



**GRADE 6  
ELA CCGPS UNIT PLANNER: 2nd 9 WEEKS**

**This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.**

**READING FOCUS : Literary**

**THEME: Determination and Perverance**

**EXTENDED TEXT: Hatchet by Gary Paulsen, (195 pages, 19 chapters, chapters average 12 pages in length.)**

SHORT TEXTS (mixture literary and informational):

1. "See It Through," Edgar Guest, poem
2. "A Worn Path," Eudora Welty, short story
3. "Through the Tunnel," Doris Lessing, short story
4. <http://www.scribd.com/doc/11309747/through-the-tunnel-by-doris-lessing-full-story>
5. A Boy Called Slow, Joseph Bruchac, picture book
6. <http://equipped.org/primer.htm> Survival Skills and Techniques
7. Guts The True Stories Behind Hatchet and the Brian Books, Gary Paulsen
8. <http://www.vitaminuk.com/pages/articles/firstaidforshock.htm>
9. <http://www.grc.nasa.gov/WWW/k-12/airplane/>
10. [http://iu.berkeley.edu/ousd/Filer/filetree/douglass/frederick\\_douglass\\_narrative\\_quotations.doc](http://iu.berkeley.edu/ousd/Filer/filetree/douglass/frederick_douglass_narrative_quotations.doc)
11. [http://www.pbs.org/wnet/slavery/memories/index\\_flash.html](http://www.pbs.org/wnet/slavery/memories/index_flash.html)
12. <http://www.tnellen.com/cybereng/matoson.html> (audio of "Mother to Son" by Langston Hughes)
13. Poem "If" by Rudyard Kipling <http://www.poemhunter.com/poem/if/>
14. "Welty's Worn path" article Publication: Explicator Spring 98 Author: Dennis Sykes (Lexile:1110L)

15. "Brothers are the Same" short story by Beryl Markham
16. <http://www.youtube.com/v/98bZDhuCIXI&hl=en&fs=1> song of "If"
17. [http://www.kipling.org.uk/kip\\_fra.htm](http://www.kipling.org.uk/kip_fra.htm)

**SUPPLEMENTAL MATERIALS:**

<http://www.youtube.com/watch?v=FPZ6NLeJtVw&noredirect=1> discussion of "A Worn Path" in terms of plot, character, and setting  
YouTube Eudora Welty's "A Worn Path," 10:57  
YouTube Interview with Eudora Welty, 9:38

**Images:**

<http://cae2k.com/photos-de-high-scool-musical-0/cessna-plane.html>  
<http://www.arkive.org/moose/alces-americanus/>  
<http://www.northrup.org/photos/porcupine/>  
<http://www.elllo.org/english/0251/292-Aaron-Walkabout.htm>  
<http://www.flickr.com/photos/28361002@N07/2724106379/>  
<http://www.flickr.com/photos/swisscan/634645478/sizes/l/>  
"A Cry in the Wild" film adaptation of Hatchet  
Movie clip from Cast Away when Tom Hanks' character attempts to build a fire  
<a-s.clayton.edu/mwinkler/thesis.ppt>

**WRITING FOCUS: (Argumentative or Informative/Explanatory; consult your grade-level curriculum map)**

**ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)**

*Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.*

**1. After reading Hatchet, what events in the story led to Brian going from a dependent "city boy" who knew very little about how to take care of himself, to a self-reliant, strong young man who knew how to survive alone in the wilderness. What character traits did Brian acquire while surviving for 54 days? Use evidence from the story that shows how Brian changed. Provide support for your ideas by paraphrasing sentences from the book that support your understanding.**

**2. Issues of race are quite common in Welty's fiction and much of her fiction is set in Mississippi during the 1940s and 1950s. After reading "The Worn Path," and researching race relations in this era in our country, identify the race issues that Phoenix Jackson faces on her journey and how they are indicative to what the racial issues and attitudes were during this era. What character traits did she demonstrate in dealing with these issues?**

**3. In Hatchet, Brian Robeson will change as a result of his 54 days in the wilderness. Discuss how Paulsen's personal experiences with nature**

changed him as a man. How do you know that nature will continue to be a part of Paulsen's life? Read excerpts from *Guts* to support your response.

4. Michel Montaigne wrote that, "The greatest thing in the world is to know how to belong to ourselves." After reading the short stories, "Into the Tunnel", and "Brothers are the Same" examine the texts to determine how both authors conveyed the similar theme. Discuss how the theme is approached differently by each author. What character traits did each protagonist need to develop in order to achieve their own identity? You must include evidence from both texts in your essay.

5. In all of the texts that you have read thus far, the characters have demonstrated the necessary traits needed to persevere and to overcome life's obstacles. Analyze the poems "If" by Rudyard Kipling, and "Mother to Son" by Langston Hughes. Discuss how both of these authors present the theme of what is needed to become a man and to be successful in life. Cite evidence from both texts.

#### **NARRATIVE/RESEARCH/ROUTINE WRITING**

1. In the story *Hatchet*, Brian comes to terms with his situation and is realizing that he must get motivated to make the best of his situation. Motivation is what will help Brian survive. He remembers the advice of a teacher who always told him that motivation was very important. Everyone needs motivation to help them in difficult times. Think about the positive things in your life that motivate you. Are these things intrinsic or extrinsic? Could negative experiences motivate you as well? Convey an experience when you had to motivate yourself to do something you did not think you could do. Include flashbacks in your narrative.

2. Brian's success at finally starting a fire and discovering the turtle eggs was the turning point that raised his spirits and will to survive. Think of some successes you have had in your own life (school, family, friends, etc.) Describe some of those successes and how they made you feel. What events or attitudes led to those successes? How have your personal successes influenced you in times of uncertainty?

#### **RESEARCH CONNECTION(S)**

- Survival Skills
- Slavery
- Holocaust
- Biography of authors and poets
- Rites of Passage
- Wilderness Habits

#### **ROUTINE WRITING** Notes, summaries, process journals, and short responses across **all genres**

- Suggested integration (diaries, exit slips, brief response, journal, etc.):
- Compare written text and film version
- Look at various paintings of wilderness to identify tone and mood
- Annotate the texts as they are read, taking notes and citations in preparation for final writing assessment
- Complete précis template
- Create short responses to texts
- Make prediction of ending
- Annotate the texts noting examples of literary devices
- Begin teaching note taking through Cornell Note taking
- Complete story map as story unfolds
- Use a variety of thinking maps to examine text



## GRADES 6-8 ELA CCGPS TASK PLANNER

Use this template to plan individual tasks designed to scaffold the skills taught in the unit. Each major Culminating Assessment will be supported by all necessary Skill Building Tasks.

