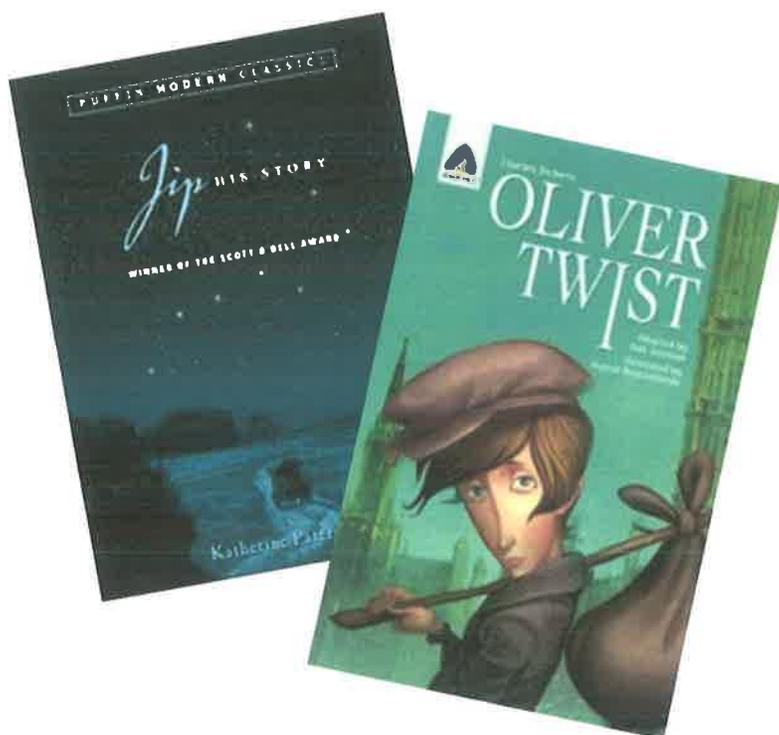

Classic Connections

Jip & Oliver Twist

Cheryl Sloan, Youth Services
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Jip by Katherine Paterson
Oliver Twist by Charles Dickens, Graphic Novel adapted by Dan Johnson

Jip with a Classic Twist

Day 1

- Read up to Chapter 4 in Jip.
- Introduce the digital platform you will use for student writing.

Discussion/Writing Prompt:

Jip, having "fallen off a wagon" was placed under the supervision of the local poor farm. As you read, you will see how very rich he made the place feel for those who became his friends. But, his was a tough existence. What was it like? What would it be like for you? What did his friend Put endure when he had one of his spells?

Investigate some primary source photographs from Jip's era. Write a diary entry from Jip's (yes, Jip will become literate) or Put's point of view. For your entry, tell us what this person's day was like and his reflections on the day. You could also write more generally and inventively as a child of that era, on a poor farm, after a grueling day. What was it like and what are your thoughts about it?

Day 2

- Read up to Chapter 9 in Jip.
- Begin Oliver Twist.
- Tour a one-room schoolhouse . Or, visit virtually at Vermont Historical Society's Flickr Stream
- Listen to audio of Daisy Turner from Vermont Folklife Center

Discussion/Writing Prompt:

In today's reading, Jip is lucky enough to begin school. What did a one-room schoolhouse look like? What were some of the smells you might smell? How would the desks feel? Write with all 5 senses describing a one-room schoolhouse. How is it similar to your school? How is it different? What smells, sights, sounds, and feelings might a child have had in the one-room schoolhouse that are different from what you experience at school? What might be the same? What if one of the children in the picture below were transported through time to one of your classrooms. What would they see?

Day 3

- Read up to Chapter 13 in Jip.
- Keep reading Oliver Twist
- Art Day

Day 4

- Read up to Chapter 17 in *Jip*.
- Finish *Oliver Twist*
- Local History Presentation
- Compare/Contrast *Jip* and *Oliver Twist*
- Podcasts

Discussion/Writing Prompt:

Think about how images can tell a story. What connections you have noticed between *Jip* and *Oliver Twist*? If you had to pick one image that could represent a key idea of either story, what would it be? Which one spoke to you as a reader? Why? Write about those mental images that came to your mind as you read this week.

