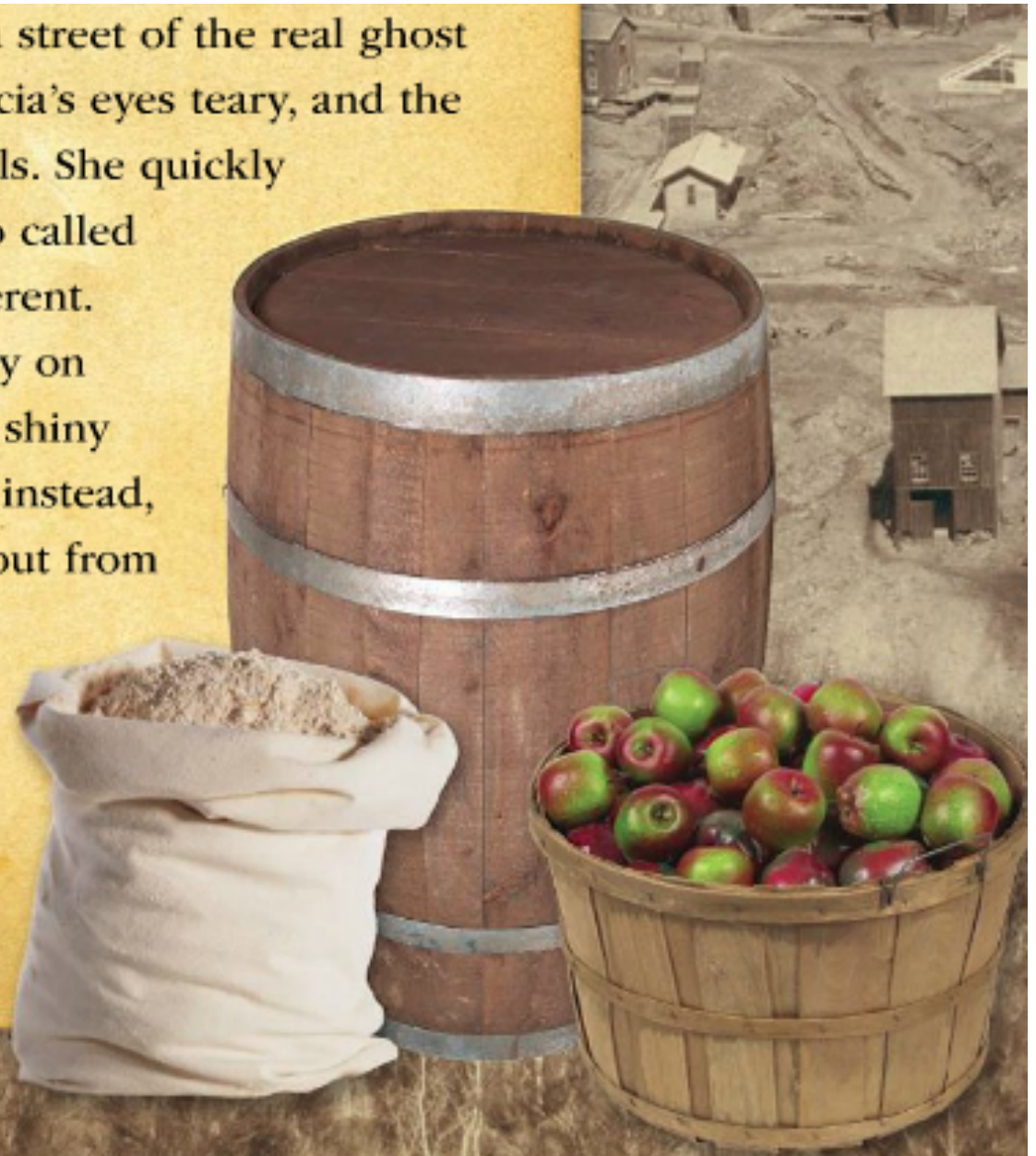
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THE REAL GHOST TOWN

In an instant they stood on a street of the real ghost town. Smoke and dust made Alicia's eyes teary, and the stink of animals filled her nostrils. She quickly became aware that the boy, who called himself Luke, looked much different. His patched clothes hung loosely on his gaunt frame. Gone were the shiny cowboy boots from the display; instead, his calloused, filthy feet poked out from the tattered hems of his jeans.

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CHALLENGES IN THE GHOST TOWN

Luke explained that the man was always there. He added, “There’s no gold—no work for anyone, not for more than a year now. We all need to get out of here, but where do we go?”

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ADVENTURERS

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QUICK WRITE

What is the difference between what Alicia saw in the ghost town museum and what she saw in the “real” ghost town with Luke? Use text evidence to provide specific examples of how the two experiences were different.

RECAP

Essential Question: Who goes seeking adventure and why?

- **Learning Target:** Read closely to explain the difference between a museum depiction and a lived experience.
- **Writing Tasks:**
 - Quick write – explanatory paragraph
 - Extension – opinion essay

EXTENSION

What lesson do you think the author of this story is trying to teach? Write an opinion essay providing reasons for your position and using textual evidence to support those reasons.



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ELEMENTARY READING
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