

Uncovering the Extraordinary: Eagle Rock Speaks Quest

Teacher Guide

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Overview	
Rationale	This quest invites students to explore the history of the Boise Valley and the importance of public spaces. The essential question "What is extraordinary about the seemingly ordinary?" prompts students to look closely at their surroundings and consider the deeper meanings and histories behind everyday objects and places. "What is extraordinary about Eagle Rock Park?" directs students to investigate a specific location in the Boise Valley, uncovering its historical, cultural, and natural significance. This promotes inquiry and encourages students to see beyond the surface of their everyday surroundings and to appreciate the hidden stories that make their community unique.
Essential Question	What is extraordinary about the seemingly ordinary?
Guiding Question	What is extraordinary about Eagle Rock Park?
Source Documents	Phase II Source Documents, Uncovering the Extraordinary Quest (Sources #1 - 5) Phase III Source Documents, Uncovering the Extraordinary Quest (Sources #6 - 9) Phase IV Source Documents, Uncovering the Extraordinary Quest (Sources #10 - 12) Phase V Source Documents, Uncovering the Extraordinary Quest (Sources #13 - 15)
Idaho Travelogue	Idaho Travelogue, Uncovering the Extraordinary
Student Textbook	Student Textbook, Uncovering the Extraordinary

Learning Outcomes	
Social Studies Standards and Learning Targets	
Identify characteristics of different cultural groups in Idaho and describe ways that they have influenced and impacted each other. (4.SS.1.1)	I can explain how American Indian tribes have influenced land use among various groups.
Describe the ideology and federal policies that led to westward expansion and subsequent consequences that impacted American Indian tribes in Idaho. (4.SS.1.5)	I can identify the federal policies that encouraged westward expansion and how this expansion impacted land use in Idaho.
Compare and contrast the historical and current key characteristics of the five federally recognized American Indian tribes in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Shoshone-Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes and ceded and current reservation lands. (4.SS.1.6)	I can explain the key characteristics of the Shoshone-Bannock Tribe and how the tribe influenced the use of land in Idaho.
Discuss how Idaho's tribes interacted with and impacted existing and newly arriving people. (4.SS.1.7)	I can explain how American Indian tribes and settlers shaped land use in Idaho.
Describe how American Indian tribes maintain resources, including cultural materials, history, language, and culture. (4.SS.1.9)	I can describe how American Indian tribes identified and protected important sites in Idaho.

Describe the physical regions of Idaho, identify major natural resources, and explain their impact on settlement. (4.SS.2.2)	I can identify important sources of natural resources and how they impacted settlement.
Describe the encroachment on tribal lands in Idaho and the resulting conflicts, such as the Battle of Four Lakes, Bear River Massacre, Nez Perce Flight of 1877, Bannock War of 1878, and Kootenai War of 1974. (4.SS.2.3)	I can identify conflicts between American Indians and settlers that resulted from encroachment upon ancestral territory.

English Language Arts Standards and Learning Targets

Describe a character, setting, or event in depth in stories and plays, drawing on specific details in the texts (e.g., a character's thoughts, words, or actions). (4.RC.5b)	I can describe a character from a story using specific details from the text.
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (4.RC.5d)	I can compare and contrast different points of view.
Determine the central ideas of texts and explain how they are supported by key details; summarize texts. (4.RC.6a)	I can identify the main idea of a text and explain how important details support that main idea.
	I can identify key details and compose summaries of texts.
Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases. (4.VD.1a)	I can use the information around a word, like its definition, examples, or how it's used in a sentence, to figure out what it means.
Use common Greek and Latin affixes and roots as clues to the meaning of words (e.g., thermometer, thermos, thermostat). (4.VD.1b)	I can use Greek and Latin affixes and roots to understand the meanings of words.
Describe the physical regions of Idaho, identify major natural resources, and explain their impact	I can describe regions in southern Idaho.

on settlement. (4.VD.1c)	I can identify major natural resources in specific areas of Idaho.
	I can explain the impact of natural resources on settlement.
Deep Reading on Topics to Build Knowledge: Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) (4.RS.2)	I can read and understand multiple texts about a topic to learn more about the world.
Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry. (4.W.1)	I can write summaries and reflections to share my thinking.
Write arguments that introduce the topic; express a clear opinion supported with facts, details, and reasons; and provide a concluding statement or section. (4.W.2)	I can state my opinion clearly.
	I can support my opinion with facts, details, and reasons.
Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.	I can write paragraphs that include a clear main idea and supporting details.