### ASSESSMENT 1: *integrating reading selections from the unit into a writing task*

After reading Hatchet, what events in the story led to Brian going from a dependent “city boy” who knew very little about how to take care of himself, to a self-reliant, strong young man who knew how to survive alone in the wilderness. What character traits did Brian acquire while surviving for 54 days? What caused these changes? At what point did he realize he was maturing and becoming a man. Use evidence from the story that shows how Brian changed. Provide support for your ideas by paraphrasing sentences from the book that support your understanding of Brian’s changes.

### SKILL BUILDING TASKS *Note: tasks may take more than a single day.*

Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

### ESSENTIAL QUESTION: What do I know about survival skills?

#### TASK: Pre-reading and background information

##### Standards:

ELACC6RL6: Explain how an author develops the point of view of the narrator or speaker in a text

LACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

ELACC6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

ELACC6W10: 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.

ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

##### Instruction:

- Direct instruction on note taking using Cornell note taking procedures on information they learn today on author and other relevant information
- Have students brainstorm what “survival” means to them. Does it mean getting back to civilization or simply being alive? Include different types of survival ( ex: personal, environmental) This can be done in small groups or as a class
- Ask students to think about what it would feel like to be completely alone in the wilderness
- Show students images of Canada’s area known as Canadian Shield. Ask students if they have ever been camping, hiking, to the mountains, or to the lake. Have they ever been alone in the wilderness with no one else around for more than a day or two?
- Tell students to imagine that they are alone with no food and no supplies. In groups, have them brainstorm several tasks they would have to do first in order to survive the first day.
- Show students pictures of the Canadian Shield so they have a visual understanding of the setting
- Each group shares their ideas, writing them on chart paper at the front of the room

- As a class, discuss each of the things written, asking each group to explain their ideas. Explore the steps required in “finding food”, “building a shelter”, and “making a fire”, for example.
- Using computers, students will research background of Gary Paulsen and read excerpts from Guts to discover what impact his life has had on his writing and if his stories are based on fiction or on actual events that happened to him. Take notes of evidence and examples.
- Examine various book jackets and make predictions of what book might be about and what the hatchet might represent

**ESSENTIAL QUESTION: How does a writer’s use of foreshadowing impact the meaning of a story?**

**TASK: Annotate text; acquire new vocabulary; Utilize quotation marks in dialogue**

Standards:

ELACC6RL2: 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.

ELACC6RL3: 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 towards a resolution.

ELACC6RL4: 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.

ELACC6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.

Instruction:

- Preview the first chapter of the book Hatchet: “Brian’s parents are divorced and he is on a two-person plane from New York to Canada to visit his father. He has been raised in the city and this is the first time that he will be spending time in the wilderness without the comforts of home. Invite students to make predictions on what they think the book will be about.
- After reading first two chapters in class, teacher gives small groups one question to answer: How did Paulsen use foreshadowing in the first two chapters? Identify how these clues became important in later chapters. Discuss why foreshadowing is used by writers. Students discuss in small groups. Discuss how author uses imagery in chapters 1 and 2. How does foreshadowing and imagery help the reader better understand the events in a story? Begin to add to the figurative language chart and imagery chart that each student has in their notebook.
- Identify the point of view that this story is written in. (Third-person omniscient-written as if viewed from a source outside of all action)
- Discuss the use of dialog in the first two chapters since there will not be a lot of examples of this throughout the text.
- Introduce word maps to class for vocabulary development. This will continue throughout the unit. Model by completing one with students.
- Students choose 5-7 words that were unfamiliar to them and add them to their word map list to explore further.

Homework: read chapters 3 and 4, taking notes on description of scene, main character, and the main conflict Brian faces. What is meant by in the passage, “he was gone, gone from it all, spiraling out into the world, spiraling out into nothing? Nothing.” (p. 30)? What is this passage trying to tell us about what is happening to Brian? Choose 5-7 unfamiliar words to add to word maps.

**ESSENTIAL QUESTION: How does a writer use language devices for specific effects in his writing?**

**TASK: Present various types of pronouns; Cite examples of figurative language**

Standards:

ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL3: 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 towards a resolution.

ELACC6RL5: 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.

ELACC6W6: 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.

ELACC6SL4: 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.

ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information

Instruction:

- Students will use a flow map to demonstrate the sequence of events that have happened to Brian since leaving New York.(Chpts 1-4)
- Paulsen uses figurative language to make his writing interesting. Find evidence within text of personification, simile, repetition, metaphor, and imagery. With a partner, add both imagery and figurative language to ongoing chart using evidence from text.
- Discuss why the author writes the word “secret” with a capital letter. How does his parents’ divorce make him question his identity?
- Direct instruction on pronouns. Examine text for examples of pronoun usage.
- Discuss what skills Brian might have to survive in the wilderness. Students will work in groups of 2-3 and research survival skills needed in a variety of habitats. Students will have their choice of habitats to have to survive in and present findings to class in a multi-media presentation of their choice. (PowerPoint, skit, video, etc.)

Homework:

Read chapters 5-6 in class in small groups. Each group will discuss the power of positive thinking and how this affects Brian’s attitude about his predicament. Give evidence from the text that demonstrates that Brian’s character is changing.

**ESSENTIAL QUESTION: How do authors develop characters?**

**TASK: Compare and contrast characters; present research findings**

Standards:

ELACC6RL5: 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.

ELACC6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.

ELACC6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

ELACC6W8: 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 source

ELACC6SL4: 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.

ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Instruction:

- Read chapters 7-9. At the end of chapter 7, when the rain is pouring down, Brian feels much different from how he had felt in the morning. Why? Use a multi-flow thinking map to illustrate how Brian’s feelings about his situation have changed and the reasons that brought the changes.
- Show a clip from the movie “Castaway” where Chuck (Tom Hanks) makes fire and then puts his bloody handprint on a volley ball, calling it his friend.

Have students discuss in small groups: What did he try to do to make a fire? What worked best? What did not work? Compare his strategy to the one that Brian used. What importance did creating fire have for Brian? Why?

- Small groups of students will make a chart comparing Tom Hanks' character to Brian. What similar character traits did they each demonstrate that helped them survive in their particular situation? Present information to class. Would Brian have reacted the same had he crashed on an island as opposed to the Canadian wilderness?
- Students will complete work on survival presentations in group and present to class.

