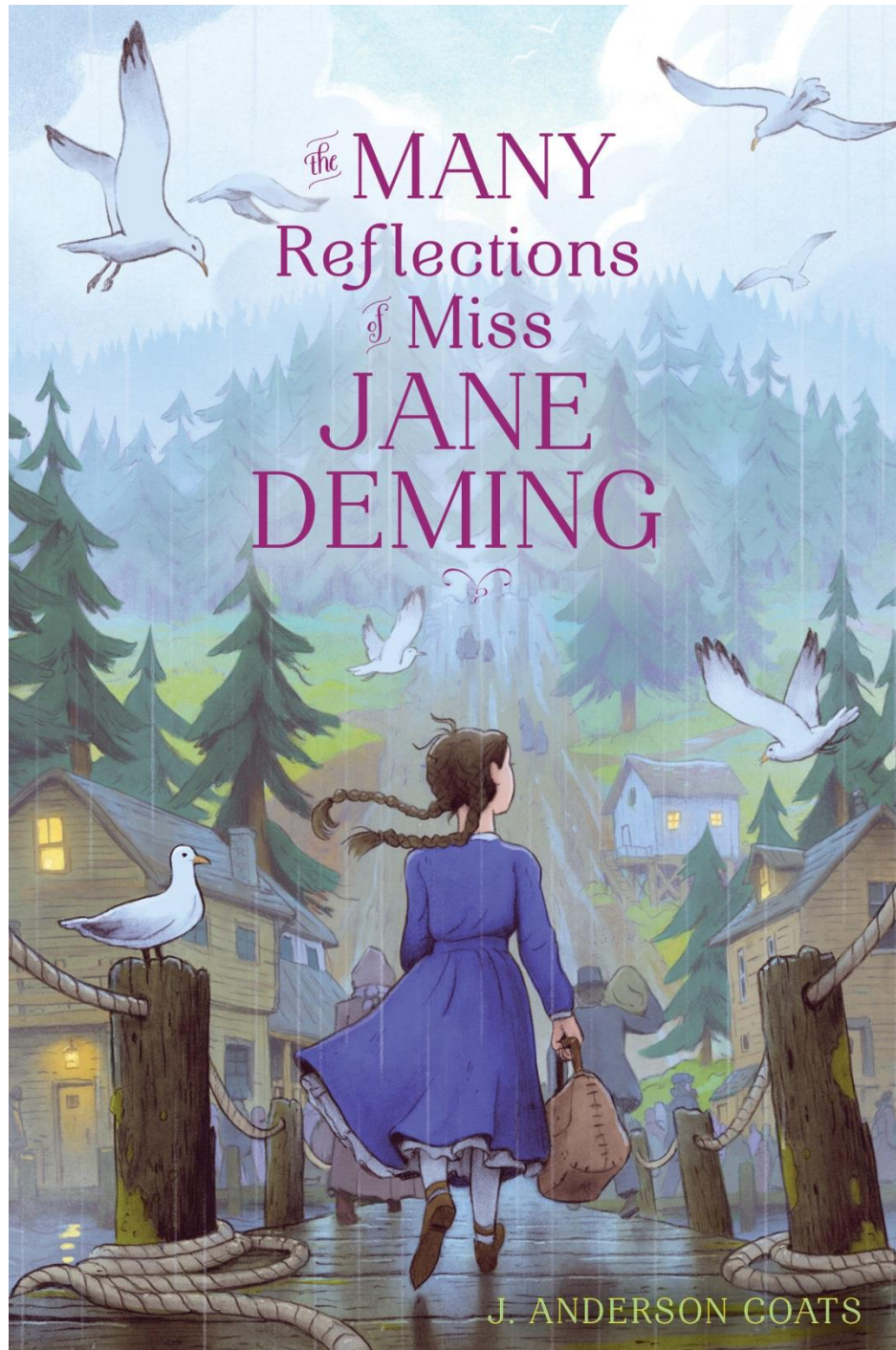


THE MANY REFLECTIONS OF MISS JANE DEMING

Discussion Guide



If you are a teacher or librarian using this guide as part of a class discussion or a book group, feel free to contact the author with questions - j@jandersoncoats.com
Skype and classroom visits can be arranged.
Please visit <http://www.jandersoncoats.com/authorvisits.html> for details.

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Book Overview

It's 1866, and eleven-year-old Jane Deming, her stepmother, and baby half-brother are joining the Mercer expedition, a party of Civil War widows and orphans emigrating from the east coast to Washington Territory aboard the steamship *Continental*. Asa Mercer, the group's organizer, has promised them all useful employment in Seattle and a climate that's positively Mediterranean.

Jane might not be old enough for marriage or teaching, but she sees a completely different opportunity. She had to quit school during the Civil War to care for her brother while her stepmother worked the looms and kept them fed, and she's almost forgotten what it's like to do anything but change diapers and clean up other people's messes. She can't wait go back to being an ordinary girl with chores and friends and schoolwork instead of a glorified servant in her own home.

When the passengers arrive in Seattle, the reception they receive is anything but what they were led to picture. It's pouring rain. There's not a sandy beach or a palm tree in sight. The "limitless opportunities" Mercer promised amount to little more than bachelors fresh from timber claims or logging camps. Bachelors who have already paid Mr. Mercer a premium with the understanding that he was bringing willing brides. One by one, the promises Mercer made to the passengers about the wonders of Seattle and Washington Territory start falling apart.

Jane's stepmother marries a man who has a homestead claim far from Seattle and the friends Jane has managed to make. Jane is so busy noticing all the ways in which Seattle doesn't measure up to her expectations that it takes her a while to notice the unexpected benefits. It's only when she stops dwelling on the difference between what she expected and what's in front of her that she begins to appreciate what she has instead of what she thought would be.

The Many Reflections of Miss Jane Deming is an accessible, engaging story suitable for grades three and up about friendship, resilience, and the nature of families--those you're born into, those you happen into, and those you choose.

Throughout the story, the author explores such themes as:

- The challenges and rewards of the immigrant experience
- The perils of self-deception, and how to work through them in a healthy way
- The fixed mindset vs. the growth mindset and how to recognize each
- Coping with the gulf between expectation and reality
- Dealing with difficult people and developing strategies to coexist with them
- Empowerment through developing a variety of skills - not just those expected of you
- Creative problem-solving, especially in the face of deliberate obstruction
- Learning to stand up for yourself, even when there's an uneven distribution of power
- Recognizing value in all types of learning, particularly in the context of lifelong learning

Historical Background

Time Immemorial

Since the end of the last ice age, a number of coast Salish tribes have made their homes in the Puget Sound region. The primary structures in coast Salish villages were longhouses of varying dimensions, set up near water so the people could take advantage of the large numbers of fish, shellfish, and edible water-friendly plants. Extended families lived in these villages during the winter, and in the summer, people would travel by canoe to different locations and set up temporary camps to fish, gather food, and see relatives.

The Duwamish tribe called the site that would become Seattle *sdZéédZul7aleecH* (pronounced *dzee-dzee-LAH-letch*), or the Little Crossing-Over Place, in Lushootseed. It was originally an island and could only be accessed from the mainland during low tide. The longhouses built on this site were abandoned by the time of white settlement, but the place was still important to Native people and they visited it regularly.

The Suquamish lived across the Puget Sound in the areas that would become the Kitsap peninsula and Bainbridge Island. *Si'atl* or *Sealth*, the leader for whom Seattle was named, was chief of these tribes. Like the Duwamish, the Suquamish traveled extensively by canoe and created many overland paths. They assigned specific, descriptive names to numerous locations in the areas where they lived and fished. It's possible to get a sense of what the land looked like before white settlement began to permanently alter the landscape through these place-names (see <http://www.burkemuseum.org/static/waterlines/process.php>).

Fur traders and missionaries came to the region before permanent settlers, introducing a number of foreign cultural practices and diseases. Tribes up and down the Puget Sound had to pursue strategies of resistance and coexistence during this time of considerable upheaval.

Early Pioneer Seattle

The first permanent white settlement in the area that would become Seattle was Alki, founded in 1851 by a group of twenty-four people who came to be known as the Denny party, even though it was Charles Terry who gave the place its name. Soon, it became obvious that Alki was too exposed to wind and tide and lacked access to the resources needed to fuel a growing town, and in 1852, three of the party sailed eastward across the bay in search of a better location. They scouted the coastline and took the depth soundings in the bay with Mary Denny's clothesline. The place they chose was more sheltered and better situated to take advantage of the natural deepwater harbor. Arthur Denny, Carson Boren, and William Bell were quick to file land claims with the territorial legislature (although the land still belonged to the Duwamish tribe and the claims would not be official until the 1855 Treaty of Point Elliott), and Seattle came into being.

From early on, Seattle was built on cedar. The first steam-powered mill in the region was Yesler's sawmill, which he established only months after the town's founding. A cookhouse followed, then a series of stores and residences, all built with the same massive trees that had to be extracted painstakingly with axes and brute strength. By 1866, the town had grown to include two churches, a foundry, a blacksmith, a bakery, and a dress shop--as well as a number of operations some citizens considered "unsavory" but were nonetheless features of a growing town.

