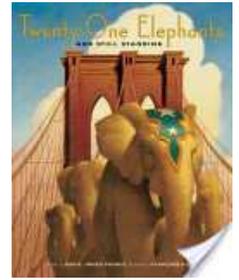


April 2013

Dear Community,

The Brooklyn Bridge is one of New York City's most iconic landmarks. Completed in 1883 after 14 years of construction this beautiful piece of architecture connects the sister boroughs of Brooklyn and Manhattan. *Twenty-One Elephants and Still Standing* by April Jones Prince is a great realistic fiction book about how P.T. Barnum used the biggest passengers imaginable to show the public how safe and sturdy the Brooklyn Bridge was upon its completion.



This book can be used in a variety of ways in all content areas, especially Social Studies. Your students can further explore and research the history of the Brooklyn Bridge and the people responsible for designing and constructing it. Students can also do research on other prominent NYC landmarks and compare and contrast them to the Brooklyn Bridge. As an art and STEM (Science, Technology, Engineering and Math) extension students can create models of prominent New York City Landmarks. These ideas are great for addressing the Common Core Shift of reading a balance of literary and informational texts. There are multiple websites and videos available with additional information. Here are a few links to support this work:

- <http://www.history.com/news/history-blog/building-the-brooklyn-bridge>
- <http://www.pbs.org/kenburns/brooklynbridge/educators/>
- http://www.pbs.org/wgbh/buildingbig/educator/act_suspension_ei.html
- <http://www.youtube.com/watch?v=ehDDADOenIA>

This book lends itself to our Common Core Reading Standards in Informational Text. Some of the CCSS addressed are:

- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Determine the meaning of general academic and domain-specific words and phrases in a text.
- Use text features and search tools to locate information relevant to a given topic efficiently.
- Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
- Describe the logical connection between particular sentences and paragraphs in a text.

In continuing to push our student's thinking by asking higher level questions, using Thinking Maps to organize our thoughts, and increase our academic vocabulary knowledge, the Teacher Leaders Team worked very hard to put together a list of examples of thinking map activities, higher order thinking questions, and vocabulary words to help support your work.

Thinking Maps	Possible Activities
Circle Map	<ul style="list-style-type: none"> Brainstorm and list everything you learned about the Brooklyn Bridge after reading the book. Brainstorm possible reasons why elephants were used to show the strength of the bridge. Brainstorm and list what you know about bridges. Brainstorm historical landmarks in NYC and/or in the world.
Bubble Map	<ul style="list-style-type: none"> Describe the Brooklyn Bridge using text-based evidence in your frame of reference. What adjectives would describe P.T. Barnum?
Double Bubble Map	<ul style="list-style-type: none"> Compare and contrast how P.T. Barnum and the people in the city felt about the Brooklyn Bridge. Create a double bubble map comparing and contrasting the bridge From <i>Twenty-One Elephants</i> to the bridge from <i>The Three Billy Goats Gruff</i>.



PUBLIC SCHOOL 154Q

Tara B. Davidson, PhD
Principal
Danielle LaPorte
Assistant Principal

75-02 162nd Street
Flushing, NY 11366
Phone 718-591-1500
Fax 718-591-8751
25Q154@schools.nyc.gov

Tree Map	<ul style="list-style-type: none"> ✚ Categorize words from the book that show different feelings about the bridge. ✚ Research and categorize major New York City and/or world landmarks, including the Brooklyn Bridge.
Brace Map	<ul style="list-style-type: none"> ✚ Create a brace map for the different parts of the bridge.
Flow Map	<ul style="list-style-type: none"> ✚ Create a flow map to describe how the people in the city felt about the bridge at the beginning, middle and end of the story. ✚ Place the major events of the story in order.
Multi-Flow Map	<ul style="list-style-type: none"> ✚ Create a multi-flow map with the main event: P.T. Barnum’s elephants cross the Brooklyn Bridge. ✚ Create a multi-flow map with the main event: The Brooklyn Bridge is opened.
Bridge Map	<ul style="list-style-type: none"> ✚ Create a bridge map with the relating factor “felt the bridge.” School teachers felt the bridge was worth the wait or other people felt the bridge was unsafe. ✚ Create a bridge map with the relating factor “is a landmark in.” The Brooklyn Bridge is a landmark in New York City, U.S.A. as the Eiffel Tower is a landmark in Paris, France.

As we continue our school-wide goal of growing our student’s academic vocabulary knowledge, it is very important that our students gain a strong understanding of the meaning of the words below in different contexts, as well as be able to use them in speaking and in writing. Our hope is that throughout the month you reinforce the meaning of these words and have your students engaged in various activities around them.

