

WINTER STUDENT ENRICHMENT PACKET RESEARCH QUEST & READING LOG 6TH GRADE



Reading/English Language Arts



**Detroit Public Schools Community District
Office of Literacy
Department of Curriculum and Instruction**



Adapted from Prince George's County Public Schools

NOTE TO STUDENT

You've learned so much in school so far! It is important that you keep your brain active over the winter to be ready for the New Year. In this package, you will find a calendar of activities to last you all Winter Break. This year we have also incorporated a fun project for you to complete. Create a journal that you can use to note your thoughts, ideas, and any work you complete.

Directions:

Family members should preview the calendar together. There are activities that may require advance planning, or you may want to consider working together with other families and friends on some activities.

- **Student should read for at least 30 minutes each day.**
 - ❖ **Students will need a Reader's & Writer's Journal to complete this winter work.** Your journal will be your special place for your daily calendar work and writing. Students can purchase a journal or they can make one by stapling several pieces of paper together or by using a notebook/binder with paper. Student should be creative and decorate the journal. Specific journal tasks are given some days, but students may also journal after each day's reading, notice things that stood out, questions that they have, or general wondering about the text.
- **Each journal entry should:**
 - ❖ Have the date and assignment title.
 - ❖ Have a clear and complete answer that explains the students thinking and fully supports the response.
 - ❖ Be neat and organized.
- **Use the chart in this package to record all of the books read during Winter Break.**

QUEST TASK CALENDAR

Directions:

This **first calendar** provides guidance to create a “glog” based on culture and historical events of a location related to your World Cultures studies. More details about how to complete this task are on the next page.

The **second calendar** (p. 7) is a log upon which you should note the time you spend reading over vacation.

Enjoy your research quest!

Day 1

Plan for your glog. Investigate the Glogster website (link on p 4). Select a topic.

Conduct research for your glog. Take notes of useful information and cite your sources.

Day 2

Continue your research, citing the sources used.

Make and send invitations to friends and family to display and explain your glog.

Read for 30 minutes daily.

Day 3

Continue research as needed. Arrange your information, charts, and images in logical ways on your glog. Ensure that the number of images and factual information is balanced. Be sure to note/cite your sources!

Day 4

Finish your glog. Work on a brief presentation script or outline.

Begin your annotated bibliography.

Day 5

Complete your annotated bibliography.

Begin to write your process paper.

Day 6

Complete your process paper.

Revise and edit your process paper for correct spelling and grammar.

Day 7

Do one final review of your glog. Does it include information to give viewers a good understanding of the topic/culture you researched?

Additional

Practice presenting your glog so that you are prepared to display it to others.

Read for 30 minutes daily.

Additional

Exhibit your glog to invited guests. Share highlights from your process paper. Celebrate your success!

Reflect on your experience as a researcher and glogster. Add your reflection to your process paper.



TASK DETAILS AND CONSIDERATIONS

The purpose of this “research quest” is to give students an opportunity to research and to refine their knowledge about a topic that is of interest. The learning activities below will assist students as they complete a “glog” about their chosen country or culture.

Additionally, one of the PARCC assessment tasks revolves around research. Completing this packet offers students useful practice.

If access to technology is not readily available, please consider a “low tech” version of this project: an informational poster (<http://www.ncsu.edu/project/posters/>).

At the end of this packet, there is a sampling of resources on the city of Port Royal, Jamaica, that can be used if students do not have access to the Internet or public library during the Winter Break.