Seattle was named for the Suquamish and Duwamish leader Sealth, who created and maintained positive relationships with the early settlers and whose friendship they valued. During these early years Seattle was an integrated town; Native people lived and worked alongside the settlers, who relied on Suquamish and Duwamish knowledge of local geography, edible plants, and wildlife. Native people were a critical part of Seattle's development and survival, and many white settlers had good relations with their Native neighbors and valued their contributions.

Pioneer Seattle attracted a variety of people. By the 1860s there was a small but growing Chinatown and several black settlers (one of whom married a niece of Sealth). What brought them all together was the region's natural resources--the dense, unfathomably massive stretches of old-growth cedar and the rich veins of coal under the foothills of the Cascades. Seattle's deep, protected natural harbor was (and still is) an ideal center for shipping and trade.

This is not to suggest that pioneer Seattle was a vision of harmony; interactions between Native people and settlers ranged from intermittent low-level conflict to cooperation with varying degrees of reluctance to employee-employer relationships to friendships to marriages and common-law unions. The notable exception to this live-and-let-live atmosphere is the 1855-6 Treaty War and the so-called "Battle of Seattle," which itself was a reflection of the complicated experience of cultures in transition. The outcome, however, was wholly grim for all Native people, and further accelerated the distribution of shadily-acquired land to white settlers via the Homestead Act.

The Mercer Emigrations

The original white settlers of Seattle were whole families--some with very small children--but a town built on cedar with countless acres of land available for homesteading attracted bachelors by the dozen. Residents who wanted a more stable community found common cause with those who wanted a higher "moral tone," and they agreed that the presence of women would encourage better behavior from the men. The logic went like this: women will care about roads and schools and public order, and married men will care about those things too. The answer--particularly after the cataclysm of the Civil War--seemed simple: the east coast had a large number of single women and the west needed them.

It's unlikely that every bachelor in pioneer Seattle wanted a wife, but there were clear advantages to getting married. Married white men had access to the 160 acres of land granted a wife by the Homestead Act, and it's hard to discount the human factor--these were people far from anyone they knew in a harsh, unfamiliar place doing backbreaking work. No one cared if they lived or died, and many actively tried to take advantage of them. A number of these men were lonely for simple companionship and sought someone to build a life with.

Many of these men developed relationships with Native women, and before the territorial legislature banned the practice in 1856, married them. Common-law unions continued after the ban, and children with mixed heritage became a growing part of the community. A certain section of the population fretted over these relationships and the "moral tone" they set. The answer--again--seemed simple: if there were more marriageable white women, men could marry them instead and avoid any more "mixing of the races."

The first Mercer Girls were recruited personally by Asa Mercer in 1864, mainly from Lowell, Massachusetts. There were eleven of them by the time they sailed, and they were well-educated, mostly young, and keen for the adventure of it. They arrived in Seattle on May 16th of that year, and as a direct result, Mercer was nominated to the state legislature. These girls

were newsworthy, exciting, and romantic, and their journey would inspire a number of novels and a popular television show called *Here Come the Brides*.

The Mercer expedition of 1866 is the less well-known of his two ventures. Encouraged by the positive reception of the eleven young women he conducted to the region in 1864, Mercer determined that if a few girls were good, lots would be better. He paddled around the Puget Sound, collecting money from bachelors hoping for wives and promising to use the funds to pay their passage west.

Unfortunately for Mercer, a series of complications made this second expedition problematic. The first of them was financial; Mercer wrongly believed Washington's territorial legislature would fund the endeavor and rushed east to start recruitment before getting confirmation. The second was his timing; on the day he arrived in New York, news broke that President Lincoln had been assassinated. It was entirely the wrong time to announce any grand venture, and Mercer did not have time to spare, as he was operating entirely on other people's money.

However, Asa Mercer was nothing if not resilient. He pressed on with his plan, publishing a notice in *The New York Times* in which he invited "the better class" of girls and young women to move west. In 1865, the country was still recovering, physically and psychologically, from the Civil War, and there was considerable interest in this venture from widows and orphans looking to make a fresh start. Many of them came with cash in hand, ready to pay their passage on the spot. If everything had gone according to plan, Mercer would have likely gotten the seven hundred people he boasted of recruiting and made a tidy sum in the process.

But Mercer was struggling with a key aspect of this venture--the ship. Washington Territory's legislature had no money to give him, he couldn't get a loan to contract a vessel large enough for his purposes, and the federal government refused to lend him one of its surplus. Then a friend-of-a-friend offered Mercer what seemed to be a great deal--Mercer would pay him a fixed amount and he would provide the ship and outfit it for as many passengers as required. Mercer didn't have a lot of options, so he agreed.

Then the newspaper articles started showing up.

A series of pieces in the *New York Herald* suggested Mercer's motives were entirely impure and the girls would be sold in Seattle for fifty ounces of gold dust to leering backwoodsmen with names like "Daredevil Tom." Mercer had signed letters from Washington's territorial governor and the governor of Massachusetts proving his credentials and attesting to the authenticity of the venture, but it didn't matter. Potential immigrants slipped away one by one. Mercer ran the notice again and again, notably without the "better class" line.

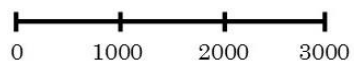
Those newspaper articles were anonymous, but it's not too hard to guess where they came from. The friend-of-a-friend had every incentive to limit the number of passengers he had to provide for when Mercer had already paid a (rather large, but unfortunately lost to history) lump sum. By January, he had just over a hundred people still willing and able to travel--but he'd already paid in advance for all seven hundred.

The second expedition ruined Mercer financially and did significant damage to his reputation. Within weeks of arriving in Seattle, he married one of the passengers from the *Continental*, Annie Stephens, and moved to Oregon to pursue other opportunities. However, as is the case for many pioneer families with complicated legacies, distance and the fuzzy lens of history are rather forgiving, and today in Seattle you can sit in traffic on Mercer Street, visit Mercer Island, and send your children to Asa Mercer Middle School.

The girls themselves--from both expeditions--are universally remembered well. There are a number of societies and organizations for their descendants in Seattle today, and occasionally there are reunions. A descendant of one of the early settlers once had a young woman pointed out to her and was told, "She was a Mercer girl. You can tell. All of them turned out good."

