

A Common Core Curriculum Guide for

Summer of Lost and Found
By Rebecca Behrens

Common Core State Standards Aligned
for Grades 4 – 7

About This Book

Nell Dare was looking forward to spending the summer in New York City, eating frozen custard and hanging out in Central Park. Then her father suddenly leaves town, leaving no explanation or clues as to where he went—or why—and Nell’s botanist mom has to drag her all the way to Roanoke Island for a research trip.

While Nell misses the city—and her dad—it doesn't take long for her to become enthralled with the mysteries of Roanoke. Especially when she meets Ambrose, a friendly but eccentric boy who works as a historical reenactor on the island. They explore the area for clues as to what really happened to the lost colonists, staying clear of Lila, a local girl who seems to know everything about the history of the Lost Colony and isn't afraid to make it clear that Roanoke is *her* territory.

As Nell and Ambrose discover tantalizing evidence, peculiar things begin to happen—like important artifacts disappearing. Someone—or something—is keeping watch over their quest for answers. Nell and Ambrose are convinced they are close to finding the truth. But just when they think they might have it all figured out, a huge storm threatens to make them both lost forever . . .

About the Author

Rebecca Behrens grew up in Wisconsin, studied in Chicago, and now lives with her husband in New York City, where she works as a textbook editor. Rebecca loves writing and reading about girls full of moxie and places full of history. She is the author of the middle-grade novel *When Audrey Met Alice*, which *BookPage* called “a terrific work of blended realistic and historical fiction.” Visit her online at www.rebeccabehrens.com.

Prereading Questions and Scavenger Hunt Activity: Introducing *Summer of Lost and Found*.

When students first receive copies of *Summer of Lost and Found*, ask them to follow the steps below to explore the text.

Step one: Look at the front and back cover of the text. Based on the meanings of words and images on the covers, what do you think this book will be about?

Step two: The title *Summer of Lost and Found* tells readers that in this text Nell will lose and find things over the course of the season. Brainstorm at least two predictions about what Nell will find and/or lose over the course of *Summer of Lost and Found*.

Step three: The summary description of *Summer of Lost and Found* just inside the book’s jacket states that the book will contain clues, evidence, and artifacts related to the mystery of the Lost Colony of Roanoke. Look through *Summer of Lost and Found* for a clue or evidence related to that Lost Colony;



for example, some important clues are revealed in the italicized passages throughout the book. According to the words that you find, what will this book reveal to you about the mystery of the Lost Colony of Roanoke? Cite some of the words you found as textual evidence.

The questions contained in this section particularly address the Common Core State Standards: (RL.4–7.1, 4)

Teaching Strategies: Comprehension Questions, Comprehension Activities, and Enrichment Activities for *Summer of Lost and Found*

Comprehension Questions

Here are some ways in which the comprehension questions below could be integrated into a lesson:

- As an individual student “do now” or “bell-ringer” activity
- As informal one-on-one discussion in pairs
- As a formal small-group discussion, wherein students are assigned roles and/or questions
- As an informal class discussion
- As a formal written assignment; individual students could be assigned different questions to answer and share with the whole group
- As part of a written quiz
- As a written homework assignment

Chapter One

1. Who is telling the story in *Summer of Lost and Found*? How do we know? How will her point of view influence the way the story is told?
2. What is Nell’s backstory in Chapter One? What do we learn about her personality? What do we know about her life in New York City? What was she hoping to do in the city during the summer, rather than go to Roanoke?
3. What problems does Nell face in Chapter One of *Summer of Lost and Found*? Specifically, what are her worries about her mom, dad, and friend Jade?
4. How is Nell similar to and different from you?
5. What do you predict will happen to Nell next?

Chapter Two

1. What does Nell overhear her mom saying to her aunt? What do you think Nell thinks is going on between her parents?
2. How does Nell describe the landscape in North Carolina as she and her mom drive to Roanoke? What are some details about it? How is the landscape of North Carolina similar to and different from the land near where you live or go to school?
3. What does Nell learn about her mom’s research project and about the Lost Colony of Roanoke during their drive from the airport?
4. How does Nell describe the cottage? What does she like and not like about it? How is being at the cottage different from what Nell would experience if she were back in New York City?
5. At the end of Chapter Two, there is a written account by an unnamed colonist. Summarize what it describes. How is this account similar to and different from what Nell experienced in Chapter Two?

Chapter Three

1. What was Nell's mom's reaction to seeing the Grandmother Vine for the first time? For what reasons does she find it so interesting?
2. What does Nell experience in the woods when she wanders away from her mom?
3. When Nell meets Lila at the bookstore, what are her impressions of Lila—both at first, and after their conversation? Why did her impressions change?
4. What historical details does Lila tell Nell about the mystery in Roanoke?
5. Lila tells Nell, "People have been trying to use archaeology to find them for decades and that hasn't worked. So maybe paranormal investigation will. Even if my dad thinks that ghosts have nothing to do with science . . ." (p. 37). What do you think about Lila's idea of paranormal investigation, and for what reasons?

Chapter Four

1. According to Nell, what are her mom's and her dad's interests? Are Nell's interests more similar to her mom's or her dad's? Based on the details that Nell has shared so far, what seems to be going on with her dad and mom?
2. For what reasons does Nell decide to leave the Festival Park and use her ticket to return the next day?
3. In what ways is Ambrose similar to Nell?
4. How is Nell's impression of Ambrose different from the way she sees Lila?
5. At the end of Chapter Four, there is a written account by an unnamed colonist. Summarize what it describes about the island. How does this account compare to Nell's description?

Chapter Five

1. For what reasons does Nell's mom say she had a wonderful day?
2. Why does Nell feel pressure to find the lost colony?
3. Where do Nell and Ambrose meet, and to what places do they go afterward to look for clues?
4. What artifact do Nell and Ambrose find on the beach, and what do they learn about the lost colony from it?
5. Nell makes the decision to keep her meetings with Ambrose a secret from her mother. Why? Do you agree or disagree with her decision, and why?

