

Teacher's Guide for Percy's Patience

Note from the Author:

Years ago, when I was a literacy coach helping teachers to develop curriculum units, we noticed a paucity of picture books about famous people in Maine. Third grade teachers were looking to add titles to their biography unit, fourth grade teachers wanted books for their Maine Studies unit, and fifth grade teachers needed books that inspired persuasive writing. I thought about a book that could fill any of these gaps, and came up with "Percy's Patience. My husband had been climbing Katahdin every winter, our daughters had attended Girl Scout camp very close to the Togue Pond Gate, and our summer family trips to Baxter State Park provided some familiarity with Percival Baxter's gift. I felt strongly that Maine's young people needed to know this man's story; how he felt so connected to the natural world that he used his wealth for the benefit of Maine. I hope this Teacher's Guide sparks some more ideas for how to maximize learning through the use of this book.

— Barbara DeVito Bourgoine

Table of Contents:

pp. 2-8 Lesson plans: Percy's Patience as mentor text (grades 3,4,5)

pp. 8-9 Text sets for deepening knowledge

pp. 10-13 Research as preparation for persuasive writing (gr. 5)

1. Lesson plans: Percy's Patience as mentor text (grades 3,4,5)

READING

Key Ideas and Details: Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts. (Maine Reading Standard 4)

Grade 3 Learning Target: I can ask and answer questions about words and illustrations to help me understand a text.

Before Reading:

1. Record learning target on anchor chart. Have students read it with you.

2. Show cover of "Percy's Patience." Read the title. Model two questions that will help readers understand the text.

a) "What is meant by 'patience?'"

b) "If this is Percy in the painting, what might he be looking at?"

Discuss the questions and see if students might have answers or suggestions. Do not correct any misconceptions yet!

3. Model how to use the text to find clues to the answers.

"I am now looking at the title page. Here is an asterisk which connects to a definition of 'patience.' Let's see if this helps us understand the word." Discuss.

"Now let's do a quick flip-through of the illustrations to see if they will help us figure out what Percy is looking at. Let's look at the title and subtitle again. Are there any clues to help us?" Discuss.

4. Review learning target. "How did asking and answering these questions help us understand more about what we will discover in the text?" Gather a few ideas and record on anchor chart. Students should be able to explain that searching the text and illustrations, (even the front pages of a text) can help us wonder about the topic, and provide clues to help us understand. Record ideas such as these on anchor chart.

5. Proceed with "Now we will practice asking and answering our own questions. As I read, I will pause at times to give you time to write a question or ask your learning

partner a question. When we finish reading the pages for today, we will discuss some ideas about how we could use the text to find answers to our questions.”

6. Before releasing students for independent and guided reading, ask them to use self-stick notes or their reading journals to record one question and how they used their text to find the answer. (Keep in mind that some answers may not be found in the text, and that does not invalidate the question!) Be sure to review these in reading conferences and instructional reading, and practice again as a group when you read the book, *Percy's Patience*. When students are new to this practice, they will ask many surface level questions. As instruction continues in subsequent days, sort the questions into categories- those that are simple to answer and those that may require some time and effort to answer, or require inferential thinking. You may want to show students other places to find answers, such as a dictionary for word meaning.

Grade 4 Learning Target: I can make inferences from a text and use details and examples to support my thinking.

After Reading:

1. Record learning target on anchor chart. Have students read it with you.

2. Ask "Yesterday we read *Percy's Patience*. What are some inferences we can make about his character traits, based on details and examples in the text? Here is an example: "Percy is compassionate toward animals." Record this in the left column of a two-column chart. Then, collect ideas from the students and record a few more. (see Example 1, below)

3. Model how to find and record evidence from the text for the first character trait. Re-read pages 7 and 8. Ask students to share with a partner the evidence they heard. Ask a student pair to share out to the whole group and record on chart with page numbers. (see Example 1, below)

"It was fairly easy to find supporting evidence, because much of it was on these two pages. Sometimes, though, we need to look across a whole book for examples. Take a look at this inference." Uncover example 2. "Percy is a fighter. What do you notice about the evidence?" Students should be able to explain that sometimes you need to look across a book, using both the text and the illustrations to find evidence to support an inference.