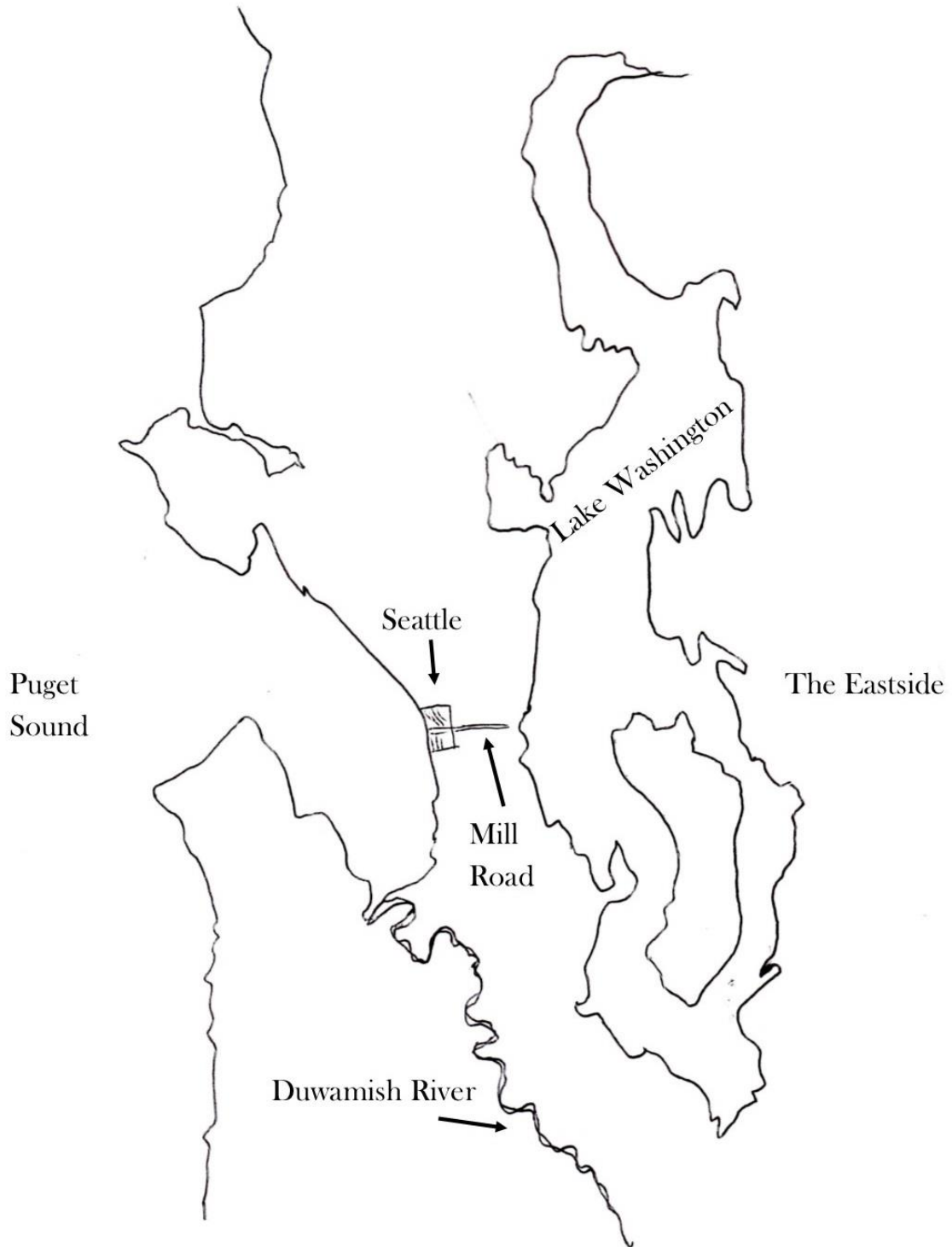
Maps

The Cruise of the *Continental*, 1866
Major Ports of Call



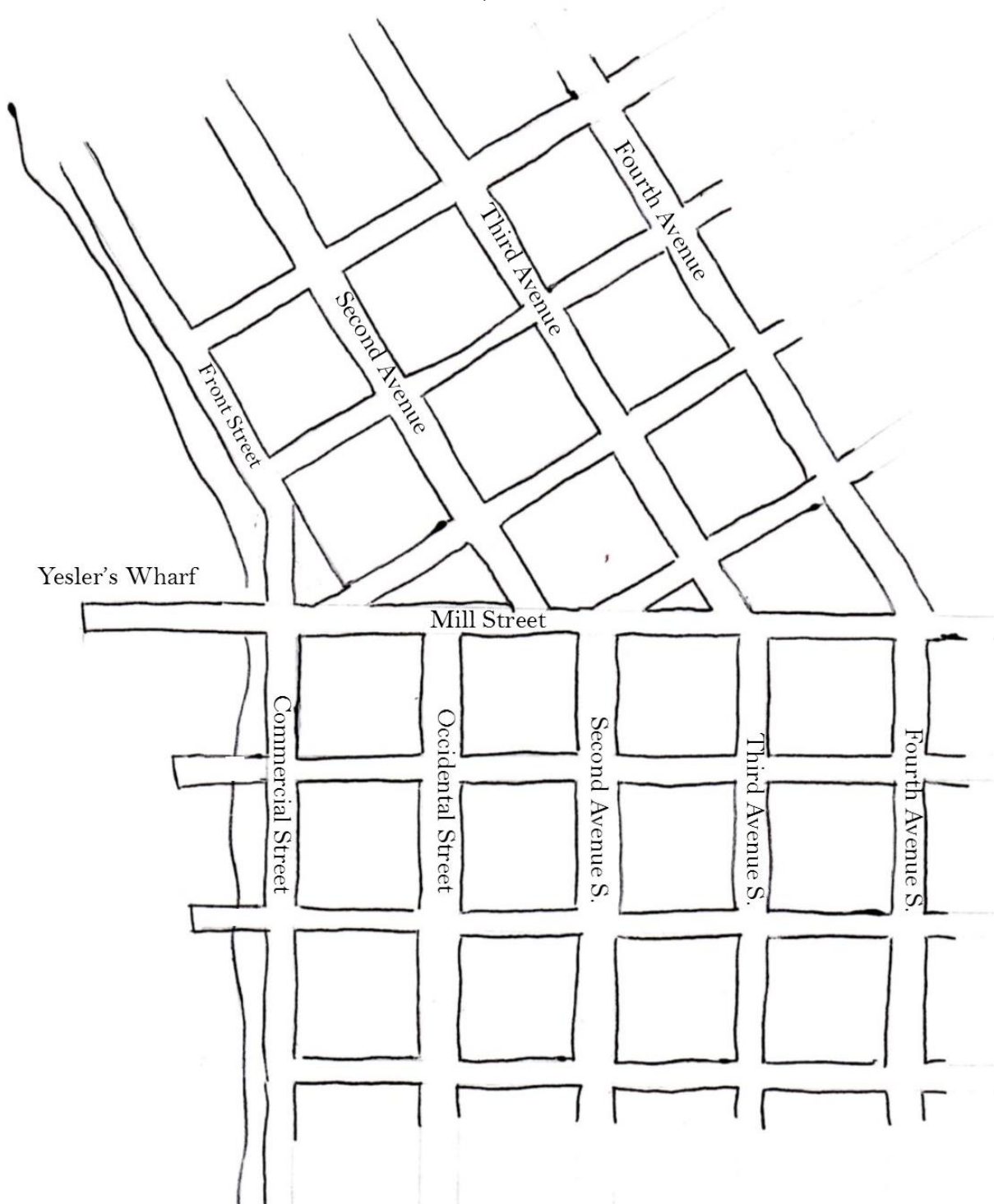
Maps

The Puget Sound Region
Washington Territory, 1866



Maps

Seattle, 1866



Note: No original map of Seattle survived the 1889 fire. This is a reconstruction based on existing written sources. It is intended to help orient readers to events in *Many Reflections* and should not be understood as depicting all aspects of Seattle at this time.

Teaching/Discussion Suggestions Pre-Reading Activity

Ask students to fill in an anticipation guide (see the Reproducibles section for a printable version):

Before Reading	After Reading	Statement
		Moving to a new place gives you an opportunity to reinvent yourself.
		The best way to learn something is by sitting in a classroom and listening to a teacher.
		If you don't know how to do something, it's better to let someone else do it rather than try to do it yourself and make a mistake.
		The only way you'll be happy with something is if it turns out exactly how you wanted it to.

Have students complete the guide by placing a checkmark in the box next to the statements with which they agree and an X next to those with which they disagree. They must commit to agreement or disagreement—there are no conditional responses. Students should be assured that there are no correct or incorrect positions.

Teaching/Discussion Suggestions

Pages 1~75

At the beginning of the story, Jane packs three things in a secret carpetbag that she doesn't want her stepmother to know about.

- What are these three things, and what do they tell us about Jane?
- What does this act tell us about Jane's relationship with her stepmother? Have students predict what they think Mrs. D is like using a character map.
- Ask students to do a quick write in their reading/writing journals on this topic: Think about the things you treasure. What are they, how do you keep them safe, and what do you think they might reveal about you?

Jane believes moving to Washington Territory is "going to change everything" (p. 8).

- Have students brainstorm what they know about the Pacific northwest. (Time and technology permitting, ask them to perform a web search on the topic. Recommended links appear in the Resources section.) Ask students to predict what will happen when Jane arrives in Washington Territory.
- How does Jane know what she knows about Washington Territory? Brainstorm and/or research communication technology and popular media in the 1800s. Compare and contrast these methods, both among themselves and those we have in the modern era. Which ones are still with us today? Which would you consider reliable?
- In their journals, ask students to do a quick write on this topic: Think of something you spent a lot of time looking forward to. How did it turn out? Did your expectations match the actual event?
- Introduce or reintroduce *foreshadowing*. Ask students to identify and record instances of this literary device as they read.
- In their journals, ask students to begin a chart and fill it in as they read. As the story unfolds, refer back to the chart and discuss how Jane's expectations correspond with the reality of her situation.

What Jane's life has been like in Lowell	What Jane thinks will happen when she gets to Washington Territory	What actually happens when Jane arrives

Jane constantly refers to a pamphlet written by the expedition's leader, Asa Mercer.

- What is a pamphlet? What is this particular pamphlet about? Brainstorm reasons why Mr. Mercer wrote it to give to people who planned to join the expedition.
- What part of the pamphlet does Jane like best? Why do you think that part is her favorite? What does this tell us about her goals and hopes for the future?

- The passage Jane quotes most often refers to “a broad mind and a sturdy constitution.”
 - What does *constitution* mean in this context? Why do you think the author chose to use this word?
 - Jane is worried her mind won’t be broad enough for Washington Territory. Have students list some of her concerns, either in their journals or on the board. How does Jane think a person broadens her or his mind? How do you think a person might do this?
- Ask students to reflect on why Jane puts so much trust and faith in the pamphlet, and infer how she feels about Mr. Mercer based on these thoughts and feelings. Remind students to use specific examples from the story.
- In groups or individually, have students make a promotional pamphlet either for their city or state, or for a location of their choosing. (If you’d like to make this a long-term or final project, see the Reproducibles section for detailed guidelines and a sample grading rubric.)

Consider Jane’s relationship with her stepmother, Mrs. D.

- At the beginning of the story, Jane tells us Mrs. D could have sent her to be raised in what amounts to an orphanage after her father died, but instead Mrs. D chose to keep Jane with her.
 - What does this tell us about Mrs. D?
 - What does this tell us about families in the 1800s?
 - Ask students to reflect on why a parent or stepparent might decide to send a child away to be raised by someone else during this time.
 - Take a class poll by having students mark their choice on the board: Would you rather grow up in an orphanage or with a person like Mrs. D? Discuss as a class and allow students to explain why they voted the way they did.
- Ask students to calculate the age difference between Jane and Mrs. D. (If necessary, explain that it wasn’t unusual for girls to get married in their teens at this time.)
 - How do you think Mrs. D feels about having a stepdaughter so close to her in age?
 - How would you feel about this closeness in age if you were Jane?
 - Do you think Jane and Mrs. D would have gotten along better if Jane’s father hadn’t died in the war?
- Have students brainstorm a list of chores and tasks that Mrs. D expects Jane to take on.
 - Why do you think Mrs. D insists Jane do these things?
 - Have students compare and contrast the chores they do at home with Jane’s chores, either verbally or in their journals.
 - Do you think Mrs. D is treating Jane fairly?
- In the 1800s, young people often had more responsibilities than they do today. Have students research childhood during this time period (for suggested sources, refer to the Resources section) and reflect on whether Jane’s workload is below average for a child of her time, about average, or above average - and suggest reasons why this might be the case.
- In their journals, have students write a letter to a person they struggle to get along with, explaining their point of view and suggesting ways they might improve the relationship.

