

## LESSON OVERVIEW: UNIT INTRODUCTION

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### Unit Overview

In every group or community there are insiders and outsiders. What makes some of us insiders? How does it feel to be on the outside? In this 360 Unit, students will learn about and discuss the role outsiders play and the behaviors that create inclusive or exclusive environments. They'll read about the struggle to belong and learn about individuals who have embraced their outsider status. Students will explore these important concepts by engaging with several different types of texts: short story, memoir, speech, and informational. As they explore each text, they'll build upon their own understanding about outsiders and the need to belong.

### Unit Focus Standards

#### Reading:

- Theme Development [RL.7.2]
- Interaction of story elements [RL.7.3]
- Point of view [RL.7.6]






#### Writing:

- Expository writing [W.7.2]

### Materials needed

You will need	Your students will need
<ul style="list-style-type: none"> <li>• This lesson handout</li> <li>• <b>Unit Intro Slide Deck</b> (Optional)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>"Introduction to Unit 1: In or Out: Our Struggle to Belong"</b> (Student Copy)</li> <li>• <b>Key Terms Reference Sheet</b> (Optional)</li> </ul>

### How do I facilitate this lesson?

Part	Lesson Activities	Time
<i>This lesson is intended to introduce students to key ideas within the unit while generating interest and excitement. The paired slide deck supports facilitation.</i>		
Part 1	 <b>Exploring the Unit's Big Questions:</b> Have students rate how strongly they agree or disagree with the five statements.	5 min
Part 2	 <b>Discussing the Unit's Big Questions:</b> Lead students in a discussion about their opinions from Part 1. You might consider a blend of partner and whole class discussion.	10 min
Part 3	 <b>Personal Reflection:</b> Students reflect on groups that they are in or wish to be a part of as a way to prepare for the unit's theme of insiders and outsiders.	5 min
Part 4	 <b>What Will We Read?</b> Lead students through an overview of unit texts or have them read it independently. Then have students turn and talk about which texts seem most interesting.	5 min
Part 5	 <b>What Skills Will We Learn?</b> Have students complete a self assessment gauging their familiarity with the unit skills.	5 min
~30 min total		

Name \_\_\_\_\_

Class \_\_\_\_\_

# TEACHER COPY: Introduction to Unit 1 — In or Out: Our Struggle to Belong

Essential Question: What does it mean to be an outsider?

How does our need to belong affect our actions?

*\*Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.\**

## About this lesson

In this lesson, you will be introduced to the big questions, texts, and skills in this unit.

## PART 1: Exploring the Unit's Big Questions

**Directions:** Below are several ideas that we will explore in this unit. Rate how strongly you agree or disagree with each statement. *5 minutes*



1. Being an outsider allows you to be yourself and think creatively.

*Strongly Disagree*

*Strongly Agree*

1                      2                      3                      4                      5

2. It's best to be part of a group so you feel as if you belong.

*Strongly Disagree*

*Strongly Agree*

1                      2                      3                      4                      5

3. It's okay to lie if it helps you fit in.

*Strongly Disagree*

*Strongly Agree*

1                      2                      3                      4                      5

4. Finding a place to belong is easier for adults than teens.

*Strongly Disagree*

*Strongly Agree*

1                      2                      3                      4                      5

5. Who is **most likely** to treat someone like an outsider? *Circle your answer.*

A child

A teenager

An adult

## PART 2: Discussing the Unit's Big Questions

**Directions:** As you discuss the statements from Part 1 with your classmates, use the space below to capture interesting ideas you hear! *10 minutes*



NOTES CATCHER

## PART 3: Personal Reflection

**Directions:** Reflect on and answer the questions below. *5 minutes*



1. What is a group you choose to be a part of? Why do you like being part of this group?

*Student responses will vary.*

2. What is a group you hope to be a part of in the future? Why?

*Student responses will vary.*

## PART 4: What Will We Read?

**Directions:** Read the overview of unit texts. *5 minutes*



Title & Author	Genre	As you read, you will think about...
"The War of the Wall" by Toni Cade Bambara	<i>Short Story</i>	Would your neighborhood accept someone who was different or push them away?
"The White Umbrella" by Gish Jen	<i>Short Story</i>	Have you ever wished your family was different?
"Hello, My Name Is ____" by Jason Kim	<i>Memoir</i>	How does where we live affect our identity?
"How the Need to Belong Influences Human Behavior and Motivation" by Kendra Cherry	<i>Informational Text</i>	Why do people work so hard to fit in?
"The Stolen Party" by Liliana Heker	<i>Short Story</i>	How can things beyond our control make us insiders or outsiders?



**Turn & Talk:** Which texts sound most interesting to you? Why?



## PART 5: What Skills Will We Learn?

**Directions:** Rate your confidence level for each of the unit skills listed below. *5 minutes*

### Reading Skills

<i>Mark the column that best matches your confidence level for each skill.</i>	<i>Not Confident</i>	<i>Somewhat Confident</i>	<i>Extremely Confident</i>
1. I can identify the theme of a text.			
2. I can explain how characters face and resolve conflict.			
3. I can explain how characters are affected by the setting.			
4. I can explain how two characters in a story have different points of view.			

### Writing Skills

<i>Mark the column that best matches your confidence level for each skill.</i>	<i>Not Confident</i>	<i>Somewhat Confident</i>	<i>Extremely Confident</i>
1. I can write a complete paragraph that includes an argument, evidence, and explanation.			
2. I can write an essay with an introduction, at least two body paragraphs, and a conclusion.			
3. I can write a strong introduction to an essay.			
4. I can write a strong conclusion for an essay.			

# Writing Baseline Assessment Goal-Setting Tool

Name \_\_\_\_\_ Class \_\_\_\_\_

Writing is an important skill that prepares you to succeed in school, work, and life. It helps you communicate your ideas well and express your creativity. It helps you become a stronger reader and a better thinker. None of us is born a strong writer, but we become strong writers through regular, intentional practice. Use this goal-setting tool to help you reflect on your writing skills and plan for a year of big achievements.

## Part 1: Share your perceptions about writing

**Directions:** Rate how much you agree or disagree with the statements about writing. Then, respond to the short answer questions that follow. This will help you prepare for a writing conference with your teacher.



	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I enjoy writing.	1	2	3	4	5
I practiced writing every day in school last year.	1	2	3	4	5
I am comfortable sharing my writing with others.	1	2	3	4	5
I try to imitate the techniques of other writers.	1	2	3	4	5
I know how to improve my writing.	1	2	3	4	5
I enjoy revising my writing to make it better.	1	2	3	4	5
I will continue to revise a writing assignment until it is my best work.	1	2	3	4	5

1. What kind of writing do you enjoy most?

2. If you could write about one thing all year long, what would it be?

3. What is hard for you as a writer?



## Part 2: Reflect on your Writing Baseline Assessment scores

**Directions:** A baseline assessment is a test at the beginning of the year that helps your teacher understand how to help you improve. Your teacher has scored your Writing Baseline Assessment. Use the scores and teacher comments on your Student Feedback Form to answer the reflection questions.

4. Write the scores you received for each writing category:

Writing Category	My score
Thesis	
Organization	
Evidence	
Analysis	
Writing Conventions	
<b>Overall Score</b>	

5. What were the greatest areas of strength in your writing?

6. What were the areas of writing that needed the most improvement?

## Part 3: Set Goals

**Directions:** Answer the questions below.



7. List at least **three** ways that you would like to improve in your writing between now and the end of the school year.

- Goal 1:

- Goal 2:

- Goal 3:

8. How can your teacher help you meet these goals?

## GRADE 6-10 ARGUMENTATIVE WRITING RUBRIC

**Directions:** Use this rubric to score students' Writing Baseline Assessment and plan instructional next steps.

Grade 6-10 Argumentative Writing Rubric 4-Point Section					
Score	4	3	2	1	Not Scored
<b>Thesis</b>	<b>Thesis or claim is clearly stated.</b> It is specific and relevant to the task and purpose.	Thesis or claim is <b>adequately stated</b> . It responds to the prompt but may be general or broad.	Thesis or claim is <b>attempted</b> , but may be <b>somewhat confusing</b> or ambiguously related to the task and purpose.	Thesis or claim is <b>missing or not relevant</b> to the task and purpose.	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>Not written in English</li> <li>Not aligned to the task and/or purpose</li> </ul>
<b>Organization</b>	Demonstrates a <b>clear, logical organizational structure</b> that supports the development of the thesis: <ul style="list-style-type: none"> <li>A strong introduction and conclusion</li> <li>Logical and coherent grouping and ordering of key points and evidence within and across body paragraphs</li> <li>Strong transitions that demonstrate the relationship between ideas</li> <li>Clearly addresses alternate or opposing arguments (beginning at 7th grade)</li> </ul>	Demonstrates a <b>satisfactory</b> organizational structure that generally supports the thesis: <ul style="list-style-type: none"> <li>An adequate introduction and conclusion</li> <li>Logical grouping and ordering of key points and evidence within and across body paragraphs</li> <li>Some effective transitions between ideas</li> <li>Adequately addresses alternate or opposing arguments (beginning at 7th grade)</li> </ul>	Demonstrates a <b>general</b> organizational structure which may lack a sense of direction: <ul style="list-style-type: none"> <li>Introduction <b>or</b> conclusion is weak</li> <li>Some key points and evidence that are not grouped or ordered logically</li> <li>Some confusing transitions or connections between ideas</li> <li>Addresses alternate or opposing arguments in a confusing or unclear way (beginning at 7th grade)</li> </ul>	Demonstrates a <b>weak</b> organizational structure: <ul style="list-style-type: none"> <li>Introduction <b>and</b> conclusion may be weak or missing</li> <li>Key points and evidence that are not grouped or ordered logically</li> <li>Few transitions or connections between ideas</li> <li>Does not address alternate or opposing arguments (beginning at 7th grade)</li> </ul>	
<b>Evidence</b>	Includes <b>strong and relevant evidence</b> to support thesis/claim, key points, and overall argument  <b>All evidence is contextualized</b> with attention to information intended readers may need.	Includes <b>relevant evidence</b> to support thesis/claim, key points, and overall argument  <b>Most evidence</b> is contextualized with attention to information intended readers may need.	Evidence or supporting details may be <b>insufficient</b> or only <b>somewhat relevant</b> .  Evidence is <b>inconsistently contextualized</b> with attention to information intended readers may need.	Evidence or supporting details are <b>largely missing</b> .  If evidence is present, <b>no context</b> is provided.	



### Grade 6-10 Argumentative Writing Rubric 4-Point Section

Score	4	3	2	1	Not Scored
<b>Analysis</b>	<p>Explanations/analysis <b>develop ideas and insight</b> in the essay, and support a <b>credible and convincing line of reasoning</b>.</p> <p><b>Effectively uses a variety of elaborative techniques</b>, such as making connections or comparisons, using analogies or anecdotes, etc.</p> <p>Reflects <b>precise and carefully selected language</b> for clarity and effect</p> <p><b>Tone is clearly appropriate</b> for the task, audience, and purpose.</p>	<p>Explanations/analysis <b>develop ideas and make connections</b>, and support a <b>coherent</b> line of reasoning.</p> <p><b>Adequately uses some</b> elaborative techniques, such as making connections or comparisons, using analogies or anecdotes, etc.</p> <p>Reflects use of language that is <b>functional and appropriate</b></p> <p>Tone is <b>generally appropriate</b> for the task, audience, and purpose.</p>	<p>Explanations/analysis <b>mostly summarize</b> or restate evidence, but the line of reasoning may be <b>difficult to follow or underdeveloped</b>.</p> <p><b>Uses weak or imbalanced</b> elaborative techniques.</p> <p>Reflects <b>mostly simplistic</b> language</p> <p><b>Tone is uneven or somewhat ineffective</b> for the task, audience, and purpose.</p>	<p>Explanations/analysis <b>may be missing</b> or show a lack of understanding. <b>There is no line of reasoning</b>.</p> <p><b>Mostly appeals to emotions</b> instead of using elaborative techniques.</p> <p>Language is <b>unclear or confusing</b></p> <p><b>Tone is ineffective</b> for the task, audience, and purpose.</p>	<ul style="list-style-type: none"> <li>• Insufficient (includes copied text)</li> <li>• Not written in English</li> <li>• Not aligned to the task and/or purpose</li> </ul>

### Grade 6-10 Argumentative Writing Rubric 2-Point Section

Score	2	1	Not Scored
<b>Writing Conventions</b>	<p>Reflects <b>adequate control of most writing conventions</b>; contains occasional errors that <b>do not interfere with clarity or message</b></p>	<p>Reflects <b>partial control</b> of writing conventions; contains errors that <b>interfere</b> with clarity or message</p>	<ul style="list-style-type: none"> <li>• Insufficient (includes copied text)</li> <li>• Not written in English</li> <li>• Not aligned to the task and/or purpose</li> </ul>

## STUDENT FEEDBACK FORM

**Directions:** Fill out this form based on the scores you gave students on the Grade 6-10 Argumentative Writing Rubric. Then, share this synthesis of your feedback with students to help them [reflect on](#) and improve their writing.

Writing category	Student score	Total points possible	Teacher comments
Thesis		/4	
Organization		/4	
Evidence		/4	
Analysis		/4	
Writing Conventions		/2	
<b>Overall Score</b>		/18	

## Using CommonLit's Supplemental Text Sets

### What is the supplemental text set?

Each CommonLit unit is accompanied by a set of supplemental texts. These texts range in both their complexity and thematic links to the unit. Each text is available digitally and prepared with an annotation task, Guided Reading Mode multiple choice questions, and Assessment multiple choice and short-answer questions.

### Why use supplemental texts?

Because the texts vary in complexity, teachers can use the texts to support and challenge a wide range of learners. The texts provide an opportunity for remediation and extension within each unit.

### *Here are a few suggestions on how to implement the supplemental texts:*

- **Independent, In-Class reading:** Provide a text to students to read independently in class. This provides students with an opportunity for sustained silent reading. During this time, the teacher can also pull a group of students to read with.
- **Small Group or Partner In-Class Reading:** Provide a text to students to read in partners or small groups in class. This provides students with a chance to collaborate on content connected to the theme of the unit. During this time, the teacher can also pull a group of students to read with.
- **Homework:** Provide students with a text to read independently at home. The teacher can choose to assign the Assessment Questions and/or Guided Reading Mode questions to all or some students.
- **Student Choice:** Use the text set as an opportunity to have students pull from a supplemental “library.” Keep in mind that you will want to be transparent about the complexity of each text so students can make the best choice about a text that meets their learning needs.

# LESSON OVERVIEW: WRITING A COMPLETE PARAGRAPH

(This page does not appear on the student copy.)

How does this lesson fit into the arc of writing for the unit?

Writing Lesson 1	Writing Lesson 2	Writing Lesson 3	Writing Lesson 4	Writing Lesson 5	Final Unit Writing Prompt (Recommended)
Writing a Complete Paragraph	Determining a Theme	Unit 1 Essay: Planning	Writing Introductions	Writing Conclusions	In "The Stolen Party," how does Rosaura's understanding of her relationship with Luciana change? What does this reveal about being an outsider and belonging? Use specific evidence from the story to support your analysis. [W.2]
↑ You are here! ↑					








## This lesson's skill focus

In this lesson, students will learn to write a <b>complete paragraph</b> that includes an <b>argument</b> , two pieces of <b>evidence</b> , and two <b>explanations</b> . [W.7.2]
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## Materials needed

You will need	Your students will need
<ul style="list-style-type: none"> <li>This lesson handout</li> <li>"Writing a Complete Paragraph" Slide Deck</li> </ul>	<ul style="list-style-type: none"> <li>"Writing a Complete Paragraph Handout" (Student Copy)</li> </ul>

## How do I facilitate this lesson?

Part	Lesson Activities	Time
Use the paired slide deck for this lesson to guide students through the handout. Videos are linked within the slide deck.		
Part 1	 <b>Breaking Down Today's Prompt:</b> Students read the prompt they will be responding to at the end of the lesson and list what the prompt is asking them to do. Breaking down the prompt is an essential transferable skill.	5 min
Part 2	 <b>Watching "How Autism Freed Me to Be Myself":</b> Students watch the video "How Autism Freed Me to Be Myself" and jot notes about the key details. Students will discuss this video in Part 4 and write about this video in Part 6.	10 min
Part 3	 <b>Finding Evidence for Today's Prompt:</b> Students watch the video for a second time and follow along with the speech transcript. They annotate for benefits and challenges, which will become evidence for their discussion and writing. ( <b>Note:</b> Teachers may want to consider modeling how to annotate.)	10 min
Part 4	 <b>Discussing Today's Prompt:</b> This is an opportunity for students to hear their classmates' ideas and refine their own ideas. Students should capture ideas worth "stealing" on their own handout.	5 min
Part 5	 <b>Today's Writing Goal:</b> Students watch a brief video outlining the parts of a complete evidence-based response: argument, evidence, and explanation.	5 min
Part 6	 <b>Independent Writing:</b> Students write an evidence-based response. Teachers should monitor for all parts of a complete paragraph.	15 min
Part 7	 <b>Checking Your Work:</b> Students annotate their response to identify their argument, evidence, and explanation. Students then revise by adding anything that is missing from their response.	5 min
~55 min total		

Name \_\_\_\_\_ Class \_\_\_\_\_

## TEACHER COPY: Writing a Complete Paragraph

*\*Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.\**

### Today's Goals

You will write a complete paragraph that includes an argument, two pieces of evidence, and two explanations. **[W.2]**

### Today's Prompt

How has living with autism impacted Rosie King? Be sure to describe at least one benefit and one challenge of her experience with autism. Support your response with evidence.