### **ESSENTIAL QUESTION: How can we determine the types of conflict in a story?**

#### **TASK: Identifying cause and effect**

Standards:

ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL3: 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 towards a resolution.

ELACC6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

ELACC6SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not

ELACC6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

ELACC6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

ELACC6SL4: 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.

ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Instruction:

- Listen to chapters 10 and 11 on professionally produced audio version in class. Brian has undergone significant changes. His body and his mind have made a connection that he doesn't quite understand, but which he knows has occurred.
- Have students discuss examples of cause and effect that are in the chapters. Use graphic organizer to record these. Include his values, his physical changes, his mental changes, and his thinking process. What do all of these changes say about Brian? (He is growing up and maturing)
- Introduce Rites of Passages. Ask students if any of them know what a rite of passage is. Allow for a few different responses before revealing who was right, or if no one comes up with the right answer, to tell them the actual definition. (A rite of passage is something that marks an important change in one's life.)
- Show pictures of a variety of rites of passage from various cultures. There are several of these on the internet.
- Have students brainstorm all the things they can think of that would be considered a rite of passage in their lives. Write their responses on the board
- Read to class, [A Boy Called Slow](#). In this book, Sitting Bull performs a deed which is so courageous and significant that it earns him a new and more respected name.
- Have students write about something they have done or would like to do that would prove them worthy of leaving their childhood behind and gaining a new respect for themselves by becoming an adolescent. This could include things such as saving a cat that was stuck in a tree, teaching a little brother or sister how to read, etc.
- Have students give themselves a name that describes their worthy deed they have written about.

- Have students design a poster with their new name and an illustration of their deed.

Homework: Students will research one Rite of Passage from another culture. Create a visual to share with class. Be prepared to present this to the class.

**ESSENTIAL QUESTION: How do we use textual evidence to support our ideas in writing?**

**TASK: Writing paragraphs**

Standards:

ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL4: 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.

ELACC6RL5: 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.

ELACC6L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Spell correctly

ELACC6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Instruction:

- Read chapters 11 and 12 in class. Some students will listen to the story by professionally produced audio version and follow along with the text while others read independently.
- In describing Brian's activities in the wilderness, Gary Paulsen repeatedly uses the phrase "There were these things to do." Why does he use this phrase and how does it reflect Brian's frame of mind?
- Work in pairs to answer this question. Write a paragraph explaining this with evidence from the text to support your response.
- Complete word maps for 7 vocabulary words found in chapters 11 and 12
- Review literary elements found in chapters 11 and 12.:figurative language, tone, imagery
- Discuss these with partners and take notes for later use in writing

Homework:

- Complete narrative prompt:

In the story Hatchet, Brian comes to terms with his situation and is realizing that he must get motivated to make the best of his situation. Motivation is what will help Brian survive. He remembers the advice of a teacher who always told him that motivation was very important. Everyone needs motivation to help them in difficult times. Think about the positive things in your life that motivate you. Are these things intrinsic or extrinsic? Could negative experiences motivate you as well? Convey an experience when you had to motivate yourself to do something you did not think you could do. Include flashbacks in your narrative.

**ESSENTIAL QUESTION: How does the development of literary elements convey meaning?**

**TASK: Recognizing effects of literary elements; analyze conflict**

Standards:

ELACC6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.

ELACC6RL4: 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.

ELACC6L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. \*

ELACC6RL3: 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 towards a resolution

Instruction:

- Have students share their narrative that they wrote for homework.
- Read chapters 13-16. The past is constantly plaguing Brian throughout the book, through his day dreaming, his sleeping dreams, and his flashbacks. How does Gary Paulsen incorporate the past into the present? Remind students that this is a literary device known as *flashback*.
- Have students work with a partner to locate examples of this throughout the text. Why does the author use flashbacks throughout the text? Does this help the reader understand the meaning of the text better?
- Review literary elements: diction, syntax, tone, figurative language, and sentence structure the author uses. How does this help understand the story? Why does Paulsen use dashes in his writing? What effect do these have on the writing?
- Students will identify the various conflicts that Brian has faced throughout the novel. Complete a Tree Map on the different types of conflict and what caused each, (char/nature. Char./self)

Homework: Read chapters 17-19

### **ESSENTIAL QUESTION: How does personal response to literature contribute to understanding?**

#### **TASK: Annotate text**

Standards:

ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL2: 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.

ELACC6RL3: 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 towards a resolution.

ELACC6RL5: 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.

ELACC6SL1: 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.

a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Instruction:

- Discuss irony as a literary device. Discuss how Paulsen uses it in Chpt.19 (finding survival pack even though he has learned to survive on his own, almost dying to get the survival pack out of the plane and then being rescued.)
- Discuss Brian's reactions to the contents of the survival pack. How do these reactions tell you about the changes he has undergone since he left the civilized world? How do you think you would react if you were in Brian's position?
- Students will work in pairs to discuss and take notes
- What does this quote tell you about Brian's feelings about the rifle:  
*It was a strange feeling, holding the rifle. It somehow removed him from everything around him. Without the rifle he had fit in, to be part of it all, to understand it and use it---the woods, all of it. With the rifle, suddenly, he didn't have to know: did not have to get close to a foolbird to kill it—*

*didn't have to know how it would stand if he didn't look at it and; moved off to the side.*

- Read epilogue aloud to class. Have students brainstorm the reason for this literary device. How is this written compared to the novel? Why do authors sometimes include epilogues at the end of a novel?
- Present writing prompt to students. Examine all parts of the prompt so that the students will be aware of what information they will need to complete writing. Have students begin to organize their notes according to what is needed on the writing prompt.
- Give students rubric for final writing assessment. Review grammatical concepts included in this study (pronouns, comma usage, spelling, )

**ESSENTIAL QUESTION: Why do directors of films often change the original text?**

**TASK: Compare and contrast film version of a novel**

Standards:

ELACC6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

ELACC6SL1: 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.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Instruction:

After the book has been completed, ask the students to think about a time when they read a book and then saw a movie based upon that book. (ReadWriteThink activity)

Inform students that since they have just finished the book, they are going to watch a movie based upon it. During the movie they will consider how well the movie honors the ideas presented in the book.

Review items in the book column of the Focused Reading and Viewing Guide as a class, and ask students to watch for these elements during the movie

Ask students to recall the kinds of things that they thought about as they watched the movie. Students will respond with ideas that suggest they were comparing the book to the movie and mentally noting similarities and differences.