Chapter Six

1. How does Nell try to help her "dad write his greatest mystery yet"? (p. 78)
2. What is Lila's mother, Kate Midgett, like? How are Lila and her mother similar?
3. What is Lila and Nell's interaction like at the cottage? How does Nell feel about it afterward? Do you agree with the way she acts toward Lila?
4. What does Nell experience after she jolts awake in the middle of the night? What does Nell discover is missing from her room when she wakes up the next morning, and what does she suspect happened to it?
5. At the end of Chapter Six, there is a written account by an unnamed colonist. Summarize what it describes. How does this compare to Nell's experience in Chapter Six?

Chapter Seven

1. Nell worries that moving on is disloyal to her dad. Do you agree or disagree?
2. What does Nell learn about the Lost Colony from the exhibited maps and her conversation with Lila's dad, Luke Midgett?
3. Which artifact is Ambrose most interested in, and why? How does that artifact make him feel, and in what ways can Nell relate to his feelings?
4. What does Lila catch Nell in the act of doing, and why does she not rat on Nell?
5. What comparisons does Nell make between her friendships with Ambrose and Jade? What characteristics do you think a friendship should have?

Chapter Eight

1. At the chapter's beginning, for what reasons is Nell in a foul mood? What does her mom tell her—and not tell her—about her dad?
2. What does Nell experience in the woods after lunch? What does she feel at first, and how do her feelings change after her phone stops working?
3. How does Nell react to encountering Ambrose in the woods, and why? How does Ambrose explain his behavior in the museum to Nell? For what reasons did he act as he did?
4. What do Nell and Ambrose plan to do next in their search for the lost colony?
5. At the end of Chapter Eight, there is a written account by an unnamed colonist. Summarize what it describes and compare it to what Nell experienced in Chapter Eight.

Chapter Nine

1. What things does Nell do to prepare for her next meeting with Ambrose? What gear does she borrow from the Midgetts' house?
2. How does Lila guess that Nell had been at her house?
3. What are all of Nell's feelings about her dad? In his last message, he wrote: "The approaching tide will shortly fill the reasonable shores that now lie foul and muddy." Why do you think Nell says, "Maybe I didn't want to clear things up"? (p. 143)
4. What does Nell learn is predicted for the weather forecast on Friday? How does she react to the forecast?
5. Why does Nell have a hard time sleeping at night? What happens in Nell's weird dreams?

Chapter Ten

1. What are all of the supplies that Nell prepares and brings with her?
2. Nell decides to text her dad: "I am going out on a boat with a friend today" (p. 154). In what ways had her words and actions misled her mom? What do you think about Nell's decisions?
3. What does Nell experience after the skiff is out on the water?
4. What reasons does Nell have to feel frightened during her adventure?
5. At the end of Chapter Ten, there is a written account by an unnamed colonist. Summarize what it describes. How is this account similar to and different from what Nell experienced in Chapter Ten?

Chapter Eleven

1. What problems does Nell have after being on the water for a while?
2. What is the spit of land like that Nell and Ambrose's skiff lands on?
3. Which technology works and what doesn't after the skiff is on land?

4. How does Ambrose behave after he and Nell get out of the boat? What do you think about his behavior?
5. For what reasons is Nell in desperate need to not be on the land, by the end of the chapter?

Chapter Twelve

1. Why does Nell curl up in the bottom of the skiff and sob? What does Nell resolve to do afterward?
2. What artifacts does Ambrose give Nell? What does he tell her he discovered while free diving?
3. At the end of Chapter Twelve, Nell says, “We were lost now, too.” (p. 176) What events happened in this chapter that led Nell and Ambrose to be lost?
4. What do you think Nell means when she thinks about Ambrose, “Unless he knew all that before he found the wreck”? (p. 175) What do you think Ambrose means when he tells Nell, “Be not afeard. You’ll still be with me”? (p. 176)
5. What does the final written account by an unnamed colonist reveal? Who was the unnamed colonist? What do you think about him after reading this final journal entry?

Chapter Thirteen

1. What details show that the worst of the storm has passed?
2. How is Nell rescued?
3. What reactions do Lila, Kate, and Nell’s mom have to Ambrose and why?
4. Which characters have met Ambrose? Which characters have not?
5. At the end of Chapter Thirteen, what do Lila and Nell conclude Ambrose was? What details does Nell piece together about Ambrose that support their idea?

Chapter Fourteen

1. Who was responsible for rescuing Nell, and how so? Throughout Chapter Fourteen, what information does Nell share with Lila?
2. What explanations does Nell give her mom for going out on the water in the skiff—and for hiding her other adventures over the summer?
3. What questions does Nell have for her mom? What information does Nell’s mom share with her?
4. What does Elizabeth Viccars, Ambrose’s mom, tell Nell?
5. What explanations does Ambrose give Nell for his behavior? What does he tell and show her about what happened to him and the rest of the Lost Colony?

Chapter Fifteen

1. What does Ambrose say when Nell asks him “what happens next?” What is it like when Nell and Ambrose say good-bye to each other?
2. What discoveries about the Lost Colony do the archaeologists make afterward?
3. What happens when Nell and her mom arrive back in New York City? What is her dad’s “grand gesture”? What do you imagine will happen with Nell’s family in the future?
4. What artifacts are discovered near the Watergate, and whose belongings were they? What artifacts of the Lost Colony do you imagine could still be out there?
5. Toward the end of Chapter Fifteen, Nell says, “Never give up. What you think is lost may still be found.” What details throughout *Summer of Lost and Found* support her statement?

Author's Note

1. What inspired the author to write *Summer of Lost and Found*?
2. What does the Author's Note tell about the Native American people of Roanoke?
3. In what ways had Englishmen interacted with Roanoke before the 1587 colony? What does the Author's Note explain about the 1587 colony? What problems did it face? Who helped the colonists to survive?
4. What are the theories about the fate of the 1587 colonists?
5. What is Roanoke like today? Which places in *Summer of Lost and Found* are real, and which are works of fiction?

The questions contained in this section particularly address the Common Core State Standards: (RL.4–7.1) (RL4–6.3) (W.4.9a) (SL.4–7.1)

Comprehension Activities

Vocabulary Word Wall and Theme Predictions

A vocabulary word wall displays and reinforces important ideas through words and pictures while also familiarizing students with new vocabulary. Word walls improve comprehension of both key words and important ideas. In addition, they can be used to help students make predictions about themes. Large sheets of paper, whiteboard space, or bulletin boards work well as word walls. Teachers can make word walls before students read a text, or students can make word walls as they read the text and identify important ideas and key words. Vocabulary word walls allow students to practice their reading literature skills.