<i>Twenty-One Elephants and Still Standing Vocabulary Words</i>			
Gawking	Bigwigs	Exquisite	Gallant
Infinite	Amidst	Virtues	Sauntered
Dwarfed	Magnificent	Amuse	Pachyderm
Landmark	Strolls	Astound	Savored
Delight	Aloft	Waggle	Sway

Happy reading! We can’t wait to see and hear about other creations that your students may build!

Sincerely,

Dr. Davidson, Mrs. LaPorte, and the Teacher Leaders Team

Twenty-one Elephants and Still Standing

Bloom's Level	Pre-K	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Remember: Recognize, recall, locate, identify	Why Did Mr. Barnum want the elephants to cross the Brooklyn Bridge?	What words would you use to describe Phineas T. Barnum? Give examples from the book to support your thinking.	What do you think the people are "pointing and gawking" at on the first page of the book?	What does it mean when the author writes "New York and Brooklyn, dwarfed by its arches, knew the future had entered their sights"?	How would you describe the people on page 1 who were watching the bridge being built?	How would you describe the people of New York in the beginning and end of the book? Give at least two pieces of evidence to support your claim.	Name at least three reactions people had towards the building of the Brooklyn Bridge during construction, and after it was built.
Understand: Clarify, summarize, paraphrase, represent, predict, compare	What is the main idea of this story?	Why does the author title the book <i>Twenty-One Elephants</i> ?	Say in your own words what is happening on this page? (Pg.2)	Why do you think the Brooklyn Bridge was considered a landmark? (Pg.2)	The two books, <u><i>Twenty-One Elephants</i></u> by Phil Bildner and <u><i>Twenty-One Elephants and Still Standing</i></u> by April Jones Prince describe the same historical event. After reading both texts compare the different points of views of each book.	What did the Brooklyn Bridge symbolize for the people of New York? Explain your reasoning.	Why did P. T. Barnum decide to have his elephants cross the Brooklyn Bridge? Support your answer with details from the story.
Apply: Use procedure in a given situation, carry-out or use with unfamiliar task	What else could they have done to test the strength of the bridge?	How else could you persuade the "non-believers" that the bridge is safe?	How did Barnum's "big event" affect people's point of view of the bridge?	Think about the different points of view in the book. Which side would you have been on? Act it out!	Pretend you lived in 1883. Write a letter to The New York Times newspaper to suggest three ways they can test the safety and strength of the bridge.	How did the characters in the book feel before P.T. Barnum led the elephants across the Brooklyn Bridge? How do you know? Use evidence from the text.	What are some other ways you could prove how strong the Brooklyn Bridge is that would impress and amaze people?

Twenty-one Elephants and Still Standing

Bloom's Level	Pre-K	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Analyze: Break into parts, distinguish, organize, outline, deconstruct	Why do you believe Mr. Barnum sent the elephants across and not the clowns?	What does the author mean when she writes, "Who wants to bargain <i>this</i> bridge won't dance in the wind?"	Explain how the people's point of view differed about the Brooklyn Bridge.	In your opinion, would you have chosen to walk across the bridge? Explain why or why not.	Explain what this quote from the story on page 8 means "For the two sister cities, there was special excitement; they were linked by a magnificent bond."	What is the theme of this story? Explain your answer.	Why do you think people doubted the strength of the Brooklyn Bridge? Were they justified? Explain why or why not.
Evaluate: Make judgments based on criteria, critique	Before we finish this book, can you predict what is going to happen when the elephants cross the bridge?	What do you think would have happened if Phineas T. Barnum never staged this event? Why was it so important that the elephants were able to cross the bridge?	Predict what Phineas T. Barnum's plan will be. (pg. 14)	Do you believe this story is fact or fiction? Be ready to defend your thinking. (See author's note)	Why does the book describe the design and construction of the Brooklyn Bridge as "The greatest feat of its day."? Be sure to use evidence from the text.	Predict what would happen if P.T. Barnum was not as adventurous. Do you agree/disagree with his daring actions/spirit?	Based on what you learned about P.T. Barnum, what judgment would you make about his character? Support your answer with evidence from the text.
Create: Reorganize elements into new patterns, design, construct, produce	Create a new pattern for the suspension wires to support the bridge.	Design a bridge model that you think will support a large amount of weight.	Propose an alternate method. What is another way Barnum could have persuaded people to cross the bridge?	How would you have persuaded people to walk over the bridge?	Using a 10X10 inch piece of aluminum foil construct a boat and test how many pennies it can hold without it sinking.	Think about the time period this story is written in. How do you think the people in present day New York would react to the construction of a grandiose building or bridge? How would the media and the new technological advances change the way people would react?	Create an original character and explain how the character would fit into the story.