<i>Inference about Percy's character</i>	<i>Evidence from the text</i>
<i>Example 1 Percy is compassionate towards animals.</i>	<i>He gave money to a group that helped children learn about wildlife. (p.7) Percy snuck his puppy into bed with him which was against the family rules. (p.8)</i>
<i>Example 2 (keep covered) Percy is a fighter.</i>	<i>Percy wanted to save Katahdin, but the paper companies and loggers didn't agree with him. (pp. 10 and 12) Percy talked to protestors. (p. 13) Even though he was governor, he still couldn't convince Maine lawmakers to buy land for a park. (p. 28) Later, he decided to buy the land himself, which wasn't easy. (p. 30)</i>

4. Review learning target. **"Why is it important to have evidence from the text that supports your thinking as you make inferences?"** Gather a few ideas and record on anchor chart. Students should be able to explain that finding evidence can make our inferences closer to the truth and more believable, and help others understand how we came to this thinking.

5. Before releasing students for independent and guided reading, ask them to use self-stick notes or their reading journals to record inferences about a person or character and the evidence they found in the text. Be sure to review these in reading conferences and instructional reading, and practice again as a group when you revisit *Percy's Patience*. At subsequent lessons, use student ideas to add to the anchor chart. Keep track of which students still need help making inferences, and which students need help finding evidence that relates to the inference. You may want to show students a list of words and phrases describing character traits, and work on understanding of similarities and differences between them.

Grade 5 Learning Target: I can make inferences from a text and use accurate details and examples to support my thinking.

After Reading: Record learning target on anchor chart. Have students read it with you.

1. Say "Accurately quoting details and examples from the text means that we use exact quotes or paraphrase very closely what was actually said in the text. Now that we've read *Percy's Patience*, let's make an inference about Percy's beliefs, and see if we can quote accurately from the text to support our thinking."

2. Model how to make an inference about a belief and record on a chart. "Here's my inference... Percy believed that wilderness needed to be protected so people could experience it." Show anchor chart (see example below) with "Accurate evidence" covered. Ask the students, "Where in the text might we find evidence for this belief?" Discuss. Reread pg. 10, when Percy first saw Katahdin. "Are there parts of this text that could be quoted or paraphrased as evidence?" Listen to student ideas and share your thinking by uncovering the chart and adding evidence.

Inference about Percy's beliefs	Accurate evidence from the text (keep covered)
<p>Example Percy believed that wilderness needed to be protected so people could experience it.</p>	<p>a) On page 10, the text says that when Percy first saw Katahdin, he "wanted others to experience how he felt—he was a part of this wilderness—with a majestic mountain of epic proportions looming over a vast landscape of deep greens and blues".</p> <p>b) On page 10, it also says that he knew if the land was not protected, the trees would be cut and buildings and roads would be put in.</p> <p>c) On page 31, the footnote says that after Percy gave the land he bought to the State of Maine for a park, "Percy created rules to keep this land forever wild."</p>

3. Review learning target. "Why is it important to have accurate evidence from the text that supports your thinking as you make inferences?" Gather a few ideas and record on anchor chart. Students should be able to explain that finding accurate evidence can make our inferences more valid, and help others understand how we came to this conclusion.

4. Before releasing students for independent and guided reading, ask them to use self-stick notes or their reading journals to record inferences about a person's or character's beliefs, and the evidence they found in the text, including page number. Be sure to review these in reading conferences and instructional reading, and practice again as a group by rereading parts of *Percy's Patience*. At subsequent lessons, use student ideas to add to the anchor chart. Keep track of which students need help making inferences, and which students need help finding sufficient accurate evidence that relates to the inference.

READING

Author's Craft and Structure: Analyze the structure of various texts, including how the features and components relate to each other and the whole.