- Use the calendar on page 3 as a general guide to complete your project. Evaluation criteria can be found on page 6.
- Don’t know what a “glog” is? Simply put, a glog is similar to an electronic bulletin board. Use this link to access Glogster: <http://edu.glogster.com/>. You don’t have to register to create a glog. Families should discuss this process together. Ensure that you do save your work to share with your teachers, family, and friends. Pinterest (www.pinterest.com) is a similar online tool that could be used.
- Think about topics that interest you. You can also think about the topics you have recently studied in Social Studies. Think about what you will soon study. Narrow your ideas down to a single topic. You might also skim through your World Cultures textbook for specific ideas.
- Your glog should address many aspects of the topic you choose to research, such as important history, significant individuals, culture (language, dress, foods, etc.). Be sure to present a balanced view of your topic—don’t focus too much on one or two things—and ensure that there is approximately the same number of factual pieces about your topic as there are images.
- Begin to research your topic. Use a variety of primary and secondary sources. Keep in mind whether or not your sources are accurate.
 - As you make your notes, be sure to keep track of the source of that information. Along with your culture quest glog, you will need to develop an annotated bibliography. Use this link to help you: <https://www.nhd.org/annotated-bibliography> (see Step 5).
- If you aren’t sure how to conduct research, refer to Unit 9 of your RELA textbook, *Literature*. You may refer to either your textbook or to the online version (<http://my.hrw.com>).
- Use information from websites and books to provide the historical background for your glog. Consider focusing on the geographic area you are studying in your World Cultures class. These websites may be useful to you as you begin your research.
 - <http://lanic.utexas.edu/la/region/museums/> (links to museums that reflect many Latin American cultures)
- If your family chooses to take a field trip to a museum, you can use the documents linked to this page to help you gather historical evidence: www.smithsonianeducation.org/educators/lesson_plans/collect/telsto/telsto04.htm.

- Include a multi-paragraph process paper that explains how you chose your topic, how you conducted your research, and your experiences in creating your glog. You may refer to <http://www.nationalww2museum.org/learn/education/for-students/national-history-day/annotated-bibliography.html> for further information on writing a process paper.
- Be sure to include an annotated bibliography of the sources you used. You can find citation styles and a model at <https://www.nhd.org/annotated-bibliography>.

EVALUATION CRITERIA

From a Literacy Point of View:

- Is the main idea or topic clear and coherent, or are the ideas presented in a scattered, incoherent way?
- Is information enhanced with formatting, graphics, and other visual images?
- Is the language used precise and appropriate for the format of presentation? Does it maintain an appropriate style or tone? Does it show a command of conventions of writing and/or speaking?
- Is the annotated bibliography correct in format and content?

From an Historical Point of View:

- Is the entry historically accurate and authentic, or does it have serious errors and/or omissions?
- Is there a wide use of primary and secondary sources? Is the research balanced, and—if appropriate--does it demonstrate an analysis of all points of view?
- Does the presentation demonstrate the balance of viewpoints?
- Is the annotated bibliography correct in format and content?

Quality of Presentation:

- Is the overall organization of the quest project coherent?
- Does the final product exhibit a high degree of creativity?
- Are all aspects of the final product appropriate to the topic and to the grade level of the student(s) who created it?
- Is the presentation/performance of the quest project of high quality?
- Are all incorporated visuals, sound effects, music, and speeches clear and relevant?

READING LOG

Ideally, students in the middle grades should read for 30 or more minutes each day.

	<p><i>All good books are alike in that they are truer than if they had really happened and after you are finished reading one you will feel that all that happened to you and afterwards it all belongs to you...</i></p> <p style="text-align: right;">Ernest Hemingway, <i>Esquire</i>, December 1936</p>				<p>Day 1 Pages Read:</p> <p>Amount of Time:</p>	<p>Day 2 Pages Read:</p> <p>Amount of Time:</p>
	<p>Day 3 Pages Read:</p> <p>Amount of Time:</p>	<p>Day 4 Pages Read:</p> <p>Amount of Time:</p>	<p>Day 5 Pages Read:</p> <p>Amount of Time:</p>	<p>Day 6 Pages Read:</p> <p>Amount of Time:</p>	<p>Day 7 Pages Read:</p> <p>Amount of Time:</p>	<p>Additional Pages Read:</p> <p>Amount of Time:</p>
<p>Additional Pages Read:</p> <p>Amount of Time:</p>	<p>Additional Pages Read:</p> <p>Amount of Time:</p>					

Looking for a “novel” idea? Browse your bookshelves at home for a title, or visit your local library or bookstore for a great read! If you need some ideas, a few authors are listed below.