(4.W.5)	I can use a variety of linking words to connect sentences in paragraphs.
With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.) (4.W.6)	I can improve my writing by working with others to plan, revise, and edit my work.
Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding. (4.ODC.1)	I can explain my thinking clearly to someone else.
	I can share comments that add to what others have said and connect to their ideas.
	I can ask questions to get more information or to follow up on what my classmates say.
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, or interactive elements) on Web pages. (4.ODC.6)	I can choose just the right facts, statistics, examples, or descriptions to strengthen my main points.
Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. (4 M.2c)	I can check my writing to make sure I used punctuation and capitalization correctly.
Spell grade level words correctly, including commonly confused words (e.g., there/their/they're). (4 M.3)	I can find and fix any mistakes in spelling in my writing.

Assessment	
Formative Assessments	Close reading, vocabulary, historical thinking, low-stakes writing, and speaking and listening tasks invite students to deepen their understanding of social studies content while also providing teachers with information about their emerging understandings and skill development.
Culminating Assessments	Interpretive Sign: assess students' ability to improve their formal writing by effectively planning, revising, and editing with assistance from adults and peers; and also assess their command of grade-level spelling, as well as punctuation and capitalization conventions. Structured Speaking and Listening Task: assess students' oral presentations or narratives, specifically explaining key ideas with relevant details, factual accuracy, and clear articulation at an appropriate pace. Extended Writing Task: assess students' ability to write argumentative texts that introduce a topic clearly, express a clear opinion with relevant reasons and details, and provide an effective concluding statement; and assess their command of grade-level spelling, punctuation and capitalization conventions, and usage of formal language. Social Studies (through the above tasks): assess students' knowledge of Idaho's history, environmental influences on settlement, federal policies impacting American Indian tribes, interactions among culturally diverse groups, and the impacts of historical conflicts on Idaho's development.

Phase I: Invitation

English Language Arts
Standards and Learning
Targets

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (4.RC.5d)

I can compare and contrast differing points of view.

Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases. (4.VD.1a)

I can use the information around a word, like its definition, examples, or how it's used in a sentence, to figure out what the word means.

Introduction

In a Boise neighborhood at the edge of the Foothills, there's a hidden gem waiting to be discovered: Eagle Rock Park. Often overshadowed by its famous neighbors – the haunted Old Penitentiary, the renowned Idaho Botanical Gardens, and the breathtaking Table Rock views – this park holds a unique allure of its own. At its heart lies a massive rock, silently observing the valley's transformation through the ages. This land holds special significance for both past and present residents, with countless tales woven into its landscape. As you embark on this quest, you will uncover some of these stories.

Look around – does this place seem ordinary to you? Pay close attention as you travel back in time to discover: What is extraordinary about Eagle Rock Park?

Materials

[Source #2: Chief Eagle Eye Reserve](#)

[Idaho Travelogue, Uncovering the Extraordinary Quest](#)

Speaking and Listening Protocol	Circle Map
Historical Thinking Protocol	Understanding Perspectives
Instructional Sequence	1) Circle Map Protocol a) Introduce the essential question: <i>What is extraordinary about the seemingly ordinary?</i> b) Main topic: <i>Ordinary Objects</i> c) Note: Students will return to this map in Phase X. 2) Read the Introduction aloud 3) Show Source #2 4) Understanding Perspectives Protocol

Phase II: Document-Based Inquiry
Ordinary and Extraordinary

English Language Arts Standards and Learning Targets	Describe the physical regions of Idaho, identify major natural resources, and explain their impact on settlement. (4.VD.1c)	I can describe the different regions of Idaho.
		I can identify the natural resources of Idaho
		I can explain the impacts of physical regions and natural resources on settlement in Idaho.
	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases. (4.VD.1a)	I can use the information around a word, like its definition, examples, or how it's used in a sentence, to figure out what the word means.
	Deep Reading on Topics to Build Knowledge: Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) (4.RS.2)	I can read and understand multiple texts about a topic to learn more about the world.