Recommended ideas for a word wall from *Summer of Lost and Found* include: being lost and found; separation; city versus rural settings; mysteries; artifacts and evidence; relationships and family dynamics; friendship and rivalry; crushes; loneliness; and paranormal activity.

Recommended words: sleeplessness, trill, obscure, haphazardly, stipend, botanist, super, cagey, squabble, bickering, separation, boonies, lease, unsettled, bodegas, navigator, scuppernong, muscadine, chlorophyll, snarky, cultivated, preceded, archaeologist, scallion, sound, barrier island, New World, waning, marquee, pergola, chortling, famished, peckish, scavenge, disoriented, exempt, whereabouts, bioarchaeology, drought, invasive species, development, touting, botanical, gnarled, intertwining, flimsy, brooks, underbrush, intrigued, procedural, gratis, pretentiously, skimming, paranormal, façade, spontaneously, amiss, capsize, dutifully, exasperated, re-enactors, tricorn, landlocked, billowy, belowdecks, astrolabe, clamber, disembark, carport, unkempt, scrawny, period language, thatched, woolen, drab, forlorn, overprotective, curtsyng, suspiciously, accurate, southern drawl, brogue, colonial, twang, mellow, interrogator, awestruck, freelance, colonist, perchance, dig, reconstructed, excavated, slew, ornamental, stately, memorial, docent, herb, somber, manicured, pilings, padlocked, pinnacle, silt, knave, huzzah, stoneware, harrumphed, precariously, flask, frolicking, exhilarated, giddy, excursions, debacle, reeling, EMF detector, hybrid, regurgitated, confidentiality, lark, quacky, disheveled, aversion, illumination, peaked, conspicuously, sparse, circuitous, botching, lineage, chide, ornate, reconstructed, chivalry, cartography, erosion, parchment, assimilated, cultivating, wrangle, frenemy, curatorial, heirloom, blackmail, heinous, bog, barrage, subconscious, stealthy, fodder, demise, nemesis, cutpurse, skiff, omission, caterwauling, trajectory, enlighten, bailed, wrath, valve, subsided, empathy, alacrity, trawler, ominous, wildebeests, sonar, shoals, zounds, fritz, rambled,

evacuate, Nor'easter, tropical storm, hurricane, rotary phone, ramshackle, glistened, sonar equipment, magnetometer, maritime archeology, potbellied, cumbersome, ambling, warbling, yowling, brush, brambles, pinpoint, hyperventilate, grudgingly, trespasser, caterwauling, adrenaline, preoccupied, murky, pilfered, tchotchkes, inconceivable, implicate, prosecutors, amateur, telltale, circumstantial, gnarly, uncanny, conked out, looted, dilapidated, cirrus, whitecaps, tethering, capsized, dutifully, adjacent, lurching, tousled, mantra, brine, spit, bow, stern, tentatively, logistics, skewed, roiling, bawling, contraption, epic, jinx, swell, rip currents, chided, hunkered, rickety, literal, treaded, tarnished, corroded, tempest, wooziness, delirious, chart, hallucinating, vertigo, marooned, ambushed, quirks, placards, interrogate, grilled, understatement, cop-out, doth, sea change, crud, paranoid, grogginess, overachiever, traipsing, lathe, apparition, prithe, ye, thou, didst, wouldst, yonder, goeth, knowest, gramercy, methinks, sustenance, filch, mayhap, bashfully, 'tis, 'twas, anon, certes, gothic, mar, frenzy, arborglyphs, paparazzi, painterly, and awkwardly.

Teachers who use some of the above recommended key words on a classroom word wall before reading the text may ask students to write down a prediction in their notebooks about what *Summer of Lost and Found*'s theme will be, based on the word wall. After students finish reading the book, teachers may ask students to turn back to their notebooks and evaluate how accurate their theme predictions were—as well as to write a final statement about the theme of *Summer of Lost and Found*.

The activities contained in this section particularly address the Common Core State Standards: (RL.4–7.2, 4)

Found Poems and Theme(s)

One creative way to reinforce the meaning of key vocabulary words and ideas and to explore a literary work's theme(s) is by having students write Found Poems. Found Poems can be made when students engage in collaborative discussions in which they identify, choose, and organize ideas, words, and phrases from a text, and then write them into a poem that reviews the text's ideas and synthesizes learning. This synthesis results in students finding a theme. Found Poems allow students to practice their reading-literature, writing, and speaking and listening skills.

Step one: Each individual student chooses and writes down at least ten words, phrases, and quotations from *Summer of Lost and Found*. Students should cite this textual evidence with page numbers from the text, although citations will not appear in Found Poems.

Step two: Students begin organizing those ten words, phrases, and quotations into an outline of a Found Poem. For this and each subsequent step students could work individually, or could engage in a collaborative discussion with a partner or a small group to “share” or “trade” words, phrases, and quotations and then to organize them. Ideally, Found Poems will be tied to key words and important ideas in the text.

Step three: Students return to the text and collect additional words to fill in gaps in the outlined poem that they just wrote. Remember, in Found Poems students can only use words that come from the text!

Step four: Students resume and finish writing their Found Poems about *Summer of Lost and Found*.

Step five: Students share their Found Poems with the class. Students may do so by volunteering to read their Found Poems to the whole class, or sharing them with another student. Another option for sharing is to ask all students to write their Found Poems on large posters, which can be hung up throughout the

classroom. Afterward, students can walk around between Found Poems as if in a gallery.

Step six: Through reflection and paraphrasing, students review the key words and important ideas expressed in the shared Found Poems. In doing so, students are able to identify a literary work's theme(s). Students may do so through oral discussion or written reflection.

The activities contained in this section particularly address the Common Core State Standards: (RL.4–7.1, 2, 4) (SL.4–7.1)

Character Charts and Debate about Change over Time

This two-part activity consists of students completing the character chart on the next page to identify main ideas and supporting details about the characters in *Summer of Lost and Found* to practice reading literature and writing skills, and afterward debating about which character changed the most over time. The debate allows students to practice speaking and listening skills.