Podcast:

Katherine Paterson and Charles Dickens each write in a distinct way. In pairs, locate a passage in either *Jip* or *Oliver Twist* that you consider to be a "must-read-aloud". Perhaps you have a favorite section that shows use of great descriptive language. Maybe you have a favorite section of dialogue between characters. Think about the sound effect possibilities with the graphic novel version of *Oliver Twist*! Practice first. Use your newly acquired background knowledge to think about what the characters are seeing, how they're feeling, etc. Put that emotion into your voices.

Day 5

- Books are completely read!
- Field Trip - pay a visit to a local place of historical importance in your area.
- Exit Cards & Self-Assessment Rubrics

Sources

Use these to locate primary source materials for writing prompts and activities or to find community connections!

Local Historical Societies

<http://vermonthistory.org/community-resources/league-of-local-societies-and-museums-directory>

UVM's Landscape Change Program

<http://www.uvm.edu/landscape/menu.php>

Vermont Folklife Center

<http://www.vermontfolklifecenter.org/>

Daisy Turner Audio

http://vermontfolklifecenter.org/multimedia/womenspeak/womenspeak_turner/

Vermont Historical Society

<http://vermonthistory.org/>

Vermont Historical Society's Flickr Page

<http://www.flickr.com/search/?q=One%20room%20schools>

For questions or support, please contact:

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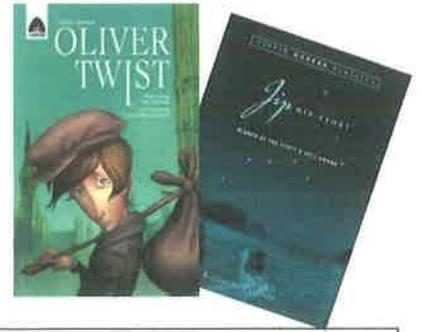
JIP & O.I. Over Time Self Assessment

Use this rubric to help you keep track of how you are doing throughout the week.

Over the course of the week, I was most like the following "Jip" character:

 <p>Readings & Discussions</p>	<p>The Brackets Don't try, save their best efforts to make life difficult for others.</p>	<p>Sheldon Has good intentions, but doesn't always follow through. Can be a distraction to others.</p>	<p>Mrs. Wilkens Mostly does what is asked of her, but also goes her own way sometimes. Doesn't always think about others.</p>	<p>Jip Always figures out a way to do what is asked of him. Thinks about others.</p>
<p>Writing</p>	<p>I didn't even try.</p>	<p>I skinned the reading and had a difficult time participating in the discussions. My mind was elsewhere.</p>	<p>I mostly kept up with the reading, but I had a lot of other stuff going on. I really should have kept better notes so I could participate a bit more in the discussions.</p>	<p>I kept up with the reading and used the thinkmarks when needed to take notes so that I could really participate in the discussions. Jip would have been proud of me!</p>
<p>Activity Participation (podcasts, readalouds, etc.)</p>	<p>I didn't even try.</p>	<p>I didn't complete all the prompts, I forgot to pay attention to conventions and editing.</p>	<p>I completed all the prompts, but my writing was not as well thought out as it could have been. Most of my posts were edited.</p>	<p>I completed all the prompts. My writing was thoughtful and I accomplished the tasks. I used proper conventions and was careful to edit all of my work.</p>
<p>Mural/Artwork</p>	<p>I didn't even try.</p>	<p>Working together? I wasn't so sure at all about these activities. I tried to do some of them, but think I was more of a distraction than a team player.</p>	<p>I did the work, but wondered what the point was. Even though I grumbled about it, I did what was asked of me and ended up having an ok time.</p>	<p>I willingly worked cooperatively with others to complete the activities and think I had a good time! I took pride in what we created together.</p>
	<p>I didn't even try.</p>	<p>I tried to create artwork that had some thoughtful connections but had a hard time since I didn't invest the effort from the beginning.</p>	<p>I created artwork that showed things that I think are interesting. Not all of them have a connection to readings and discussions.</p>	<p>I created artwork that showed what I have learned over the week. I made thoughtful connections to readings and discussions.</p>

*Quests for Freedom: Jip & Oliver Twist
Summer Reading Program Exit Card*



<p><i>“What I learned” 3 new things I learned this week because of the program..</i></p>	
<p><i>“What I wonder” At least one thing I wonder about because of what I learned..</i></p>	
<p><i>“Don’t change” Things I liked about this program..</i></p>	
<p><i>“Take a look at” The program would work better for me if..</i></p>	