Jane wants to attend the informal school Miss Gower holds in the *Continental's* lifeboat, but instead finds herself employed there as an invigilator.

- Why does Jane want to go to school? Brainstorm a list of reasons Jane might have; include both reasons she tells us explicitly in the story and those we can infer from her situation.
- When Jane asks permission, Mrs. D doesn't say no right away.
 - Why does Mrs. D change her mind?
 - What reason does Mrs. D give Jane for refusing permission?
 - Do you think this is the whole truth, or is something else going on here? What does this tell us about Mrs. D?
- In their journals, have students write a letter to Jane, giving her advice on how to convince Mrs. D to let her attend Miss Gower's lifeboat school as a student.
- Jane's new friends, Flora and Nell, aren't interested in school. What do they want to do instead? Based on what you know about the 1800s, were you surprised by their attitude? How do they respond when Jane asks for their help? How would you have responded?
- How does Miss Gower convince Mrs. D to allow Jane to work in the lifeboat school? Why do you think she chose to hire Jane at all? What are Jane's responsibilities? Do you think Miss Gower wants Jane to work, or is something else going on? What does this tell us about Miss Gower?
- Ask students to reflect on how they feel about school. Encourage them to be honest and share both positives and negatives. ("it's hard to get up so early"; "the recess teacher is mean"; "art is my favorite part of the day"). Divide the class into two groups and have them debate whether or not school should be mandatory.

During the voyage, Jane gets to know the other girls on the ship and develops friendships with them.

- Having friends is one of the changes Jane hopes to see once she gets to Washington Territory. What happened to her old friends in Lowell? Why do you think they behaved that way? How would you feel if you were in Jane's position?
- What are some challenges Jane faces when it comes to making friends? What are her concerns and worries? What strategies does she use to try to overcome them? What does this tell us about Jane?
- Why do you think Flora and Nell want to be friends with Jane? Why does Jane want to be their friend? How do they meet, and how does their friendship develop?
- In their journals, ask students to respond to this prompt: Think about a friend who is different from you in a meaningful way. Describe how you became friends despite that difference and the things you have in common that bring you together.
- Have students brainstorm a list of the ways in which Jane's friends help her. Remind them to include not just Flora and Nell, but the older girls as well. Why do you think the older girls help Jane? How have you helped your friends, and how have your friends helped you?

The author uses a number of words particular to the story's historical setting.

- Have students keep a list of words in their journals that are unfamiliar to them, and ask them to guess at their meanings using context. Potential words include:

- Carpetbag (p. 1)
 - Confidence man (p. 5)
 - Promenade (p. 13)
 - Scullion (p. 27)
 - Bodice (p. 35)
 - Invigilator (p. 43)
 - Vulgar (p. 105)
 - Capsize (p. 168)
- Group students and have them use the Word Detective worksheets (see the Reproducibles section) to compare and contrast their findings.

Teaching/Discussion Suggestions Pages 76-119

Seattle is nowhere near what Jane expected.

- Revisit the predictions you made earlier about what would happen when Jane arrived in Washington Territory.
 - How much of what you thought would happen actually happened?
 - Did you predict something to happen that didn't happen?
 - Have students compare their predictions with a neighbor, or write them on the board and group them thematically.
- According to the pamphlet Jane sets so much store by, Seattle has a Mediterranean climate. Have students research what this type of climate is like and ask them to predict what Jane expects to see when she arrives. Then research the climate in the Puget Sound region. Is this comparison an outright lie, or is there some truth to it? Why did Mr. Mercer make this claim?
- Consider Mrs. D's expectations - what did she think would happen when they arrived? Do you think her expectations were realistic? Have students compare and contrast Jane's expectations with Mrs. D's, either on the board or in their journals.
- Of all the ways in which Seattle doesn't live up to Jane's expectations, which do you think is the most discouraging to her? Remind students to use specific examples from the story to support their claims.
- Ask students to do a quick write in their journals on this topic: Think about a time you expected something to be a certain way and it turned out to be completely different. How did you feel? How did you react? How do you feel about it now?

The day after she arrives, Jane meets girls her own age who live in Seattle and her circle of friends expands.

- Compare and contrast Jane's Seattle friends with her friends from the *Continental*. Have students create a chart, or make a list on the board. Ask students to reflect on why each group of friends is important to Jane.
- On p. 92, Evie says, "A ship arriving is a big occasion [...] but girls arriving? Simply does not happen." What do you think she means by this? What does this tell us about pioneer Seattle?
- Jane expects to have "ordinary friends" in Washington Territory. Has she found them? Why does their friendship become so close so quickly? Have you ever had a friendship develop like this?
- Have students make a collage that depicts a friendship they value. Create an art gallery - display the finished pieces around the room, have students create a brochure that includes an artist's statement for each collage, and/or conduct tours made up of students from other classrooms.

Over the days and weeks that follow the passengers' arrival, Jane learns she's not the only one who had very different expectations of the expedition.

- For what reason did most of the unmarried girls and widows in the Mercer expedition make the trip to Washington Territory? Why did the bachelors think they were coming? How did each of these groups develop the expectations they had?
- Ask students to choose a secondary character (a character other than Jane) and write a backstory for her or him, explaining why she or he decided to go on the Mercer expedition.
- Why are there so many bachelors in the hotel's parlor? Are they all there for the same reason? Why are they upset with Mr. Mercer? Do you think they have a right to be angry?
- Use a currency converter to work out how much \$300 in 1866 is worth in today's dollars (there are some suggested links in the Resources section). Have students research and list what else a person could buy for \$300 in 1866.
- On p. 103, Jane says, "This whole expedition was Mr. Mercer's pride and joy, and not even he got what he expected at the end."
 - What do you think Mr. Mercer expected, and why?
 - Do other characters have expectations that are not met?
 - Ask students to make a chart in their journals that detail each character, her or his expectations, and how they are or are not met. Have students share their lists and compare and contrast their observations.
- Have students reflect on why there weren't many white women in pioneer Seattle. What does this tell us about the town and the region during this time?
- Ask the students what they think about the idea of paying for someone to move across the country to marry you, sight unseen. What has changed in the last 150 years that we have different thoughts and feelings about "mail-order brides" than people did in the 1860s?
 - Encourage students to recognize how changes in society affect how we view what is "acceptable" and "normal" - in other words, we think differently about things now because the world is a different place, not because people in the past were "bad" or "backward."

Upon her arrival, Jane thinks her family will have at least two weeks to figure out what to do next, but she's very wrong.

- Look up the term *depreciation*. Why isn't Jane's twelve dollars worth twelve dollars anymore? How would you feel if you were in Jane's position?
- Why isn't Mrs. D considered one of the Mercer Girls? How do you think she feels about that? Ask students to locate other places in the story where Mrs. D's resentment for the girls appears. Why do you think she feels so strongly?
- What jobs does Jane try to get? Why doesn't Mrs. D try to find a job? What does this tell us about women's lives in the 1800s?
- Have students write a letter from Jane's point of view to an advice column in a newspaper back east, asking for help in dealing with her situation. Then have students trade letters with a neighbor, and have that student write an answer to the letter.

Jane gradually realizes none of the expectations she has of Washington Territory align with the reality of the place.

- Ask students to identify instances in the story where the author foreshadows this outcome. Discuss why authors use literary devices like foreshadowing and how they contribute to a reader's experience of the story.
- In their journals, have students use a chart to track their learning about the subject of schools in the 1800s.
 - Begin by having them brainstorm everything they already know about the subject (either formally in school or from books, movies, and TV), then have them record things they learn as they read *Many Reflections*, then have them conduct research on the topic (suggested sites appear in the Resources section).

What I already know about schools in the 1800s	What I learn about schools in the 1800s from <i>Many Reflections</i>	What I learn about schools in the 1800s from research

- Ask students to identify where their previous knowledge conflicted or agreed with the novel and with research, and ask what information or evidence surprised them.
- Have students consider why books, movies, and TV don't always follow the historical record exactly. Ask them to think about potential reasons why creative works might benefit from small (or large) alterations.
- Reread the passage on p. 96-97, beginning with Jane asking Evie where the school is. While Jane has gradually become more disillusioned with Seattle, what about this exchange is the final straw for her?
- Throughout the story, Jane makes "improvements" to the pamphlet. Why does she do this, and what does this tell us about how her feelings toward the pamphlet are changing? What is the significance of her throwing the pamphlet out the hotel window?

Jane returns to the hotel one day and learns Mrs. D and Mr. W are getting married.

- Why do you think Mrs. D makes this decision? What does this tell us about families in the 1800s? What does it tell us about women's lives? Based on what you know about Mrs. D and her expectations, predict what you think will happen after the wedding.
- How does Jane first meet Mr. W? What about him does she like? Remind students to use specific examples from the text. What is your first impression of him?
- Who is Louisa? In what context do we first learn about her? Did anything about this relationship surprise you?