Watch the film version of Hatchet which is titled: Cry in the Wild

**ESSENTIAL QUESTION: Why do directors of films often change the original text?**

**TASK: Compare and contrast film version of a novel; create DVD cover**

Standards:

ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

ELACC6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Instruction

ELACC6SL4: 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.

- After viewing the film, go over students’ responses to the film section of the Focused Reading and Viewing Guide.
- Pass out copies of the Book and Movie Comparison/Contrast Guide, which asks them to determine how different elements of the story are alike and different, and ask students to complete the guide in pairs or small groups.
- Have students share their observations with the class.
- As a closure activity, ask students to share why they think some of the elements are different and whether it is important for movies to remain identical to the novels on which they are based

- Explain that students will be creating a new DVD cover for the movie adaptation the class has viewed.
- To prepare for the task, review the Book and Movie Comparison/Contrast Guide.
- Using the handout as a guide, ask students, independently or in small groups, to discuss the changes they like most and least as well as the aspects of the film that remained true to the text that were most satisfying. If necessary, reference A Basic Glossary of Film Terms for appropriate cinematic terminology.
- Pass out copies of the Thinking Critically about a Movie Adaptation: Preferences and Effects handout.
- Ask students to rank their responses in terms of their overall enjoyment of the film on the Thinking Critically about a Movie Adaptation: Preferences and Effects handout, following these guidelines:
- Have students determine one change or similarity that was crucial to their overall opinion of the film, and discuss it in the first row.
- Ask students to choose two elements of moderate importance to discuss in the middle rows.
- Have students indicate and discuss a fairly inconsequential change in the last row.
- As students complete the charts, collect them for informal feedback, focusing on comments that will help students strengthen their analytical skills. (ReadWriteThink activity)

**ESSENTIAL QUESTION: How do we use textual evidence to support our ideas in writing?**

**TASK: Create graphic organizer**

Standards:

ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

ELACC6SL1: 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.

- a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

ELACC6RL3: 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 towards a resolution.

Instruction:

- Show students a variety of paintings which are listed in resources. Have the student discuss the tone of the paintings and how it compares to the tone that was used in the novel based on setting description.
- Discuss and review all of the elements of plot of the novel. This will act as a review for students before they write their final writing assessment for this module.
- Have students complete a story map on chart paper which includes all elements of plot. This may be done in small groups.
- Each group will present their map and teacher will correct and discuss each element of the plot.
- Students will organize their notes from the novel in preparation for final writing assignment.

**ESSENTIAL QUESTION: How do we use textual evidence to support our ideas in writing?**

**TASK: Final writing assessment**

Standards:

ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

Instruction:

- Using their notes, the text and referring to the prompt and the rubric provided, students will begin the writing process to produce an essay that draws evidence from the text to support their analysis.
- Students will complete their graphic organizer and rough draft in class. The final essay will be due at the beginning of the next class period and will be finished as homework.

This essay will be discussed, reviewed by peers, and graded. It will become part of the student's 6th grade writing portfolio

**ASSESSMENT 2:** *integrating reading selections from the unit into a writing task*

**Issues of race are quite common in Eudora Welty's fiction. Much of her fiction is set in Mississippi during the 1940s and 1950s. After reading "The Worn Path," and researching race relations in this era in our country, identify the racial issues that Phoenix Jackson faces on her journey and how they are indicative to what the racial issues and attitudes were during this era. What character traits did Phoenix possess that contributed to her being able to make this journey? What examples of symbolism did Welty use to convey her various struggles? Include evidence from both the short story as well as from your research.**

**SKILL BUILDING TASKS** *Note: tasks may take more than a single day.*

*Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

**ESSENTIAL QUESTION: How can we determine the author's purpose for writing?**

**TASK: Predicting; introducing text**

Standards:

ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

ELACC6W8: 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.

ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

ELACC6RL4: 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.

ELACC6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., personification) in context.

ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Instruction:

- Explain that students will be reading a story from the Great Depression era called "A Worn Path" by Eudora Welty
- Have students conduct research to locate information that pertains to the historical setting of the times and the difficulties that people faced.
- Prior to watching an interview with the author, students should write at least three questions that they hope will be answered in this interview.

- After watching the interview (10 minutes on YouTube) students will discuss what they have learned about the author and which questions were answered.
- Read story aloud in class. Identify areas in the story that correlate to what the author discussed in the interview.
- Watch a dramatic interpretation of the story (on YouTube). Discuss the differences in the versions and pay careful consideration to why they believe these changes were made. (characters made younger or older, setting or time period changed, parts of story added or removed)
- Play professionally produced audio version of the story read by Eudora Welty. Ask students to discuss how her voice creates tone and mood. Why does she use the southern dialect in this story? What effect does this have on the story?
- Discuss what the connotation of a word means. Ask students to identify any words that have either a negative or positive connotation and compare it to another word that would be same in definition but neutral in connotation.
- How does the author use similes to make vivid comparisons that help the reader form a picture in their mind?
- Divide the story up into 6 segments and have students in small groups assigned to review a particular segment. They will identify similes in their section. Each group will choose two to write on sentence strips and share with the class along with an explanation (ex: description of Phoenix's face, her cane, Phoenix walking across the log)
- Create a thinking map (Tree Map) which illustrates the obstacles that Phoenix faced along her journey. Divide into 3 categories: Physical, Interpersonal, and Social. Include examples from the text for each. What do these obstacles that she overcomes tell us about Phoenix's feelings for her grandson? Finish for homework.

### **ESSENTIAL QUESTION: How do authors develop characters?**

#### **TASK: Research; examine character traits**

##### Standards:

ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

ELACC6W8: 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.

ELACC6RL3: 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 towards a resolution.

ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information

ELACC6SL1: 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.

a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

##### Instructions

- Students will share their tree maps from the previous lesson with the class and as they do this, the teacher will create one on chart paper with their responses.
- Students will use computers to research racial issues during the 1940s-1960s in the south and take notes that will be used for the second module writing assessment.
- The journey that Phoenix takes shows the reader a great deal about her character. The author reveals the character's traits through the character's thoughts, words and actions. Tell students that these traits are sometimes stated and sometimes implied by the author. Readers often have to draw their own conclusions based on the author's description.
- Students may work alone, with partners or in small cooperative groups. Give them a T chart graphic organizer to fill out. Along with the title and author of the book, they should write Phoenix's name at the top. Then tell them to find as many traits as they can about her character. On the left side of the T,

write trait, and on the right side, write evidence. Here they are to find and write down the page number and the passage which illustrates that trait.