## PART 1: Breaking Down Today's Writing Prompt

**Directions:** Read today's prompt. List what this prompt is asking you to do. *5 minutes*



### Today's Prompt

How has living with autism impacted Rosie King? Be sure to describe at least one benefit and one challenge of her experience with autism. Support your response with evidence.

1. What is this prompt asking you to do?

1. *Explain how living with autism has impacted Rosie King.*
2. *Describe one benefit of her experience with autism.*
3. *Describe one challenge of her experience with autism.*
4. *Use evidence to support my answer.*

## PART 2: Watching “How Autism Freed Me To Be Myself”

**Directions:** As you watch the video, pay attention to what it is like for Rosie King to live with autism. Take notes on key details you notice. *10 minutes*



### Video Notes

*Student responses will vary, some students may say:*

- *There are benefits and challenges, but Rosie thinks the benefits outweigh the challenges.*

## PART 3: Finding Evidence For Today's Prompt

**Directions:** Follow along with the text of Rosie King's speech as you listen a second time. Annotate for the benefits and challenges King describes. *10 minutes*



**Note to Teachers:** For permissions reasons, please do not edit or revise the text in this transcript.

### "How Autism Freed Me to Be Myself" Speech Transcript

Make Annotations Here

[1] I haven't told many people this, but in my head, I've got thousands of secret worlds all going on all at the same time. I am also autistic.

[2] **People tend to diagnose autism with really specific check-box descriptions, but in reality, it's a whole variation as to what we're like.** For instance, my little brother, he's very severely autistic. He's nonverbal. He can't talk at all. But I love to talk. People often associate autism with liking maths and science and nothing else, but I know so many autistic people who love being creative. But that is a stereotype,<sup>1</sup> and the stereotypes of things are often, if not always, wrong. For instance, a lot of people think autism and think "Rain Man"<sup>2</sup> immediately. That's the common belief, that every single autistic person is Dustin Hoffman, and that's not true.

[3] But that's not just with autistic people, either. I've seen it with LGBTQ people, with women, with POC<sup>3</sup> people. People are so afraid of variety that they try to fit everything into a tiny little box with really specific<sup>4</sup> labels. This is something that actually happened to me in real life: I googled "autistic people are..." and it comes up with suggestions as to what you're going to type. **I googled "autistic people are..." and the top result was "demons." That is the first thing that people think when they think autism.** [Jokingly:] They know. (Laughter)

[4] **One of the things I can do because I'm autistic — it's an ability rather than a disability — is I've got a very, very vivid imagination.** Let me explain it to you a bit. It's like I'm walking in two worlds most of the time. There's the real world, the world that we all share, and there's the world in my mind, and the world in my mind is often so much more real than the real world. Like, it's very easy for me to let my mind loose because I don't try and fit myself into a tiny little box. **That's one of the best things about being autistic. You don't have the urge to do that. You find what you want to do, you find a way to do it, and you get on with it.** If I was trying to fit myself into a box, I wouldn't be here, I wouldn't have achieved half the things that I have now. There are problems, though. There are problems with being autistic, and there are problems with having too much imagination. School can be a problem in general, but having also to explain to a teacher on a daily basis that their lesson is inexplicably<sup>5</sup> dull and you are secretly taking refuge in a world inside your head in which you are not in that lesson, that adds to your list of problems. (Laughter) Also, when my imagination takes hold, my body takes on a life of its own. When something very exciting happens in my inner world, I've just got to run. I've got to rock backwards and forwards, or sometimes scream. This gives me so much energy, and I've got to have an outlet for all that energy. But I've done that ever since I was a child, ever since I was a tiny little girl. And my parents thought it was cute, so they didn't bring it up, but when I got into school, they didn't really agree that it was cute. It can be that people don't want to be friends with the girl that starts screaming in an algebra lesson. **And this doesn't normally happen in this day and age, but it can be that people don't want to be friends with the autistic girl. It can be that people don't want to associate with anyone who won't or can't fit themselves into a box that's labeled normal.** But that's fine with me, because it

**Note to Teachers:** You may consider modeling for students how to take notice of benefits and challenges in their annotations.

**Note to Teachers:**

Sample details for benefits are in blue.

Sample details for challenges are in red.

<sup>1</sup> **Stereotype** (noun): a widely believed idea about a group of people, often false

<sup>2</sup> *Rain Man* is a movie made in 1988. One of the main characters is autistic.

<sup>3</sup> POC stands for people of color.

<sup>4</sup> **Specific** (adjective): limited to one person or situation; clearly defined

<sup>5</sup> in a way that cannot be explained

sorts the wheat from the chaff,<sup>6</sup> and I can find which people are genuine and true and I can pick these people as my friends.

[5] But if you think about it, what is normal? What does it mean? Imagine if that was the best compliment you ever received. "Wow, you are really normal." (Laughter) But compliments are, "you are extraordinary" or "you step outside the box." It's "you're amazing." So if people want to be these things, why are so many people striving to be normal? Why are people pouring their brilliant individual light into a mold? People are so afraid of variety that they try and force everyone, even people who don't want to or can't, to become normal. There are camps for LGBTQ people or autistic people to try and make them this "normal," and that's terrifying that people would do that in this day and age.

[6] All in all, I wouldn't trade my autism and my imagination for the world. [Because I am autistic, I've presented documentaries to the BBC,<sup>7</sup> I'm in the midst of writing a book, I'm doing this — this is fantastic — and one of the best things that I've achieved, that I consider to have achieved, is I've found ways of communicating with my little brother and sister, who as I've said are nonverbal.](#) They can't speak. And people would often write off someone who's nonverbal, but that's silly, because my little brother and sister are the best siblings that you could ever hope for. They're just the best, and I love them so much and I care about them more than anything else. I'm going to leave you with one question: If we can't get inside the person's minds, no matter if they're autistic or not, instead of punishing anything that strays from normal, why not celebrate uniqueness and cheer every time someone unleashes their imagination?

Thank you.

(Applause)

"How Autism Freed Me to be Myself" from TEDMED by Rosie King. Copyright © 2014 by TED. This text is licensed under CC BY-NC-ND 4.

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<sup>6</sup> a saying that means separating what has value (wheat) from what is worthless (chaff)

<sup>7</sup> BBC stands for British Broadcasting Corporation, a television company in the United Kingdom.



## PART 4: Discussing Today's Prompt

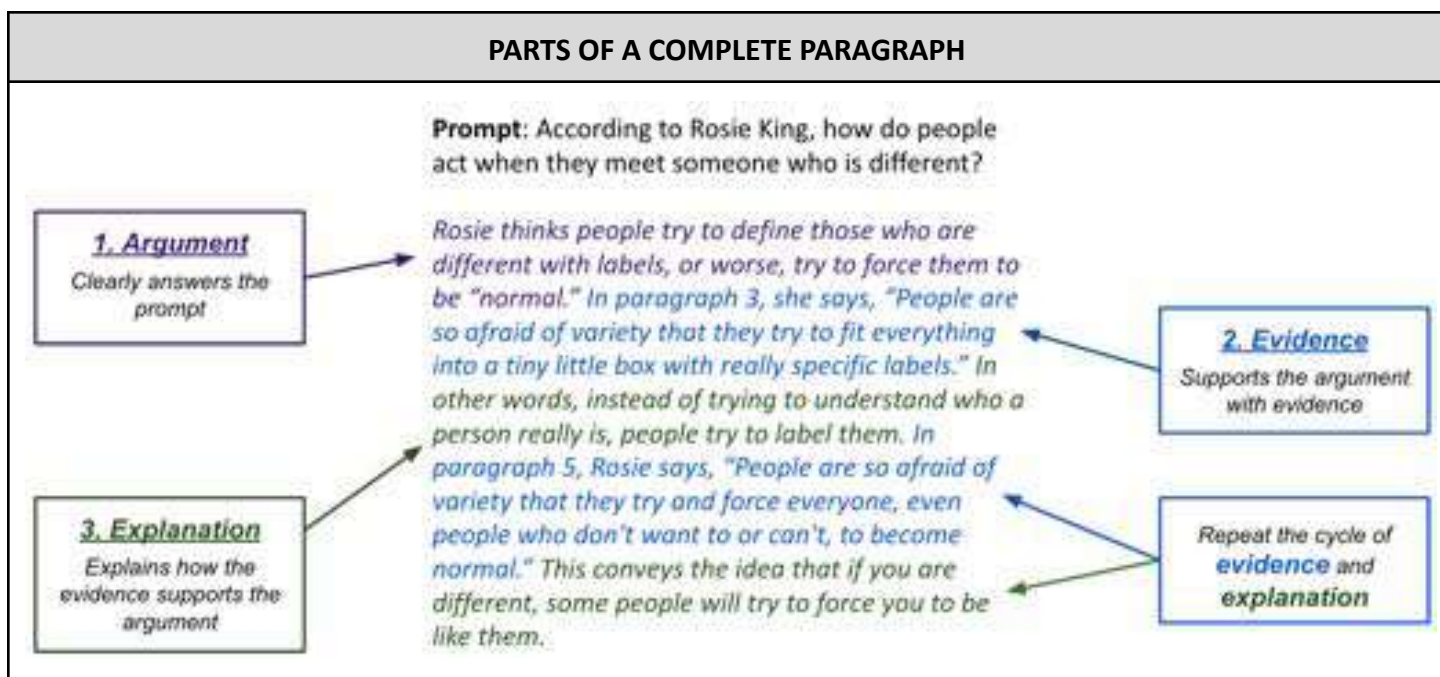
**Directions:** Discuss the prompt using evidence from the speech. Take notes on the ideas your classmates share. *5 minutes*



Discussion Prompt How has living with autism impacted Rosie King?

## PART 5: Today's Writing Skill Focus

**Directions:** As you watch the video, pay attention to the parts of a complete paragraph. Then answer the question. The example from the video is provided below. *5 minutes*



1. In your own words, explain how to write a complete paragraph.

*Begin with an argument that answers the prompt. Include at least two pieces of evidence, and explain how each piece of evidence supports your argument.*



## PART 6: Independent Writing

**Directions:** Answer the prompt. *15 minutes*

### WRITING PROMPT

How has living with autism impacted Rosie King? Be sure to describe at least one benefit and one challenge of her experience with autism. Support your response with evidence.

In your response, make sure to:

- start with an argument that clearly answers the prompt
- include two pieces of evidence that support your argument
- explain how your evidence supports your argument

*Living with autism has caused King to face challenges, but it has also given her the ability to be creative and not worry about what others think. In paragraph 4, King says, "If I was trying to fit myself into a box, I wouldn't be here, I wouldn't have achieved half the things that I have now." Living with autism has allowed King to try things that other people might be scared of. However, living with autism has also been a challenge for King. In paragraph 4, she explains, "It can be that people don't want to associate with anyone who won't or can't fit themselves into a box that's labeled normal." Even though living with autism can be challenging, King has decided to focus on the many ways she has benefitted, like being able to find friends who are real and true.*

## PART 7: Checking Your Work

**Directions:** Use the Check Your Work box to make sure your paragraph has all the necessary parts.  
*5 minutes*



### Check Your Work

[ ] Highlight your **ARGUMENT** in green.

Does your argument clearly answer all parts of the prompt? Yes No I'm Not Sure

[ ] Highlight your **EVIDENCE** in yellow.

Do you have two pieces of evidence? Yes No I'm Not Sure

[ ] Highlight your **EXPLANATIONS** in red.

Do your explanations connect your evidence to your argument? Yes No I'm Not Sure

**Go back and add any missing parts of your paragraph.**

## LESSON OVERVIEW: “THE WAR OF THE WALL”

*(This page does not appear on the student copy.)*

### How does this lesson fit into the unit?

Reading Lesson 1	Reading Lesson 2	Reading Lesson 3	Reading Lesson 4	Reading Lesson 5
“The War of the Wall” by Toni Cade Bambara (Short Story)	“The White Umbrella” by Gish Jen (Short Story)	“Hello, My Name Is ____” by Jason Kim (Memoir)	“How the Need to Belong Influences Human Behavior and Motivation” by Kendra Cherry (Informational Text)	“The Stolen Party” by Liliana Heker (Short Story)
↑ You are here! ↑				




### This lesson’s skill focus

In this lesson, you’ll analyze how one story element affects others: the way the **setting** and **characters** shape the **conflict**. [RL.7.3]

### About this Short Story

This short story explores what happens when an outsider comes into a close-knit community and doesn’t fit in. Through an unexpected twist, the community has a change of heart about this outsider.

### How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p><b>Teacher-led,</b> scaffolded and supportive</p>	 <p><b>Greater student independence</b></p>	 <p><b>Student-led, small groups</b></p>
<ul style="list-style-type: none"> <li>Use the <b>recommended reading modalities</b> (whole class, partner, independent)</li> <li>Pause to answer the <b>During Reading Questions</b> during reading.</li> </ul> <p><i>55 total minutes for this lesson</i></p>	<ul style="list-style-type: none"> <li>Assign <b>longer chunks of independent reading</b>.</li> <li>Skip some supportive During Reading Questions</li> <li>Instruct students to <b>take notes independently</b>: As you read, take notes on how setting and character shape the conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Put students into <b>groups of 3-5</b></li> <li>Students answer the <b>During Reading Questions</b> and alternate readers to read sections aloud.</li> <li>Circulate to check for understanding</li> </ul>
↑ Recommended! ↑		

Name \_\_\_\_\_

Class \_\_\_\_\_

# TEACHER COPY: The War of the Wall

Toni Cade Bambara

*\*Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.\**

## About this text

Toni Cade Bambara (1939-1995) was an African American author, film-maker, and social activist. In this short story, set during the Vietnam War, a woman paints a wall that belongs to the kids of the neighborhood.

## Purpose for Reading

To read about how the interactions between a tight-knit community and an outsider create conflict.

## Vocabulary

**Let's pronounce these words together as a class:**  
Courtesy [kur-tuh-see]

## WHOLE CLASS READING

[1] Me and Lou had no time for **courtesies**. We were late for school. So we just flat out told the painter lady to quit messing with the wall. It was our wall, and she had no right coming into our neighborhood painting on it. Stirring in the paint bucket and not even looking at us, she mumbled something about Mr. Eubanks, the barber, giving her permission. That had nothing to do with it as far as we were concerned. We've been pitching pennies<sup>1</sup> against that wall since we were little kids. Old folks have been dragging their chairs out to sit in the shade of the wall for years. Big kids have been playing handball against the wall since so-called integration<sup>2</sup> when the crazies 'cross town poured cement in our pool so we couldn't use it. I'd sprained my neck one time boosting my cousin Lou up to chisel<sup>3</sup> Jimmy Lyons's name into the wall when we found out he was never coming home from the war in Vietnam to take us fishing.

[2] "If you lean close," Lou said, leaning hipshot against her beat-up car, "you'll get a whiff of bubble gum and kids' sweat. And that'll tell you something — that this wall belongs to the kids of Taliaferro Street." I thought Lou sounded very convincing. But the painter lady paid us no mind. She just snapped the brim of her straw hat down and hauled her bucket up the ladder.

[3] "You're not even from around here," I hollered up after her. The license plates on her old piece of car said "New York." Lou dragged me away because I was about to grab hold of that ladder and shake it. And then we'd really be late for school.

## DURING READING QUESTIONS

### SETTING & CONFLICT: Paragraphs 1-3

**A. Think & Share:** Why did the narrator and Lou chisel Jimmy Lyons' name into the wall?

- *To remember/honor him after they found out he died in the Vietnam War.*

**B. Find Evidence:** Underline two details that reveal the conflict between the narrator and the painter lady.

- *"So we just flat out told the painter lady to quit messing with the wall. It was our wall..." (1)*
- *"And that'll tell you something -- that this wall belongs to the kids of Taliaferro Street." (2)*
- *"'You're not even from around here,' I hollered up after her. The license plates on her old piece of car said 'New York.'" (2)*

## PARTNER READING

[4] When we came from school, the wall was slick with white. The painter lady was running string across the wall and taping it here and there. Me and Lou leaned against the gumball machine outside the pool hall and watched. She had strings up and down and back and forth. Then she began chalking them with a hunk of blue chalk.