- What can we infer about Mr. W based on what he tells us about Louisa? What can we infer about her?
- What can we infer about pioneer Seattle from the comments made at the town meeting about the “mixing of the races”? How does this compare with other places in the story where interactions between Native people and settlers are described or alluded to?
 - If necessary, briefly remind/explain to students how people in the past often held views we in the modern era find disagreeable, but we can’t judge people in the past by modern standards. Remind students to be thoughtful and kind when making comments.
- Mr. W says, “We’re going to be a family, all of us together. Your stepmother is becoming my wife, sure, but that makes you and Jer my children. That’s how it works.” Do you agree? What is a family, and how is one made? Are families always made, or can they come about in different ways? Ask students to locate other instances in the book where the author refers to different types of families.
- Have students make an illustrated family tree. Encourage students to discuss their family history with older relatives and/or record them telling stories about when they were young. (If family history is a difficult subject for some students, allow them to create an invented family tree for a fictional character.) Showcase the family trees in the classroom and discuss/celebrate the different types of families.

The author uses words in Latin and the Chinook trading language to enhance aspects of the story.

- Miss Gower invites Jane to be the invigilator for her lifeboat school. Where does this word come from and what does it mean? Why do you think Miss Gower didn’t just use the word “helper” or “child-minder”?
- On p. 118, Mr. W explains that Chinook is “a mix-up of French, English, and several different Indian languages” that “sort of . . . happened after the Hudson’s Bay Company started trading in the territory back when it was still part of Oregon.”
 - What do you think he means by this statement? How does a language “happen”?
 - Why do you think Chinook developed as a result of the presence of a trading company, rather than some other institution of white settlement (such as a mission)?
 - Do you think Mr. W is exaggerating when he says “everyone” knows some Chinook? Why would a settler in the region want to learn this language? Why would a Native person?
- Have students browse a dictionary of Chinook words (some suggestions appear in the Resources section) and locate words that look familiar to them. Group students and have them compare the words they found. Ask each student to choose five words and write illustrated definitions.

Teaching/Discussion Suggestions Pages 119-208

Jane is surprised to learn Mr. W doesn't live in the town of Seattle, but across Lake Washington in a sparsely-inhabited region known as the eastside.

- Have students brainstorm a list of Jane's concerns and fears about living on the eastside. Ask them to predict what will happen to Jane next.
- Have students draw a map of Mr. W's homestead based on Jane's description.
- Have students read historical accounts of homesteading in the Puget Sound region (see the Resources section for some accessible excerpts), then write a fictional diary entry about a typical day on a homestead.
- If you lived in 1866, would you rather live in the town of Seattle or move to the eastside and try homesteading? Organize a class debate, and allow students to make posters, write speeches, or create dramatic reenactments to help make their point.

Consider Jane's relationship with Mr. W.

- Based on what you know about Mr. W, predict what kind of stepfather he will be. Ask students to reflect on how a person learns to be a parent. In their journals, have students describe what kind of parent they would like to be, if they would like to be a parent at all.
- Compare and contrast the way Mr. W and Mrs. D each treat Jane and Jer. Consider chores, manners, and general standards of behavior. How do you think Mrs. D will treat Jer when he's Jane's age? What about Mr. W?
- Mr. W expects Jane to take on a number of chores and tasks, just like Mrs. D does. What are these tasks, and why does Jane feel differently about them? Take a class poll by having students mark their choice on the board: Which set of chores would you rather do--laundry and housework, or trapping and stump-grubbing? Discuss as a class and allow students to explain why they voted the way they did.
- On p. 131, Jane writes, "If you are promised a fish and you expect a fish and then get a fish, it's a lot more than a fish." What does she mean? How is Mr. W different than other adults in Jane's life? Are there any adults in the story he reminds you of?
- Reread the passage on pp. 162-165 beginning with Jer offering to help bring rocks for the canoe.
 - Why isn't Jane upset that Jer is calling Mr. W "Daddy"? What does this tell us about how Jane feels about her changing family?
 - What is a sea dad? Why do you think this term evolved the way it did? In other words, why is it *dad* instead of *teacher* or *buddy*? Is there a person in your life that has a similar role? What are you learning from this person and would you consider him or her part of your family? Draw a picture of your ideal sea dad and list three things you would do together.
 - How do you think Jane feels about her biological father? Use specific examples from the story to support your claim.
 - When Mr. W tells Jane how it's hard for him to think of Mrs. D and Jer and her as his family, Jane has this response: *He can't really think he's the one who doesn't belong*. Why is this moment important?
 - What does Jane decide to call Mr. W at the end of the scene? What did she call him before? Why does she choose this term?

- We never learn how Mrs. D feels about Jane’s new way of referring to Mr. W. Based on what you know about her, how do you think she feels about it? Why do you think the author doesn’t show or tell us her response?

While she’s on the eastside, Jane begins to write “reflections” in a little book she made out of newsprint.

- Why does Jane refer to these observations and thoughts as *reflections*? Ask students where they have seen this word before, and in what context. Consider why Jane might use this word when she had such a strong reaction to the pamphlet back in Seattle.
- Have students revisit the novel’s title. Discuss why they think the author chose it. Hold a contest for students to come up with alternate titles and vote on their favorites.
- Compare and contrast Jane’s little book with Mr. Mercer’s pamphlet. Ask students to consider why Jane is recording her thoughts and observations at all. What reason does Jane give and what can we infer about her intent, both from what she tells us explicitly and what we see her do?
- Ask students whether they have ever kept a journal, a diary, or a blog for their own purposes, independent of any school assignment. What motivated you to write down your thoughts, and what thoughts or events did you record?
- Rewrite a scene that contains one of Jane’s reflections as a blog post. Ask students to compare and contrast diaries (intended to be private) and blogs (intended to be public) as they decide what to include in their posts. If possible, post the entries on an actual blog.
- Have students make their own little books out of scrap paper and encourage them to record things that are important to them. (A simple tutorial is available on the author’s website.)

Jane develops new skills and abilities as she works on the homestead.

- Ask students to name instances throughout the story where Jane has sought out new information and skills. What can we infer about Jane based on these instances?
- Mr. W shows Jane how to skin animals and remove stumps. What reasons does he give for teaching her these things? Do you think this is the only reason, or is there something else going on? Were you surprised that Mr. W offered? Were you surprised that Jane took him up on it? What can we infer about homesteading and/or life on the eastside based on these events?
- At the beginning of the story, Jane wants to avoid doing manual labor. On p. 160, she says, “My hands have long since gone blistery, then rough. It’s not like when they were washwater-wrinkled, though. Now they feel powerful.” What’s the difference? How does Jane change as she does these unusual chores? How does her perception of the eastside change?
- Challenge students to learn a new skill or do independent research on a topic of their choosing. Invite them to present to the class what they learned - as a skit, dramatic reading, poster, PowerPoint, demonstration, podcast, or other appropriate form. Have students positively comment on their classmates’ presentations, and situate the discussion in the context of lifelong learning and a growth mindset.

Jane and Mr. W work together to build a canoe, with Lawrence's expertise and advice.

- What event prompted Mr. W to offer to help Jane build her canoe? What can we infer about Mr. W based on this? What can we infer about Jane's growing confidence when it comes to her friends?
- On p. 157, Mr. W says, "You think anyone gets anywhere *walking* in these parts? The lake's the road here, or the bay, or Puget Sound. A dock's the same as a front door." Show students a map of the Seattle area (like the one on p. 10 of this guide).
 - In a region like this one, how is a lake like a road and a dock like a front door?
 - How did the geography of the region influence the way people lived, and the way they thought about neighbors, belonging, and staying connected? (If necessary, emphasize to students that this is a world without wifi, phones, reliable mail service, or even roads!)
- What kinds of things can Jane do once she has her own canoe? Do you think she would feel differently about her newfound freedom of motion if she had not made her canoe herself?
- Ask students to reflect on the theme of motion and travel in the story, especially as it relates to Jane's preoccupation with family and belonging. Compare and contrast the journey she took on the *Continental* with her travels on the lake in her canoe. In their journals, have students respond to this prompt: What do you think Jane's life would be like if she had never left Lowell?

Despite her newfound freedom of motion, Jane still must figure out a way to attend Miss Baker's school.

- Revisit your observations on why school is important to Jane and the meanings she has attached to it. Have they changed based on her new location and experiences?
- How does Jane learn about Miss Baker's school? What reasons does Nell give for not telling Jane sooner, and why does Nell change her mind? Take a class poll by having students mark their choice on the board: Is Nell being a good friend by not telling Jane, or do you think she should have said something right away? Discuss as a class and allow students to explain why they voted the way they did.
- How does Mr. W feel about Jane going to school? How does he help Jane pursue this goal? What can we infer about Mr. W based on these actions? Based on your prior knowledge of girls' lives in the 1800s, does his response surprise you?
- Jane faces a series of obstacles to her going to school. What are they, and what strategies does she use to solve her problem? What solution does she eventually come up with? In their journals, have students describe a time when they had a problem that required a creative solution. What was the problem, and how did they solve it?
- On p. 201, Jane writes, "There is more than one way for a girl to broaden her mind."
 - What does she mean by this?
 - What is the significance of the fact that Jane has this realization while she's in school?
 - What other skills has Jane developed that she values just as much as she does a formal education?
 - Either on the board or in their journals, have students brainstorm skills that are useful in everyday life that aren't necessarily learned in school. Encourage students to learn a skill from the list that they don't already have. Schedule a recurring time (daily, weekly) for students to update the class on their

development of these skills, and situate the discussion in the context of lifelong learning and the growth mindset.

