



CLASSROOM GUIDE

GRADES 7–10

Timebound is the story of a seemingly ordinary teenage girl, Kate, with extraordinary family dynamics. In *Timebound* Kate's eccentric and estranged grandmother is also a time traveler from the future and her grandfather appears to be trying to take over the world by changing the past. Then there are her divorced parents, her mother has been wiped from history and her father doesn't know who she is any more. And if that wasn't enough there is a good chance the boy she loves will forget about her if she sets things straight.

It all starts when Kate's grandmother gives her a strange blue medallion and speaks of time travel, sixteen-year-old Kate assumes the old woman is delusional. But it all becomes horrifyingly real when a murder in the past destroys the foundation of Kate's present-day life. Suddenly, that medallion is the only thing protecting Kate from blinking out of existence.

Kate learns that the 1893 killing is part of something much more sinister, and Kate's genetic ability to time-travel makes her the only one who can stop him. Risking everything, she travels to the Chicago World's Fair to try to prevent the killing and the chain of events that follows.

Changing the timeline comes with a personal cost, however, if Kate succeeds, the boy she loves will have no memory of her existence. And regardless of her motives, does she have the right to manipulate the fate of the entire world?

Timebound allows students to examine primary sources from a different perspective. What if they were the

primary source? In *Timebound*, Walker creates a futuristic organization "CHRONOS" that sends historians back in time to witness history in person. *Timebound* lets students explore lessons in historical research, sources and a variety of English language topics.

PRE-READING QUESTIONS AND DISCUSSION:

CCSS.ELA-Literacy.SL.7.1

CCSS.ELA-Literacy.SL.8.1

CCSS.ELA-Literacy.SL.9-10.1

1. What is your favorite time period in History? Why?
2. If you could go back in time, who are 3 people you would like to meet? Why?
3. Who is one person you would remove from History? What do you think they would do to History?
4. How do we study the past now?
5. What is a primary source? What is a secondary source?
6. What is Bias? How could an author of a document express bias?
7. What is Point of View? How could an author's point of view affect their writing?
8. Can the audience of a speech affect what the speaker says?
9. Explain what the Women's Rights movement is?
10. What is an artifact?

The questions above will set the stage for reading *Timebound* and introduce your students to some of the concepts in the book. Have your students answer these questions then discuss them as a group.

WRITING WITH PRIMARY SOURCES PRESENTATION:

CCSS.ELA-Literacy.RH.6-8.7

CCSS.ELA-Literacy.RH.6-8.7

CCSS.ELA-Literacy.RH.9-10.7

This is a web based presentation created by *Timebound* author Rysa Walker to teach students about writing using primary sources.

What are primary sources? How are they different from secondary or tertiary sources? How are they used in writing history? In writing fiction? This learning module, suitable for middle and high-school audiences, runs approximately 24 minutes. It explores online primary source archives and how they were used in researching Rysa Walker's young adult novel, *Timebound*.

[Time Travel 101: Writing with Primary Sources](#)

PRIMARY SOURCE WRITING LESSON:

CCSS.ELA-Literacy.W.7.3

CCSS.ELA-Literacy.RL.7.4

CCSS.ELA-Literacy.RL.8.1

CCSS.ELA-Literacy.W.9-10.3

CCSS.ELA-Literacy.RL.9-10.4

CCSS.ELA-Literacy.RL.7.1

CCSS.ELA-Literacy.W.8.3

CCSS.ELA-Literacy.RL.8.4

CCSS.ELA-Literacy.RL.9-10.1

This lesson will allow your students to write an account of an American History event as seen through a CHRONOS historian. Students can submit their work [here](#) to enter to win one of 5 autographed editions of *Timebound*. One lucky student will win a Kindle Fire. Submissions must be received by 12/17/2014. For more information on the content visit: <http://www.chronosfiles.com/students.html>.

1. Students will base their accounts on a historical source from the Library of Congress, like the ones listed in the table below.

Alternatively, they can browse through [WPA Life Histories](#) to select an interview. There are nearly 3,000 oral histories in the collection, from many different states. Students may also select an interview from the [Born in Slavery](#) collection, which includes interviews with more than 2,300 former slaves.

2. Students will write a two to three page (500-700 word) summary of the interview, from the perspective of a CHRONOS historian. Some questions for students to consider:
 - How did the race or gender of the person interviewed affect his economic and social position in the 1930s?

- Do you think race or gender still have an impact on those issues in the 2010s?
 - Do you think it will still have an impact in future centuries? Why or why not?
 - What things do you think a historian from the distant future would find most surprising?
 - CHRONOS historians have to follow a strict policy of not interfering with those they interview. But if that were not true, what single bit of advice would you offer to improve the situation of the person that you interviewed?
 - Is there a New Deal program that might have improved the lives of your subject or his or her family?
3. Finally, they will choose one or two images from the [America from the Great Depression to World War II collection at the Library of Congress](#) that help to illustrate the interview.

Student submissions should be emailed directly to the author at rysa@rysa.com. Be sure to include: grade, school and teacher's name, and don't forget to attach your images (or a link to the images.)