- They will then create a montage which depicts Phoenix. This will be created with magazines and other art supplies.
- Each student will present and explain how their montage represents Phoenix.
- Some students may have the option of writing a detailed character sketch of Phoenix.

Homework: Students will complete a story map of "A Worn Path" This will include exposition, inciting incident, conflict, rising action, climax, falling action, and resolution.

### **ESSENTIAL QUESTION: How does point of view affect the meaning of a story?**

#### **TASK: Correct use of pronouns; interpreting point of view**

Standards:

ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

ELACC6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person. \*

ELACC6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.

Instruction:

- Discuss story map with students. Create one large story map for classroom display after collecting information from students.
- Review pronouns which were taught at beginning of module one. Have students use grammar book to review intensive pronouns. Look for examples in text.
- Ask students to identify the point of view based on the pronouns the author uses in the first 10 pages.
- Ask students for examples that indicate that the short story is being told from a third-person limited point of view.
- Explain to the students that this point of view allows the reader to empathize with Phoenix because her thoughts and actions are shown. In third-person, the reader is allowed to view Phoenix from a distance, and thereby see her as others see her.
- Have students find examples in Phoenix's monologues that show inappropriate shifts in pronoun number. Discuss why this style is being used in this story.

Homework: Find ten examples of incorrect pronoun usage in text and rewrite sentences grammatically correct. How would this change the style of Welty's writing?

### **ESSENTIAL QUESTION: How does knowing the historical context of literary works help us comprehend texts better?**

#### **TASK: Read poem; analyze tone**

Standards:

ELACC6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.

ELACC6RL4: 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.

ELACC6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

ELACC6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

ELACC6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly

from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

ELACC6W8: 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.

Instruction:

- Introduce poet Edgar Guest.
- Give student brief biographical sketch of poet. Ask students to predict what the poem "See it Through" might be about.
- Read poem "See it Through" by Edgar Guest. Discuss the tone of the poem and how it is similar to the theme in Hatchet. What word choices create the tone of the poem? How does this poem make you feel?
- Create a list of words that create the tone?
- How could this poem be used in advertising? What product could you advertise with this poem?
- Have student listen to the poem as it was used in a commercial for Chrysler Corporation (on YouTube see link). Discuss how music and voice influence feelings about the poem.
- Ask students do analyze why this poem was chosen. (message it gives and the author was from Michigan where car manufacturing is the major industry)
- Students will research and find another poem that conveys the theme of "See It Through" and Hatchet.

**ESSENTIAL QUESTION: How can summarizing and paraphrasing help us better understand texts?**

**TASK: Determining theme; summarizing opinions and judgments**

Standards:

ELACC6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

ELACC6RL2: 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.

ELACC6RL3: 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 towards a resolution.

ELACC6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

ELACC6SL4: 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.

Instruction:

- Direct Instruction on writing a summary for a narrative text. Read a few summaries of novels the students are familiar with.
- In narrative text, the author's purpose is to tell a story or give an account of a sequence of events. It usually contains the following elements: Character, Theme, Dialogue, Setting, Conflict: Internal, External, Plot: Rising Action, Climax, Falling Action, Resolution/Denouement
- Teacher will provide the students with the following narrative frame questions to answer prior to writing a summary for either Hatchet or "A Worn Path"  
Narrative Frame Questions:
  1. Who are the main characters, and what distinguishes them from others?
  2. When and where did the story take place? What were the circumstances?
  3. What prompted the action in the story?

4. How did the characters express their feelings?
5. What did the main characters decide to do? Did they set a goal, and, if so, what was it?
6. How did the main characters try to accomplish their goal(s)?
7. What were the consequences?

- Students will write a summary on chosen text. Finish for homework.

**ESSENTIAL QUESTION: How are themes in different texts similar?**

**TASK: Analyze common elements in themes of various texts**

ELACC6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

ELACC6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimpy, economical, un wasteful, thrifty)

Instruction:

- Discuss the characteristics of Phoenix Jackson's speech. How does her language relate to her socioeconomic class, how she is perceived by others, and how she is perceived by the reader? Discuss this in groups and share findings with the class.
- Ask students if they have ever made a judgment about someone based on the way they speak.
- Students will analyze the commonalities of theme in the past three texts that they have studied: Hatchet, "A Worn Path," and "See it Through."
- Working in small groups, students will compare and contrast the texts using a Tree Map (Thinking Map) Students will include the following in the comparison:
  - Theme
  - Use of word choice
  - Style
  - Tone
  - Figurative language used to convey theme
  - Sentence structure in each text and the affect it gave
- Students will present information form group to the class

**ESSENTIAL QUESTION: How does a writer use language devices for specific effects in short stories?**

**TASK: Locate metaphors and examples of symbolism**

Standards:

ELACC6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



ELACC6RL2: 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.

ELACC6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

ELACC6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Instruction:

- Review what a metaphor is. Be sure students know the difference between a simile and a metaphor.
- Discuss how to identify a metaphor and discuss why authors use this literary device.
- Students will work in groups and will identify metaphors in their assigned text. Each group will be responsible for analyzing a different text that we have read in class.
- Students will read article “Welty’s Worn Path” by Dennis Sykes (Lexile :1110L)
- After reading the article, they will identify 5 examples of symbolism that Eudora Welty used in “The Worn Path”.
- As students share their examples, the teacher will complete a large chart with their responses and display in the classroom.

### **ESSENTIAL QUESTION: How do we effectively create a thesis statement for our essay?**

#### **TASK: Create thesis statement**

Standards:

ELACC6W4: 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.)

ELACC6W8: 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.

Instruction

- Direct instruction on writing thesis statements. Introduce what a thesis statement is. Go through PowerPoint presentation entitled: The Thesis Statement: A Roadmap for your Essay. This has several practice slides for the class to experiment with.
- Point out that a thesis statement can be one of the greatest unifying forces in an essay. A good thesis holds together the various parts of a paper by presenting your particular interest in the subject and pointing towards the paper’s development. Often a thesis statement will be expressed in a sentence or two at the end of the introduction and will act as a map of the essay to come. The thesis tells the reader both where you are going and why you want to go there.
- Working in small groups, give each group a list of 3 or 4 strong thesis statements. Each group will take the statements and outline how they would approach writing an essay based on the statements. What evidence would they need to prove their thesis?

