



# Tips for Families

## Level 7 Module 1 | *The Middle Ages*



We are excited about the skills and knowledge that your student will build in *Arts & Letters*™ level 7 module 1. Read on to learn more—and for ideas about how you can support learning outside of school.

### What topic is my student studying?

*Arts & Letters* students build knowledge of important topics in history, science, and literature. They build their vocabulary and background knowledge so that they are ready to learn more. In level 7 module 1, *The Middle Ages*, students explore how adolescents' lives were influenced by the particular opportunities and limitations available to them during the Middle Ages. They examine how medieval adolescents' experiences were affected by factors such as education and societal expectations. They answer the module's Essential Question: How does society influence a person's future?

Support your student by asking questions like these about the topic:

- How does life during the Middle Ages compare to your life?
- What factors had the biggest influence on adolescents' lives during the Middle Ages?

### What is my student reading?

*Arts & Letters* students read books, poems, and articles. They study art. They watch knowledge-building videos. Together, these resources build students' knowledge and literacy, including their understanding of different text genres. In level 7 module 1, students read and learn from these books:

- *Good Masters! Sweet Ladies! Voices from a Medieval Village*, Laura Amy Schlitz and Robert Byrd
- *Castle Diary: The Journal of Tobias Burgess, Page*, Richard Platt and Chris Riddell
- *The Midwife's Apprentice*, Karen Cushman

Support your student by talking about books and reading together at home. Explore ways your student can continue to build knowledge about the Middle Ages. Consider visiting museums, watching films, or finding books of interest that can deepen their understanding.

### What is my student writing?

In *Arts & Letters*, students write about what they are learning, and they build their skills by writing narratives, arguments, and informative essays. Each module focuses on one type of writing. In *The Middle Ages*, students plan, organize, and write narratives about the Middle Ages. They practice writing from different points of view and use transitions, precise vocabulary, relevant descriptive details, and sensory language to convey action, events, and experiences. At the end of the module, students craft a narrative about a medieval adolescent who encounters someone from a different social class.

Support your student's writing by encouraging them to write stories that take place during the Middle Ages. After your student reads *Good Masters! Sweet Ladies!* encourage them to write similar scripts that can be performed or to write a narrative about their own society.



## What vocabulary is my student learning?

Learning more words enables students to read, write, and speak at higher levels and about different topics.

In this module, your student will study and use these words:

- agency
- apprentice
- expectation
- hierarchy
- medieval
- midwife
- parentage
- privilege
- status

Engage your student in using these words and exploring words more broadly. With your student, take turns trying to use these words in a sentence.

## What else can we do to continue learning outside of school?

If you speak a language other than English, engage your student in speaking, reading, and writing in your home language. Engage in some of the literacy activities above in that language.

While reading *The Midwife's Apprentice*, your student learned about animal husbandry and medical remedies from the Middle Ages. Consider expanding their knowledge about careers in the medical profession, such as midwives or veterinarians. .

With your student, seek out art and architecture from the Middle Ages on the internet or in a local museum.

Image Courtesy of Victoria and Albert Museum





# Tips for Families

## Level 7 Module 2 | Navajo Code Talkers



We are excited about the skills and knowledge that your student will build in *Arts & Letters*™ level 7 module 2. Read on to learn more—and for ideas about how you can support learning outside of school.

### What topic is my student studying?

*Arts & Letters* students build knowledge of important topics in history, science, and literature. They build their vocabulary and background knowledge so that they are ready to learn more. In level 7 module 2, *Navajo Code Talkers*, students explore how individuals and societies benefit from cultural knowledge. In this module, students build knowledge about individuals and societies and their cultural traditions and communities through the study of Navajo code talkers and their contributions during World War II. They answer the module’s Essential Question: How do societies benefit from cultural knowledge?

Support your student by asking questions like these about the topic:

- How did the Navajo code talkers contribute to the Allied victory in World War II?
- What did you learn about the Navajo and their culture?

### What is my student reading?

*Arts & Letters* students read books, poems, and articles. They study art. They watch knowledge-building videos. Together, these resources build students’ knowledge and literacy, including their understanding of different text genres. In level 7 module 2, students read and learn from this book:

- *Code Talker: A Novel About the Navajo Marines of World War Two*, Joseph Bruchac

Support your student by setting aside time in your daily or weekly schedule for reading. Share what you are reading with your student. Visit the library together to find books about the Navajo or other Native American stories, books about World War II, or other topics of interest to your student.

### What is my student writing?

In *Arts & Letters*, students write about what they are learning, and they build their skills by writing narratives, arguments, and informative essays. Each module focuses on one type of writing. In *Navajo Code Talkers*, students plan, organize, and write compare-and-contrast essays and build on their knowledge of the main character’s Navajo identity and culture in *Code Talker*. At the end of the module, students write a compare-and-contrast essay about how two aspects of the main character’s cultural identity influence his experience in the marines.

Support your student’s writing by ensuring they have tools, technology, and opportunities to write. Suggest that your student write and send a note, using mail or email, to a relative or friend about Navajo code talkers and their role during World War II. .



## What vocabulary is my student learning?

Learning more words enables students to read, write, and speak at higher levels and about different topics.

In this module, your student will study and use these words:

- assimilation
- camaraderie
- culture
- empowered
- harmonious
- infamy
- native
- oral tradition
- propaganda
- terrain

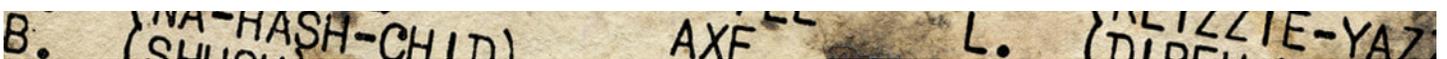
Engage your student in talking about and using these words and in exploring words more broadly. Show curiosity about words, letting your student know when you encounter an unknown word and how you determine its meaning.