## DURING READING QUESTIONS

<sup>1</sup> a game where players throw coins and try to get them to land as close to the wall as possible

<sup>2</sup> a time in U.S. history, beginning in the 1950s, when people worked to get rid of discrimination against African Americans.

<sup>3</sup> **Chisel** (verb): to cut into the surface of something with a sharp object

[5] The Morris twins crossed the street, hanging back at the curb next to the beat-up car. The twin with the red ribbons was hugging a jug of cloudy lemonade. The one with yellow ribbons was holding a plate of dinner away from her dress. The painter lady began snapping the strings. The blue chalk<sup>4</sup> dust measured off halves and quarters up and down and sideways too. Lou was about to say how hip it all was, but I dropped my book satchel on his toes to remind him we were at war.

[6] Some good aromas were drifting our way from the plate leaking pot likker<sup>5</sup> onto the Morris girl's white socks. I could tell from where I stood that under the tinfoil was baked ham, collard greens, and candied yams. And knowing Mrs. Morris, who sometimes bakes for my mama's restaurant, a slab of buttered cornbread was probably up under there too, sopping up some of the pot likker. Me and Lou rolled our eyes, wishing somebody would send us some dinner. But the painter lady didn't even turn around. She was pulling the strings down and prying bits of tape loose.

[7] Side Pocket came strolling out of the pool hall to see what Lou and me were studying so hard. He gave the painter lady the once-over, checking out her paint-spattered jeans, her chalky T-shirt, her floppy-brimmed straw hat. He hitched up his pants and glided over toward the painter lady, who kept right on with what she was doing.

[8] "Whatcha got there, sweetheart?" he asked the twin with the plate.

[9] "Suppah," she said all soft and countrylike.

[10] "For her," the one with the jug added, jerking her chin toward the painter lady's back.

[11] Still she didn't turn around. She was rearing back on her heels, her hands jammed into her back pockets, her face squinched up like the masterpiece she had in mind was taking shape on the wall by magic. We could have been gophers crawled up into a rotten hollow<sup>6</sup> for all she cared. She didn't even say hello to anybody. Lou was muttering something about how great her concentration<sup>7</sup> was. I butt him with my hip, and his elbow slid off the gum machine.

[12] "Good evening," Side Pocket said in his best ain't-I-fine voice. But the painter lady was moving from the milk crate to the step stool to the ladder, moving up and down fast, scribbling all over the wall like a crazy person. We looked at Side Pocket. He looked at the twins. The twins looked at us. The painter lady was giving a show. It was like those oldtimey music movies where the dancer taps on the tabletop and then starts jumping all over the furniture, kicking chairs over and not skipping a beat. She didn't even look where she was stepping. And for a minute there, hanging on the ladder to reach a far spot, she looked like she was going to tip right over.

[13] "Ahh," Side Pocket cleared his throat and moved fast to catch the ladder.

[14] "These young ladies here have brought you some supper."

[15] "Ma'am?" The twins stepped forward. Finally the painter turned around, her eyes "full of sky," as my grandmama would say. Then she stepped down like she

#### CHARACTER & CONFLICT: Paragraphs 4-11

**Turn & Talk:** In what way is the painter lady going against the customs of the community?

- *The painter lady does not acknowledge or reply to people when spoken to. The members of the community find this rude.*

#### CHARACTER & CONFLICT: Paragraphs 11 -16

**A. Write:** How does the painter lady's behavior cause more conflict?

- *The narrator thinks the painter lady is rude for not accepting the dinner Mrs. Morris sent her.*

**B. Poll the Class:** Which word best describes the painter lady? Be prepared to defend your answer.

- A. Rude
- B. Extremely focused

<sup>4</sup> Some artists use chalk to create lines on the surface they are going to paint on. This helps them divide a larger painting into smaller parts and work on one part at a time.

<sup>5</sup> the cooking liquid that comes from cooking dishes with vegetables and ham

<sup>6</sup> a small hole, pit, or tunnel where an animal lives

<sup>7</sup> **Concentration** (noun): focus or attention

was in a trance.<sup>8</sup> She wiped her hands on her jeans as the Morris twins offered up the plate and the jug. She rolled back the tinfoil, then wagged her head as though something terrible was on the plate.

[16] “Thank your mother very much,” she said, sounding like her mouth was full of sky too. “I’ve brought my own dinner along.” And then, without even excusing herself, she went back up the ladder, drawing on the wall in a wild way. Side Pocket whistled one of those oh-brother breathy whistles and went back into the pool hall. The Morris twins shifted their weight from one foot to the other, then crossed the street and went home. Lou had to drag me away, I was so mad. We couldn’t wait to get to the firehouse to tell my daddy all about this rude woman who’d stolen our wall.

## WHOLE CLASS READING

[17] All the way back to the block to help my mama out at the restaurant, me and Lou kept asking my daddy for ways to run the painter lady out of town. But my daddy was busy talking about the trip to the country and telling Lou he could come too because Grandmama can always use an extra pair of hands on the farm.

[18] Later that night, while me and Lou were in the back doing our chores, we found out that the painter lady was a liar. She came into the restaurant and leaned against the glass of the steam table,<sup>9</sup> talking about how starved she was. I was scrubbing pots and Lou was chopping onions, but we could hear her through the service window. She was asking Mama was that a ham hock in the greens, and was that a neck bone in the pole beans, and were there any vegetables cooked without meat, especially pork.

[19] “I don’t care who your spiritual leader is,” Mama said in that way of hers. “If you eat in the community, sistuh, you gonna eat pig by-and-by, one way or t’other.”

[20] Me and Lou were cracking up in the kitchen, and several customers at the counter were clearing their throats, waiting for Mama to really fix her wagon<sup>10</sup> for not speaking to the elders when she came in. The painter lady took a stool at the counter and went right on with her questions. Was there cheese in the baked macaroni, she wanted to know? Were there eggs in the salad? Was it honey or sugar in the iced tea? Mama was fixing Pop Johnson’s plate. And every time the painter lady asked a fool question, Mama would dump another spoonful of rice on the pile. She was tapping her foot and heating up in a dangerous way. But Pop Johnson was happy as he could be. Me and Lou peeked through the service window, wondering what planet the painter lady came from. Who ever heard of baked macaroni without cheese, or potato salad without eggs?

[21] “Do you have any bread made with unbleached flour?” the painter lady asked Mama. There was a long pause, as though everybody in the restaurant was holding their breath, wondering if Mama would dump the next spoonful on the painter lady’s head. She didn’t. But when she set Pop Johnson’s plate down, it came down with a bang.

[22] When Mama finally took her order, the starving lady all of a sudden couldn’t make up her mind whether she wanted a vegetable plate or fish and a salad. She finally settled on the broiled trout and a tossed salad. But just when Mama

## DURING READING QUESTIONS

### SETTING & CONFLICT: Paragraphs 20-24

**A. Write:** In what way is the painter lady going against the expectations of the community?

- *She asks lots of questions about the food in Mama’s restaurant instead of just ordering it and enjoying it like everyone else.*

**B. Find Evidence:** Underline three details that show how the people in the restaurant react to the painter lady.

- *“several customers at the counter were clearing their throats, waiting for Mama to really fix her wagon for not speaking to the elders when she came in.” (20)*
- *“Me and Lou peeked through the service window, wondering what planet the painter lady came from.” (20)*
- *“‘You will get,’ Mama said, leaning her face close to the painter lady’s, ‘whatever Lou back there tossed. Now sit down.’” (24)*

<sup>8</sup> **Trance** (*noun*): a dream-like state

<sup>9</sup> a table in a restaurant that keeps food hot

<sup>10</sup> insult someone; put someone in their place



reached for a plate to serve her, the painter lady leaned over the counter with her finger all up in the air.

[23] “Excuse me,” she said. “One more thing.” Mama was holding the plate like a Frisbee, tapping that foot, one hand on her hip. “Can I get raw beets in that tossed salad?”

[24] “You will get,” Mama said, leaning her face close to the painter lady’s, “whatever Lou back there tossed. Now sit down.” And the painter lady sat back down on her stool and shut right up.

## INDEPENDENT READING

[25] All the way to the country, me and Lou tried to get Mama to open fire on the painter lady. But Mama said that seeing as how she was from the North, you couldn’t expect her to have any manners. Then Mama said she was sorry she’d been so impatient with the woman because she seemed like a decent person and was simply trying to stick to a very strict<sup>11</sup> diet. Me and Lou didn’t want to hear that. Who did that lady think she was, coming into our neighborhood and taking over our wall?

[26] “Welllllll,” Mama drawled, pulling into the filling station so Daddy could take the wheel, “it’s hard on an artist, ya know. They can’t always get people to look at their work. So she’s just doing her work in the open, that’s all.” Me and Lou definitely did not want to hear that. Why couldn’t she set up an easel downtown or draw on the sidewalk in her own neighborhood? Mama told us to quit fussing so much; she was tired and wanted to rest. She climbed into the back seat and dropped down into the warm hollow Daddy had made in the pillow.

[27] All weekend long, me and Lou tried to scheme<sup>12</sup> up ways to recapture our wall. Daddy and Mama said they were sick of hearing about it. Grandmama turned up the TV to drown us out. On the late news was a story about the New York subways. When a train came roaring into the station all covered from top to bottom, windows too, with writings and drawings done with spray paint, me and Lou slapped five. Mama said it was too bad kids in New York had nothing better to do than spray paint all over the trains. Daddy said that in the cities, even grown-ups wrote all over the trains and buildings too. Daddy called it “graffiti.” Grandmama called it a shame.

[28] We couldn’t wait to get out of school on Monday. We couldn’t find any black spray paint anywhere. But in a junky hardware store downtown we found a can of white epoxy<sup>13</sup> paint, the kind you touch up old refrigerators with when they get splotchy and peely. We spent our whole allowance on it. And because it was too late to use our bus passes, we had to walk all the way home lugging our book satchels and gym shoes, and the bag with the epoxy.

[29] When we reached the corner of Taliaferro and Fifth, it looked like a block party or something. Half the neighborhood was gathered on the sidewalk in front of the wall. I looked at Lou, he looked at me. We both looked at the bag with the epoxy and wondered how we were going to work our scheme. The painter lady’s car was nowhere in sight. But there were too many people standing around to do anything. Side Pocket and his buddies were leaning on their cue sticks,<sup>14</sup> hunching each other. Daddy was there with a lineman he catches a ride with on Mondays.

## DURING READING QUESTIONS

### Paragraphs 27-28

**Turn & Talk:** Why is the phrase “recapture [their] wall” significant to the plot?

- *The phrase suggests that there is a war between the narrator and the painter lady, those inside the community and those outside the community.*

<sup>11</sup> **Strict** (adjective): harsh or having many rules

<sup>12</sup> **Scheme** (verb): plan

<sup>13</sup> made of plastic

<sup>14</sup> sticks used for playing pool

Mrs. Morris had her arms flung around the shoulders of the twins on either side of her. Mama was talking with some of her customers, many of them with napkins still at the throat. Mr. Eubanks came out of the barbershop, followed by a man in a striped poncho, half his face shaved, the other half full of foam.

[30] “She really did it, didn’t she?” Mr. Eubanks huffed out his chest. Lots of folks answered right quick that she surely did when they saw the straight razor in his hand.

[31] Mama beckoned<sup>15</sup> us over. And then we saw it. The wall. Reds, greens, figures outlined in black. Swirls of purple and orange. Storms of blues and yellows. It was something. I recognized some of the faces right off. There was Martin Luther King, Jr. And there was a man with glasses on and his mouth open like he was laying down a heavy rap. Daddy came up alongside and reminded us that that was Minister Malcolm X. The serious woman with a rifle I knew was Harriet Tubman because my grandmama has pictures of her all over the house. And I knew Mrs. Fannie Lou Hamer<sup>16</sup> ’cause a signed photograph of her hangs in the restaurant next to the calendar. Then I let my eyes follow what looked like a vine. It trailed past a man with a horn, a woman with a big white flower in her hair, a handsome dude in a tuxedo seated at a piano, and a man with a goatee holding a book. When I looked more closely, I realized that what had looked like flowers were really faces. One face with yellow petals looked just like Frieda Morris. One with red petals looked just like Hattie Morris. I could hardly believe my eyes.

[32] “Notice,” Side Pocket said, stepping close to the wall with his cue stick like a classroom pointer. “These are the flags of liberation,”<sup>17</sup> he said in a voice I’d never heard him use before. We all stepped closer while he pointed and spoke. “Red, black and green,” he said, his pointer falling on the leaflike flags of the vine. “Our liberation flag. And here Ghana, there Tanzania. Guinea-Bissau, Angola, Mozambique.”<sup>18</sup> Side Pocket sounded very tall, as though he’d been waiting all his life to give this lesson. Mama tapped us on the shoulder and pointed to a high section of the wall. There was a fierce-looking<sup>19</sup> man with his arms crossed against his chest guarding a bunch of children. His muscles bulged, and he looked a lot like my daddy. One kid was looking at a row of books. Lou hunched me ’cause the kid looked like me. The one that looked like Lou was spinning a globe on the tip of his finger like a basketball. There were other kids there with microscopes and compasses. And the more I looked, the more it looked like the fierce man was not so much guarding the kids as defending their right to do what they were doing.

[33] Then Lou gasped and dropped the paint bag and ran forward, running his hands over a rainbow. He had to tiptoe and stretch to do it, it was so high. I couldn’t breathe either. The painter lady had found the chisel marks and had painted Jimmy Lyons’s name in a rainbow. “Read the inscription,<sup>20</sup> honey,” Mrs. Morris said, urging little Frieda forward. She didn’t have to urge much. Frieda marched right up, bent down, and in a loud voice that made everybody quit oohing and ahing and listen, she read,

To the People of Taliaferro Street  
I Dedicate This Wall of Respect  
Painted in Memory of My Cousin  
Jimmy Lyons

<sup>15</sup> **Beckon** (verb): to call to someone

<sup>16</sup> an American community organizer and leader in the Civil Rights Movement

<sup>17</sup> **Liberation** (noun): freedom

<sup>18</sup> countries on the continent of Africa

<sup>19</sup> **Fierce** (adjective): powerful or forceful

<sup>20</sup> **Inscription** (noun): words carved on a monument or written in a book, usually in honor of someone

### Paragraphs 31-32

**Turn & Talk:** What is important about the people the painter lady chose to paint on the wall?

- *They are people who are important to the community from the past and present: famous black Americans and current community leaders.*
- *They are people who have defended the rights of the community.*
- *The children are shown in a scholarly or positive way - doing things associated with school or learning.*

### SETTING & CONFLICT: Paragraph 33

**Write:** How does the painter lady's motivation for painting the mural resolve the conflict with the community?

- *The community members appreciate that it honors them.*
- *The painter lady paid respect to the community and her cousin through the mural, so the community and the narrator appreciate her.*

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Name \_\_\_\_\_ Class \_\_\_\_\_

## Independent Practice



**Directions:** Answer the multiple choice questions for “The War of the Wall.” 5 minutes

**Note:** To ensure test security, answers to the following assessment items are viewable only on [commonlit.org](https://commonlit.org) for verified teacher accounts. Navigate to the Answer Key tab on the text page to gain access.

1. What causes the initial conflict between the narrator and the painter lady? **[RL.3]**
  - A. her dislike of the town’s food
  - B. her choice of who she did and did not include in the mural
  - C. her desire to paint the wall that the neighborhood kids like to use
  - D. her disrespect towards the neighborhood kids by not speaking to them
2. How does the author establish the painter lady as an outsider? **[RL.3]**
  - A. The author stresses that the painter lady is from another country and doesn’t look like the people in town.
  - B. The author emphasizes that the painter lady is from out of town and acts differently than people in the community.
  - C. The author describes how the painter lady tries to connect with the people in the community, but no one responds to her.
  - D. The author highlights how much the painter lady dislikes the narrator to show that she is unable to get along with people in town.
3. How is the conflict in the story resolved? **[RL.3]**
  - A. The painter lady leaves the community.
  - B. The community welcomes the painter lady.
  - C. The painter lady’s mural honors the community.
  - D. The community realizes they should appreciate each other.
4. How does seeing the inscription on the wall affect the narrator? **[RL.3]**
  - A. The narrator realizes that they and the painter share a mutual dislike of Jimmy Lyons.
  - B. The narrator realizes that they and the painter share a connection with Jimmy Lyons.
  - C. The narrator realizes that they were always right about the painter lady’s disrespect of the wall.
  - D. The narrator realizes that, even if the painter did a good deed, she still took away their favorite wall.
5. Which statement best expresses a theme of the story? **[RL.2]**
  - A. Adults have a hard time understanding what kids find important.
  - B. Excluding others who are different causes us to miss their true value.
  - C. Expressing yourself through art is the only way to heal from a tragedy.
  - D. Ruining someone else’s hard work is never the way to resolve a conflict.