- Sandra Cisneros
- Walter Dean Myers
- Mildred Taylor

Do you prefer nonfiction? Browse your bookshelves at home for a title, or visit your local library or bookstore for a great informational text.

- From your World Cultures studies
- From your Science studies
- Current events (such as presidents and political races or global warming and other environmental issues)
- Biographies of interesting people

Are you still looking for ideas?

- Prince George’s County Memorial Library suggested reading lists by grade – <http://www.pgcmls.info/website/childrens-graded-reading-lists-442>
- Metametrics’ Lexile website – <http://www.lexile.com/fab/>

SAMPLE OF RESOURCES

Port Royal, Jamaica

The following is a sampling of resources for Port Royal, Jamaica, that can be used if you do not have access to the Internet or public library during the Winter Break.

DOCUMENT 1

The History of Port Royal by Christopher Minster Latin American History Expert

Port Royal is a town on the southern coast of Jamaica. It was originally colonized by the Spanish, but attacked and captured by the English in 1655. Because of its good natural harbor and key position, Port Royal quickly became a major haven for pirates and buccaneers, who were made welcome because of the need for defenders. Port Royal was never the same after a 1692 earthquake, but there is still a town there today.

The 1655 Invasion of Jamaica:

In 1655, England sent a fleet to the Caribbean under the command of Admirals Penn and Venables for the purpose of capturing Hispaniola and the town of Santo Domingo. The Spanish defenses there proved too formidable, but the invaders did not want to return to England empty-handed, so they attacked and captured the lightly fortified and sparsely populated island of Jamaica instead. The English began construction of a fort on a natural harbor on the southern shores of Jamaica. A town sprang up near the fort: at first known as Point Cagway; it was renamed Port Royal in 1660.

Pirates in Defense of Port Royal:

The administrators of the town were concerned that the Spanish could re-take Jamaica. Fort Charles on the harbor was operational and formidable, and there were four other smaller forts spread around the town, but there was little manpower to truly defend the city in the event of an attack. They began inviting pirates and buccaneers to come and set up shop there, thus assuring that there would be a constant supply of ships and veteran fighting men on hand. They even contacted the infamous Brethren of the Coast, an organization of pirates and buccaneers. The arrangement was beneficial for both the pirates and the town, which no longer feared attacks from the Spanish or other naval powers.

A Perfect Place for Pirates:

It soon became apparent that Port Royal was the perfect place for pirates and privateers. It had a great deep water natural harbor for protecting ships at anchor and it was close to Spanish shipping lanes and ports. Once it started to gain fame as a pirate haven, the town quickly changed: it filled up brothels, taverns and drinking halls. Merchants who were willing to buy goods from pirates soon set up shop. Before long, Port Royal was the busiest port in the Americas, largely run and operated by pirates and buccaneers.

Port Royal Thrives:

The booming business done by pirates and privateers in the Caribbean soon led to other industries. Port Royal soon became a trading center for slaves, sugar, and raw materials such as wood. Smuggling boomed, as Spanish ports in the New World were officially closed to foreigners but represented a huge market for African slaves and goods manufactured in Europe. Because it was a rough-and-tumble outpost, Port Royal had a loose attitude towards religions, and soon was home to Anglicans, Jews, Quakers, Puritans, Presbyterians and Catholics. By 1690, Port Royal was as large and important a town as Boston and many of the local merchants were quite wealthy.

The 1692 Earthquake and Other Disasters:

It all came crashing down on June 7, 1692. That day, a massive earthquake shook Port Royal, dumping most of it into the harbor. An estimated 5,000 died in the earthquake or shortly thereafter of injuries or disease. The city was ruined. Looting was rampant, and for a time all order broke down. Many thought that the city had been singled out for punishment by God for its wickedness. An effort was made to rebuild the city, but it was devastated once again in 1703 by a fire. It was repeatedly hit by hurricanes and even more earthquakes in following years, and by 1774 it was essentially a quiet village.