Step one: Using *Summer of Lost and Found*, students working independently, in small groups, or as a whole class should complete all or an assigned row of the chart on the next page.

Step two: Whole class review of the chart on the next page.

Step three: While reviewing their completed chart below, students should rank characters according to who changed the most over time based on the chart's details. (Teachers could either ask students to rank all nine characters or simply to choose and rank the top three.)

Step four: In small groups or as a whole class, students should debate the specific question: Which character changed the most over time in *Summer of Lost and Found*?

***Summer of Lost and Found* Comprehension and Activity Guide**
Character Chart

Name: _____

Date: _____

Directions: Use the character chart below to identify main actions and supporting details about the characters in *Summer of Lost and Found*. Once you finish, look back at the main actions and details and think about which character(s) changed the most. Afterward, you will debate with other students about which character changed the most over time in *Summer of Lost and Found*.

Character's Name	Biographical Information	Major actions taken by the character (cite textual evidence with page numbers)	Important quotations said by this character (cite textual evidence with page numbers)
Nell Dare			
Nell's mom—Celia Wood, botanist			
Nell's dad—Evan Dare, writer			
Lila Midgett			
Ambrose Viccars			

The activities contained in this section particularly address the Common Core State Standards: (RL.4–7.1) (RL.4–6.3) (W.4–5.9a) (SL.4–7.1)

(Comparing and Contrasting) Character Charts

Character charts are graphic organizers that help students to think deeply about the characters that they read about, as well as supporting details about them. When made twice toward the beginning and the end of reading a text, character charts can be used to compare and contrast a character and track changes in him or her over time. Character charts allow students to practice their reading-literature skills.

Step one: Creating a character chart for Nell toward the beginning of *Summer of Lost and Found*.

Ask students to write Nell's name at the center of a piece of paper. Then ask students to read or review Chapter One of *Summer of Lost and Found*, and to find and cite textual evidence/details about Nell that help us understand her as a character toward the beginning of the book.

Step two: Creating a character chart for Nell at or toward the end of *Summer of Lost and Found*.

Ask students to write Nell's name at the center of a piece of paper. Then ask students to read or review Chapters Fourteen and Fifteen of *Summer of Lost and Found*, and find and cite textual evidence/details about Nell that help us to understand her as a character at the end of the book.

Step three: Comparing and contrasting character charts to see change in Nell over time. Ask students to compare and contrast their two identity charts about Nell, to find answers to the following questions: What details about Nell were the same at the beginning and the end of the text? What details were different at the beginning and end of the text? How and why did Nell change over time?

Step four: Optional variation: Creating a character chart for another character in *Summer of Lost and Found*.

Ask students to write the name of another character in *Summer of Lost and Found* at the center of a piece of paper. Then ask students to look back at *Summer of Lost and Found* and find details about that character that help us to understand her or him. Finally, ask students to compare and contrast the identity chart that they made for Nell with that of the other character. Ask students to consider the following questions: What details were similar between Nell and the other character? What details were different between them? How did Nell and the other character interact during *Summer of Lost and Found*? In your opinion, did the interaction between Nell and the other character change either or both of them over time—and if so, how and why?

The activities contained in this section particularly address the Common Core State Standards: (RL.4–7.1) (RL.4–6.3) (W.4–5.9a)

Point of View in *Summer of Lost and Found*

Summer of Lost and Found was written from Nell’s first-person point of view, as well as that of an unnamed colonist.

Step one: To establish student understanding of point of view, discuss the following questions as a class:

1. What is point of view? From whose point(s) of view is most of *Summer of Lost and Found* written?
2. What is narrative voice? Why do you think the author of *Summer of Lost and Found* chose to write the book in first-person narrative voice?
3. Parts of *Summer of Lost and Found* are written in the point of view and narrative voice of an unnamed colonist. (The unnamed colonist’s written account is in italics following Chapters Two, Four, Six, Eight, Ten, and Twelve.) Why do you think the author of *Summer of Lost and Found* chose the written account of the unnamed colonist?
4. How did having Nell and the unnamed colonist as narrators in *Summer of Lost and Found* shape the story’s content and style?
5. What was different about Nell and the unnamed colonist as narrators in *Summer of Lost and Found*? What was similar about them as narrators?

Step two: Encourage students to imagine and think aloud about how this book might be different if it all were told from another point of view (such as Nell’s mom’s, Lila’s, or Ambrose’s point of view). As a class, select a part from one chapter of the book and brainstorm ideas about how it might look from a different character’s point of view.

Step three: Have each student select a pivotal part of a chapter and rewrite it as seen through the eyes of a different character. (For example, Nell’s point of view of her actions in Chapter Twelve is likely

very different from Nell’s mom’s point of view of the same actions. Think about how Nell’s mom, Lila, or Ambrose would see and describe the events differently from their own points of view.)

Step four: Ask students to share their rewritten pivotal parts of a chapter with each other.

The activities contained in this section particularly address the Common Core State Standards: (RL.4–7.6)

Turning-Point Discussion

An important literary concept is the turning point, and an important reading-literature skill is to analyze how literary elements interact to produce a turning point. To help students to understand these concepts and practice reading-literature skills, engage them in a discussion about the turning point in *Summer of Lost and Found*.

Step one: Define *turning point* and identify the general area where the turning point happens in *Summer of Lost and Found* to students. A turning point is needed in literature to advance the plot and bring it close to its resolution. *Turning point* refers to actions taken by a character that change the direction of her or his life, affect the lives of others, and/or change the course of history. *Summer of Lost and Found*’s turning point occurs between Chapters Eleven and Thirteen, in between when Nell’s skiff reaches a small spit of land and when Lila rescues her in the Midgetts’ fishing boat.

Step two: To check students’ ability to identify the turning point, ask students to look back at *Summer of Lost and Found* and identify a sentence in Chapters Eleven, Twelve, or Thirteen that shows that Nell is at her turning point. Ask two or three student volunteers to read the sentences that they identified. Write their possible turning-point sentences on the whiteboard or chalkboard. Discuss their possible turning-point sentences, and make a conclusion about what the best turning-point sentence is, as a whole class.