Sample Thesis Statements:

1. Compared to the 1970s, eating disorders have reached epidemic proportions among adolescents today.
2. Unless the University administration enforces a strong anti-hazing policy in fraternities and sororities, the well being of many of its students will be endangered.
3. A young woman in the Middle Ages had few options for marriage, freedom, and personal privacy.
4. Through playing violent video games, such as Grand Theft Auto, teenagers are learning to behave like criminals.

Homework: Students will begin to work on thesis for assigned prompt for writing assessment. Students will share these with class on the following day.

**ESSENTIAL QUESTION: How do I effectively show what I have learned in this text study?**

**TASK: Writing assessment rough draft**

**Standards:**

ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

ELACC6W4: 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.)

**Instruction:**

- Students will collect and organize all of their notes and thinking maps.
- Students will create an outline for their upcoming writing assessment
- Students will complete their thesis statement from previous lesson. Complete rough draft at home.

**ESSENTIAL QUESTION: How do I effectively show what I have learned in this text study?**

**TASK: Final writing assessment**

**Standards:**

ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

ELACC6W4: 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.)

**Instruction:**

- Using their notes, the text and referring to the prompt and the rubric provided, students will begin the writing process to produce an essay that draws evidence from the text to support their analysis.
- Students will complete their graphic organizer and rough draft in class. The final essay will be due at the beginning of the next class period and will be finished as homework.
- This essay will be discussed, reviewed by peers, and graded. It will become part of the student's 6th grade writing portfolio

**ASSESSMENT 3:** *integrating reading selections from the unit into a writing task*

Michel Montaigne wrote that, “The greatest thing in the world is to know how to belong to ourselves.” After reading the short stories, “Into the Tunnel”, and “Brothers are the Same” and Hatchet, examine the texts to determine how the authors conveyed this theme as they developed each of the main characters. Discuss each author’s style and word choice. What character traits did each protagonist need to develop in order to achieve his own identity? You must include evidence from all texts in your essay.

**SKILL BUILDING TASKS** *Note: tasks may take more than a single day.*

*Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

**ESSENTIAL QUESTION: How does background knowledge help in comprehending the text?**

**TASK: Predicting, research**

Standards:

ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

ELACC6W8: 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.

ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

ELACC6SL4: 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.

Instruction:

- Display the quote by Michel Montaigne, “The greatest thing in the world is to know how to belong to ourselves.” Ask students what they think this quote means. Discuss as a class.
- Have students brainstorm character traits that one must have in order to accomplish this.
- Introduce the story “Brothers are the Same” by Beryl Markham. A Masai tribesman is going through a traditional lion-killing to prove his own transition into adulthood.
- Using the computer, have students work in pairs or small groups and conduct research to identify Rites of Passages from other cultures.
- Each group will collect notes and create a PowerPoint with graphics on a Rite of Passage
- Each group will present this to the class.
- Discuss Rite of Passages that they have gone through and will go through. (driving at 16, graduation from high school, marriage)

**ESSENTIAL QUESTION: How does background knowledge help in comprehending a text?**

**TASK: Research; understanding vocabulary to gain meaning from text**

Standards:

ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

ELACC6W8: 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.

ELACC6SL4: 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.

ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its

precise meaning or its part of speech.

ELACC6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Instruction:

- The story is set in the eastern part of Africa on the grassland known as the Serengeti Plain. The Serengeti is home to many of Africa's most magnificent animals and also home to the nomadic cattle-raising Masai people.
- Students will research to find more information on the Masai people. Students will work in small groups and present information on the Masai on a large poster and present to class.
- Provide students with vocabulary list from "Brothers are the Same" Students will work in groups and complete word maps on Vocabulary.
- Students will be assigned to small groups and will be given 3 of the words that they will have to create a skit for.
- Students will perform their skits for the class in a game of charades. This will help them remember the words.

**ESSENTIAL QUESTION: How can we demonstrate our understanding of literature in small and large group discussions?**

**TASK: Reading new text; analyzing and annotating text**

Standards:

ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL3: 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 towards a resolution.

Instruction:

- Students will read the story independently or with a partner. Some students may need to use an e-reader on the computer to assist them with the pronunciation.
- Ask the students to notice as they read the kinds of conflicts that Medoto and Tamas create for each other and how each is changed by it. Do you think the conflict between the two warriors is occurring within Tamas's mind or is actually happening?
- Create a conflict chart with examples from the text explaining each conflict.
- As a class discuss the mood of the story when Tamas is approaching the lion. What are the factors contributing to the suspense and the outcome being awaited? How does the author increase the tension between Tamas and Medoto?
- Discuss in groups the details the author used to portray Medoto's character as Tamas viewed it?
- How do you think the lion's choice complicate the plot of the story? Was it what you thought would happen?
- Discuss cultural influences in the story. A Massai warrior is never without his spear. It is carried point up, or stuck in the ground at his side. Some warriors will not retreat from battle as long as they have their spear; to do so would insult their weapon.
- How might losing his spear affect Tamas's feelings and mental ability to fight?
- How does the way the Masai community responds to its victorious warriors say about them as a people? Do you agree or disagree with this?
- What character traits did Tamas gain from his experience? Did he have these all along? How did Tamas develop from his experiences with difficult situations and conflict? Discuss in small groups and present to class.

**ESSENTIAL QUESTION: How do writers develop theme in a short story?**

**TASK: Exploring setting; evaluating characterization; examining symbolism used**

Standards:

ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

ELACC6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

ELACC6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL2: 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.

ELACC6RL3: 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 towards a resolution.

Instruction:

In "Brothers are the Same," Tamas has no doubt about his rite of passage is or what his culture expects of him. In the short story "In the Tunnel," this expectation is not as clear.

Introduce the setting of the story "In the Tunnel"

Have students compare and contrast the geographical setting of "Brothers are the Same," and the upcoming story that takes place on the coast of England at one of the resorts where the British often go on. Ask them to think about the cultural differences between both stories.

- Show students pictures from internet of the coastal landscape in England as it is very different from the coast of Georgia.
- Tell students that as they read "In the Tunnel" by Doris Lessing, they need to make note of Jerry's important actions and decide which of the three influences is affecting him the most.
- Review symbolism with the class. Ask them to brainstorm examples of symbolism in our culture.
- Each group will illustrate 3 examples of symbolism and display in room.
- Tell the student to look for clues that tell them what the bay and the events that take place there symbolize to Jerry.
- Students will complete word maps on the identified vocabulary for the story prior to reading.

**ESSENTIAL QUESTION: How do readers create short stories that engage the reader?**

**TASK: Story elements; including all elements of plot**

Standards:

ELACC6RL2: 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.