- [Anna Alden](#)
- [Minnie Caranfa](#)
- [Experiences of a Farm Owner](#)
- [Miss Henrietta C. Dozier](#)
- [Four Families](#)
- [Mountain Town](#)
- [The Howes](#)
- [Mr. and Mrs. Frederick Goethe](#)
- [I Managed to Carry On](#)
- [Mrs. Janie Bradberry Harris](#)
- [Italian Munitions Worker](#)

- [Myron Buxton](#)
- [Janie Solomon](#)
- [Not Much of a Day for Walking](#)
- [Jack Dillin](#)
- [Reminiscence](#)
- [Laura Bickford](#)
- [Unable to Stage a Comeback](#)
- [Lolly Bleu-Florida Squatter](#)
- [Unwelcome Caller](#)
- [Mary Watkins and her Family](#)
- [WPA Road](#)

IDENTIFYING BIAS IN PRIMARY SOURCES LESSON:

CCSS.ELA-Literacy.RL.7.1

CCSS.ELA-Literacy.W.7.2

CCSS.ELA-Literacy.RL.8.4

CCSS.ELA-Literacy.RL.9-10.1

CCSS.ELA-Literacy.W.9-10.2

CCSS.ELA-Literacy.RL.7.6

CCSS.ELA-Literacy.RL.8.1

CCSS.ELA-Literacy.W.8.2

CCSS.ELA-Literacy.RL.9-10.4

While primary sources can provide the most authentic information historians must analyze each source for accuracy. Most primary sources have a point of view or a perspective which can affect the information. In this lesson your students will analyze primary and secondary sources to determine bias based on the point of view of the author of the source. We will use an American History topic that has no known answer: Who fired the first shot at Lexington?

Students will create a chart and answer the following questions about each document:

1. Who wrote the Document?
2. How is the author related to the incident?
3. When was the document created?
4. What does the document say about the first shot?
5. Why was the account written?
6. Who is the audience of the document? Who does the author expect to read it?
7. In your opinion is it a credible document/account?
8. How might this source be affected by bias?

DOCUMENTS:

Document 1, An account of a British Officer:

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/shots/concord.html>

Document 2, A circumstantial account in a broadsheet:

http://www.masshist.org/revolution/image-viewer.php?item_id=498&img_step=1&tpc=&pid=2&mode=transcript&tpc=&pid=2#page1

Document 3, Depositions of witnesses:

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/shots/concern.html>

Document 4, A letter from George Washington:

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/shots/fair.html>

Document 5, Account from Paul Revere:

http://www.masshist.org/revolution/image-viewer.php?item_id=98&img_step=1&tpc=&pid=2&mode=transcript&tpc=&pid=2#page1

Document 6, Proclamation of General Gage:

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/shots/proclaim.html>

Document 7, Account of Jeremy Lister:

<http://www.nps.gov/mima/forteachers/upload/Ensign%20Jeremy%20Lister.pdf>

After creating their chart and answering the questions students should write a 2-3 paragraph essay answering the question, Who fired the first shot at Lexington?

PICTURES AS PRIMARY SOURCES LESSON:

CCSS.ELA-Literacy.RH.6-8.7

CCSS.ELA-Literacy.WHST.6-8.4

CCSS.ELA-Literacy.RH.6-8.7

CCSS.ELA-Literacy.WHST.6-8.4

CCSS.ELA-Literacy.RH.9-10.7

CCSS.ELA-Literacy.WHST.9-10.4

In *Timebound* Kate travels to the 1893 World's Fair in Chicago. Many guidebooks and other books were written during the Fair. You can find some of these online at sites like Internet Archive. Most of the books have pictures of the various exhibits and descriptions to help people decide which areas they'd like to visit.

Have your students visit the websites below. For each they need to determine if the source is a primary or secondary source and why.

- Rand McNally. [The Columbia Exposition Album](#). 1893.
- Chicago Times. [Portfolio of the Midway Types](#). 1893.
- Todd, Frederick Dundas. [The World's Fair through a Camera](#). 1893.
- Flower, Henry E. [Glimpses of the World's Fair](#). 1893.
- Witteman, A. [The Midway Plaisance](#). 1893.

ASSESSMENT:

Students will write an essay on how pictures can preserve history. They will use the following prompt to write their essay:

Describe the 1893 World's Fair using only the pictures from the above sources. What happened at the fair? What was the purpose of the fair? Who attended?

COMMON CORE STATE STANDARDS CONNECTIONS FOR *TIMEBOUND* AND CLASSROOM GUIDE:

GRADE 7 STANDARDS:

CCSS.ELA-Literacy.W.7.2 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.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS.ELA-Literacy.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCSS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

GRADE 8 STANDARDS:

CCSS.ELA-Literacy.W.8.2 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.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

GRADES 9–10 STANDARDS:

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

This guide was created by Rysa Walker, Author and Contributor, Chris Valcarcel, Educational Consultant, and Jennifer Messinger, Graphic Designer.

Do you have questions or feedback for Amazon Children's Publishing? Email us at:

acp-institutional-feedback@amazon.com