(Maine Reading Standard 8)

The standards here for Grades 3,4, and 5 are similar so we can adapt the following lesson plan for individual grade levels as necessary.

Text Structure for Percy's Patience

Note from the author: Percy's Patience underwent several iterations before I settled on the following narrative structure.

1) Percy's childhood and early life in chronological order.*

2) The story of Percy's expedition to Katahdin when he was not yet Governor of Maine. This was a pivotal event in his life and deserves a detailed description- a chronological series of events and how they impacted young Percy.*

3) Important events in his later life during and following his governorship, again, in chronological order.*

4) Additional informational "back matter" which will supplement a reader's knowledge of Percival Baxter's life and Baxter State Park (Fun Facts, Timeline, Selected Sources and Websites for further information.)

**Please note that in sections 1-3, the narrative is additionally interrupted in order to supplement the reader with background information.*

Grade 3 Learning Target: I can explain how each part of the text builds on earlier parts.

Grade 4 Learning Target: I can explain how individual parts of a text work together to provide meaning of the text as a whole.

Grade 5 Learning Target: I can explain how the text's structure supports its meaning and the author's purpose of the text as a whole.

After Reading:

1. Record learning target on anchor chart. Have students read it with you. "Why might it be important to understand how a text is put together? Listen to student ideas; remind them that just like mechanics need to understand how each part of an engine works in order to know how the whole thing works together, readers need to know how each part of a text works in order to understand how the whole text makes sense!

2. Introduce the task. "Now that we've read Percy's Patience, let's investigate the parts of this book! I have divided the book into sections. Let's revisit each section and see if we can summarize what it is about."

Create a two-column table on the anchor chart. Have students contribute ideas and even scribe on the chart. When completed, it could look something like this:

Summary of Section	How does this section relate to the previous parts? How does it add meaning to the text?
(pp. 4-13) Percy's childhood and early life in chronological order	It tells us what he was like as a young person and gives clues about his patience in different situations.
(pp. 14-27) The story of Percy's expedition to Katahdin	It tells us in detail about the difficulty of climbing Katahdin, and how Percy and his friends persevered to reach their goal.
(pp. 28-32) Important events in his later life	It tells us how it took him a lifetime to create the park, a goal he set even before he became governor.
(pp. 33-36) Additional information	The Fun Facts show why Baxter State Park is so important. The Timeline shows how many failures Percy had before he reached his goal.
How do the parts work together to provide meaning of the text as a whole? The parts about Percy's life shows us how he learned to be patient. The part about the trip to climb Katahdin shows us that Percy was not afraid of setting a challenging goal. He and his friends had to help each other get to the top. Finally, the Fun Facts and Timeline provide more details about how important Baxter State Park was to Percy.	

3. "Now let's think about what the author wanted to show us through this text. Any ideas?" Help the students think about the message the author wants the reader to understand, which is the meaning of patience and how it can help someone achieve a goal.

"How might this text have been different if one of these sections was left out? Would the author's message have still been there? How would the meaning of the text be the same or different?"

4. Revisit the learning target and have students state what they learned. Follow this instruction with practice in other mentor texts, and when students are ready, practice with their selected texts.

2. Text sets for deepening knowledge

Building a Text Set

<https://mail.google.com/mail/u/0/?tab=rm&ogbl#inbox>

Text Set about how land conservation became an early part of the environmental movement in the U.S.

Picture Books

John Muir: America's First Environmentalist by Kathryn Lasky

The Camping Trip That Changed America: Theodore Roosevelt, John Muir and Our National Parks by Barbara Rosenstock

Text set about Percival Baxter's life

Percy's Patience: The Story of Governor Baxter and Baxter State Park by Barbara DeVito Bourgoine

<https://www.mainememory.net/search?keywords=Percival+Baxter>

Maine Memory Network photographs

PERCY's 1920 HIKING TRIP

<https://www.mainememory.net/sitebuilder/site/2734/page/4355/display>

Burton Howe's descendent talks about Burt's trip to Katahdin in 1920 with Percival Baxter.