Introduction	Welcome to the year 2019! It is a gorgeous April afternoon, and you find yourself in the middle of the same Boise park you just visited, but it's several years in the past. Take time to walk around and explore the area. As you wander, pay close attention to what seems ordinary or common and what you think is extraordinary or unusual. In your Idaho Travelogue, write down at least one ordinary feature and at least one extraordinary feature for each place you visit in the park.
Materials	Phase II Source Documents, Uncovering the Extraordinary Quest (Sources #1 - 5) Idaho Travelogue, Uncovering the Extraordinary Quest Handout A, Antonyms and Synonyms, Uncovering the Extraordinary
Vocabulary Development Protocol	Synonym/Antonym
Low-Stakes Writing Protocol	Double Bubble
Instructional Sequence	1) Read the Introduction aloud. 2) Synonym/Antonym Protocol: ordinary, common, extraordinary, unusual, natural, man-made 3) Examine Sources #1 - 5. 4) Idaho Travelogue: Ordinary and Extraordinary, Comparing Features 5) Double Bubble Protocol: Compare and contrast two of the images and the things that you could do in those locations.

Phase III: Document-Based Inquiry
Geological Significance

English Language Arts Standards and Learning Targets	Use common Greek and Latin affixes and roots as clues to the meaning of words (e.g., thermometer, thermos, thermostat). (4.VD.1b)	I can understand the meanings of words.
	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry. (4.W.1)	I can practice different types of writing for different reasons and audiences to become a better writer.
	Deep Reading on Topics to Build Knowledge: Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) (4.RS.2)	I can read and understand multiple texts about a topic to learn more about the world.
Introduction	Now it's time to explore what is literally under the surface of this place. How might what lies underground make this	

	place extraordinary? As you make your way around the park some more, you come upon two plaques. It looks like they explain the geological significance of this area. You find yourself absorbed in this new information, and you study the plaques closely. When you finish, you find you're still wanting to know more. You do a little research and find some articles that tell you even more about the unusual geological features of the area. Write down what you notice and wonder in your Idaho Travelogue.
Materials	Phase III Source Documents, Uncovering the Extraordinary Quest (Sources #6 - 9) Idaho Travelogue, Uncovering the Extraordinary Handout, Word Parts
Low-Stakes Writing Protocol	Exit Ticket
Vocabulary Development Protocol	Word Parts
Instructional Sequence	1) Read the Introduction aloud 2) Examine sources #6 - 9 3) Idaho Travelogue: Geological Significance, Notices and Wonders 4) Word Parts Protocol: geo- and therm- 5) Exit Ticket Protocol: <i>What is unusual about the geology of this park?</i>

Phase IV: Document-Based Inquiry
The Boise Valley Changes

English Language Arts Standards and Learning Targets	Write personal or fictional narratives that organize the writing around a central problem, conflict, or experience; use descriptions or dialogue to develop the characters or event(s); and provide a sense of closure. (4.W.4)	I can write a story with characters, a problem, and a clear ending, using details and dialogue to show what happens.
	Deep Reading on Topics to Build Knowledge: Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) (4.RS.2)	I can read and understand multiple texts about a topic to learn more about the world.
	Identify the reasons and evidence a speaker provides to support particular points being made. (4.ODC.3)	I can identify the main point the speaker/author is trying to share.
		I will identify the reasons to support a key point.

		I can use information like facts, examples, personal stories, or statistics as evidence.
Introduction	As you read about Boise's geothermal system, you notice a brief mention of Indigenous peoples using the warm springs at the base of Table Rock. You remember learning in school that many Indigenous peoples called the Boise Valley home for thousands of years. What happened to these native people? How might their stories help you understand what is extraordinary about this place? You will have to travel much farther back in time to discover the answers to these questions. Zoom from 2019 back to the 1800s and keep track of what you notice and wonder in your Idaho Travelogue.	
Materials	Phase IV Source Documents, Uncovering the Extraordinary Quest (Sources #10 - 12) Idaho Travelogue, Uncovering the Extraordinary	
Low-Stakes Writing Protocol	Storyboard	
Speaking and Listening Protocol	Snowball Discussion	
Instructional Sequence	1) Read the Introduction aloud. 2) Distribute Sources #10-12. 3) Idaho Travelogue: Uncovering the Extraordinary – The Boise Valley Changes Notices and Wonders 4) Storyboard Protocol: <i>Create a 3-4 panel timeline of what changes happened</i>	