## What else can we do to continue learning outside of school?

If you speak a language other than English, engage your student in speaking, reading, and writing in your home language. Engage in some of the literacy activities above in that language.

Learn more about the countries and cultures impacted by World War II alongside your student. Look online or visit a museum together to build a deeper understanding of this time period.

Share any family stories of those affected by the war.





# Tips for Families

## Level 7 Module 3 | *Rise and Fall*



We are excited about the skills and knowledge that your student will build in *Arts & Letters*™ level 7 module 3. Read on to learn more—and for ideas about how you can support learning outside of school.

### What topic is my student studying?

*Arts & Letters* students build knowledge of important topics in history, science, and literature. They build their vocabulary and background knowledge so that they are ready to learn more. In level 7 module 3, *Rise and Fall*, students explore how authors use literature to help us think critically about the past. Students learn about revolutions and the experiences of the citizens living through them. They answer the module's Essential Question: How does literature deepen historical understandings?

Support your student by asking questions like these about the topic:

- Why do we have laws and government?
- How can fictional stories help us better understand history?

### What is my student reading?

*Arts & Letters* students read books, poems, and articles. They study art. They watch knowledge-building videos. Together, these resources build students' knowledge and literacy, including their understanding of different text genres. In level 7 module 3, students read and learn from these books:

- *Animal Farm*, George Orwell
- *90 Miles to Havana*, Enrique Flores-Galbis

Ask your student questions about what they are reading in school and about the essential meaning of the novel *Animal Farm*. Encourage your student to make connections between what they are reading in school and what they hear, read, or experience outside of school.

### What is my student writing?

In *Arts & Letters*, students write about what they are learning, and they build their skills by writing narratives, arguments, and informative essays. Each module focuses on one type of writing. In *Rise and Fall*, students plan, organize, and write argument essays focused on the different ways the authors of *Animal Farm* and *90 Miles to Havana* build plots and develop ideas.

Support your student's writing by ensuring they have tools, technology, and opportunities to write. Encourage your student to write arguments about ideas or issues they care about in your community or in the world.



## What vocabulary is my student learning?

Learning more words enables students to read, write, and speak at higher levels and about different topics.

In this module, your student will study and use these words:

- communism
- democracy
- dictator
- erasure
- fearmongering
- independence
- intimidation
- intuition
- manipulation
- rebellion
- refugee
- revolution
- satire
- totalitarianism
- tyranny

Engage your student in talking about and using these words and in exploring words more broadly. Stop and talk about interesting words while reading, and use new words in context. Encourage your student to make connections among words they know, words they are learning, and new words they encounter.

## What else can we do to continue learning outside of school?

If you speak a language other than English, engage your student in speaking, reading, and writing in your home language. Engage in some of the above literacy activities in that language.

Support your student in making connections between literary genres, history, and current events by discussing articles about local news and events.

Encourage your student to teach you, your family, or members of your community what they are learning in this module.





## Tips for Families

### Level 7 Module 4 | Fever



We are excited about the skills and knowledge that your student will build in *Arts & Letters*™ level 7 module 4. Read on to learn more—and for ideas about how you can support learning outside of school.

### What topic is my student studying?

*Arts & Letters* students build knowledge of important topics in history, science, and literature. They build their vocabulary and background knowledge so that they are ready to learn more. In level 7 module 4, *Fever*, students explore the yellow fever epidemic in Philadelphia in 1793. Students read texts that teach them about yellow fever and show them how different individuals responded to this time of crisis. They answer the module's Essential Question: How can times of crisis affect individuals and societies?

Support your student by asking questions like these about the topic:

- What are some different examples of crises? How would you respond to each?
- What learning might you apply to your own life about how people respond during times of crisis?

### What is my student reading?

*Arts & Letters* students read books, poems, and articles. They study art. They watch knowledge-building videos. Together, these resources build students' knowledge and literacy, including their understanding of different text genres. In level 7 module 4, students read and learn from these books:

- *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793*, Jim Murphy
- *Fever 1793*, Laurie Halse Anderson

Explore ways that your student can continue to build knowledge about a time of crisis (such as a pandemic, war, or natural disaster). Discuss with your student how people responded to this crisis.

### What is my student writing?

In *Arts & Letters*, students write about what they are learning, and they build their skills by writing narratives, arguments, and informative essays. Each module focuses on one type of writing. In *Fever*, students research a disease and create a written, oral, and visual research presentation.

Encourage your student to write outside of school, such as by writing stories about characters in a time of crisis or writing a letter to a present-day or historical official to recommend ideas for how to respond to a crisis more effectively.

THE patient first complains of weariness and weakness, which, in a few hours, is succeeded by a sense of chilliness, and an oppres-

## What vocabulary is my student learning?

Learning more words enables students to read, write, and speak at higher levels and about different topics.

In this module, your student will study and use these words:

- accuracy
- committee
- crisis
- epidemic
- immunity
- influence
- malady
- perspective
- plague
- severe

Engage your student in talking about and using these words and in exploring words more broadly. Play word games with your student.

## What else can we do to continue learning outside of school?

If you speak a language other than English, engage your student in speaking, reading, and writing in your home language. Engage in some of the literacy activities above in that language.

This module helps students see responses to a historical crisis. Identify another historical or modern-day crisis to research and discuss together.

Share with your student stories about crises that you have seen or experienced and how you or other individuals helped during those crises.

THE patient first complains of weariness and weakness, which, in a few hours, is succeeded by a sense of chilliness, and an oppres-