## Independent Practice

**Directions:** Answer the short response prompt for “The War of the Wall.” 15 minutes

**Note:** To ensure test security, a sample answer to the following short response item is viewable only on [commonlit.org](https://commonlit.org) for verified teacher accounts. Navigate to the Answer Key tab on the text page to access it.

**PROMPT:** You have just read “The War of the Wall” by Toni Cade Bambara. Who is more at fault for the conflict: the community or the painter lady?  
[RL.3]

In your response, make sure to include all the parts of a complete paragraph:

- argument statement
- two pieces of evidence
- two explanations

### CHECKLIST FOR WRITING A COMPLETE PARAGRAPH:

- ☐ Circle your argument.

Does your argument clearly answer all parts of the prompt?

- a. Yes
- b. No; I will go back and revise my argument.

- ☐ Underline each piece of evidence you included.

Do you have two pieces of evidence?

- a. Yes
- b. No; I will go back and revise my evidence.

- ☐ Highlight your explanations.

Do your explanations connect your evidence to your argument?

- a. Yes
- a. No; I will go back and revise my explanations.



## Quick Partner Discussion

**Directions:** Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*

Discussion Sentence Starters	
Introducing a New Idea	Checking Your Understanding
<ul style="list-style-type: none"> <li>• <i>An idea I have is...</i></li> <li>• <i>I noticed that...</i></li> <li>• <i>I'm wondering...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To paraphrase what you just said...</i></li> <li>• <i>In other words, you're saying that...</i></li> <li>• <i>It sounds like you think that...</i></li> </ul>

1. How did the painter both honor Jimmy Lyons **specifically** and the children of the neighborhood?

My answer	My partner's answer

2. For most of the story, the narrator is in a conflict with the painter lady. Do you think the painter lady was aware of or even bothered by these interactions?

My answer	My partner's answer

## LESSON OVERVIEW: “THE WHITE UMBRELLA”

*(This page does not appear on the student copy.)*

### How does this lesson fit into the unit?

Reading Lesson 1	Reading Lesson 2	Reading Lesson 3	Reading Lesson 4	Reading Lesson 5
“The War of the Wall” by Toni Cade Bambara (Short Story)	“The White Umbrella” by Gish Jen (Short Story)	“Hello, My Name Is ____” by Jason Kim (Memoir)	“How the Need to Belong Influences Human Behavior and Motivation” by Kendra Cherry (Informational Text)	“The Stolen Party” by Liliana Heker (Short Story)
	↑ You are here! ↑			




### This lesson’s skill focus

In this lesson, you’ll analyze how one story element affects another: the way **characters influence the conflict** in a story.  
[RL.7.3]

### About this Short Story

This short story explores one young girl’s struggle to fit in. She worries about what others think of her family and learns a valuable lesson about what is truly important.

### How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p><b>Teacher-led, scaffolded and supportive</b></p>	 <p><b>Greater student independence</b></p>	 <p><b>Student-led, small groups</b></p>
<ul style="list-style-type: none"> <li>Use the <b>recommended reading modalities</b> (whole class, partner, independent)</li> <li>Pause to answer the <b>During Reading Questions</b> during reading.</li> </ul> <p><i>75 total minutes for this lesson</i></p>	<ul style="list-style-type: none"> <li>Assign <b>longer chunks of independent reading</b>.</li> <li>Skip some supportive During Reading Questions</li> <li>Instruct students to <b>take notes independently</b>: As you read, take notes on the narrator’s main conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Put students into <b>groups of 3-5</b></li> <li>Students answer the <b>During Reading Questions</b> and alternate readers to read sections aloud.</li> <li>Circulate to check for understanding</li> </ul>
↑ Recommended! ↑		

Name \_\_\_\_\_ Class \_\_\_\_\_

## TEACHER COPY: The White Umbrella

Gish Jen

*\*Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.\**

### About this text

Gish Jen, born Lillian Jen, is an American writer and speaker. Jen is a second generation Chinese American. In this short story, a Chinese American girl sees a white umbrella that she longs to have.

### Purpose for Reading

To read about how one girl's response to being an outsider creates conflict and struggle.

### WHOLE CLASS READING

- [1] When I was twelve, my mother went to work without telling me or my little sister.
- [2] "Not that we need the second income." The lilt of her accent drifted from the kitchen up to the top of the stairs, where Mona and I were listening.
- [3] "No," said my father, in a barely audible<sup>1</sup> voice. "Not like the Lee family."
- [4] The Lees were the only other Chinese family in town. I remembered how sorry my parents had felt for Mrs. Lee when she started waitressing downtown the year before; and so when my mother began coming home late, I didn't say anything and tried to keep Mona from saying anything either.
- [5] "But why shouldn't I?" she argued. "Lots of people's mothers work."
- [6] "Those are American people," I said.
- [7] "So what do you think we are? I can do the pledge of allegiance with my eyes closed."
- [8] Nevertheless, she tried to be discreet;<sup>2</sup> and if my mother wasn't home by 5:30, we would start cooking by ourselves, to make sure dinner would be on time. Mona would wash the vegetables and put on the rice; I would chop.
- [9] For weeks we wondered what kind of work she was doing. I imagined that she was selling perfume, testing dessert recipes for the local newspaper. Or maybe she was working for the florist. Now that she had learned to drive, she might be delivering boxes of roses to people.
- [10] "I don't think so," said Mona as we walked to our piano lesson after school. "She would've hit something by now."
- [11] A gust of wind littered the street with leaves.
- [12] "Maybe we better hurry up," she went on, looking at the sky. "It's going to pour."

### DURING READING QUESTIONS

#### Paragraphs 1-4

**Turn & Talk:** Why does the narrator feel she is different from the other families in the town?

- *Her family is one of only two Chinese families in town.*

#### CHARACTER & CONFLICT: Paragraphs 5-14

**A. Think & Share:** What does the phrase "Those are American people" tell us about what the narrator believes?

- *The narrator believes that American mothers can work, but Chinese mothers cannot.*

**B. Write:** How has her mother's decision caused a conflict for the narrator?

- *The narrator is embarrassed because Chinese mothers don't usually work.*
- *She has to help with dinner.*
- *She has to walk to piano lessons instead of being dropped off.*

<sup>1</sup> **Audible** (adjective): able to be heard

<sup>2</sup> **Discreet** (adjective): careful to avoid detection

[13] “But we’re too early.” Her lesson didn’t begin until 4:00, mine until 4:30, so we usually tried to walk as slowly as we could. “And anyway, those aren’t the kind of clouds that rain. Those are cumulus clouds.”

[14] We arrived out of breath and wet.

### PARTNER READING

[15] “Oh you poor, poor dears,” said old Miss Crosman. “Why don’t you call me the next time it’s like this out? If your mother won’t drive you, I can come pick you up.”

[16] “No, that’s okay,” I answered. Mona wrung her hair out on Miss Crosman’s rug. “We just couldn’t get the roof of our car to close, is all. We took it to the beach last summer and got sand in the mechanism.” I pronounced this last word carefully, as if the credibility of my lie depended on its middle syllable. “It’s never been the same.” I thought for a second. “It’s a convertible.”

[17] “Well then make yourselves at home.” She exchanged looks with Eugenie Roberts, whose lesson we were interrupting. Eugenie smiled good-naturedly. “The towels are in the closet across from the bathroom.”

[18] Huddling at the end of Miss Crosman’s nine-foot leather couch, Mona and I watched Eugenie play. She was a grade ahead of me and, according to school rumor, had a boyfriend in high school. I believed it... She had auburn hair, blue eyes, and, I noted with a particular pang<sup>3</sup>, a pure white folding umbrella.

[19] “I can’t see,” whispered Mona.

[20] “So clean your glasses.”

[21] “My glasses are clean. You’re in the way.”

[22] I looked at her. “They look dirty to me.”

[23] “That’s because your glasses are dirty.”

[24] Eugenie came bouncing to the end of her piece.

[25] “Oh! Just stupendous!” Miss Crosman hugged her, then looked up as Eugenie’s mother walked in. “Stupendous!” she said again. “Oh! Mrs. Roberts! Your daughter has a gift, a real gift. It’s an honor to teach her.”

[26] Mrs. Roberts, radiant with pride, swept her daughter out of the room as if she were royalty, born to the piano bench. Watching the way Eugenie carried herself, I sat up and concentrated so hard on sucking in my stomach that I did not realize until the Robertses were gone that Eugenie had left her umbrella. As Mona began to play, I jumped up and ran to the window, meaning to call to them – only to see their brake lights flash then fade at the stop sign at the corner. As if to allow them passage, the rain had let up; a quivering sun lit their way.

[27] The umbrella glowed like a scepter<sup>4</sup> on the blue carpet while Mona, slumping over the keyboard, managed to eke out a fair rendition of a cat fight. At the end of the piece, Miss Crosman asked her to stand up.

[28] “Stay right there,” she said, then came back a minute later with a towel to cover the bench. “You must be cold,” she continued. “Shall I call your mother and have her bring over some dry clothes?”

<sup>3</sup> a sudden sharp pain or painful emotion

<sup>4</sup> an ornamented staff carried by rulers on ceremonial occasions as a symbol of power

### DURING READING QUESTIONS

#### CHARACTER & CONFLICT: Paragraphs 15-16

**Write:** Why does the narrator lie to her piano teacher?

- *She’s trying to hide the fact that her mom couldn’t drive them because she’s working.*
- *She wants her piano teacher to think that her family has more money than they actually do.*

#### Paragraph 18

**Write:** Why does the narrator mention the ways that Eugenie Roberts is different from her?

- *She wants the things Eugenie has: an attentive mother, beauty, expensive things, and popularity.*

[29] “No,” answered Mona. “She won’t come because she...”

[30] “She’s too busy,” I broke in from the back of the room.

[31] “I see.” Miss Crosman sighed and shook her head a little. “Your glasses are filthy, honey,” she said to Mona. “Shall I clean them for you?”

[32] Sisterly embarrassment seized me. Why hadn’t Mona wiped her lenses when I told her to? As she resumed abuse of the piano, I stared at the umbrella. I wanted to open it, twirl it around by its slender silver handle; I wanted to dangle it from my wrist on the way to school the way the other girls did. I wondered what Miss Crosman would say if I offered to bring it to Eugenie at school tomorrow. She would be impressed with my consideration for others; Eugenie would be pleased to have it back; and I would have possession of the umbrella for an entire night. I looked at it again, toying with the idea of asking for one for Christmas. I knew, however, how my mother would react.

[33] “Things,” she would say. “What’s the matter with a raincoat? All you want is things, just like an American.”

### Paragraphs 32-33

**Write:** What does the umbrella represent, or symbolize, to the narrator?

- *The umbrella represents fitting in and having enough money to buy nice things.*

## INDEPENDENT READING

[34] Sitting down for my lesson, I was careful to keep the towel under me and sit up straight.

[35] “I’ll bet you can’t see a thing either,” said Miss Crosman, reaching for my glasses. “And you can relax, you poor dear... This isn’t a boot camp.”<sup>5</sup>

[36] When Miss Crosman finally allowed me to start playing, I played extra well, as well as I possibly could. See, I told her with my fingers. You don’t have to feel sorry for me.

[37] “That was wonderful,” said Miss Crosman. “Oh! Just wonderful.”

[38] An entire constellation rose in my heart.

[39] “And guess what,” I announced proudly. “I have a surprise for you.”

[40] Then I played a second piece for her, a much more difficult one that she had not assigned.

[41] “Oh! That was stupendous,” she said without hugging me. “Stupendous! You are a genius, young lady. If your mother had started you younger, you’d be playing like Eugenie Roberts by now!”

[42] I looked at the keyboard, wishing that I had still a third, even more difficult piece to play for her. I wanted to tell her that I was the school spelling bee champion, that I wasn’t ticklish, that I could do karate.

[43] “My mother is a concert pianist,”<sup>6</sup> I said.

[44] She looked at me for a long moment, then finally, without saying anything, hugged me. I didn’t say anything about bringing the umbrella to Eugenie at school.

[45] The steps were dry when Mona and I sat down to wait for my mother.

[46] “Do you want to wait inside?” Miss Crosman looked anxiously at the sky.

## DURING READING QUESTIONS

### CHARACTER & CONFLICT: Paragraphs 43-48

**Find Evidence:** Underline two pieces of evidence that illustrate the narrator’s dishonesty.

- *“My mother is a concert pianist,” I said.” (43)*
- *“Our mother will be here any minute.” (47)*

<sup>5</sup> Boot camp is the difficult training a person goes through to become a soldier.

<sup>6</sup> A concert pianist is a professional piano player.

- [47] "No," I said. "Our mother will be here any minute."
- [48] "In a while," said Mona.
- [49] "Any minute," I said again, even though my mother had been at least twenty minutes late every week since she started working.
- [50] According to the church clock across the street we had been waiting twenty-five minutes when Miss Crosman came out again.
- [51] "Shall I give you ladies a ride home?"
- [52] "No," I said. "Our mother is coming any minute."
- [53] "Shall I at least give her a call and remind her you're here? Maybe she forgot about you."
- [54] "I don't think she forgot," said Mona.
- [55] "Shall I give her a call anyway? Just to be safe?"
- [56] "I bet she already left," I said. "How could she forget about us?"
- [57] Miss Crosman went in to call.
- [58] "There's no answer," she said, coming back out.
- [59] "See, she's on her way," I said.
- [60] "Are you sure you wouldn't like to come in?"
- [61] "No," said Mona.
- [62] "Yes," I said. I pointed at my sister. "She meant yes too. She meant no, she wouldn't like to go in."
- [63] Miss Crosman looked at her watch. "It's 5:30 now, ladies. My pot roast will be coming out in fifteen minutes. Maybe you'd like to come in and have some then?"
- [64] "My mother's almost here," I said. "She's on her way."
- [65] We watched and watched the street. I tried to imagine what my mother was doing; I tried to imagine her writing messages in the sky, even though I knew she was afraid of planes. I watched as the branches of Miss Crosman's big willow tree started to sway; they had all been trimmed to exactly the same height off the ground, so they looked beautiful, like hair in the wind.
- [66] It started to rain.
- [67] "Miss Crosman is coming out again," said Mona.
- [68] "Don't let her talk you into going inside," I whispered.
- [69] "Why not?"
- [70] "Because that would mean Mom really isn't coming any minute."
- [71] "But she isn't," said Mona. "She's working."
- [72] "Shhh! Miss Crosman's going to hear you."
- [73] "She's working! She's working! She's working!"
- [74] I put my hand over her mouth, but she licked it, and so I was wiping my hand on my wet dress when the front door opened.
- [75] "We're getting even wetter," said Mona right away. "Wetter and wetter."



[76] "Shall we all go in?" Miss Crosman pulled Mona to her feet. "Before you young ladies catch pneumonia? You've been out here an hour already."

[77] "We're freezing." Mona looked up at Miss Crosman. "Do you have any hot chocolate? We're going to catch pneumonia."

[78] "I'm not going in," I said. "My mother's coming any minute."

[79] "Come on," said Mona. "Use your noggin."

[80] "Any minute."

[81] "Come on, Mona," Miss Crosman opened the door. "Shall we get you inside first?"

[82] "See you in the hospital," said Mona as she went in. "See you in the hospital with pneumonia."

#### Paragraphs 64-82:

**Write:** Why does the narrator continue to lie about her mother?

- *She doesn't want to reveal that her mother is coming from her job because she is embarrassed her mother is working.*

### WHOLE CLASS READING

[83] I stared out into the empty street. The rain was prickling me all over; I was cold; I wanted to go inside. I wanted to be able to let myself go inside. If Miss Crosman came out again, I decided, I would go in.

[84] She came out with a blanket and the white umbrella.

[85] I could not believe that I was actually holding the umbrella, opening it. It sprang up by itself as if it were alive, as if that were what it wanted to do – as if it belonged in my hands, above my head. I stared up at the network of silver spokes, then spun the umbrella around and around and around. It was so clean and white that it seemed to glow, to illuminate everything around it. "It's beautiful," I said.

[86] Miss Crosman sat down next to me, on one end of the blanket. I moved the umbrella over so that it covered that too. I could feel the rain on my left shoulder and shivered. She put her arm around me.

[87] "You poor, poor dear."

[88] I knew that I was in store for another bolt of sympathy, and braced myself by staring up into the umbrella.

[89] "You know, I very much wanted to have children when I was younger," she continued.

[90] "You did?"

[91] She stared at me a minute. Her face looked dry and crusty, like day-old frosting.

[92] "I did. But then I never got married."

[93] I twirled the umbrella around again.

[94] "This is the most beautiful umbrella I have ever seen," I said. "Ever, in my whole life."