Step three: Explain further to students how literary works build up to a turning point, using literary elements. Numerous literary elements are used to make a turning point for Nell: for example, other chapters build up to the turning point, and a specific series of events in Chapters Eleven, Twelve and Thirteen lead to Nell’s decision to act as she does. In the last chapters of *Summer of Lost and Found* that follow the turning point, Nell’s actions change the lives of other characters—and change her own life. A simplified way to have students think about this structure is that books are made up of parts before, at, and after turning points.

Step four: To check for students’ understanding of literary elements that help build up to the turning point of *Summer of Lost and Found*, ask students to return to the book—and to identify the parts before, at, and after its turning point. To do so, students may want to skim earlier and later chapters, and to closely read Chapters Eleven, Twelve, and Thirteen. As they reread the text, ask students to look for and take notes about how Chapters One through Ten build up before the turning point; how the specific series of events in Chapters Eleven, Twelve and Thirteen show Nell at her turning point; and how the effects after the turning point are found in Chapters Fourteen and Fifteen.

Step five: Discuss students’ notes as a whole class. On the whiteboard or chalkboard, draw a three-column chart labeled “before the turning point,” “at the turning point,” and “after the turning point.” Ask student volunteers to share their notes and record them on the chart for the whole class. Afterward, ask students to use the details on the whole class’s chart to answer comprehension questions related to

turning point. Specific questions could include:

1. Overall, how did Nell change over time in *Summer of Lost and Found*?
2. How did Chapters One through Ten lead up to the turning point in Chapters Eleven, Twelve, and Thirteen?
3. How did the series of events in Chapters Eleven, Twelve, and Thirteen lead to Nell's turning point?
4. What happened in Chapters Fourteen and Fifteen as a result of Nell's turning point?
5. How did the unnamed colonist's written account affect Nell's change over time and lead to her turning point?

Step six: To further review turning points and allow for student reflection, ask students to think about their own lives and what turning points they have experienced so far. Ask students to draw a three-column chart labeled "before the turning point," "at the turning point," and "after the turning point" in their notebooks. Students should complete these charts about themselves.

The activities contained in this section particularly address the Common Core State Standards: (RL.5.5) (RL.6.3, 5) (RL.7.3)

Enrichment Activities

Archaeological Methods Research

Throughout *Summer of Lost and Found*, Nell learns about and tries to use methods performed by archaeologists. For example, in Chapter Six, Nell avoids introducing chemicals from soap to the artifact she found, and at the same time she starts a log of all the evidence that she has found about the Lost Colony. Nell also discusses archaeological work with Luke Midgett in Chapter Seven. Finally, Nell talks about how botanists are involved in archaeological work in Chapter Fifteen: "*Smithsonian* magazine heard the news and asked my mom to write a special article about the bioarchaeology work she was doing at the site." This leads to broader questions that students can investigate: What are archaeologists' methods like?

Step one: To answer that question generally, students will read an overview of archaeological methods. One excellent online resource is available from the website Learn NC: K-12 Teaching and Learning from the UNC School of Education, which has a "digital textbook" online that includes the archaeological methods article "The Process of Archaeology." (<http://www.learnnc.org/lp/editions/nchist-twoworlds/1854>)

Step two: Students will conduct independent research to learn more about the following types of archaeology mentioned in *Summer of Lost and Found*: bioarchaeology, arborglyphs, and underwater (or "maritime") archaeology.

Step three: To show their reading and research results, students should create a poster or diagram that shares in text and visuals how archaeologists do their work.

Extension: Teachers with very interested students can extend and apply learning by creating their own "Schoolyard Digs" or "Shoobox Digs" activities. Lesson plans for doing so can be found on the Archaeological Institute of America's Education Department website, "Education: AIA Lesson Plans."

<https://www.archaeological.org/education/lessonplans>)

The activities contained in this section particularly address the Common Core State Standards: (RH.6–8.3, 4) (W.4–7.7) (W.4–7.8)

Botany Research

Beginning with her arrival on Roanoke Island in Chapter Two, Nell sees numerous plants, shrubs, and trees that are native to the region. Some of the local species that Nell describes from North Carolina include the scuppernong muscadine grape called the “Mother Vine,” ancient live oaks, crape myrtles, sea oats, coniferous or deciduous trees, yucca, sea holly, saw palmettos, loblolly pines, medlar persimmon, old-growth trees, dune grass, and sea lavender. Students should research one to learn more about its: species name, physical features, climate and locations, and uses. To show their research results, students should create a small poster that shares the plant’s common name, species name, physical features, climate and locations, and uses as well as a drawing of it.

The activities contained in this section particularly address the Common Core State Standards: (W.4–7.7) (W.4–7.8) (W.4–7.10)

Evidence Summary Activity

For this activity, students should practice their summarizing skills by creating a graphic organizer chart of all the evidence Nell, Ambrose, and Lila find about the Lost Colony. Charts should contain the name of the evidence; a description of the evidence; information about where the evidence was found; and an explanation of what it showed about history/why it was important.

The activities contained in this section particularly address the Common Core State Standards: (W.4–7.7) (W.4–7.8) (W.4–7.10)

Fact or Fiction Research

As the Author’s Note states, some of the places as well as archaeological discoveries made by Nell and her friends in *Summer of Lost and Found* were made up to suit the author’s storytelling purposes. However, other archaeological findings in *Summer of Lost and Found* were based on reality. In addition, other archaeological discoveries made in regard to Roanoke were not mentioned in *Summer of Lost and Found*. To learn more about which artifacts exist in fact versus only in fiction, have students read the rest of the Author’s Note. Afterward, ask students to go back into the text and find an archaeological discovery in *Summer of Lost and Found* about which they were especially interested. Some topic possibilities include: the flask, the signet ring, and the pinnacle oar. Ask students to conduct short research projects using credible print and digital sources—including the sources recommended about the Lost Colony of Roanoke by the author at the end of *Summer of Lost and Found*—to investigate whether Nell’s archaeological discovery that each chose was fact or fiction. After students have completed this research activity, ask them: How were the real archaeological discoveries at the Lost Colony of Roanoke similar to or different from those portrayed in *Summer of Lost and Found*? (In addition, ask higher-level students: How did the author use or alter history in *Summer of Lost and Found*?)