During a storm, Jane meets the Norleys, and over time develops friendships with each of them.

- Jane has limited exposure to Native people before arriving in Seattle.
 - What does she know, and how does she know what she knows? Refer back to the earlier discussion on communication technology in the 1800s. What events and communication outlets might influence the information Jane has access to?
 - Ask students to brainstorm a list of things they know about Native people in general and the coast Salish tribes indigenous to the Puget Sound region in particular, both in a historical and a modern context. Then have students conduct research to learn more about these cultures (some suggested sites are in the Resources section).
 - If necessary, remind students that while this is a historical discussion, these tribes remain vibrant, dynamic communities in the modern era, and comments should be mindful of that fact.
- Why does Hannah want Jane to teach William and Victor to read? Why couldn't she teach them herself? What can we infer about pioneer Seattle based on this conversation? What do you think life is like for Native people in and near Seattle in 1866? What about children with mixed heritage like the Norleys?
- Describe the methods and techniques Jane uses to teach William and Victor. Based on what you know (or have learned) about education in the 1800s, are these conventional methods? Why does Jane use them? Would you like Jane to be your teacher?
- On p. 198, Jane says, “[T]here’s nothing wrong with learning from your friends.” Have students identify instances in the story when a character learns something from her or his friends.
- Ask students to create a comic with at least six panels that depicts a time they learned something from a friend.
- Imagine it’s 1867, a year after the events of this story. Write a diary entry from the point of view of William, Victor, or Hannah discussing or describing some aspect of his or her life in or near pioneer Seattle.

At the end of the story, Jane revisits the pamphlet she once set so much store by.

- Why does Jane have Mr. Mercer’s pamphlet at all, considering she once threw it out the hotel window? Why do you think Jane keeps it instead of throwing it away again?
- At the beginning of the story, on p. 3, Miss Gower says, “It’s best to call things as they are.” How does this idea help Jane recognize why she was wrong to think the pamphlet was nothing but lies?
- On p. 136, Jane complains that Mrs. D refuses to give the bachelors in the hotel a chance to impress her, saying, “She might be missing out on something just as good, but in a different way.” Have students describe, either in a class discussion or in their journals, how this observation can apply to Jane as well.
- Why is Jane able to let go of her idealized version of her future? In other words, what changes for her that lets her be happy with what’s in front of her instead of holding out for the perfect vision she felt she was promised?
- Ask students to think about how the story ends. Did any of their predictions come true? Did anything about the end surprise them?

- Have students write a short play or scene in which they imagine what comes next for Jane. Time permitting, have students present these scenes in front of the class, either with themselves as actors or with puppets.

Teaching/Discussion Suggestions Post-Reading Questions & Activities

Questions

The Mercer expedition of 1866 is an actual historical event, and the author included a combination of historical figures and fictional characters.

- Ask students to predict which characters were real and which were fictional, then have them do research to determine if they were correct (some suggested links appear in the Resources section).
- Encourage students to reflect, either verbally in groups or in their journals, why the author chose to include the historical people she did and fictionalize others.
- Ask students to compare and contrast the Mercer expedition with other accounts of immigration or emigration they've learned about previously.
- Discuss ways authors of historical fiction can recreate the past when there's limited evidence.

Jane does a lot of things we might not consider a girl would do in 1866.

- How do we know what we know about girls' lives in the past? Have students brainstorm all the sources of information they would use if they had to write a paper on the topic. Introduce (or review) the difference between a primary source and a secondary source, and ask which they feel is more likely to 1) survive over 150 years and 2) be created in the first place.
- Remind students that many sources from these historical eras, even primary sources, were written by adults. Ask students to consider how their own parents would describe their lives.
 - How would your mom or dad describe what you do all day, what your favorite things are, what games you and your friends play, and what you do at school?
 - If your parents were going to write these things down, what would they change and why? For instance, would they exaggerate how much TV or screen time you have? How much you text your friends? Would they simply not know about the secret club you and your friends formed at recess?
 - Ask students to reflect on the difference between how adults see the world and how kids see it, and how this might impact the information we have about children's lives in the past.
- Have students draw two pictures side by side of Jane in Lowell and Jane in Washington Territory, then have them briefly describe her life in each place. Then have them draw Hannah Norley when she was Jane's age, and have students research what her life was like in pioneer Seattle as a girl with mixed heritage.
 - Encourage students to reflect on whether it's reasonable or possible to compare the lived experiences of girls of different ethnicities, races, and socioeconomic statuses, even if they lived at the same time in history, and come up with a single idea of "what it was like for girls back then."

In discussions of immigration in the United States, we often focus on immigration from other countries and pay less attention to people moving within the country.

- Have students brainstorm a list of reasons why someone would immigrate from another country to the United States, then have them create another list with reasons why someone already in the United States might move to a different part of the country. Ask students to compare and contrast the reasons, either verbally or by listing the reasons on the board.
- Introduce (or review) the idea that certain forces can *push* people out of their original homes and other forces can *pull* them toward a new place. Have students identify the pushes and pulls experienced by Jane and her family in *Many Reflections*.
- Display a map of the world, a map of the United States, and a map of your state side by side. Have students use pushpins or sticky-note flags to mark where they, their parents, and their grandparents were born. (Encourage students to ask their parents and grandparents if they don't have this information.) Have students measure how far each person in their family traveled from the place where they were born to the city they now live in, and situate the discussion in a context of immigration and emigration.
 - If family history is a difficult subject for some students, allow them to choose a city they would like to live in sometime in the future and measure the distance from your city to that city.

Activities

- Ask students to examine the book's cover. Discuss how they feel the artist captured the feeling of the book. Have students create their own covers. If possible, display them, either online or in the classroom.
- Put students in groups and have them choose a scene from the book to act out. An assignment suggestion appears in the Reproducibles section.
- Have students research, write, and illustrate picture books aimed at younger children set in a historical time period of their choice. If possible, have the students read their finished books to kids in younger grades.
- Ask students to compare and contrast *The Many Reflections of Miss Jane Deming* with other historical novels they have read, either those assigned in school or as part of their recreational reading.
- Have students make a recruitment poster for a voyage of emigration like Asa Mercer's. These voyages can be invented or historical.
- Provide students with a blank map of the western hemisphere and have them plot the route of the *Continental*, labeling major landforms, features, and ports of call.

Standards - Fourth Grade

The Many Reflections of Miss Jane Deming is relevant in both history and language arts classes. It uses historical vocabulary, idioms, and imagery, and addresses Common Core standards such as:

Reading

Key Ideas and Details:

- CCSS.ELA-Literacy.RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.RL.4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- CCSS.ELA-Literacy.RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure:

- CCSS.ELA-Literacy.RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Writing

Text Types and Purposes:

- CCSS.ELA-Literacy.W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-Literacy.W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-Literacy.W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing:

- CCSS.ELA-Literacy.W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.W.4.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge:

- CCSS.ELA-Literacy.W.4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

- CCSS.ELA-Literacy.W.4.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- CCSS.ELA-Literacy.W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.W.4.9.a - Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).").

Range of Writing:

- CCSS.ELA-Literacy.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

Comprehension and Collaboration:

- CCSS.ELA-Literacy.SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas:

- CCSS.ELA-Literacy.SL.4.4 - Report 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; speak clearly at an understandable pace.
- CCSS.ELA-Literacy.SL.4.5 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language

Knowledge of Language:

- CCSS.ELA-Literacy.L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

- CCSS.ELA-Literacy.L.4.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-Literacy.L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Standards - Fifth Grade

The Many Reflections of Miss Jane Deming is relevant in both history and language arts classes. It uses historical vocabulary, idioms, and imagery, and addresses Common Core standards such as:

Reading

Key Ideas and Details:

- CCSS.ELA-Literacy.RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.RL.5.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- CCSS.ELA-Literacy.RL.5.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure:

- CCSS.ELA-Literacy.RL.5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- CCSS.ELA-Literacy.RL.5.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- CCSS.ELA-Literacy.RL.5.6 - Describe how a narrator's or speaker's point of view influences how events are described.

Writing

Text Types and Purposes:

- CCSS.ELA-Literacy.W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-Literacy.W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-Literacy.W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing:

- CCSS.ELA-Literacy.W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.W.5.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge:

- CCSS.ELA-Literacy.W.5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- CCSS.ELA-Literacy.W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- CCSS.ELA-Literacy.W.5.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.W.5.9.a - Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text (e.g., how characters interact)").

Range of Writing:

- CCSS.ELA-Literacy.W.5.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

Comprehension and Collaboration:

- CCSS.ELA-Literacy.SL.5.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.5.2 - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas:

- CCSS.ELA-Literacy.SL.5.4 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-Literacy.SL.5.5 - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language

Conventions of Standard English:

- CCSS.ELA-Literacy.L.5.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language:

- CCSS.ELA-Literacy.L.5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

- CCSS.ELA-Literacy.L.5.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-Literacy.L.5.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Standards - Sixth Grade

The Many Reflections of Miss Jane Deming is relevant in both history and language arts classes. It uses historical vocabulary, idioms, and imagery, and addresses Common Core standards such as:

Reading

Key Ideas and Details:

- CCSS.ELA-Literacy.RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CCSS.ELA-Literacy.RL.6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure:

- CCSS.ELA-Literacy.RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- CCSS.ELA-Literacy.RL.6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- CCSS.ELA-Literacy.RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.