[95] "Do you have an umbrella?"

[96] "No. But my mother's going to get me one just like this for Christmas."

[97] "Is she? I tell you what. You don't have to wait until Christmas. You can have this one."

### DURING READING QUESTIONS

#### Paragraph 85

**Find Evidence:** Underline two pieces of evidence that reveal the narrator's feelings toward the white umbrella.

- *"I could not believe that I was actually holding the umbrella..." (85)*
- *"It was so clean and white that it seemed to glow, to illuminate everything around it." (85)*
- *"It's beautiful." (85)*

[98] “But this one belongs to Eugenie Roberts,” I protested. “I have to give it back to her tomorrow in school.”

[99] “Who told you it belongs to Eugenie? It’s not Eugenie’s. It’s mine. And now I’m giving it to you, so it’s yours.”

[100] “It’s mine?” I didn’t know what to say. “Mine?” Suddenly I was jumping up and down in the rain. “It’s beautiful! Oh! It’s beautiful!” I laughed.

[101] Miss Crosman laughed too, even though she was getting all wet.

[102] “Thank you, Miss Crosman. Thank you very much. Thanks a zillion. It’s beautiful. It’s stupendous!”

[103] “You’re quite welcome,” she said.

[104] “Thank you,” I said again, but that didn’t seem like enough. Suddenly I knew just what she wanted to hear. “I wish you were my mother.”

[105] Right away I felt bad.

[106] “You shouldn’t say that,” she said, but her face was opening into a huge smile as the lights of my mother’s car cautiously turned the corner. I quickly collapsed the umbrella and put it up my skirt, holding onto it from the outside, through the material.

### Paragraphs 99-106

**Turn & Talk:** Why does the narrator say that she wishes Miss Crosman were her mother?

- *She feels annoyed and embarrassed by her mother’s lateness.*
- *She thinks it will make Miss Crosman feel good.*
- *She is grateful for the umbrella.*

## INDEPENDENT READING

[107] “Mona!” I shouted into the house. “Mona! Hurry up! Mom’s here! I told you she was coming!”

[108] Then I ran away from Miss Crosman, down to the curb. Mona came tearing up to my side as my mother neared the house. We both backed up a few feet so that in case she went onto the curb, she wouldn’t run us over.

[109] “But why didn’t you go inside with Mona?” my mother asked on the way home. She had taken off her own coat to put over me and had the heat on high.

[110] “She wasn’t using her noggin,” said Mona, next to me in the back seat.

[111] “I should call next time,” said my mother. “I just don’t like to say where I am.”

[112] That was when she finally told us that she was working as a checkout clerk in the A&P. She was supposed to be on the day shift, but the other employees were unreliable, and her boss had promised her a promotion if she would stay until the evening shift filled in.

[113] For a moment no one said anything. Even Mona seemed to find the revelation<sup>7</sup> disappointing.

[114] “A promotion already!” she said, finally.

[115] I listened to the windshield wipers.

[116] “You’re so quiet.” My mother looked at me in the rear view mirror. “What’s the matter?”

[117] “I wish you would quit,” I said after a moment.

[118] She sighed. “The Chinese have a saying: one beam cannot hold the roof up.”

## DURING READING QUESTIONS

### Paragraphs 112-120

**Write:** What is the mother suggesting about their family when she says, “one beam cannot hold the roof up”?

- *She’s suggesting that the family needs both the father and the mother to work in order to have enough money.*

<sup>7</sup> **Revelation** (noun): a surprising and previously unknown fact

[119] “But Eugenie Roberts’s father supports their family.”

[120] She sighed once more. “Eugenie Roberts’s father is Eugenie Roberts’s father,” she said.

### WHOLE CLASS READING

[121] As we entered the downtown area, Mona started leaning hard against me every time the car turned right, trying to push me over. Remembering what I had said to Miss Crosman, I tried to maneuver the umbrella under my leg so she wouldn’t feel it.

[122] “What’s under your skirt?” Mona wanted to know as we came to a traffic light. My mother, watching us in the rear view mirror again, rolled slowly to a stop.

[123] “What’s the matter?” she asked.

[124] “There’s something under her skirt,” said Mona, pulling at me. “Under her skirt.”

[125] Meanwhile, a man crossing the street started to yell at us. “Who do you think you are, lady?” he said. “You’re blocking the whole crosswalk.”

[126] We all froze. Other people walking by stopped to watch.

[127] “Didn’t you hear me?” he went on, starting to thump on the hood with his fist. “Don’t you speak English?”

[128] My mother began to back up, but the car behind us honked. Luckily, the light turned green right after that. She sighed in relief.

[129] “What were you saying, Mona?” she asked.

[130] We wouldn’t have hit the car behind us that hard if he hadn’t been moving too but as it was, our car bucked violently, throwing us all first back and then forward.

[131] “Uh oh,” said Mona when we stopped. “Another accident.”

[132] I was relieved to have attention diverted from the umbrella. Then I noticed my mother’s head, tilted back onto the seat. Her eyes were closed.

[133] “Mom!” I screamed. “Mom! Wake up!”

[134] She opened her eyes. “Please don’t yell,” she said. “Enough people are going to yell already.”

[135] “I thought you were dead,” I said, starting to cry. “I thought you were dead.”

[136] She turned around, looking at me intently, then put her hand to my forehead.

[137] “Sick,” she confirmed. “Some kind of sick is giving you crazy ideas.”

[138] As the man from the car behind us started tapping on the window, I moved the umbrella away from my leg. Then Mona and my mother were getting out of the car. I got out after them; and while everyone else was inspecting the damage we’d done, I threw the umbrella down a sewer.

### DURING READING QUESTIONS

#### CHARACTER & CONFLICT: Paragraphs 130-138

**A. Write:** What does the car accident make the narrator realize about the conflict with her mother?

- *The narrator realizes that her mother is more important to her than the umbrella.*

**B. Write:** How has the symbol of the white umbrella changed for the narrator?

- *At the end, she feels the umbrella is not important anymore.*
- *Throwing the umbrella away symbolizes that fitting in is no longer important to the narrator.*

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Name \_\_\_\_\_ Class \_\_\_\_\_

## Independent Practice

**Directions:** Answer the multiple choice questions for “The White Umbrella.” 5 minutes



**Note:** To ensure test security, answers to the following assessment items are viewable only on [commonlit.org](https://commonlit.org) for verified teacher accounts. Navigate to the Answer Key tab on the text page to gain access.

1. What does the white umbrella represent? **[RL.3]**
  - A. fitting in
  - B. staying dry in the rain
  - C. owning expensive things
  - D. protection from bad events
2. In paragraphs 32-33, what does the narrator’s reaction to the umbrella reveal about its significance? **[RL.3]**
  - A. The narrator feels like she will be accepted because she has the umbrella.
  - B. The narrator is obsessed with the umbrella and will do anything to keep it.
  - C. The narrator is obsessed with the cleanliness and newness of the umbrella.
  - D. The narrator feels nervous that she has the umbrella and Eugenie does not.
3. Which statement *best* expresses the theme in the story? **[RL.2]**
  - A. Just being yourself allows you to fit in and belong.
  - B. Having nice things is what allows you to fit in and belong.
  - C. Having a loving family is more important than fitting in with others.
  - D. Rejecting parents and being embarrassed by them is a part of growing up.
4. How does Eugenie Roberts develop the theme? **[RL.2]**
  - A. Eugenie illustrates examples of what the narrator wants.
  - B. Eugenie’s piano skills are more developed than the narrator’s.
  - C. Eugenie’s actions show ways in which the narrator can improve.
  - D. Eugenie highlights that practicing for piano lessons is important.

## Independent Practice

**Directions:** Answer the short response prompt for “The White Umbrella.” 15 minutes



**Note:** To ensure test security, a sample answer to the following short response item is viewable only on [commonlit.org](https://commonlit.org) for verified teacher accounts. Navigate to the Answer Key tab on the text page to access it.

**PROMPT:** You have just read “The White Umbrella” by Gish Jen. How do the narrator's feelings about her mother change over the course of the story?

**[RL.3]**

In your response, make sure to include all the parts of a complete paragraph:

- argument statement
- two pieces of evidence
- two explanations

### CHECKLIST FOR WRITING A COMPLETE PARAGRAPH:

- ☐ Circle your argument.

Does your argument clearly answer all parts of the prompt?

- a. Yes
- b. No; I will go back and revise my argument.

- ☐ Underline each piece of evidence you included.

Do you have two pieces of evidence?

- a. Yes
- b. No; I will go back and revise my evidence.

- ☐ Highlight your explanations.

Do your explanations connect your evidence to your argument?

- a. Yes
- a. No; I will go back and revise my explanations.

## Quick Partner Discussion

**Directions:** Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*



Discussion Sentence Starters	
Introducing a New Idea	Checking Your Understanding
<ul style="list-style-type: none"> <li>• <i>An idea I have is...</i></li> <li>• <i>I noticed that...</i></li> <li>• <i>I'm wondering...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To paraphrase what you just said...</i></li> <li>• <i>In other words, you're saying that...</i></li> <li>• <i>It sounds like you think that...</i></li> </ul>

1. In the beginning of the story, what made the narrator feel like an outsider and caused her to want to **conform**? How has the narrator's **motivation** changed by the end of the story? Explain your answer.

My answer	My partner's answer

2. For most of the story, the narrator is embarrassed by her mother. Do you think the narrator has learned to truly **accept** her family? Why or why not?

My answer	My partner's answer

3. **CROSS-TEXTUAL:** In what ways are the painter lady in "The War of the Wall" and the narrator in "The White Umbrella" outsiders? How do they each fit in by the end of the stories?

My answer	My partner's answer

# LESSON OVERVIEW: “HELLO, MY NAME IS \_\_\_\_\_”

*(This page does not appear on the student copy.)*

## How does this lesson fit into the unit?

Reading Lesson 1	Reading Lesson 2	Reading Lesson 3	Reading Lesson 4	Reading Lesson 5
“The War of the Wall” by Toni Cade Bambara (Short Story)	“The White Umbrella” by Gish Jen (Short Story)	“Hello, My Name Is _____” by Jason Kim (Memoir)	“How the Need to Belong Influences Human Behavior and Motivation” by Kendra Cherry (Informational Text)	“The Stolen Party” by Liliana Heker (Short Story)
		↑ You are here! ↑		




## This lesson’s skill focus

In this lesson, students will analyze how **setting** contributes to **character change**.  
[RL.7.3]

## About this Memoir

In this memoir, Jason Kim reflects on his journey toward accepting his identity as a Korean American. He explains his experiences and struggles assimilating into American culture.

## How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> <li>Use the <b>recommended reading modalities</b> (whole class, partner, independent)</li> <li>Pause to answer the <b>During Reading Questions</b> during reading.</li> </ul> <p>45 total minutes for this lesson</p>	<ul style="list-style-type: none"> <li>Assign <b>longer chunks of independent reading</b>.</li> <li>Skip some supportive During Reading Questions</li> <li>Instruct students to <b>take notes independently</b>: As you read, take notes on how the setting affects Jason’s changing view of his Korean identity.</li> </ul>	<ul style="list-style-type: none"> <li>Put students into <b>groups of 3-5</b></li> <li>Students answer the <b>During Reading Questions</b> and alternate readers to read sections aloud.</li> <li>Circulate to check for understanding</li> </ul>
↑ Recommended! ↑		

Name \_\_\_\_\_ Class \_\_\_\_\_

## TEACHER COPY: Hello, My Name Is \_\_\_\_\_

Jason Kim

*\*Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.\**

### About this text

Jason Kim is an Asian American screenwriter and playwright. In this memoir, Kim reflects on his experiences moving from his home in South Korea to start a new life in America.

### Purpose for Reading

We have explored how setting affects characters in fiction. Read this memoir to see an example of how setting can make someone feel as if they do or don't belong.

### Vocabulary

**Let's pronounce these words together as a class:**

Genuine [jen-yoo-in]

### WHOLE CLASS READING

[1] I will never forget the day I picked a new name. I was standing in front of my class on my first day of school at Craig Elementary in St. Louis, Missouri. I had, only a day before, landed at Lambert airport after a sixteen-hour flight from Seoul, South Korea. I was ten years old. I was nervous, terrified, and jet-lagged, and I was wearing a vest because I thought it was chic.<sup>1</sup>

[2] For my entire life, everyone, including me, had known me by my Korean name: Jun Hyuk. But here, in this new country, in a brand-new classroom full of foreign faces, I had to pick a new, easy-to-pronounce, American name.

[3] Jason.

[4] Jason Kim.

[5] How did I settle on Jason? Because I didn't speak any English. Because my teacher didn't speak any Korean. And because it was either going to be Aladdin, from my favorite childhood Disney tale, or Jason, from the Mighty Morphin Power Rangers.

### DURING READING QUESTIONS

#### Paragraphs 1-5

**Write:** How does being a new immigrant to America affect Kim?

- *He feels nervous about fitting in and looking cool.*
- *He has to change his name to make it easier for everyone else to say.*

### PARTNER READING

[6] I spent the next decade wanting nothing more than to look like a Larry Lorberbaum or a Garrett Kennedy. I still vividly remember my first time at recess, a confusing experience for several reasons, in large part because hanging off monkey bars and making each other cry during dodgeball were not educationally sanctioned activities<sup>2</sup> in Asia. What was so fun about waiting in line, running up

### DURING READING QUESTIONS

#### Paragraphs 6-11:

**Turn & Talk:** Why is it hard for Kim to fit in with the other kids?

- *He doesn't understand their games.*
- *The other kids don't include him.*

<sup>1</sup> fashionable and stylish; cool

<sup>2</sup> "sanctioned activities" refers to activities that are allowed or approved



the steps, and going down a tiny slide over and over again? What was the value in sprinting after your classmate like a person with rabies, screaming, "TAG!"

[7] Why didn't anyone look, sound, or act like me?

[8] I spent most days at recess sitting alone on the sidelines, eating the special snack that my mother had packed. The snack, a rice cake or a piece of candy from Korea, was always accompanied by a note, usually a joke, and sometimes embellished<sup>3</sup> with a drawing, which often looked like an abstract painting when it was meant to be a sketch of our beloved deceased poodle.

[9] A month had passed when a teacher finally tapped me on the shoulder.

[10] "Are you OK, sweetie?"

[11] Before I could answer, another teacher rang out, "Maybe he likes sitting alone. Maybe that's the Asian way."

[12] But in truth, I wanted to participate. I wanted to run up to Timmy like a crazy person and yell, "YOU'RE IT!" I just didn't know how.

[13] Outside on the playground, sitting alone at recess, I learned to hate being Asian. I wanted desperately, more than anything, to be white.

[14] I immediately forced my parents to stop calling me Jun Hyuk at home. I named myself after some guy in a live-action children's television series, and by God, they were going to call me by that name. I got rid of my fitted vests for loose-fitting basketball jerseys. I bought tickets to an Incubus concert and threw away my K-pop<sup>4</sup> CDs. I stopped reading Korean children's books in order to figure out what the h--- was going on with James and his giant peaches.<sup>5</sup>

[15] At the dinner table, I committed the two worst sins that a Korean son could possibly commit: I stopped speaking Korean and I stopped eating Korean food. My parents would try to talk to me over a bowl of kimchi stew, and I would pout and ask, in English, if we could order the Meat Lover's pie from Pizza Hut. For my eleventh birthday, my mom made me my favorite Korean dish, oh jing uh bokkeum (spicy stir-fried squid), and I looked at her with disdain<sup>6</sup> as I declared, "This is disgusting." The next day for dinner, she made me a cheeseburger. I promptly told her it tasted inauthentic and made her drive me to McDonald's. Oh, and no more special snacks either. Unless they were artificially flavored and made by Kraft. (I was a heinous<sup>7</sup> child. Sorry, Mom.)

### Paragraphs 12-15

**A. Write:** How does living in America change the way Kim acts and views himself?

- *He wants to be more similar to the other kids at school.*
- *He spends time alone.*
- *He doesn't like being Asian anymore.*

**B. Find Evidence:** Underline two details that reveal this change.

- *"Outside on the playground, sitting alone at recess, I learned to hate being Asian." (13)*
- *"At the dinner table, I committed the two worst sins that a Korean son could possibly commit: I stopped speaking Korean and I stopped eating Korean food." (15)*

### INDEPENDENT READING

[16] I graduated from high school and moved to New York City for college, where my primary goal was to blend in. But more and more, my new friends wanted to know about all the things that made me uncomfortable in the Midwest. To them, being an immigrant made me interesting. At dinner parties, people would fawn<sup>8</sup> over the Korean food and ask for my mom's recipes. They even wanted to know about my childhood in Seoul. And at karaoke, people were **genuinely** excited that I could sing both Girls Generation and Natalie Imbruglia's "Torn." All of a sudden, being different was an asset, not a risk. In New York, I didn't have to be ashamed

### DURING READING QUESTIONS

#### Paragraph 16

**Write:** How did life change for Kim when he moved to New York City?

- *He met people who were curious about his Korean identity.*
- *He did not feel like he had to erase or hide his Korean identity.*

<sup>3</sup> **Embellish** (verb): to make something more attractive or interesting by adding decorative details or additional features

<sup>4</sup> K-pop, also known as Korean pop, is a musical genre originating in South Korea.