Researching fact or fiction allows students to practice their writing skills. Tell students that as they research, they should take notes that summarize information, categorize that information, and keep a

list of sources. Higher-level students should use citations and a standard format. Assessment of this activity could include student completion of a Venn diagram that compares and contrasts the facts and fictional account of the topic that they researched.

The activities contained in this section particularly address the Common Core State Standards: (RL.4–7.1) (RL.7.9) (W.4–7.7, 8, 9a, 10)

Make a *Summer of Lost and Found* Landmark Map Activity

Beginning in Chapter One, Nell describes the landmarks of her summer in New York City: Central Park, the Central Park Zoo, the American Museum of Natural History, her brownstone apartment building, the Cloisters Museum at the top of Manhattan, the George Washington Bridge, etc. In Chapter Two as well as Chapter Four, she describes the North Carolina Outer Banks setting of Roanoke Island: the Albemarle Sound, the Wright Memorial Bridge, the Croatan Highway, Bodie Island, the sound, Manteo, the beach at Corolla, and the town of Duck. Finally, in Chapter Three and Chapter Four, Nell also describes the landmarks of Manteo where she stays: Highway 64, the cottage, Ye Olde Pioneer Theater, the private property near Alder Branch stream where the scuppernong grows (future site of the fictional Elizabethan Links Golf Course), Poor Richard’s sandwich shop, the bookstore, Elizabethan Gardens, Fort Raleigh National Historic Site, Festival Park, Shallowbag Bay, and the Watergate. In this activity, ask students to draw their own map of Nell’s New York City, Outer Banks, or Manteo landmarks. After they finish, ask students to search online for another map of the area they focused on, and then to compare and contrast their maps with what they viewed online.

The activities contained in this section particularly address the Common Core State Standards: (RH 6–8.7)

How Maps Change Over Time Activity

In Chapter Seven, when Nell visits the museum, archaeologist Luke Midgett shows her exhibited maps of Roanoke and discusses with her how they changed over time. In this activity, like Nell, students will see two maps of the Outer Banks North Carolina region that includes Roanoke, and then will observe, reflect, compare, contrast and ask further questions about them. The British Museum’s 1585 – 1593 map of Roanoke by John White entitled *La Virginea Pars* is recommended (http://www.britishmuseum.org/research/collection_online/collection_object_details.aspx?objectId=753203&partId=1). In addition, students should view a contemporary map of the Outer Banks North Carolina region; teachers can access numerous printable maps by searching online.

The Library of Congress has developed curriculum that can be used to help teachers guide students in viewing maps (see below). It is adapted in the activity steps below.

Step one: Students should observe the first map of Roanoke and its details. Teachers may ask students the following sample questions:

- What do you see when you look at the map?
- What did you notice first?
- What words do you see?
- What images do you see?
- What part(s) of the map appear strange or unfamiliar?

Step two: Students should reflect about the map as a historical source. Teachers may ask students the following sample questions:

- How was the map made?
- Why and for whom was the map made?
- What does the map suggest that the people who made it knew, and did not know, about the place it shows?

Step three: Students should compare and contrast the maps. Teachers may ask students the following sample questions:

- What is similar about the two maps that you observed?
- What is different about them?
- Which map do you think is older, and which is newer? What clues make you think what you do about their relative ages?

Step four: Finally, students should ask further questions about the map. Teachers may ask students the following sample question:

- What does each of these maps teach us about history?
- What does each of these maps make you wonder about?

More sample questions and follow-up activity ideas can be found with the Library of Congress's "Teachers Guide to Analyzing Maps" resources available at the following website:
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf.

The activities contained in this section particularly address the Common Core State Standards: (RH.6–8.1, 2, 4, 7)

Narrative Letter in Elizabethan Dialect, from Ambrose to Nell, Activity

In this activity, students imagine that at the end of *Summer of Lost and Found*, Ambrose wrote a formal good-bye letter to Nell. Students should start this activity by rereading some or all of Ambrose's italicized written account throughout *Summer of Lost and Found* in order to remind themselves of Ambrose's voice as well as his Elizabethan dialect and the context of Elizabethan or Colonial times. Then students should write their own imagined narrative letter to Nell from Ambrose's perspective. Letter writing allows students to practice their narrative writing skills. Specifically, students should practice narrative writing skills by following the steps below.

Step one: Introduce Ambrose as the letter's narrator.

Step two: Establish the context of Elizabethan or Colonial times in the letter by using precise words, descriptive details, and sensory language to convey experiences and events. Looking back to *Summer of Lost and Found*, the unnamed colonist's written accounts contain numerous words that students could incorporate in their narrative letters.

Step three: When they have finished a draft of their narrative letters, students should peer edit, revise and share them with one another .

The activities contained in this section particularly address the Common Core State Standards: (W.4–7.3, 4, 5, 10) (W.5–7.3)

Readers’ Theater Activity

Readers’ theater is an activity in which small groups of students present a performance about key terms, ideas, themes, or conflicts in a text. Reader’s theater is also very useful for inspiring students to closely read challenging text, as well as for assessing their comprehension. In this activity, small groups of students present small chunks of textual evidence to their peers. Readers’ Theater allows students to practice their reading-literature, writing, and speaking and listening skills.

Step one: Planning Readers’ Theater.

Summer of Lost and Found contains italicized passages from the written account of an unnamed colonist. Due to the complexity of reading these passages written in Elizabethan English, dividing students into small groups and assigning each group one passage for Readers’ Theater could enable all students to better understand the unnamed colonist’s written account. Alternately, this activity also works well when groups of students choose passages from the text based on key terms, ideas, themes, or conflicts. Some ideas and themes from *Summer of Lost and Found* that students could focus on include family dynamics; isolation and loneliness; mysteries; rivalry with friends and “frenemies”; crushes and friendship; and being lost and found.

Step two: Reviewing chosen or assigned passages.

Small groups of students must reread and review the passage that they chose or were assigned. Students should underline the words that stand out to them as they read. It may be helpful to have students read the passages twice—once individually and once together as a group to guarantee that all group members are familiar with the passage.