Port Royal Today:

Today, Port Royal is a small Jamaican coastal fishing village. It retains very little of its former glory. Some old buildings are still intact, and it's worth a trip for history buffs. It is a valuable archaeological site, however, and digs in the old harbor continue to turn up interesting items. With increased interest in the Age of Piracy, Port Royal is poised to undergo a renaissance of sorts, with theme parks, museums, and other attractions being built and planned.

Famous Pirates and Port Royal:

Port Royal's glory days as the greatest of the pirate ports were brief but noteworthy. Many famous pirates and privateers of the day passed through Port Royal. Here are some of the more memorable moments of Port Royal as a pirate haven.

- In 1668, legendary privateer Captain Henry Morgan departed for his famous attack on the city of Portobello from Port Royal.
- In 1669, Morgan followed up with an attack on Lake Maracaibo, also launched from Port Royal.
- In 1671, Morgan made his greatest and final raid, the sacking of the city of Panama, launched from Port Royal.
- On August 25, 1688, Captain Morgan died in Port Royal and was given a send-off worthy of the greatest of the privateers: warships in port fired their guns, he lay in state at the King's House, and his body was carried through town on a gun carriage to its final resting place.
- In December of 1718, pirate John "Calico Jack" Rackham captured the merchant ship Kingston within sight of Port Royal, infuriating local merchants, who sent bounty hunters after him.
- On November 18, 1720, Rackham and four other pirates who had been captured were hanged at Gallows Point at Port Royal. Two of his crewmates – Anne Bonny and Mary Read – were spared because they were both pregnant.
- On March 29, 1721, infamous pirate Charles Vane was hanged at Gallows Point in Port Royal.

Sources:

Defoe, Daniel. [*A General History of the Pyrates*](#). Edited by Manuel Schonhorn. Mineola: Dover Publications, 1972/1999

Konstam, Angus. [*The World Atlas of Pirates*](#). Guilford: the Lyons Press, 2009

Retrieved on October 15, 2014 from <http://latinamericanhistory.about.com/od/historyofthecaribbean/p/The-History-Of-Port-Royal.htm>

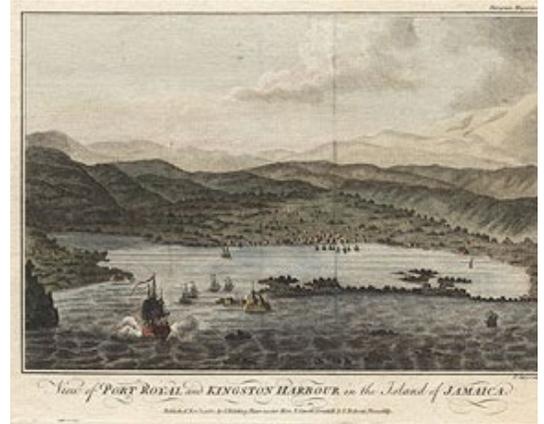
DOCUMENT 2

Excerpts from Port Royal, Jamaica

(An exhibition organized by the Institute of Jamaica and the Historical Museum of Southern Florida)

From the “wickedest city on earth” to a thriving commercial center of the New World, Port Royal, Jamaica, has been the subject of much popular interest. While the image of a decadent and lavish city bears some truth, it obscures a more complex history of colonization and the African slave trade, of skilled craftsmen as well as crafty men and women, of formidable forts and awesome gunships, of urban devastation and preservation—all of which is part of the story of a town whose sleep present belies its past excitement and intrigue.

Following England’s conquest of Jamaica from Spain in 1655, Port Royal developed into a major city of the English Americas, comparable in size to Boston. Fuelled by pirate raids on Spanish galleons and ports and a growing plantation economy based on the enslavement of Africans, the city flourished with a wealth of fashionable imported goods and a plentitude of local pewterers, silversmiths, blacksmiths, shipwrights, and other tradesmen. This prosperity and glitter suddenly ended on June 7, 1692, when a massive earthquake swept two thirds of the city under the ocean.