<sup>5</sup> a reference to the novel *James and the Giant Peach*

<sup>6</sup> **Disdain** (noun): the feeling that someone or something is unworthy of one's respect

<sup>7</sup> **Heinous** (adjective): very bad, wicked, or evil

<sup>8</sup> **Fawn** (verb): to give a lot of or exaggerated flattery or affection

about being an Asian immigrant. I could just be ashamed about everything else in my life.

[17] A year after I finished graduate school in playwriting, almost two decades after I'd landed at Lambert airport, Lena and Jenni<sup>9</sup> cast me as an Asian American graduate student on the fourth season of *Girls*. Almost immediately after the episodes aired, I began receiving emails, tweets, and Facebook messages from young Asian American writers, actors, and performers, who were excited to see a fellow Asian face on TV.

[18] I was shocked. How could this be? I appeared on the show for, like, a millisecond, and my Beyoncé sweatshirt was definitely doing more work than I did onscreen. It was **genuinely** baffling to think that anyone could look at my very Korean face and feel a sense of connection, much less react in a positive way to the very features I hated about myself for so long.

[19] We are at the point in our culture where people are finally beginning to talk about Asian identities in the media. I have not been at the forefront of those issues. I have been crouching in the back, hiding in the corner, watching people like Margaret Cho, Daniel Dae Kim, Ali Wong, George Takei, Constance Wu, and Aziz Ansari courageously speak up about the various issues that Asian Americans face in Hollywood.

[20] The issues exist both in front of the camera and behind the scenes. There are barely any roles written for Asian actors. And in general, the roles that can be played by a person of any race do not tend to go to Asian actors. Worst of all, the few roles that should go to Asian actors — some very high-profile — are being portrayed by white actors. Behind the camera, there are equally few Asian American writers, producers, studio executives, authors, and editors, and while there are certainly a significant number of people struggling to make it, their efforts seem to go largely unrecognized.

[21] I have always been terrified of speaking up on behalf of diversity, which to me means a state of inclusion — a choice to be aware of the vast and profound<sup>10</sup> range of identities in this world, including your own.

[22] I have been terrified because I grew up in a country without many visible Asian Americans in the culture, and I learned to hate every part of myself that felt foreign and strange. Unfortunately, years later, this is a problem that many young Asian Americans continue to face. How do you understand yourself in a diverse country that actively chooses to ignore your particular kind of diversity?

[23] At one point during my 20s, I took a long, dramatic look in the mirror and realized, You will be Korean for the rest of your life. As a teenager growing up in the Midwest, that thought made me cringe. Now, it makes me happy and deeply proud.

[24] My dream now as a 30-year-old is for our country to become a place where a cameo<sup>11</sup> like mine would go completely unnoticed. And to see every third-grade teacher tell his or her students, "Keep your name. You don't have to change a thing."

#### Paragraph 24

**Write:** What message does Kim want to send by telling students, "Keep your name. You don't have to change a thing"?

- *You don't have to change your identity or who you are to fit in.*

"Hello My Name Is \_\_\_\_\_: How I Learned to Stop Whitewashing Myself" from *Lenny Letter* by Jason Kim. Copyright © 2017 by Jason Kim. Used by permission of the author. All rights reserved.

<sup>9</sup> referring to Lena Dunham and Jenni Konner, the writers of *Girls*, a show about girls living in New York City after college

<sup>10</sup> **Profound** (*adjective*) : very great or intense

<sup>11</sup> a short appearance in a film, television show, or play, usually by a well-known person

Name \_\_\_\_\_ Class \_\_\_\_\_

## Independent Practice

**Directions:** Answer the multiple choice questions for “Hello, My Name Is \_\_\_\_\_.” 5 minutes



**Note:** To ensure test security, answers to the following assessment items are viewable only on [commonlit.org](https://commonlit.org) for verified teacher accounts. Navigate to the Answer Key tab on the text page to gain access.

1. As an adult, how does Kim feel about his actions in paragraphs 14-15? **[RL.4]**

- A. proud
- B. honored
- C. regretful
- D. confused

2. Read the following sentence from paragraph 16:

*“All of a sudden, being different was an **asset**, not a risk.”*

What is the *best* meaning of the term “asset” as it is used in this sentence? **[RL.4]**

- A. challenge
- B. benefit
- C. reward
- D. threat

3. Which piece of evidence *best* reveals Kim’s struggle to belong? **[RL.1]**

- A. “But here, in this new country, in a brand-new classroom full of foreign faces, I had to pick a new, easy-to-pronounce, American name.” (Paragraph 2)
- B. “In New York, I didn’t have to be ashamed about being an Asian immigrant.” (Paragraph 16)
- C. “I learned to hate every part of myself that felt foreign and strange.” (Paragraph 22)
- D. “At one point during my 20s, I took a long, dramatic look in the mirror and realized, You will be Korean for the rest of your life.” (Paragraph 23)

4. In paragraphs 17-18, what does the reaction to Kim’s television appearance reveal? **[RL.3]**

- A. It reveals how hard work and determination lead to success.
- B. It reveals people’s desire to see themselves reflected in the world.
- C. It reveals Jason’s growth from a shy kid in the Midwest to a confident actor.
- D. It reveals the positive effects that result when people embrace their differences.

## Independent Practice

**Directions:** Answer the short response prompt for “Hello My Name Is \_\_\_\_\_.” 15 minutes



**Note:** To ensure test security, a sample answer to the following short response item is viewable only on [commonlit.org](https://commonlit.org) for verified teacher accounts. Navigate to the Answer Key tab on the text page to access it.

**PROMPT:** You have just read “Hello My Name Is \_\_\_\_\_” by Jason Kim. How does Kim change after he moves from St. Louis to New York City? **[RL.3]**

In your response, make sure to include all the parts of a complete paragraph:

- argument statement
- two pieces of evidence
- two explanations

### CHECKLIST FOR WRITING A COMPLETE PARAGRAPH:

- ☐ Circle your argument.

Does your argument clearly answer all parts of the prompt?

- a. Yes
- b. No; I will go back and revise my argument.

- ☐ Underline each piece of evidence you included.

Do you have two pieces of evidence?

- a. Yes
- b. No; I will go back and revise my evidence.

- ☐ Highlight your explanations.

Do your explanations connect your evidence to your argument?

- a. Yes
- a. No; I will go back and revise my explanations.

## Quick Partner Discussion

**Directions:** Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*



Discussion Sentence Starters	
Introducing a New Idea	Checking Your Understanding
<ul style="list-style-type: none"> <li>• <i>An idea I have is...</i></li> <li>• <i>I noticed that...</i></li> <li>• <i>I'm wondering...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To paraphrase what you just said...</i></li> <li>• <i>In other words, you're saying that...</i></li> <li>• <i>It sounds like you think that...</i></li> </ul>

1. Why do you think Jason Kim chose the title "Hello, My Name is \_\_\_\_" for his memoir?

My answer	My partner's answer

2. In the beginning of the text, Kim attempts to change his Korean identity. Did it work? Can you change your identity?

My answer	My partner's answer

3. How did living in St. Louis and New York City influence Kim? How does living in your city influence you?

My answer	My partner's answer







## LESSON OVERVIEW: Related Media Exploration

*(This page does not appear on the student copy.)*





What is a “Related Media Exploration”, and how does it support the unit?

About Related Media Explorations	Exploration Title: What Role Do We Play In Creating Outsiders and Insiders?
This Related Media Exploration gives students a chance to: <ul style="list-style-type: none"> <li>Engage with three videos</li> <li>Work collaboratively</li> <li>Reflect on their lives</li> <li>Discuss what they’ve learned</li> </ul>	Students will build knowledge about: <ul style="list-style-type: none"> <li>The experiences of being an insider and an outsider</li> <li>The benefits of embracing our differences to form inclusive communities</li> </ul>

How do I facilitate this Related Media Exploration?

Part	Lesson Activities	Time
Introduction	 <b>Introduction: Inclusive and Exclusive Terms:</b> In pairs, students will define inclusive and exclusive by analyzing two pictures.	5 min
Part 1	 <b>Analyzing Student Social Groups:</b> Students will watch “Ingroup and Outgroup Formation” to hear students discuss their thoughts about how social groups form at their school.	12 min
Part 2	 <b>Zooming in on the Outsider Experience:</b> Students will watch “What’s It Like To Be An Outsider” to gain perspective into the daily experiences of someone who is considered to be an outsider.	8 min
Part 3	 <b>Examining an Example of Community Building:</b> Students will watch “How a Somali Refugee is Creating Community in Minnesota” to learn how one woman has used her community’s differences to bring people together.	10 min
Part 4	 <b>Independent Reflection:</b> Students will write about how they can help make their own school a more inclusive place. They will use evidence from the videos to support their ideas.	10 min
Part 5	 <b>Whole Class Discussion:</b> Students have the opportunity to share what they have learned with their classmates.	5 min
~50 min total		

### Facilitation options

Option 1	Option 2	Option 3	Option 4
 <b>Teacher-Led Exploration</b>	 <b>Partner Exploration</b>	 <b>Independent Exploration</b>	 <b>Blended Exploration</b>
The teacher leads the lesson whole class.	Students explore in pairs.	Students explore independently (with headphones if possible).	The teacher uses a blend of options 1, 2, and 3.
	↑ <b>Recommended!</b> ↑		

Name \_\_\_\_\_ Class \_\_\_\_\_

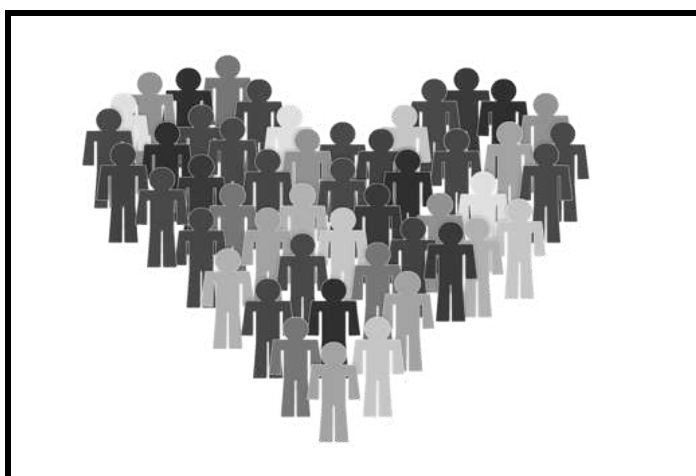
## TEACHER COPY: Related Media Exploration

### What role do we play in creating insiders and outsiders?

*\*Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.\**

#### INTRODUCTION: Inclusive and Exclusive Terms

**Directions:** With your partner, analyze the images below. Then answer the question that follows.



**Inclusive**



**Exclusive**

The words “inclusive” and “exclusive” have opposite meanings. Based on these pictures, what do you think “inclusive” and “exclusive” mean?

#### Define Inclusive

- *Open or welcoming to a wide variety of people*

#### Define Exclusive

- *Closed or leaving out people who are seen as different*



## PART 1: Analyzing Student Social Groups

**Directions:** Watch “Ingroup and Outgroup Formation.” Then, answer questions 1-4.

1. Why do the students at George Abbot School divide themselves into groups during breaktime?

○ *They divide themselves into groups to show how they are different from each other.*

2. How were these groups formed?

- *Students formed groups based on their own criteria and the way others saw them.*
- *Students formed groups around clothing, hobbies, and interests.*

3. What is interesting about how the “grungers” see themselves versus how others see them?

○ *They see themselves as “cutting edge” and cool, whereas others see them as “dirty” and “smelly.”*

4. How is Anna both independent and a part of a group?

- *Anna is independent because she doesn’t feel she needs anyone’s approval, other than her own. She is not worried about being picked on.*
- *Anna is a part of a group because “the loners” have formed a community in which they display loyalty and protect each other.*





## PART 2: Zooming In on the Outsider Experience

**Directions:** Watch “What’s it like to be an outsider” until 1:48. Then, answer questions 5-7.

5. What role do others play in making Sara an outsider?

*Student answers will vary.*

- *Her colleagues don't invite her out to lunch with the larger group.*
- *People give up on having a conversation with her.*
- *They don't invite her to join them on their night out.*
- *They don't seek to get to know her more deeply.*

6. What could Sara’s coworkers do to make her feel accepted?

- *Student answers will vary. Students may note that her coworkers could make more of an effort to invite her places, truly listen to her when she speaks, and ask her to join in conversations when she is around.*

7. What could Sara do to make herself feel accepted?

- *Student answers will vary. Students may note that Sara could listen more and find ways to connect to people around her, find more opportunities to compliment people, and accept invitations when offered.*

## PART 3: Examining an Example of Community Building

**Directions:** Watch “How a Somali Refugee is Creating Community in Minnesota.” Then, answer questions 8-10.



8. Why did Hudda put together the “Dine and Dialogue” event in Minnesota?

- *The Somalis were new and their customs were not very well known or understood. This made people afraid of them or nervous about them moving in.*
- *Hudda put together the event to provide a space for people to get to know their Somali neighbors and ask questions.*

9. Why does Hudda encourage people to ask “burning questions” during the “Dine and Dialogue”?

- *To encourage them to take a risk and really get to know their neighbors. It also gives the Somalis a chance to show just how much they have in common with their neighbors.*

10. Hudda says in the video that she has “devoted her life to making sure she builds a better community for all of us.” Do we have a duty to help improve our own communities?

- *Student answers will vary.*

## PART 4: Independent Reflection

**Directions:** Respond to the prompt below by writing or typing in the box.



**PROMPT:** Based on the three videos, how can you make our school more inclusive, united, and welcoming? Summarize evidence from the videos in your response.

### SAMPLE RESPONSE:

*Student answers will vary; students may say:*

- *I could be more inclusive by accepting people as they are and being loyal and protective friends.*
- *I could make school feel more united and welcoming by inviting all people or including all people.*
- *If I feel like an outsider I can be on the lookout for ways to mix and mingle with groups.*
- *I can make my school more united and welcoming by looking for ways groups of people are similar and by creating opportunities at school to share culture and ask questions.*

## PART 5: Whole Class Discussion

**Directions:** Share your answer to the question from Part 4 with the class. Then, keep the conversation going by discussing the following optional questions.



- Which video(s) show an example of belonging? Explain your reasoning.
- Which video(s) illustrate the damaging effects of feeling like an outsider? Explain your reasoning.
- How do these videos help explain why the white umbrella mattered to the narrator of “The White Umbrella”? Explain your reasoning.
- In what ways do Hudda and the painter in “The War of the Wall” make their communities more inclusive places?

# LESSON OVERVIEW: “HOW THE NEED TO BELONG INFLUENCES HUMAN BEHAVIOR AND MOTIVATION”

*(This page does not appear on the student copy.)*

How does this lesson fit into the unit?

Reading Lesson 1	Reading Lesson 2	Reading Lesson 3	Reading Lesson 4	Reading Lesson 5
“The War of the Wall” by Toni Cade Bambara (Short Story)	“The White Umbrella” by Gish Jen (Short Story)	“Hello, My Name Is ____” by Jason Kim (Memoir)	“How the Need to Belong Influences Human Behavior and Motivation” by Kendra Cherry (Informational Text)	“The Stolen Party” by Liliana Heker (Short Story)
			↑ You are here! ↑	




## This lesson’s skill focus

In this lesson, you’ll analyze how an author develops a **central idea** and how **people and events interact** in a text. [RI.7.2, RI.7.3]

## About this Informational Text

This informational text describes the psychology behind people’s desire to belong.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p><b>Teacher-led,</b> scaffolded and supportive</p>	 <p><b>Greater student independence</b></p>	 <p><b>Student-led, small groups</b></p>
<ul style="list-style-type: none"> <li>Use the <b>recommended reading modalities</b> (whole class, partner, independent)</li> <li>Pause to answer the <b>During Reading Questions</b> during reading.</li> </ul> <p><i>35 total minutes for this lesson</i></p>	<ul style="list-style-type: none"> <li>Assign <b>longer chunks of independent reading</b>.</li> <li>Skip some supportive During Reading Questions</li> <li>Instruct students to <b>take notes independently</b>: As you read, take notes on how the need to belong influences behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Put students into <b>groups of 3-5</b></li> <li>Students answer the <b>During Reading Questions</b> and alternate readers to read sections aloud.</li> <li>Circulate to check for understanding</li> </ul>
↑ Recommended! ↑		

Name \_\_\_\_\_ Class \_\_\_\_\_

# TEACHER COPY: How the Need to Belong Influences Human Behavior and Motivation

*People need personal connections to feel accepted and supported*

Kendra Cherry

*\*Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.\**

About this text	
Kendra Cherry is an expert on psychology and the author of <i>The Everything Psychology Book: An Introductory Guide to the Science of Human Behavior</i> . In this text, Cherry explores how people behave when trying to fit into groups.	
Purpose for Reading	Vocabulary
To learn about the human need for connection and build our understanding about how and why the desire to belong influences so many of our decisions.	<p>Let's pronounce these words together as a class:</p> <p>Acceptance [ak-sep-tuh ns]  Conform [kuhn-fawrm]  Motivate [moh-tuh-veyt]  Specific [spi-sif-ik]</p>

## WHOLE CLASS READING

[1] The need to belong, also often referred to as belongingness, refers to a human emotional need to affiliate with and be accepted by members of a group. This may include the need to belong to a peer group at school, to be accepted by co-workers, to be part of an athletic team, and to be part of a church group.