	5) Snowball Protocol: <i>Write what you believe the biggest change is and why.</i>
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Phase V: Document-Based Inquiry
Honoring the Past

English Language Arts Standards and Learning Targets	Determine the central ideas of texts and explain how they are supported by key details; summarize texts. (4.RC.6a)	I can identify the main idea of a text and explain how important details support that main idea. I can also summarize texts by including the most important information.
	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry. (4.W.1)	I can become a more flexible writer by regularly practicing writing in a variety of ways.
	Deep Reading on Topics to Build Knowledge: Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) (4.RS.2)	I can read and understand multiple texts about a topic to learn more about the world.
Introduction	You are starting to realize that this is definitely not just an ordinary park! Return to the 2000s to learn more about the	

	extraordinary history of Eagle Rock Park. As you explore efforts to honor the past and create a better future, take notes in your Idaho Travelogue. Summarize important ideas you learn from each source and make the connection between these key ideas and what they reveal about why Eagle Rock Park is extraordinary.
Materials	Phase V Source Documents, Uncovering the Extraordinary Quest (Sources #13 - 15) Idaho Travelogue, Uncovering the Extraordinary
Reading Protocol	Jigsaw
Research Protocol	Sum It Up
Instructional Sequence	1) Read the Introduction aloud. 2) Divide students into three or six groups, distributing Source #13, #14, or #15 to each group. 3) Jigsaw Protocol: Sources #13 - 15 4) Idaho Travelogue: Honoring the Past, Summaries and Connections 5) Sum it Up Protocol: <i>What did you learn about honoring the past?</i>

Phase VI: Sketches of Snapshots

English Language Arts Standards and Learning Targets	Determine the central ideas of texts and explain how they are supported by key details; summarize texts. (4.RC.6a)	I can explain main ideas and explain key details that support them.
	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding. (4.ODC.1)	I can explain my thinking clearly to someone else.
Introduction	Select one artifact that helps you understand why Eagle Rock Park is extraordinary.	
Materials	Idaho Travelogue, Uncovering the Extraordinary Quest	
Reading Protocol	Identifying Evidence	
Speaking and Listening Protocol	Pair-Share-Rotate	
Instructional Sequence	1) Read the Introduction aloud. 2) Idaho Travelogue: Uncovering the Extraordinary	

	Quest Snapshot Sketch 3) Identifying Evidence Protocol: <i>What is extraordinary about Eagle Rock Park?</i> 4) Pair-Share-Rotate Protocol: Questions from Idaho Travelogue
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Phase VII: Preliminary Findings

English Language Arts Standards and Learning Targets	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry. (4.W.1)	I can summarize my ideas in writing.
	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding. (4.ODC.1)	I can verbally explain my understanding.
		I can share comments that add to what others have said and connect to their ideas.
		I can ask questions to get more information or to follow up on what my classmates say.
	Report orally on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace. (4.ODC.4)	I can identify the main points and use details to support those ideas.
		I can share with my peers, speaking clearly at an understandable pace.

Introduction	It is time to review what you discovered during this quest and document your preliminary findings. Together, we will build our community's historical knowledge and understanding.
Materials	Idaho Travelogue, Uncovering the Extraordinary Quest
Speaking and Listening Protocol	Think-Pair-Share
Instructional Sequence	1) Read the Introduction aloud. 2) Idaho Travelogue: Constructing the Past Quest Preliminary Findings (only the first question) 3) Think-Pair-Share Protocol: <i>What is one surprising thing that you uncovered?</i> 4) Idaho Travelogue: Constructing the Past Quest Preliminary Findings (only second question) 5) Class Share: <i>What is one thing that is still unclear?</i> (teacher records on anchor chart) 6) Idaho Travelogue: Constructing the Past Quest Preliminary Findings (only third question)

Phase VIII: Creation		
English Language Arts Standards and Learning Targets	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, or interactive elements) on Web pages. (4.ODC.6)	I can choose just the right facts, statistics, examples, or descriptions to strengthen my main points.
		I can be understood by an audience speaking clearly and correctly, and avoiding mumbling.
	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding. (4.ODC.1)	I can explain my thinking clearly to someone else.
		I can actively listen to others' thoughts.
		I can ask questions to build on someone else's ideas so we all understand more clearly.
Introduction	It is time to share what you learned with the whole community! We study the past so we can make better decisions in the future. The more we know and understand about the past, the brighter our world can be. Create a museum exhibit that helps people in your community understand what is extraordinary about Eagle Rock Park and why it is important to the history of Idaho. Review your Idaho Travelogue for ideas and then use available supplies to represent what you think is most important about uncovering the extraordinary.	