Writing

Text Types and Purposes:

- CCSS.ELA-Literacy.W.6.1 - Write arguments to support claims with clear reasons and relevant evidence.
- CCSS.ELA-Literacy.W.6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- CCSS.ELA-Literacy.W.6.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Production and Distribution of Writing:

- CCSS.ELA-Literacy.W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-Literacy.W.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate

sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge:

- CCSS.ELA-Literacy.W.6.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- CCSS.ELA-Literacy.W.6.8 - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- CCSS.ELA-Literacy.W.6.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

- CCSS.ELA-Literacy.W.6.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

Comprehension and Collaboration:

- CCSS.ELA-Literacy.SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas:

- CCSS.ELA-Literacy.SL.6.4 - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- CCSS.ELA-Literacy.SL.6.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- CCSS.ELA-Literacy.SL.6.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English:

- CCSS.ELA-Literacy.L.6.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language:

- CCSS.ELA-Literacy.L.6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

- CCSS.ELA-Literacy.L.6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-Literacy.L.6.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Standards

A discussion of *The Many Reflections of Miss Jane Deming* using this guide addresses these Thematic Standards identified by the National Council for the Social Studies:

Culture and Cultural Diversity

- “analyze and explain how groups, societies and cultures address human needs and concerns”
- “comprehend multiple perspectives”
- “make sense of the actions, ideas, and products of others”
- “analyze the ways that a people’s cultural ideas and actions influence its members”

Time, Continuity, and Change

- “investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment”
- “recognize that individuals may hold different views about the past and understand the linkages between human decisions and consequences”
- “facilitate the understanding and appreciation of differences in historical perspectives, and the recognition that interpretations are influenced by individual experiences, societal values, and cultural traditions”
- “understand the values of individuals in shaping historical events, their motives, challenges, and accomplishments, as well as the role of irrational and unpredictable factors”
- “examine the relationship of the past to the present and extrapolating into the future”
- “draw on their knowledge of history to make informed choices and decisions in the present”

Individual Development and Identity

- “articulat(e) personal connections to time, place, and social/cultural systems”
- “appreciate and describe the influence of cultures, past and present, upon the daily lives of individuals”
- “describe how family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self”
- “analyze the interactions among ethical, ethnic, national, and cultural factors in specific situations”
- “analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity and their effect upon human behavior”
- “compare and evaluate the impact of stereotyping, conformity, acts of altruism, discrimination, and other behaviors on individuals and groups”
- “understand how individual perceptions develop, vary, and can lead to conflict”
- “analyze, interpret, and assess personality and individual differences and commonalities, and to consider possible influences of biological, social, cultural, economic, peer, and family conditions on personality, thinking, and behavior.”

Individuals, Groups, and Institutions

- “understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society”
- “analyze groups and evaluate the influences of institutions, people, events, and cultures in both historical and contemporary settings”
- “describe and examine belief systems basic to specific traditions and laws in contemporary and historical societies”
- “evaluate the role of institutions in furthering both continuity and change”
- “examine the ways in which institutions address human needs, change over time, promote social conformity, and influence cultures”

Production, Distribution, and Consumption

- “apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues”
- “(analyze) dilemmas that require difficult economic choices, (and) the implications and underlying values of those choices”
- “apply their economic knowledge to societal conditions as they analyze economic issues of past and present”

Civic Ideas and Practices

- “understand the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law”
- “view citizenship in other times and places through stories and drama”
- “analyze and evaluate the relationships between ideals and practice”

Resources

The Pacific Northwest

- US Forest Service - <http://www.fs.usda.gov/r6>
- Encyclopedia of Puget Sound - <https://www.eopugetsound.org>
- Puget Sound Weather & Climate - http://www-k12.atmos.washington.edu/k12/grayskies/puget_sound/
- Department of Ecology - <http://www.ecy.wa.gov/programs/sea/pugetsound/species/species.html>
- Western Regional Climate Center - <http://www.wrcc.dri.edu/narratives/WASHINGTON.htm>

Childhood in the 1800s

- USDS Children's Bureau - <https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&issueid=126&articleid=3158>
- Daily Life - <https://www.nps.gov/fosc/learn/education/childrenlife.htm>
- Library of Congress: Rural life in the late nineteenth century - <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/rural/>
- Ida Sparkman's account of a pioneer childhood - <http://digitalcollections.lib.washington.edu/cdm/compoundobject/collection/pioneerlife/id/12843/rec/100>

Currency Converter

- <http://www.westegg.com/inflation/>
- <https://futureboy.us/fsp/dollar.fsp>

School in the 1800s

- Rural education - http://www.fenimoreartmuseum.org/files/education_pdfs/RuralEducation-Teacher.pdf
- Women's education in Women's Lives - <http://www.connerprairie.org/Education-Research/Indiana-History-1860-1900/Lives-of-Women>
- Schools in Washington Territory - <http://digitalcollections.lib.washington.edu/cdm/compoundobject/collection/pioneerlife/id/1659/rec/165>

Chinook Trading Language

- From the Seattle Weekly Gazette (1864) - scroll to page four - https://www.sos.wa.gov/legacy/images/newspapers/SL_dir_seattleseatweekgaze/pdf/SL_dir_seattleseatweekgaze_08061864.pdf
- The Chinook Jargon and How to Use It (1909) - http://archive.org/stream/chinookjargonhow00shawrich/chinookjargonhow00shawrich_djvu.txt

Homesteading in the Puget Sound Region

- Center for the Study of the Pacific Northwest - <http://www.washington.edu/uwired/outreach/cspn/Website/Classroom%20Materials/Curriculum%20Packets/Homesteading/II.html>
- Life in Washington Territory - <http://www.lcsd.wednet.edu/cms/lib06/WA01001184/Centricity/Domain/74/Chapter06.pdf>
- “Generous Bounty of Nature” - <http://digitalcollections.lib.washington.edu/cdm/compoundobject/collection/pioneerlife/id/432/rec/87>
- “Food and Fashion” - <http://digitalcollections.lib.washington.edu/cdm/compoundobject/collection/pioneerlife/id/1706/rec/76>
- “Our Mild Winters” - <http://digitalcollections.lib.washington.edu/cdm/compoundobject/collection/pioneerlife/id/434/rec/143>
- Flora (Pearson) Engle’s account of pioneer life - <http://digitalcollections.lib.washington.edu/cdm/compoundobject/collection/pioneerlife/id/1413/rec/147>

Native Seattle

- Coast Salish Villages - http://coastsalishmap.org/new_page_6.htm
- Waterlines - <http://www.burkemuseum.org/static/waterlines/process.php>
- Duwamish Tribe - <http://www.duwamishtribe.org/>
- Suquamish Tribe - <http://www.suquamish.nsn.us/>
- Lushootseed Research (includes an online dictionary) - <http://www.lushootseedresearch.org/>

Jane’s Seattle

- HistoryLink - <http://www.historylink.org/>
- Washington State Digital Archives - <https://www.digitalarchives.wa.gov/Home>
- Historic Newspapers - <https://www.sos.wa.gov/library/newspapers/newspapers.aspx>
- Prices of basic goods (scroll to page three) https://www.sos.wa.gov/legacy/images/newspapers/SL_dir_seattleseatweekgaze/pdf/SL_dir_seattleseatweekgaze_08061864.pdf

Reproducibles

Anticipation Guide

Pre-Reading Assignment

Word Detective

Act Out A Scene

Immigrants & Emigrants - Pamphlet Project

- Instructional Version
- Student Version
- Grading Rubric

Anticipation Guide

Name: _____

Instructions: Make a checkmark in the **Before Reading** column next to the statements you agree with, and make an X next to those you disagree with. There are no right or wrong answers, but you must decide one way or another. When we are finished with the book, you will have a chance to respond again in the second column.

Before Reading	After Reading	Statement
		Moving to a new place gives you an opportunity to reinvent yourself.
		The best way to learn something is by sitting in a classroom and listening to a teacher.
		If you don't know how to do something, it's better to let someone else do it rather than try to do it yourself and make a mistake.
		The only way you'll be happy with something is if it turns out exactly how you wanted it to.

Word Detective

Name _____

As you read, find and record words that are unfamiliar to you. Try to figure out the meaning of these words by using *context*--how the unusual word is used in the sentence. Then look up the words in a dictionary and write a definition for each. Please use your own phrasing; don't simply copy from the dictionary entry. In your group, talk about the words and their meanings. Here are some things you might talk about:

- I thought this word meant ...but then I found out ...
- This word was tricky because ...
- This word was important because ...

Word:	
Page number:	
Sentence it was found in:	
Meaning in this context:	
Dictionary definition:	
Word:	
Page number:	
Sentence it was found in:	
Meaning in this context:	
Dictionary definition:	

Word:	
Page number:	
Sentence it was found in:	
Meaning in this context:	
Dictionary definition:	

Act Out A Scene

Name: _____

Directions: Use this chart to prepare the scene your group will act out, participate in class presentations, and reflect on your own learning.