[2] The need to belong involves more than simply being acquainted with<sup>1</sup> other people. It is instead centered on gaining **acceptance**, attention, and support from members of the group, as well as providing the same attention to other members.

### How the Need to Belong Influences Behavior

[3] The need to belong is a natural **motivation** to socialize with others to gain **acceptance**. This need plays a role in many of people's social behaviors, such as self-presentation and social comparison. This need to belong to a group can also lead to changes in behaviors, beliefs, and attitudes as people strive<sup>2</sup> to **conform** to the standards and norms of the group.

[4] For example, people often present themselves in a particular way in order to belong to a **specific** social group. For example, a new member of the high school football team might adopt the dress and mannerisms<sup>3</sup> of the other members of the team in order to fit in with the rest of the group.

[5] People will also spend a great deal of time comparing themselves to other members of the group in order to determine how well they fit in. This social comparison might lead an individual to adopt some of the same behaviors and attitudes of the most prominent<sup>4</sup> members of the group in order to **conform** and gain greater **acceptance**.

## DURING READING QUESTIONS

### Paragraphs 1-2

**Turn & Talk:** What **motivates** people to belong to a **specific** group?

- *People want to gain acceptance, attention, and support from others.*

### Paragraphs 4-5

**A. Find Evidence:** Underline three details that show how the need to belong can affect a person's behavior.

- *"people often present themselves in a particular way in order to belong to a specific social group" (4)*
- *"comparing themselves to other members of the group" (5)*
- *"lead an individual to adopt some of the same behaviors and attitudes of the most prominent members of the group" (5)*

**B. Poll the Class:** Is it helpful or harmful for a person to change their behavior to match the group? Be prepared to defend your response.

- A. Helpful
- B. Harmful

<sup>1</sup> "Being acquainted with" someone means knowing them a little bit, but not being close to them.

<sup>2</sup> **Strive** (verb): to try very hard to achieve a goal

<sup>3</sup> ways of acting or speaking that are habits of a **specific** person

<sup>4</sup> **Prominent** (adjective): well-known

**INDEPENDENT READING**

[6] So what inspires people to seek out **specific** groups? In many cases, the need to belong to certain social groups results from sharing some point of commonality.<sup>5</sup> For example, teens who share the same taste in clothing, music, and other interests might seek each other out to form friendships.

[7] In other instances, factors such as shared goals, socioeconomic status,<sup>6</sup> religious beliefs, political beliefs, and pop culture interests can lead individuals to seek out groups that share these interests.

**Why the Need to Belong Is an Important Motivator**

[8] Our need to belong is what drives us to seek out stable, long-lasting relationships with other people. It also **motivates** us to participate in social activities such as clubs, sports teams, religious groups, and community organizations.

[9] By belonging to a group, we feel as if we are a part of something bigger and more important than ourselves.

**DURING READING QUESTIONS****Paragraphs 6-9**

**Write:** What is one group you belong to that makes you feel you're part of something important? What interests or ideas do people in the group share?

- *Student answers will vary.*

"How the Need to Belong Influences Human Behavior and Motivation" by Kendra Cherry, © 2019. Used with permission.

Name \_\_\_\_\_ Class \_\_\_\_\_

<sup>5</sup> **Commonality** (*noun*): a feature or trait that two individuals have in common

<sup>6</sup> "Socioeconomic status" is the level of society a person is on, influenced by their education, wealth, and background; similar to class.



## Independent Practice

**Directions:** Answer the multiple choice questions for “How the Need to Belong Influences Human Behavior and Motivation.” 5 minutes

**Note:** To ensure test security, answers to the following assessment items are viewable only on [commonlit.org](https://commonlit.org) for verified teacher accounts. Navigate to the Answer Key tab on the text page to gain access.

1. What is the *best* meaning of “affiliate” as it is used in paragraph 1? **[RI.4]**
  - A. back away from
  - B. become part of
  - C. learn about
  - D. control
  
2. Which quotation from the article *best* supports the idea that people change the way they act so they can fit in? **[RI.1]**
  - A. “This may include the need to belong to a peer group at school, to be accepted by co-workers, to be part of an athletic team, and to be part of a church group.” (Paragraph 1)
  - B. “People often present themselves in a particular way in order to belong to a specific social group.” (Paragraph 4)
  - C. “For example, teens who share the same taste in clothing, music and other interests might seek each other out to form friendships.” (Paragraph 6)
  - D. “It also motivates us to participate in social activities such as clubs, sports teams, religious groups, and community organizations.” (Paragraph 8)
  
3. Which statement *best* expresses the central idea of the article? **[RI.2]**
  - A. Conforming to a group can hurt people’s emotional well-being.
  - B. People usually select groups based on shared traits or interests.
  - C. The desire to belong to a social group affects how people behave.
  - D. People often compare themselves to other members of their social groups.
  
4. How do paragraphs 6-7 develop the central idea? **[RI.5]**
  - A. by giving examples of the different kinds of groups that one can join
  - B. by showing that some people choose not to join social groups
  - C. by illustrating how people can become part of a new group
  - D. by explaining what leads a person to join a certain group

## Independent Practice

**Directions:** Answer the short response prompt for “How the Need to Belong Influences Human Behavior and Motivation.” *15 minutes*



**Note:** To ensure test security, a sample answer to the following short response item is viewable only on [commonlit.org](https://commonlit.org) for verified teacher accounts. Navigate to the Answer Key tab on the text page to access it.

**PROMPT:** You have just read “How the Need to Belong Influences Human Behavior and Motivation” by Kendra Cherry. How does the need to belong influence human behavior? **[RI.2]**

In your response, make sure to include all the parts of a complete paragraph:

- argument statement
- two pieces of evidence
- two explanations

### CHECKLIST FOR WRITING A COMPLETE PARAGRAPH:

- ☐ Circle your argument.

Does your argument clearly answer all parts of the prompt?

- a. Yes
- b. No; I will go back and revise my argument.

- ☐ Underline each piece of evidence you included.

Do you have two pieces of evidence?

- a. Yes
- b. No; I will go back and revise my evidence.

- ☐ Highlight your explanations.

Do your explanations connect your evidence to your argument?

- a. Yes
- a. No; I will go back and revise my explanations.

## Quick Partner Discussion

**Directions:** Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*





Discussion Sentence Starters	
Introducing a New Idea	Checking Your Understanding
<ul style="list-style-type: none"> <li>• <i>An idea I have is...</i></li> <li>• <i>I noticed that...</i></li> <li>• <i>I'm wondering...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To paraphrase what you just said...</i></li> <li>• <i>In other words, you're saying that...</i></li> <li>• <i>It sounds like you think that...</i></li> </ul>

1. Do you think the human need to belong and **conform** is a positive or negative trait? Why?

My answer	My partner's answer

2. **CROSS-TEXTUAL:** How does the narrator from "Hello My Name is \_\_\_\_" illustrate the idea that "the need to belong is a natural **motivation** to socialize with others to gain acceptance"?

My answer	My partner's answer

# LESSON OVERVIEW: GRAMMAR AND USAGE ACTIVITIES

(This page does not appear on the student copy.)

## How should I use these grammar and usage activities?

In CommonLit 360, grammar and usage activities can be used flexibly according to the needs of your classroom and students. They can be used as warm-up activities, homework, or short, whole-class practice. Students can work independently or in groups as needed. Reviewing the answers as a class will reinforce grammar and usage skills and ensure that students apply these skills to their writing.

### Skill Focus

Students will learn the **function of phrases and clauses** in sentences. [L.7.1.A]

### Phrases and Clauses at a glance

A **phrase** contains either a subject or a verb, but not both. It cannot stand alone as a complete thought.

#### Examples of Phrases:

- my favorite team
- that mean dog
- snoring away in his bed

A **clause** contains both a subject and a verb. It can express a complete thought.

#### Examples of Clauses:

- if my favorite team wins today
- when that mean dog barked
- Tom was snoring loudly.

## What activities are included?

Part	Lesson Activities	Time
Part 1	<b>Review Subjects and Verbs:</b> In this activity, students quickly review subjects, nouns, and verbs to help them prepare to distinguish the difference between phrases and clauses.	5 min
Part 2	<b>Defining Phrases and Clauses:</b> Students discover the difference between phrases and clauses by comparing how they incorporate subjects and verbs differently.	5 min
Part 3	<b>Phrase or Clause?</b> In this activity, students will read 6 sentence parts and identify if each is a phrase or clause.	5 min
Part 4	<b>Identifying Clauses in Sentences:</b> Students will underline the clause in 6 provided sentences.	5 min
Part 5	<b>Combining Sentences:</b> In this activity, teachers should model how to combine two complete sentences (phrases) into one sentence.	5 min
Part 6	<b>Practice Combining Sentences:</b> In this activity, students complete 6 sentence-combining practice exercises.	5 min
~30 min total		

Name \_\_\_\_\_ Class \_\_\_\_\_

# TEACHER COPY: Unit 1 Grammar and Usage Activities

## PHRASES AND CLAUSES

*\*Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.\**

### PART 1: Review Subjects and Verbs

**Directions:** In each sentence, draw a box around (or **highlight**) the subject and circle (or **bold**) each verb. Then answer the questions below.



#### EXAMPLE SENTENCES

- The **boy** happily **ate** ice cream.
- **This** **is** my favorite part of the movie.
- After dinner, **Min** **can show** us her new dance routine.

1. Define the term “verb” in your own words.

- *A verb is an action word. The action can be visible (to jump) or invisible (to believe).*
- *A verb can also describe a state of being (to be) or change (to become).*

2. Define the term “noun” in your own words.

*A noun is a person, place, thing, or idea.*

3. How can you tell which noun in a sentence is its subject?

*The subject of a sentence is the noun which is “doing” the verb.*



## PART 2: Defining Phrases and Clauses

**Directions:** What's the difference between phrases and clauses? As you read the examples in the chart, underline each noun and circle (or **bold**) each verb. Then answer the questions below.

PHRASES	CLAUSES
<ul style="list-style-type: none"> <li>my favorite <u>team</u></li> <li>that mean <u>dog</u></li> <li><u>snoring</u> away in his <u>bed</u></li> </ul>	<ul style="list-style-type: none"> <li>if my favorite <u>team</u> <b>wins</b> today</li> <li>when that mean <u>dog</u> <b>barked</b></li> <li><u>Tom</u> <b>was snoring</b> loudly</li> </ul>

### QUESTIONS:

1. How are phrases and clauses similar?

- Both are groups of words that can contain nouns and verbs.*
- Both can be part of a sentence.*

2. How are phrases and clauses different?

- A clause contains both a subject-verb pair; a phrase does not.*
- A clause can express a complete idea (Tom was snoring loudly); a phrase cannot.*



### PART 3: Phrase or Clause?

**Directions:** Read each group of words and decide whether it is a phrase or a clause.

1. slowly turning the corner
  - a. **Phrase**
  - b. Clause
2. as my grandmother always says
  - a. Phrase
  - b. **Clause**
3. two years ago
  - a. **Phrase**
  - b. Clause
4. if you want one
  - a. Phrase
  - b. **Clause**
5. Mike suddenly laughed
  - a. Phrase
  - b. **Clause**
6. the old swimming hole
  - a. **Phrase**
  - b. Clause



## PART 4: Identifying Clauses in Sentences

**Directions:** Each of these sentences contains one phrase and one clause. Underline the **clause** in each sentence.

1. Jaden wants to eat at Da Vinci's, his favorite restaurant.
2. Mr. Dorsainville's jokes are so funny, even the bad ones.
3. Rolling her eyes, Kara walked out the door.
4. The hero arrived at the last minute.
5. In November, the voters will pick the next mayor.
6. I played the new album, listening closely to each song.



## PART 5: Combining Sentences

**Directions:** Each example below shows two sentences being combined into one. As you read the examples, underline the phrase in each of the combined sentences. Then answer the question that follows.

EXAMPLE 1	
Jaden wants to eat at Da Vinci's. Da Vinci's is his favorite restaurant.	⇒ Jaden wants to eat at Da Vinci's, <u>his favorite restaurant</u> .
EXAMPLE 2	
The voters will pick the next mayor. The election will be in November.	⇒ <u>In November's election</u> , the voters will pick the next mayor.

How has this writer combined two sentences into one?

*The writer has taken the important information from one sentence and made it into a phrase that they added to the other sentence.*



## PART 6: Practice Combining Sentences

**Directions:** Combine each pair of sentences by taking the important information from one sentence and making it into a phrase. Then add your phrase to the other sentence. Be sure to use correct punctuation.

1. The girls told the story. They were laughing loudly.

*While telling the story, the girls laughed loudly.*  
*Laughing loudly, the girls told the story.*

2. Everything is so peaceful. I mean down by the river.

*Down by the river, everything is so peaceful.*  
*Everything is so peaceful down by the river.*

3. We have plenty of flour. It is in the pantry.

*We have plenty of flour in the pantry.*  
*In the pantry, we have plenty of flour.*

4. Patrick is my older brother. He loves to hike and camp.

*Patrick, my older brother, loves to hike and camp.*  
*My older brother Patrick loves to hike and camp.*

5. I love their songs. I especially love the slow ones.

*I love their songs, especially the slow ones.*

6. It was the middle of the night. I heard a dog barking.

*In the middle of the night, I heard a dog barking.*  
*I heard a dog barking in the middle of the night.*



## LESSON OVERVIEW: “THE STOLEN PARTY”

*(This page does not appear on the student copy.)*

### How does this lesson fit into the unit?

Reading Lesson 1	Reading Lesson 2	Reading Lesson 3	Reading Lesson 4	Reading Lesson 5
“The War of the Wall” by Toni Cade Bambara (Short Story)	“The White Umbrella” by Gish Jen (Short Story)	“Hello, My Name Is ____” by Jason Kim (Memoir)	“How the Need to Belong Influences Human Behavior and Motivation” by Kendra Cherry (Informational Text)	“The Stolen Party” by Liliana Heker (Short Story)
				↑ You are here! ↑




### This lesson’s skill focus

In this lesson, you’ll analyze characters’  
**contrasting points of view** in a story.  
[RL.7.3, RL.7.6]

### About this Short Story

In this short story, a young girl attends the birthday party of a friend whose family employs her mother. She comes face to face with the surprising and hurtful reality that class determines where people belong.

### How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p><b>Teacher-led, scaffolded and supportive</b></p>	 <p><b>Greater student independence</b></p>	 <p><b>Student-led, small groups</b></p>
<ul style="list-style-type: none"> <li>Use the <b>recommended reading modalities</b> (whole class, partner, independent)</li> <li>Pause to answer the <b>During Reading Questions</b> during reading.</li> </ul> <p><i>65 total minutes for this lesson</i></p>	<ul style="list-style-type: none"> <li>Assign <b>longer chunks of independent reading</b>.</li> <li>Skip some supportive During Reading Questions</li> <li>Instruct students to <b>take notes independently</b>: As you read, take notes on details that reveal Rosaura’s and her mother’s conflicting points of view.</li> </ul>	<ul style="list-style-type: none"> <li>Put students into <b>groups of 3-5</b></li> <li>Students answer the <b>During Reading Questions</b> and alternate readers to read sections aloud.</li> <li>Circulate to check for understanding</li> </ul>
↑ Recommended! ↑		

Name \_\_\_\_\_ Class \_\_\_\_\_

## TEACHER COPY: The Stolen Party

Liliana Heker

*\*Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.\**

### About this text

Liliana Heker (b. 1943) is an Argentine author who has been writing professionally since she was 17. In this short story, a young girl in Argentina argues with her mother about attending a birthday party.

### Purpose for Reading

We have explored how authors use setting, character change, and conflict to convey their message. Read this short story to see how conflicting points of view reveal messages about belonging.