Step three: Writing and planning Readers’ Theater pieces.

After rereading and reviewing text passages, small groups should discuss the passage. Their focus should be on identifying the words and ideas that seem most important, and that they want to share with the class. Once they have done so, they should begin preparing their Readers’ Theater performance using the words and ideas that they identified. The goal of their performances is to use specific language from the text passage to represent its most important ideas.

Step four: Performing of Readers’ Theater pieces.

Step five: Reflecting about Readers’ Theater.

After all small groups have performed Readers’ Theater pieces, ask students to reflect on what they heard and saw. Discuss: How did each group’s performance help them to better understand the unnamed colonist’s story? Alternately, if small groups of students chose passages from the text based on key terms, ideas, themes, or conflicts, which key terms, ideas, themes, or conflicts came up and stood out to them in the small group performances? Ask students to consider: Were those terms, ideas, themes, or conflicts the most important ones in *Summer of Lost and Found*? Why or why not?

The activities contained in this section particularly address the Common Core State Standards:

(RL.4–7.1, 4) (SL.4–7.1)

Shakespeare’s Quotations and Essay Activity

Throughout *Summer of Lost and Found*, Nell’s dad sent her messages that included quotations by his favorite author, William Shakespeare. Nell’s dad’s messages also connected Shakespeare’s quotations to Nell’s life. Similarly, in this activity, students will break down, explain, react to, and connect with the quotations by Shakespeare from *Summer of Lost and Found*. Afterward they will write essays that explain one of Shakespeare’s quotations and connect it to their own lives.

Before this activity, determine whether students are advanced enough for each to receive his/her own different quotation, or if students would better focus on one quotation per group. Depending on what is best for students, either print out all the quotations below in a single handout that each student receives, or cut up handouts into smaller strips containing only one quotation. The quotations:

- “And summer’s lease hath all too short a date.” (“Sonnet 18”)
- “There is nothing either good or bad, but thinking makes it so.” (*Hamlet*)
- “And this is our life, exempt from public haunt, finds tongues in trees, books in the running brooks, sermons in stones, and good in everything.” (*As You Like It*)
- “Be not afeard; the isle is full of noises, sounds, and sweet airs, that give delight and hurt not. Sometimes a thousand twangling instruments will hum about mine ears; and sometimes voices . . .” (*The Tempest*)
- “The wheel is come full circle. I am here.” (*King Lear*)
- “We have seen better days.” (*As You Like It*)
- “I like [that] place and willingly could waste my time in it.” (*As You Like It*)
- “The approaching tide will shortly fill the reasonable shores that now lie foul and muddy.” (*The Tempest*)
- “Full fathom five thy father lies; of his bones are coral made; those are pearls that were his eyes: Nothing of him that doth fade, but doth suffer a sea-change into something rich and strange.” (*The Tempest*)
- “And though she be but little, she is fierce.” (*A Midsummer Night’s Dream*)

Step one: Divide students into small groups of two or three. Distribute a handout of all of the quotations or a strip with just one quotation to each student. Instruct students that in their small groups, they will break down, explain, react to, and connect with the quotations by Shakespeare from *Summer of Lost and Found*.

Step two: In small groups, students should begin by reading the quotation that they received silently and independently. As they read it, they should annotate it with their thoughts and/or questions about it.

Step three: In small groups, students should read a quotation aloud. Afterward, students should discuss the quotation together. What words does the quotation contain? What does the quotation mean? What do you think about the quotation? How does it connect with your life? Students should repeat this for each quotation.

Step four: Students should take time to write down a record of what they discussed in their small groups. Together with their discussions, their notes will work as prewriting for their essays. Then

students will write essays that explain one of Shakespeare’s quotations and connect it to their own lives. Essays should clearly state the quotation, explain what it means, and include the student’s reaction to it—whether or not the essay writer agrees with it—and why. Essays should also connect the quotation to their lives and/or the world.

Step four: Students should peer edit, revise, and share their newspaper articles.

The activities contained in this section particularly address the Common Core State Standards: (W.4–7.4, 5, 10)

Writing a News Article Activity

In Chapter Fifteen of *Summer of Lost and Found*, Nell mentions how news headlines covered the archaeological discoveries made by her, Lila, and the archaeologists on Roanoke: “*Lost Colony Found! blared the headlines. Girl DARE-d to Find the Truth!*”. A great activity is to ask students to write their own news articles further imagining how Nell’s discoveries were reported. Writing their own news articles allows students to practice their research and writing skills.

Step one: Explain to students that news articles are designed to be informative and should include basic information about who, what, where, how, and when. Most contain writing elements such as a hook to interest the reader at the beginning, an introduction, body paragraphs with quotations, and conclusions. Next, show students a news article. Together with students, identify where the basic information and writing elements are in that news article.

Step two: Give students time to find a news article on their own. Ask them to find the following basic information in the articles that they find: who, what, where, how, and when. Ask them to find the following writing elements: a hook to interest the reader at the beginning, an introduction, body paragraphs with quotations, and conclusions.

Step three: Students should write their own newspaper articles about Nell’s archaeological discoveries that include elements of good news article writing. Elements should include basic information about who, what, where, how, and when, as well as a hook to interest the reader at the beginning, an introduction, body paragraphs with quotations, and a conclusion. (Teachers may want to help scaffold weaker writers by providing a graphic organizer.)

Step four: Students should peer edit, revise and share their newspaper articles.

The activities contained in this section particularly address the Common Core State Standards: (W.4–7.1, 2, 4, 5, 7, 10)

Recommended Print and Online Resources

The following author-recommended print and online resources may help students learn more about the context of *Summer of Lost and Found*, as well as about the Lost Colony of Roanoke. The * symbol denotes resources for young readers. Additional resources are available at www.rebeccabehrens.com.

- *Cerullo, Mary M. *Shipwrecks: Exploring Sunken Cities Beneath the Sea*. New York: Dutton Children’s Books, 2009.