Instruction:

Have a class discussion with students about taking risks or dares and what these represent.

Have students create a balance chart. Write down what you did in the triangle, draw a line over the triangle and draw two boxes. In one of the boxes write down what you risked, in the other box write down what you hoped to prove. Then evaluate whether the risk was worth it.

Give students a blank story map. As story is read orally, students will complete map. Teacher will stop periodically to allow students to complete map.

Once story is over, students will discuss and compare what was written on each others maps making corrections when necessary.

**ESSENTIAL QUESTION: How can we use context clues to determine the connotation of word choice?**

**TASK: Recognize negative, positive and neutral word connotations**

## Standards:

ELACC6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrumpy, economical, un wasteful, thrifty).

## Instruction:

- Explain to students that a writer chooses words carefully to communicate his or her purpose of writing. Students can determine a writer's purpose by looking at story details and thinking about their denotations (literal meaning) and connotations (set of ideas associated with the word). Words can have positive, negative or neutral connotations, which are often specific to a culture or particular to the writer's own experience.
- Have class brainstorm a list of words and the connotations that are associated with them
- Have students work in pairs and create a list of words from the story that have positive, negative or neutral connotations. They will complete a chart with the word, the denotation, and the connotation.

**ESSENTIAL QUESTION: How does point of view affect the meaning of a story?****TASK: Understand and identify point of view**

## Standards:

ELACC6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.

ELACC6SL1: 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.

a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

## Instruction:

- When students read it is helpful to examine the relationships between characters. Relationships are dynamic—they change according to feeling, events, or the passage of time. When they pay attention to changing relationships, they can more clearly see the themes and messages that the writer is developing.
- Have students look at the quote, "Why, (Jerry), would you rather not come with me?" ....Conitron sent him running after her, and yet, as he ran, he looked back over his shoulder at the wild bay. Ask students why they think Jerry doesn't want to hurt his mother's feelings? By the end of the story, does Jerry still feel protective of his mother? How can they tell? Discuss in small groups.
- Have students work in pairs to identify examples in the text of "Brothers are the Same" and "Through the Tunnel" that provide evidence of how both main characters relationships with others were affected.
- Discuss third person omniscient point of view. This is the "all knowing" narrator. In this story, the author uses third person omniscient point of view to describe the boy's surroundings and to show the reader both what he and the other characters are thinking and what is happening around them. By using this point of view, the author is able to describe the setting of the story, give a detailed description of the characters, and make the theme visible. The author is able to do this without a biased perspective.
- Have the students work in pairs to identify examples of this point of view throughout the text.

**ESSENTIAL QUESTION: How does a writer develop a character?****TASK: Analyze character traits**

## Standards:

ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL2: 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.

ELACC6RL3: 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 towards a resolution

**Standards:**

ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL2: 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.

ELACC6RL3: 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 towards a resolution.

ELACC6SL4: 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.

ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**Instruction:**

- Divide the class into small groups. Each group will find evidence from *Hatchet*, "Brothers are the Same," and "Through the Tunnel" that convey the character traits that each protagonist acquired to be able to successfully deal with their internal conflicts.
- Students will work in their small groups and create a visual to share with the class. This can be a PowerPoint or some other type of visual such as a poster or drawing.
- Students present their findings. Other groups will score the presentation based on presentation and speaking skills.
- As a review for the upcoming writing assessment, the students will work in small groups and create questions for a jeopardy game. Each group will have a category to write questions for.

**ESSENTIAL QUESTION: How can I effectively prepare for my final writing assignment?**

**TASK: Pre-writing**

**Standards**

ELACC6W4: 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.)

ELACC6W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**Instruction:**

- Students will get in teams and will participate in the class Literary Elements Jeopardy game that they all helped create.
- Students will organize all of their graphic organizers, notes, and vocabulary
- Students will complete an outline for their writing assessment
- The teacher will review the rubric that will be used to evaluate the writing assessment
- Students will write their rough draft. This will be completed for homework if not completed in class

**ESSENTIAL QUESTION: How can I effectively show what I have learned in this text study?**

**TASK: Writing Assessment**

Standards:

ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

ELACC6W4: 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.)

Instruction:

- Have students write final essay on the following prompt:  
Michel Montaigne wrote that, “The greatest thing in the world is to know how to belong to ourselves.” After reading the short stories, “Into the Tunnel”, and “Brothers are the Same” and Hatchet, examine the texts to determine how the authors conveyed this theme as they developed each of the main characters. Discuss each author’s style and word choice. What character traits did each protagonist need to develop in order to achieve his own identity? You must include evidence from all texts in your essay.

**ASSESSMENT 4:** *integrating reading selections from the unit into a writing task*

**SKILL BUILDING TASKS** *Note: tasks may take more than a single day.*

*Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

**TASK: Research background information; pre-reading**

**TASK: Identify and analyze figurative language; locate definition for new vocabulary and how it impacts tone and voice**

Standards:

ELACC6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELACC6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrumpy, economical, un wasteful, thrifty).

ELACC6RL4: 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.

ELACC6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.

Instruction:

- Students will be given a copy of the poem, “Mother to Son,” by Langston Hughes
- The teacher will read aloud the poem completely before discussion begins.
- Students will listen to an audio reading of the poem and discuss if this presentation makes them feel the tone and voice.
- Discuss the comparison between life and a stairway. Make sure all of the students can recognize the comparisons.
- This poem tells us what life is not. In small groups the students will answer the following questions:
  - 1) Whose point of view is this poem written from? How can you tell?
  - 2) What emotions color the mother’s speech to her son?
  - 3) What feelings are conveyed in the contrast between the crystal stair and the set of other images that, as the mother tells us, really characterize life?
- Have the students record examples of *voice* that they hear in the poem.
- Ask the students to find what evidence the poem provides about the times in which the poet lived. (i.e., look for archaic language, objects we don’t have today, or what objects are missing such as electric lighting)

**ESSENTIAL QUESTION: How do poets create tone and voice in poetry?**

**TASK: Explore tone and voice in poetry**

Standards:

ELACC6RL4: 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.

ELACC6SL1: 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.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Instruction:

- Review the meaning of *voice* and *tone* by drawing on what the students already know.
- From a hat, have students draw slips of paper on which various situations are written.