*Port Royal is in the foreground, while Kinston is on the far side of the harbor.
By Francis Cary for European Magazine in 1782.*

Maritime Trade and Piracy

In the years immediately following the English conquest, Jamaica remained vulnerable to Spanish attacks. Thus, Governor Edward D’Oyley enticed buccaneers, who were already preying on ships in the region, to occupy Port Royals and provide the city with maritime protection. Since the English government officially commissioned these pirates, they were known as “privateers.”

The most famous of the lot, Henry Morgan, was commissioned in 1668 and carried out several spectacular raids against Spanish fleets and ports.

Though the Treaty of Madrid between England and Spain in 1670 abolished privateering, the practice continued surreptitiously. After being appointed the lieutenant-governor of Jamaica in 1674, Sir Henry Morgan apparently both suppressed and encouraged privateers.

During the 1660s and 1670s, the privateers brought tremendous wealth into Port Royal in the form of Spanish silver, gold, and precious stones. This wealth, in turn, allowed the residents of the city to carry out a flourishing trade in European staples and luxury goods—such as wines, sweet meats, refined clothing, and jewelry—and to import porcelain from China and ivory from Africa.

Life in the “Wicked City”

By 1692, Port Royal had an estimated population of 6,500, of whom perhaps 2,500 were enslaved Africans. Many of the white residents of the city were indentured servants. Though a portion of the population lived in great luxury, most survived under much more humble conditions.

While there were lavish balls and banquets, much of Port Royal’s social life revolved around the numerous taverns and included the usual drinking, brawls, smoking, eating, and even sleeping.

Though freewheeling, Port Royal was certainly not all wicked. According to observer John Taylor, “they allow of a free toleration of all sects.” Indeed, there were Roman Catholics, Presbyterians, Quakers, and Jews, along with the Anglican congregations of Christchurch and Saint Paul’s.

The Port Royal Earthquake

It was about 11:42 AM on Wednesday, June 7, 1692. The residents of Port Royal were retiring home, or to a tavern, for a drink and their main meal when a roar came from the hills across the harbor. Shockwaves had the land suddenly “rowing and moving” and, within minutes, three tremors tore through the ground. The sea swept in from all sides. The earthquake had struck.

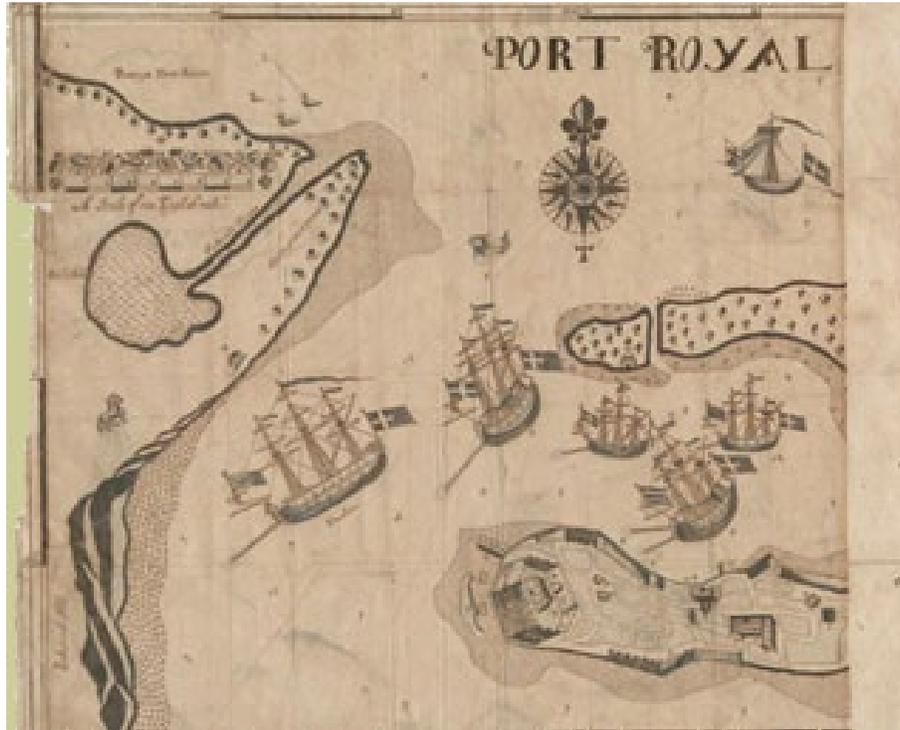
An anonymous eyewitness stated, “The sand in the street rose like the waves of the sea, lifting up all persons that stood upon it, and immediately dropping down into pits; and at the same instant a flood of water rushed in, throwing down all who were in its way; some were seen catching hold of beams and rafters of the houses, others were found in the sand that appeared when the water was drained away, with their legs and arms out.”