Materials	Idaho Travelogue, Uncovering the Extraordinary Quest Materials to create museum exhibits (paper, markers, popsicle sticks, pipe cleaners, clay, etc.).
Speaking and Listening Protocol	Turn and Talk
Instructional Sequence	1) Read the Introduction aloud. 2) Turn and Talk Protocol: <i>What is important to you to include in your museum exhibit?</i> 3) Create Museum Exhibits. 4) Idaho Travelogue: Uncovering the Extraordinary Quest Museum Exhibit and Interpretive Sign (students sketch drawings of their museum exhibits)

Phase IX: Interpretation

English Language Arts Standards and Learning Targets	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (4.GU.1i)	I can check my writing to make sure I used punctuation and capitalization correctly.
		I can find and fix any mistakes in spelling in my writing.
	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. (4 M.2)	I can check my writing to make sure I used punctuation and capitalization correctly.
	Spell grade level words correctly, including commonly confused words (e.g., there/their/they're). (4 M.3)	I can find and fix any mistakes in spelling in my writing.
	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.) (4.W.6)	I can improve my writing by working with others to plan, revise, and edit my work.

Introduction	Write an interpretive sign for people to read as they visit your museum exhibit.
Materials	Idaho Travelogue, Uncovering the Extraordinary Quest
Revision Protocol	Praise, Question, Polish
Extended Writing Task Protocol	Argument Writing Guide Argument Writing Note Catcher
Instructional Sequence	1) Read the Introduction aloud. 2) Idaho Travelogue, Uncovering the Extraordinary: Museum Exhibit and Interpretive Sign (students respond to the five questions to create a draft of the interpretive sign) 3) Praise-Question-Polish Protocol for revising Interpretive Signs. 4) Provide students with time to revise their interpretive signs and rewrite or type them before attaching them to their museum exhibits. 5) Argument Writing a) Introduce argument prompt: Do you think that we need more protected open land for people to access and use, or should that land be used for other purposes like homes and businesses? Provide reasons to support your argument. b) Guide students through the Argument Writing Guide using the Argument Writing Note Catcher c) Students will create a draft of their argument. d) Praise - Question - Polish Protocol for revising arguments. e) Students share their finished arguments in small

	groups or with the whole class.
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Phase X: Reflection

English Language Arts Standards and Learning Targets	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.) (4.W.6)	I can improve my writing by working with others to plan, revise, and edit my work.
	Report orally on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace. (4.ODC.4)	I can pick a topic I am an expert on and share it with the class in a clear and organized way.
		I can use facts and details to support my main points.
		I can speak clearly at a pace everyone can understand, so they can learn all about my topic.
Introduction	Part A: Great work, historian! Display your exhibit in your class's museum. Take a look at all of the ways your classmates demonstrated their understanding of Eagle Rock Park. ... Part B: Now that you have completed this quest, what are your big	

	takeaways? What do you wonder? How will your new understanding impact your actions as a resident of Idaho?
Materials	Idaho Travelogue, Uncovering the Extraordinary Quest Story Exchange Worksheet
Speaking and Listening Protocol	Story Exchange
Instructional Sequence	1) Read the Introduction, Part A, aloud. 2) Idaho Travelogue: Uncovering the Extraordinary Reflection (Tour of Exhibits) 3) Story Exchange Protocol a) Have students return to the circle maps created in Phase 1 and review the ordinary objects listed. b) Story Exchange Prompt: <i>Tell a story about an ordinary object that you find extraordinary.</i>

Literature Connection		
English Language Arts Standards and Learning Targets	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (4.RC.5d)	I can identify the difference between first- and third-person narration.
		I can compare and contrast the points of view found in different stories.
Literature Suggestions	<i>Voices in the Park</i> by Anthony Browne link to purchase and link to watch online) <i>A Park Connects Us</i> by Sarah Nelson link to purchase and link to watch online)	
Materials	Comparing Points of View Graphic Organizer	
Reading Literature Protocol	Comparing Points of View	
Notes		

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