Examples:  
You are: a coach during time-out of a basketball game with five seconds left to play, and your team is losing by one point  
You are: Your mom walking into your messy room, after she has asked you several times to clean it  
You are: A police officer, seeing a small child, alone in the park crying  
You are: A student who forgot to do his homework and is trying to get a classmate to let them copy their homework

Give students 10 minutes to write as though they were the person in the situation. Be sure they understand that they are to take on the part of the other person, not themselves. Instruct them to imagine the situation and then to “talk on paper.” They need to try and stay in one voice.
- Have students share their examples without telling the class the situation, and then ask the following types of questions:
  - Can you guess who the speaker is and what the situation is?
  - What are some words or phrases to describe the way the speakers’ voices sound to you? Encourage students to use specific adjectives. For example, for an angry mother, replace “mad” with “frustrated” or even more specific to “raspy and irritated.”
- Write all of the descriptive words and phrases on the board. Let students try defining the literary term *tone*. Lead them to understand that tone is the

attitude of a speaker or of a writer toward his subject.

- Have the students listen to an audio version of the poem. Discuss the voice that comes through the poem.
- Have students come up with their own situations that call for giving someone else advice. Have them think about the following questions before writing;
  - To whom are you giving advice?
  - What is the situation?
  - What, specifically, do you need to tell them?
  - What kind of voice would you use?
- Have students write their poems without trying to make them rhyme. Advise them to try breaking up their ideas into lines that make sense to them.
- Students will share their poems with the class.

**ESSENTIAL QUESTION: How does knowledge of vocabulary help deepen my understanding of the text?**

**TASK: Reading new text; illustrating vocabulary; analyzing and annotating text**

Standards:

ELACC6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELACC6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words

ELACC6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch

Instruction:

- Introduce poem “If” by Rudyard Kipling. This should have been mentioned earlier in module when the students presented background information on Kipling. As evidenced in the last line of “If,” the poem is not addressed to all children but specifically to boys. This reflects the historical attitude of early twentieth century society toward women. At the time, women were not allowed to vote, hold public office, won property, or have an independent career.
- Give students copy of poem so that they can follow along as it is read orally. Ask them to highlight any words or expressions that they do not understand as it is being read. These will be written down and then competed on a word map for understanding.
- Have students listen to an oral reading of the poem. There are numerous ones on YouTube to choose from.
- Once poem has been read and listened to, ask students to share vocabulary or expressions that they highlighted.
- Students will get with a partner and go over all highlighted vocabulary.
- The teacher will then have students come back together as a class and go over class vocabulary to ensure that the students understand all needed vocabulary and expressions.
- Students will then be divided into 4 groups and each group will be assigned a stanza to analyze.
- Students will share their group analysis to the class

**ESSENTIAL QUESTION: How might being able to recognize literary elements help in understanding the text?**

**TASK: Annotating text for literary elements**

Standards:

ELACC6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., personification) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

ELACC6RL4: 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

Instruction:

- Students will use the poem “If” to identify examples of personification, metaphors, and symbols. This can be done individually or in small groups or pairs. Examples:
  - Personification: Dreams; Triumph and Disaster; Will
  - Metaphors: Unforgiving minutes; Worn out tools; make one heap of all of your winnings; Walk with kings; Talk with crowds
  - Symbols: Knaves represent scoundrels; crowds symbolize the common people; Kings represent the important people in society; common touch represents humanity.
- Explain to students what a paradox is. (a statement that is contradictory but that, in its contrariness, makes a point. This poem is filled with paradox. I.e. fourth stanza advises the ability to neither “walk with Kings— nor lose the common touch” and to allow “all men count with you, but none too much.”
- Have the students work in pairs to identify as many paradoxes as possible.
- Ask students if they always agree with advise they receive from their parents or elders.
- Distribute the lyrics to the song “Perfect” by Simple Plan
- Tell students to imagine the song as a representation of the reaction of the “son” in the poem “If”.
- Have students listen to the song “Perfect” by Simple Plan.
- Once the students have listened to the song, have them compare and contrast the poem and the song.

**ESSENTIAL QUESTION: How can oral presentations help us better understand the text?**

**TASK: Analyze two texts for common themes; create presentation**

Standards:

ELACC6SL4: 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.

ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

ELACC6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Instruction:

- Tell the students that “If” was originally written as a companion piece to the children’s story “Brother Square Toes,” a story about George Washington’s presidency during the French Revolution. The story portrays the character of George Washington as a model leader and was meant to show children the virtues of an exemplary public figure. The poem “If” was placed immediately after story.
- Have students read “Brother Square Toes” with a partner and look for evidence that correlates with the poem “If”.
- Students will work in small groups and create a slide show depicting the poem “If”. The pictures they include should clearly emphasize the theme of the poem. This slide show will also include the words to the poem.
- Students will share their presentations to the class.

**ESSENTIAL QUESTION: How can we determine common themes in poems?**

**TASK: Compare and contrast two poems**

Standards:

**Standards:**

ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL2: 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

ELACC6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Instruction:**

- Students will compare and contrast the poem “If”, the poem “Mother to Son” and the novel Hatchet to understand how each author uses literary devices to create the common theme found in all three texts.

In this comparison they will compare:

- Voice
  - Tone
  - Figurative language used
  - Historical context
  - Style
  - Theme
  - Narration
- Students will use a Thinking Map to compare all three texts. Students must support their comparisons with evidence from the text. This will be used in the final writing assessment.
  - This may be done individually or in small groups.
  - Students will share their maps with the class.

**ESSENTIAL QUESTION: How does a poet’s style affect our reactions to and our understanding of a poem?**

**TASK: Annotating texts for characterization; pre-writing**

**Standards:**

ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL3: 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 towards a resolution.

ELACC6W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**Instruction:**

- Provide a review lesson on characterization. Make sure that students are familiar with the following terms:  
Indirect characterization  
Direct characterization  
Protagonist  
Antagonist  
Static  
Dynamic  
Character’s appearance, behavior, emotions, and traits
- Have students play a jeopardy game on this or use buzzers like Eggspert for a quiz bowl. This will serve as a review for the final writing assessment.

- Have students write rough draft for final writing assessment.
- Have students use peer editing
- Complete for homework

**ESSENTIAL QUESTION: How can I effectively show what I have learned in this text study?**

**TASK: Writing assessment**

Standards:

ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

ELACC6W4: 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.)

Instruction:

- Have students complete writing assessment:
  - In all of the texts that you have read thus far, the characters have demonstrated the necessary traits needed to persevere and to overcome life's obstacles. Analyze the poems "If" by Rudyard Kipling, and "Mother to Son" by Langston Hughes. Discuss how both of these authors present the theme of what is needed to become a man and to be successful in life. Cite evidence from both texts.