By the end, only twenty-five of Port Royal’s original sixty acres of land remained. The earthquake claimed approximately 2,000 lives instantly. A further 3,000 succumbed to injury, fever, and vandals who fell upon the suffering and dying. One Port Royal resident, a Frenchman named Lewis Galdy, was swallowed up by the earth and subsequently spewed out alive. Most, however, did not have his good fortune.

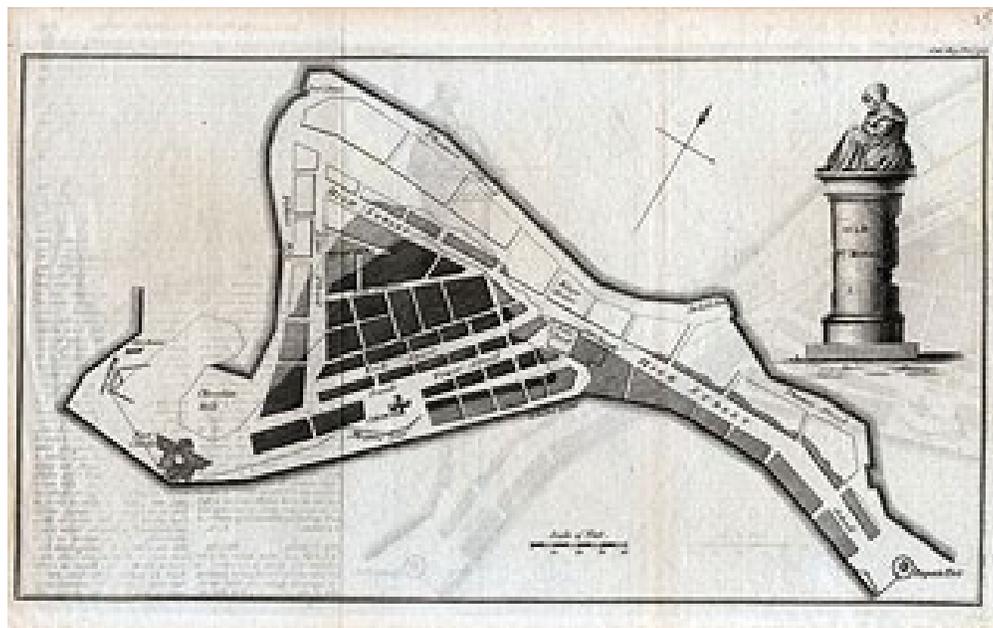
To many, the calamity was a sign of God’s wrath upon the reckless and wild behavior of the city. Following the earthquake, survivors established Kingston across the harbor but did not abandon Port Royal. The community rebuilt itself, though it continued to be devastated by fires, hurricanes, and earthquakes.

Retrieved October 15, 2014, from <http://historymiamiarchives.org/online-exhibits/port-royal/port-royal.htm>

DOCUMENT 3



John Taylor – Port Royal, 1688 (National Library of Jamaica, NLJ ms 105) This is one of only a handful of eyewitness drawings of Port Royal before the 1692 earthquake. Note Fort Charles at the southwest of the town.



Old Pt. Royal – London: *Gentleman's Magazine*, 1785 (Historical Museum of Southern Florida, 2005-270-1) This map shows the shorelines of Port Royal before and after the 1692 earthquake.

Retrieved October 15, 2014, from <http://historymiamiarchives.org/online-exhibits/port-roya>