PERCY's DOGS

<https://americacomesalive.com/the-irish-setter-and-the-maine-environmentalist/>

Website explaining the importance of Irish Setters to Governor Percival Baxter

Text Set about Katahdin and Baxter State Park

ABOUT

<https://drive.google.com/file/d/1ZtuH91ecuu2lA9Jw7E2lv7zzAiLzIMNF/view>

Video about Baxter State Park

<https://baxterstatepark.org/>

Baxter State Park official website

<https://www.friendsofbaxter.org/park/about>

"Friends of Baxter State Park," a support group, lists recreational possibilities in the park.

HISTORY

<https://thetrek.co/the-history-of-baxter-state-park/>

A website for long distance hikers explains the history of Baxter State Park.

KATAHDIN and the APPALACHIAN TRAIL

<https://back4oadventures.com/hiking-mount-katahdin-the-northern-terminus-of-the-appalachian-trail/>

Video of hiking Katahdin's Knife Edge

Picture Books

Grandma Gatewood Hikes the Appalachian Trail by Jennifer Thermes, 2018. Picture book.

Lost Trail: Nine Days Alone in the Wilderness by Donn Fendler with Lynn Plourde, 2011. Graphic novel.

3. Research as preparation for persuasive writing (Gr. 5)

RESEARCH

Integration of knowledge and ideas- Analyze and evaluate content presented in various texts. (Maine Reading Standard 11)

Use an inquiry process to gather relevant, credible information/evidence from a variety of sources that build understanding of and lead to conclusions about a subject under investigation. (Maine Writing Standard 1)

- a) *Land conservation in the U.S. and Maine*
- b) *Research links on development of a National Monument*
- c) *Activities for taking on differing viewpoints*
- d) *Sample questions for persuasive writing and debate*

a) LAND CONSERVATION IN THE US AND MAINE

The idea of protecting land from development had been established in the United States with the creation of Yellowstone National Park in 1872. By 1891 an amendment passed Congress, allowing the President to save tracts of federal land by designating it as a "forest preserve." There was Congressional outcry, however, when 6 years later "President Grover Cleveland tried to set aside more than 21 million acres." It seemed that some who favored land protection were interested in conservation, or renewable use, such as lumbering, and others, following the thinking of Joh Muir, wanted preservation of lands to be left untouched by humans. Theodore Roosevelt, a champion for conservation, became president in 1901, serving until 1909. Percy Baxter was undoubtedly entering his political career while these debates continued.

In 1916, President Woodrow Wilson designated Sieur de Monts National Monument in Maine, which later became Lafayette National Park in February 1919, largely through the efforts and private donations of land by George Dorr. Ten years later, Dorr changed the name to Acadia National Park with another private donation of "nearly the entire Schoodic Peninsula."

Sources: Rolde, Neil. The Baxters of Maine: Downeast Visionaries. Gardiner, Maine: Tilbury House, 1997, and <https://acdiamagic.com/index.html>.

HOW KIDS CAN SUPPORT LAND CONSERVATION

Kids to Parks Day—Find Your Local Park on May 19

https://newsela.com/read/elem-kids-to-parks-day/id/43637/?search_id=e7e0bdba-c9c5-4bfe-9b53-f4cb90126eb1

b) RESEARCH LINKS ON DEVELOPMENT OF A NATIONAL MONUMENT

Plans for development of a Katahdin Woods and Waters National Monument in Maine raised a controversy reminiscent of the battle for Baxter State Park. Read about the arguments for and against the monument both before and after its creation in 2016.