Question	Response
What scene is this group presenting? Describe who is in the scene, what's happening, and where in the story the scene happens.	
Why is this scene important? Think about what you're learning about the characters, and how the scene relates to past or future events in the story.	
Examine one character in the scene. Describe the character's actions and the choices s/he made. What were the consequences of those actions, and how did they affect the plot? Would you have made the same choices?	
What questions do you still have about the scene, the characters, or their choices and/or actions?	

IMMIGRANTS & EMIGRANTS

Students will have an opportunity to consider the causes and motives of immigration and emigration. Students will create a promotional pamphlet explaining the benefits of moving to a location of their choosing.

Learning Goals:

- Understand what makes people want to move to a place (both things that attract a person to a place and push a person out of the place they're from)
- Identify aspects of a place that would draw immigrants
- Conduct research (both print and online) and cite sources appropriately

Outcome:

Students will produce a pamphlet with a visual component and a written component as described below. Students will be evaluated on a rubric based on content and presentation.

Relevant Standards:

Fourth Grade	Fifth Grade	Sixth Grade
CCSS.ELA-Literacy.W.4.1	CCSS.ELA-Literacy.W.5.1	CCSS.ELA-Literacy.W.6.1
CCSS.ELA-Literacy.W.4.2	CCSS.ELA-Literacy.W.5.2	CCSS.ELA-Literacy.W.6.2
CCSS.ELA-Literacy.W.4.3	CCSS.ELA-Literacy.W.5.4	CCSS.ELA-Literacy.W.6.4
CCSS.ELA-Literacy.W.4.6	CCSS.ELA-Literacy.W.5.7	CCSS.ELA-Literacy.W.6.7
CCSS.ELA-Literacy.W.4.7	CCSS.ELA-Literacy.W.5.8	CCSS.ELA-Literacy.W.6.8
CCSS.ELA-Literacy.W.4.8	CCSS.ELA-Literacy.W.5.9	CCSS.ELA-Literacy.W.6.9
CCSS.ELA-Literacy.W.4.9	CCSS.ELA-Literacy.W.5.10	CCSS.ELA-Literacy.W.6.10
CCSS.ELA-Literacy.W.4.10	CCSS.ELA-Literacy.SL.5.4	CCSS.ELA-Literacy.SL.6.4
CCSS.ELA-Literacy.SL.4.4	CCSS.ELA-Literacy.SL.5.5	CCSS.ELA-Literacy.SL.6.5
CCSS.ELA-Literacy.SL.4.5	CCSS.ELA-Literacy.L.5.1	CCSS.ELA-Literacy.L.6.1
CCSS.ELA-Literacy.L.4.3	CCSS.ELA-Literacy.L.5.3	CCSS.ELA-Literacy.L.6.3

Assignment:

- Students will choose a location about which to write. (Alternately, teachers will assign locations and/or offer students a list of potential topics.)
- Students will select at least three sections from the list below and write at least three sentences for each section:
 - Climate
 - Industry & Trade
 - Job Opportunities
 - Local Government
 - Natural Resources
 - Recreation
 - Schools & Education
- Students will illustrate each section with an appropriate picture.

IMMIGRANTS & EMIGRANTS

As a local promoter, your job is to encourage skilled, hard-working people to move into your region. To do this, you want to create a pamphlet describing your location as an ideal place to live and work.

Assignment:

- Choose a location.
- From the list below, choose at least three sections for your pamphlet and write at least three complete sentences for each section. (You may choose to include more sections or write more sentences if you'd like. You may also include sections not on the list with my approval.)
 - Climate
 - Industry & Trade
 - Job Opportunities
 - Local Government
 - Natural Resources
 - Recreation
 - Schools & Education
- Research your location and use at least three pieces of evidence as you write content for your section.
- Include at least one illustration per section to showcase the most appealing aspects of your location. Your drawings don't have to be perfect, but they have to show you've put some effort into them. They have to show *intent*.

When you are finished, you will be graded on how complete your project is, your use of evidence (facts), and how well your project is organized and presented.

IMMIGRANTS & EMIGRANTS

Sample Grading Rubric

Name: _____ Location: _____

Content Checklist	4 - Exemplary	3 - Accomplished	2 - Developing	1 - Beginning
Three Sections Are three sections from the list present?	More than three sections from the list are present.	Three sections from the list are present.	Two sections from the list are present.	One or fewer sections from the list are present.
Three Sentences Are three full sentences describing the topic present, and is the content original? Does the content fulfill the assignment?	More than three complete sentences describing the topic are present. Content reveals an extraordinary level of research, creativity, and/or detail. Content logically fulfills the assignment.	Three complete sentences describing the topic are present. Content is appropriate, and presented neatly and meaningfully. Content logically fulfills the assignment.	Two or fewer sentences are present and/or they are not complete sentences. Not all content may fulfill the assignment.	One or fewer sentences are present and/or they are not complete sentences. A score of 1 may be given if unoriginal content is present.* Not all content may fulfill the assignment.
Use of Evidence Is evidence from outside sources present, and are the sources properly cited? Does the content fulfill the assignment?	More than three pieces of evidence are used. Citations are present and correct. Content reveals an extraordinary level of research, creativity, and/or detail. Content logically fulfills the assignment.	Three pieces of evidence are used. Citations are present and correct (or mostly correct). Content is appropriate, and presented neatly and meaningfully. Content logically fulfills the assignment.	Fewer than three pieces of evidence are present, and/or the evidence presented may not fulfill the assignment. Citations are not present and/or significantly not correct.	No evidence is presented and/or the evidence present is unclear to a degree that is confusing. A score of 1 may be given if unoriginal content is present. Not all content may fulfill the assignment. Citations are not present and/or significantly not correct.
Illustrations Are three illustrations included?	More than three illustrations are included. Drawings may reveal an extraordinary level of research, creativity, and/or detail.	Three illustrations are present. Drawings are appropriate and show intent.	Two illustrations are present and/or drawings do not support the content and/or do not show intent.	One or fewer illustrations are present and/or drawings do not support the content and/or do not show intent.
Style and Conventions <ul style="list-style-type: none"> - Correct spelling - Correct grammar - Correct punctuation - Readable sentences that flow nicely 	Few and/or minor errors (or no errors) in any area. Writing is clear, vivid, and sophisticated, and the ideas are exceptionally presented.	Writing meets standard across the content, and the ideas are clearly presented. Light editing necessary.	Numerous errors across the content. The ideas are not presented clearly and/or the sentences are difficult to follow.	Significant errors across all content. The ideas do not relate to one another and the writing is confusing. A score of 1 may be given if unoriginal content is present.

IMMIGRANTS & EMIGRANTS

Sample Grading Rubric

Name: _____ Location: _____

*A few words about unoriginal content

“Unoriginal content” is any information in your project that has been copied word for word from a book or a website, even if you cite the source properly. When you are doing research for a project, it is your job to take the information you discover, think about it, then write it in a way that shows what you learned. When you copy someone else’s words exactly as they appear in the original source, you are not showing that you’ve learned anything. I’m unable to give you a grade because the work is not your own. Putting unoriginal content in your project is also considered plagiarism and in violation of our class’s academic honesty statement.

How to create original content from a source:

Source: http://www.arabianhorses.org/education/education_history_intro.asp

Source passage: “For thousands of years, Arabians lived among the desert tribes of the Arabian peninsula, bred by the Bedouins as war mounts for long treks and quick forays into enemy camps. In these harsh desert conditions evolved the Arabian with its large lung capacity and incredible endurance.”

Sample content created from the original:

“The Bedouins were a desert tribe that used Arabian horses in wars and raids.”

“The Arabian breed developed in the desert, so these horses can run long distances.”

PRAISE FOR THE MANY REFLECTIONS OF MISS JANE DEMING

Selected Reviews

* “The strength of the novel comes from its characterization, especially Jane’s, whose point of view becomes more reliable as she matures. [...] This one’s a keeper.” – Kirkus Reviews, starred review

“Coats . . . shows considerable versatility in creating very different but equally vivid historical settings and characters. . . . A rewarding chapter book for historical fiction fans.” – Booklist

“Readers will enjoy the twists and turns of the young protagonist’s life in this fast-paced novel [...] [A] satisfying read.” – School Library Journal

Lists & Honors

- 2017 Spring Junior Library Guild Selection
- Kirkus Reviews Best Middle-Grade Historical Books of 2017
- A Mighty Girl’s 2017 Books of the Year (ages 9-12)
- Bank Street College of Education – Best Children’s Books of 2013 (ages 9-12)
- Winner – 2018 Washington State Book Awards for Middle Grade Readers (ages 8-12)
- 2018 Jefferson Cup Award Honor Book
- 2020 Sasquatch Award Nominee

ABOUT THE AUTHOR

J. Anderson Coats has received two Junior Library Guild awards, two Washington State Book Awards, and earned starred reviews from Kirkus, School Library Journal, the Horn Book Review, and Shelf Awareness. Her newest book is *The Green Children of Woolpit*, a creepy middle-grade fantasy inspired by real historical events. She is also the author of *R is for Rebel*, *The Many Reflections of Miss Jane Deming*, *The Wicked and the Just*, and the forthcoming *Spindle and Dagger*.