- *Fritz, Jean. *The Lost Colony of Roanoke*. New York: G. P. Putnam's Sons, 2004.
- *Hakim, Joy. *A History of US: The First Americans: Prehistory–1600*. 3rd ed. New York: Oxford University Press, 2003.
- Houston, LeBame, and Barbara Hird, eds. *Roanoke Revisited: The Story of the Lost Colony*. Manteo: Penny Books, 1997.
- Kupperman, Karen Ordahl. *Roanoke: The Abandoned Colony*. Lanham, Maryland: Rowman & Littlefield Publishers, Inc., 2007.
- LaVere, David. "The 1937 Chowan River 'Dare Stone': A Re-Evaluation." *North Carolina Historical Review* vol. 86, no. 3 (July 2009): 250.
- Miller, Lee. *Roanoke: Solving the Mystery of the Lost Colony*. New York: Arcade Publishing, Inc., 2000.
- National Park Service. *Fort Raleigh National Historic Site: Long-Range Interpretive Plan*. May 2010. <http://www.nps.gov/hfc/pdf/ip/2010-05-14-fora-finaldocument.pdf>
- National Park Service. *Secrets in the Sand: Archeology at Fort Raleigh, 1990 – 2010: Archeology Resource Study*. Manteo, NC: National Park Service, 2011.
- Quinn, David Beers. *The Lost Colonists: Their Fortune and Probable Fate*. Raleigh, NC: North Carolina Department of Cultural Resources, 1984.
- Quinn, David Beers, and Alison M. Quinn. *The First Colonists: Documents on the Planting of the First English Settlements in North America 1584–1590*. Raleigh, NC: North Carolina Department of Cultural Resources, 2007.
- *The Outer Banks of North Carolina 2014 Official Travel Guide*. Manteo, NC: The Outer Banks Visitors Bureau, 2014.
- *Time Team America: Fort Raleigh, NC*. 2009; United States, PBS Home Video, 2009.
- Turnage, Sheila. *Compass American Guides: North Carolina*. 5th ed. New York: Random House, 2009.
- *Yolen, Jane, and Heidi Elisabet Yolen Stemple. *Roanoke, the Lost Colony: An Unsolved Mystery from History*. New York: Simon & Schuster Books for Young Readers, 2003.

Online Resources

- Algonquian Indians of North Carolina, Inc. <http://www.ncalgonquians.com>

- “Archeologists Find New Evidence of Lost Colonists on Hatteras.” *The Outer Banks Voice*, 12 April 2015. <http://outerbanksvoice.com/2015/04/12/archaeologists-find-new-evidence-of-lost-colonists-on-hatteras/>
- “Archeologists Work in Water and on Land at Roanoke Island.” First Colony Foundation. http://www.firstcolonyfoundation.org/news/2010_may_research.aspx
- “Croatoan Indians.” NCpedia. <http://ncpedia.org/croatoan-indians>
- “Dare Stones.” NCpedia. <http://ncpedia.org/dare-stones>
- Elizabethan Gardens (official website). <http://elizabethangardens.org>
- Fort Raleigh National Historic Site. <http://www.nps.gov/fora/index.htm>
- Fort Raleigh: Time Team America, PBS. <http://www.pbs.org/time-team/explore-the-sites/fort-raleigh/>
- Harper, Douglas. Online Etymology Dictionary. <http://www.etymonline.com>
- “Hidden Images Revealed on an Elizabethan Map of America.” First Colony Foundation. http://www.firstcolonyfoundation.org/news/2012_white_map.aspx
- “History of Muscadines and Scuppernongs.” <http://www.scuppernongs.com/id2.html>
- James, Erin. “The Lost Colony May Now Be Found.” *The Virginian-Pilot*, 1 November 2010. <http://hamptonroads.com/2010/10/lost-colony-may-now-be-found>
- Jim Henson’s Wilson & Ditch Digging America. “Outer Banks, North Carolina.” *Jim Henson’s Wilson & Ditch Digging America* video, 4:14. <http://pbskids.org/wilsonandditch/cities/?city=outerbanks§ion=episode>
- Keiger, Dale. “Rethinking Roanoke.” *Johns Hopkins Magazine*, November 2011. <http://pages.jh.edu/~jhumag/1101web/roanoke.html>
- Kozak, Catherine. “Ghosts on a Roanoke Island Road.” *The Virginian Pilot*, 28 October 2007. <http://hamptonroads.com/node/374551>
- NC Now. “Mother Vine” video, 6:45. UNC-TV, 2011. <https://www.youtube.com/watch?v=0i3qUur5I9Q>
- “North Carolina, British Researchers Find Clue to the Location of Lost Colony.” *Charlotte Observer*, 3 May 2012. <http://www.charlotteobserver.com/2012/05/01/3216225/north-carolina-and-british-researchers.html> - .U90b5BYg0pF
- “Outer Banks Folklore.” Outer Banks Information. <http://www.outerbeaches.com/OuterBanks/AllAboutOBX/Folklore/>

- “Personal Narratives from the Virtual Jamestown Project.”
<http://etext.lib.virginia.edu/etcbin/jamestown-browse?id=J1018>
- Roanoke Island Festival Park: Official Website. <http://roanokeisland.com/default.aspx>
- “Roanoke Timeline.” The Literature of Justification.
http://digital.lib.lehigh.edu/trial/justification/roanoke/time/num-03.04_exp-false_sc-403/
- “Robert Cawdrey’s A Table Alphabetical (1604).”
<http://www.library.utoronto.ca/utel/ret/cawdrey/cawdrey0.html>
- Shakespeare’s Words. <http://www.shakespeareswords.com>
- The Outer Banks of North Carolina. <http://www.outerbanks.org>
- “The Roanoke Island Colony: Lost, and Found?” *The New York Times*, 10 August 2015.
http://www.nytimes.com/2015/08/11/science/the-roanoke-colonists-lost-and-found.html?_r=0
- “The Search for the Lost Colony.” North Carolina Digital History.
<http://www.learnnc.org/lp/editions/nchist-twoworlds/1835>
- “The Settlement at Roanoke: A Timeline.” Durham University Library.
<http://community.dur.ac.uk/4schools/Roanoke/Timeline.htm>
- “Timeline: Archeology at the Northwest End of Roanoke Island.” First Colony Foundation.
http://www.firstcolonyfoundation.org/archaeology/documents/archaeology_timeline.pdf

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