Katahdin Woods and Waters National Monument in Maine (encyclopedia)

https://en.wikipedia.org/wiki/Katahdin_Woods_and_Waters_National_Monument

Katahdin Woods and Waters National Monument (Timeline)

<https://www.nrcm.org/programs/forests-wildlife/katahdin-national-monument/timeline/>

The formal establishment of the Katahdin Woods and Waters National Monument in Maine (news article)

https://newsela.com/read/lib-katahdin-monument/id/2000001913/?search_id=b4121e57-9885-4872-972a-e8a429754601

History of Katahdin Woods and Waters and opposition (news article)

<https://www.augustachronicle.com/news/2016-08-27/battle-underway-over-new-katahdin-woods-and-waters-national-monument-maine>

Governor LePage voices opposition to Katahdin Woods and Waters National Monument (video newscast)

<https://wgme.com/news/local/gov-lepage-to-voice-opposition-to-national-monuments>

Author reveals treasures in Maine's national monument worth preserving (news article)

<https://bangordailynews.com/2020/09/01/act-out/new-book-reveals-treasures-within-katahdin-woods-and-waters-national-monument/>

Katahdin Woods and Waters is the best place to see the night sky on the East Coast (news article)

<https://bangordailynews.com/2020/05/08/paymeter-categories/free/maines-katahdin-woods-and-waters-now-a-dark-sky-sanctuary/>

c) ACTIVITIES FOR TAKING ON DIFFERENT VIEWPOINTS

Whole class Discussion Activity

Refer to pages 12-13 in "Percy's Patience. The illustration shows people on both sides of the land conservation issue. Make a two-column chart and develop a list of pros and cons that Percy had to address. Use the text on Page 12 for more ideas.

Partner Discussion Activity

Now, choose one pro and one con and talk with a partner about who might feel this way, and what they might say. For example, loggers might say that they need to work in the woods because they live in rural, northern Maine and there aren't a lot of opportunities for other kinds of

work. They get paid to cut down trees for the logging companies. With their pay they can provide for their family's needs, without having to move to a new place.

Role-playing Activity

Create a scenario where town or city officials have voted to conserve a large tract of local land to create a new park for the people. Assign students to roles, such as the following, and ask them to brainstorm a list of reasons why they would be in favor and why they might be against a park:

- 1) You are a landowner and the park will border your property.
- 2) You are a school-aged child.
- 3) You own a store near the park.
- 4) You are a police officer.
- 5) You are an animal rights activist.

Students should now take their lists, choose either a pro or con, and write a short editorial about their feelings toward the park. Students should create a name and personal story to explain why they feel the way they do. (See example in Partner Activity)

Whole class Discussion Activity

Choose a few editorials to "publish." Display the student writing and discuss similarities and differences in how the park and local officials are described. Pay attention to stated feelings, language, and portrayal of the event (creation of a park.)

Determine how the writer may have portrayed the event differently using a different feeling and different words.

Example:

Student writes that he is mad about the park because he is a police officer and he thinks the park might become a place for drug dealers. It will make his job harder. The park will be a disaster!"

What if the writer had used the feeling words "concerned" instead of "mad," "challenging" instead of "harder," and "the park will be a scary place and kids won't want to go there" instead of "The park will be a disaster!" Is the message the same or different? How?

d) SAMPLE QUESTIONS FOR PERSUASIVE WRITING AND DEBATE

Using the websites below and other resources, help students to conduct research, and develop persuasive arguments to address issues such as:

Should land be conserved, or made available for people to purchase and build houses and businesses?

Should mountains (beaches, etc.) be held by private owners or should they be owned by the public?

Should overcrowded trails have rules to limit use? (see following resources)

HIKING THE APPALACHIAN TRAIL IN MAINE

NY Times article about A.T. through hiker behavior and problem of overcrowded trails

<https://www.nytimes.com/2015/08/30/us/as-hikers-celebrate-on-appalachian-trail-some-ask-where-will-it-end.html>

Baxter Park information about the Appalachian Trail; Explanation about A.T. Hiker Permit System

<https://baxterstatepark.org/general-info/the-at/>

Video of hiking Katahdin's Knife Edge

<https://back4oadventures.com/hiking-mount-katahdin-the-northern-terminus-of-the-appalachian-trail/>

Information about hiking the A. T. in Maine, including the permit system for finishing through-hikes by Baxter State Park

<https://appalachiantrail.org/explore/explore-by-state/maine/>