#### WHOLE CLASS READING

[1] As soon as she arrived she went straight to the kitchen to see if the monkey was there. It was: what a relief. She wouldn't have liked to admit that her mother had been right. Monkeys at a birthday? Her mother had sneered. Get away with you, believing any nonsense you're told! She was cross, but not because of the monkey, the girl thought; it's just because of the party.

[2] "I don't like you going," she told her. "It's a rich people's party."

[3] "Rich people go to Heaven too," said the girl, who studied religion at school.

[4] "Get away with Heaven," said the mother. "The problem with you, young lady, is that you like to fart higher than your a—."

[5] The girl didn't approve of the way her mother spoke. She was barely nine, and one of the best in her class.

[6] "I'm going because I've been invited," she said. "And I've been invited because Luciana is my friend. So there."

[7] "Ah yes, your friend," her mother grumbled. She paused. "Listen, Rosaura," she said at last. "That one's not your friend. You know what you are to them? The maid's daughter, that's what."

[8] Rosaura blinked hard: she wasn't going to cry. Then she yelled: "Shut up! You know nothing about being friends!"

[9] Every afternoon she used to go to Luciana's house and they would both finish their homework while Rosaura's mother did the cleaning. They had their tea in the kitchen and they told each other secrets. Rosaura loved everything in the big house, and she also loved the people who lived there.

[10] "I'm going because it will be the most lovely party in the whole world, Luciana told me it would. There will be a magician, and he will bring a monkey and everything."

#### DURING READING QUESTIONS

##### POINT OF VIEW: Paragraphs 6-9

**A. Write:** Explain Rosaura and her mother's different points of view about the rich family.

- *Rosaura views the rich family as her friends.*
- *Rosaura's mother views the rich family not as their friends, but as their employers.*

**B. Find Evidence:** Underline three pieces of evidence to support your answer.

- *"Luciana is my friend" (6)*
- *"Rosaura...loved the people who lived there" (9)*
- *"That one's not your friend. You know what you are to them? The maid's daughter, that's what." (7)*

[11] The mother swung around to take a good look at her child, and pompously put her hands on her hips.

[12] “Monkeys at a birthday?” she said. “Get away with you, believing any nonsense you’re told!”

[13] Rosaura was deeply offended. She thought it unfair of her mother to accuse other people of being liars simply because they were rich. Rosaura too wanted to be rich, of course. If one day she managed to live in a beautiful palace, would her mother stop loving her? She felt very sad. She wanted to go to that party more than anything else in the world.

[14] “I’ll die if I don’t go,” she whispered, almost without moving her lips.

#### Paragraph 14:

**Poll the Class:** Should Rosaura go to the party? Be prepared to defend your answer.

- A. Yes
- B. No

### PARTNER READING

### DURING READING QUESTIONS

[15] She wasn’t sure whether she had been heard, but on the morning of the party she discovered that her mother had starched her Christmas dress. And in the afternoon, after washing her hair, her mother rinsed it in apple vinegar so that it would be all nice and shiny. Before going out, Rosaura admired herself in the mirror, with her white dress and glossy hair, and thought she looked terribly pretty. Señora Ines also seemed to notice. As soon as she saw her, she said: “How lovely you look today, Rosaura.”

[16] Rosaura gave her starched skirt a slight toss with her hands and walked into the party with a firm step. She said hello to Luciana and asked about the monkey. Luciana put on a secretive look and whispered into Rosaura’s ear: “He’s in the kitchen. But don’t tell anyone, because it’s a surprise.”

[17] Rosaura wanted to make sure. Carefully she entered the kitchen and there she saw it: deep in thought, inside its cage. It looked so funny that the girl stood there for a while, watching it, and later, every so often, she would slip out of the party unseen and go and admire it. Rosaura was the only one allowed into the kitchen. Señora Ines had said: “You yes, but not the others, they’re much too boisterous, they might break something.” Rosaura had never broken anything. She even managed the jug of orange juice, carrying it from the kitchen into the dining room. She held it carefully and didn’t spill a single drop. And Señora Ines had said: “Are you sure you can manage a jug as big as that?” Of course she could manage. She wasn’t a butterfingers, like the others. Like that blonde girl with the bow in her hair. As soon as she saw Rosaura, the girl with the bow had said: “And you? Who are you?”

[18] “I’m a friend of Luciana,” said Rosaura.

[19] “No,” said the girl with the bow, “you are not a friend of Luciana because I’m her cousin and I know all her friends. And I don’t know you.”

[20] “So what,” said Rosaura. “I come here every afternoon with my mother and we do our homework together.”

[21] “You and your mother do your homework together?” asked the girl, laughing.

[22] “I and Luciana do our homework together,” said Rosaura, very seriously.

[23] The girl with the bow shrugged her shoulders.

[24] “That’s not being friends,” she said. “Do you go to school together?”

[25] “No.”

#### Paragraphs 17-25

**Write:** How does the girl with the bow view Rosaura’s friendship with Luciana?

- *Like Rosaura’s mother, the girl doesn’t think they are really friends.*

- [26] “So where do you know her from?” said the girl, getting impatient.
- [27] Rosaura remembered her mother’s words perfectly. She took a deep breath.
- [28] “I’m the daughter of the employee,” she said.
- [29] Her mother had said very clearly: “If someone asks, you say you’re the daughter of the employee; that’s all.” She also told her to add: “And proud of it.” But Rosaura thought that never in her life would she dare say something of the sort.
- [30] “What employee?” said the girl with the bow. “Employee in a shop?”
- [31] “No,” said Rosaura angrily. “My mother doesn’t sell anything in any shop, so there.”
- [32] “So how come she’s an employee?” said the girl with the bow.

### Paragraphs 26-32

**Write:** Why doesn’t Rosaura say “and proud of it”?

*Student answers will vary. Students may say:*

- *Rosaura is not proud to be the daughter of a maid.*
- *Rosaura is afraid that this statement will offend someone like the girl in the bow.*

## INDEPENDENT READING

- [33] Just then Señora Ines arrived saying shh shh, and asked Rosaura if she wouldn’t mind helping serve out the hot dogs, as she knew the house so much better than the others.
- [34] “See?” said Rosaura to the girl with the bow, and when no one was looking she kicked her in the shin.
- [35] Apart from the girl with the bow, all the others were delightful. The one she liked best was Luciana, with her golden birthday crown; and then the boys. Rosaura won the sack race, and nobody managed to catch her when they played tag. When they split into two teams to play charades, all the boys wanted her for their side. Rosaura felt she had never been so happy in all her life.
- [36] But the best was still to come. The best came after Luciana blew out the candles. First the cake. Señora Ines had asked her to help pass the cake around, and Rosaura had enjoyed the task immensely,<sup>1</sup> because everyone called out to her, shouting “Me, me!” Rosaura remembered a story in which there was a queen who had the power of life or death over her subjects. She had always loved that, having the power of life or death. To Luciana and the boys she gave the largest pieces, and to the girl with the bow she gave a slice so thin one could see through it.
- [37] After the cake came the magician, tall and bony, with a fine red cape. A true magician: he could untie handkerchiefs by blowing on them and make a chain with links that had no openings. He could guess what cards were pulled out from a pack, and the monkey was his assistant. He called the monkey “partner.” “Let’s see here, partner,” he would say, “turn over a card.” And, “Don’t run away, partner: time to work now.”
- [38] The final trick was wonderful. One of the children had to hold the monkey in his arms and the magician said he would make him disappear.
- [39] “What, the boy?” they all shouted.
- [40] “No, the monkey!” shouted back the magician.
- [41] Rosaura thought that this was truly the most amusing party in the whole world.

<sup>1</sup> **Immensely** (*adverb*): hugely; very much

## DURING READING QUESTIONS

### Paragraphs 33-37

**A. Find Evidence:** Underline details that show how Señora Ines treats Rosaura during the party.

- *“Señora Ines ... asked Rosaura if she wouldn’t mind helping serve out the hot dogs” (33)*
- *“Señora Ines had asked her to help pass the cake around” (36)*

**B. Write:** How does this make Rosaura feel?

- *She enjoys it.*
- *She feels powerful.*
- *She feels important.*

[42] The magician asked a small fat boy to come and help, but the small fat boy got frightened almost at once and dropped the monkey on the floor. The magician picked him up carefully, whispered something in his ear, and the monkey nodded almost as if he understood.

[43] “You mustn’t be so unmanly, my friend,” the magician said to the fat boy.

[44] The magician turned around as if to look for spies.

[45] “A sissy,” said the magician. “Go sit down.”

[46] Then he stared at all the faces, one by one. Rosaura felt her heart tremble.

[47] “You with the Spanish eyes,” said the magician. And everyone saw that he was pointing at her.

[48] She wasn’t afraid, neither holding the monkey, nor when the magician made him vanish; not even when, at the end, the magician flung his red cape over Rosaura’s head and uttered a few magic words... and the monkey reappeared, chattering happily, in her arms. The children clapped furiously. And before Rosaura returned to her seat, the magician said: “Thank you very much, my little countess.”<sup>2</sup>

#### Paragraph 48

**Write:** How does the name “countess” relate to the way Rosaura felt during the party?

- *She felt like an honored and special guest the whole time, like she is more important than the other guests.*

### WHOLE CLASS READING

[49] She was so pleased with the compliment that a while later, when her mother came to fetch her, that was the first thing she told her.

[50] “I helped the magician and he said to me, ‘Thank you very much, my little countess.’”

[51] It was strange because up to then Rosaura had thought that she was angry with her mother. All along Rosaura had imagined that she would say to her: “See that the monkey wasn’t a lie?” But instead she was so thrilled that she told her mother all about the wonderful magician.

[52] Her mother tapped her on the head and said: “So now we’re a countess!”

[53] But one could see that she was beaming.

[54] And now they both stood in the entrance, because a moment ago Señora Ines, smiling, had said: “Please wait here a second.” Her mother suddenly seemed worried.

[55] “What is it?” she asked Rosaura.

[56] “What is what?” said Rosaura. “It’s nothing; she just wants to get the presents for those who are leaving, see?”

[57] She pointed at the fat boy and at a girl with pigtails who were also waiting there, next to their mothers. And she explained about the presents. She knew, because she had been watching those who left before her. When one of the girls was about to leave, Señora Ines would give her a bracelet. When a boy left, Señora Ines gave him a yo-yo. Rosaura preferred the yo-yo because it sparkled, but she didn’t mention that to her mother. Her mother might have said: “So why don’t you ask for one, you blockhead?” That’s what her mother was like. Rosaura didn’t feel like explaining that she’d be horribly ashamed to be the odd one out. Instead she said: “I was the best-behaved at the party.”

### DURING READING QUESTIONS

<sup>2</sup> a noblewoman; a woman with power, wealth, and status

[58] And she said no more because Señora Ines came out into the hall with two bags, one pink and one blue.

[59] First she went up to the fat boy, gave him a yo-yo out of the blue bag, and the fat boy left with his mother. Then she went up to the girl and gave her a bracelet out of the pink bag, and the girl with the pigtails left as well.

[60] Finally she came up to Rosaura and her mother. She had a big smile on her face and Rosaura liked that. Señora Ines looked down at her, then looked up at her mother, and then said something that made Rosaura proud:

[61] “What a marvelous daughter you have, Herminia.”

[62] For an instant, Rosaura thought that she’d give her two presents: the bracelet and the yo-yo. Señora Ines bent down as if about to look for something. Rosaura also leaned forward, stretching out her arm. But she never completed the movement.

[63] Señora Ines didn’t look in the pink bag. Nor did she look in the blue bag. Instead she rummaged<sup>3</sup> in her purse. In her hand appeared two bills.

[64] “You really and truly earned this,” she said handing them over. “Thank you for all your help, my pet.”

[65] Rosaura felt her arms stiffen, stick close to her body, and then she noticed her mother’s hand on her shoulder. Instinctively she pressed herself against her mother’s body. That was all. Except her eyes. Rosaura’s eyes had a cold, clear look that fixed itself on Señora Ines’s face.

[66] Señora Ines, motionless, stood there with her hand outstretched. As if she didn’t dare draw it back. As if the slightest change might shatter an infinitely<sup>4</sup> delicate<sup>5</sup> balance.

#### POINT OF VIEW: Paragraphs 62-66

**A. Find Evidence:** Underline two details that reveal how Señora Ines treats Rosaura.

- *“Señora Ines didn’t look in the pink bag. Nor did she look in the blue bag. Instead she rummaged in her purse. In her hand appeared two bills.” (63)*
- *“You really and truly earned this,” she said handing them over. “Thank you for all your help, my pet.” (64)*

**B. Write:** How does this make Rosaura feel?

- *She is shocked and hurt.*

\*“The Stolen Party” by Lilitana Heker, © 1982, which appeared in *Other Fires: Short Fiction by Latin American Women*, edited and translated by Alberto Manguel, © 1985. Reprinted by permission of Westwood Creative Artists Ltd.

<sup>3</sup> **Rummage** (*verb*): to search around in an unorganized way

<sup>4</sup> **Infinitely** (*adverb*): unendingly; extremely

<sup>5</sup> **Delicate** (*adjective*): easily broken or damaged

Name \_\_\_\_\_ Class \_\_\_\_\_

## Independent Practice

**Directions:** Answer the multiple choice questions for “The Stolen Party.” 5 minutes



**Note:** To ensure test security, answers to the following assessment items are viewable only on [commonlit.org](https://commonlit.org) for verified teacher accounts. Navigate to the Answer Key tab on the text page to gain access.

1. How does the invitation to Luciana’s birthday party create conflict in the story? **[RL.3]**
  - A. It causes Rosaura to disagree with her mother’s opinion.
  - B. It causes Luciana to leave Rosaura off the invitation list.
  - C. It causes Señora Ines to bring a monkey into the house.
  - D. It causes the girl with the bow to be jealous of Rosaura.
2. How is the conflict in the story resolved? **[RL.3]**
  - A. Luciana makes it clear that she does not think of Rosaura as a friend.
  - B. Rosaura realizes her mother was right about her friendship with Luciana.
  - C. Señora Ines makes it clear that she sees Rosaura and her mother as friends.
  - D. Rosaura’s mother realizes Rosaura was right about her friendship with Luciana.
3. Which statement *best* identifies a theme of the text? **[RL.2]**
  - A. Adults are sometimes cruel to children for no reason.
  - B. Adults are unaware of how harmful class barriers can be.
  - C. Class differences can negatively impact the way people are treated.
  - D. Class differences are unimportant and people are usually able to look beyond them.
4. Which piece of evidence *best* demonstrates the difference in class between Rosaura and Luciana? **[RL.1]**
  - A. ““That one’s not your friend. You know what you are to them? The maid’s daughter, that’s what.”” (Paragraph 7)
  - B. “They had their tea in the kitchen and they told each other secrets. Rosaura loved everything in the big house, and she also loved the people who lived there.” (Paragraph 9)
  - C. “Rosaura remembered a story in which there was a queen who had the power of life or death over her subjects.” (Paragraph 36)
  - D. “Rosaura didn’t feel like explaining that she’d be horribly ashamed to be the odd one out. Instead she said: ‘I was the best-behaved at the party.’” (Paragraph 57)



## Independent Practice

**Directions:** Answer the short response prompt for “The Stolen Party.” 15 minutes

**Note:** To ensure test security, a sample answer to the following short response item is viewable only on [commonlit.org](https://commonlit.org) for verified teacher accounts. Navigate to the Answer Key tab on the text page to access it.

**PROMPT:** You have just read “The Stolen Party” by Liliana Heker. At the end of the story, why does Señora Ines offer Rosaura money instead of gifts?

**[RL.6]**

In your response, make sure to include all the parts of a complete paragraph:

- argument statement
- two pieces of evidence
- two explanations

### CHECKLIST FOR WRITING A COMPLETE PARAGRAPH:

- ☐ Circle your argument.

Does your argument clearly answer all parts of the prompt?

- a. Yes
- b. No; I will go back and revise my argument.

- ☐ Underline each piece of evidence you included.

Do you have two pieces of evidence?

- a. Yes
- b. No; I will go back and revise my evidence.

- ☐ Highlight your explanations.

Do your explanations connect your evidence to your argument?

- a. Yes
- a. No; I will go back and revise my explanations.



## Quick Partner Discussion

**Directions:** Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*



Discussion Sentence Starters	
Introducing a New Idea	Checking Your Understanding
<ul style="list-style-type: none"> <li>• <i>An idea I have is...</i></li> <li>• <i>I noticed that...</i></li> <li>• <i>I'm wondering...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To paraphrase what you just said...</i></li> <li>• <i>In other words, you're saying that...</i></li> <li>• <i>It sounds like you think that...</i></li> </ul>

1. Consider Rosaura and her mother's interactions at the beginning of the story. Based on what we learn at the end of the story, was it right for Rosaura's mother to discourage her from going to the party?

My answer	My partner's answer

2. Do you think Señora Ines's offer at the end of the story was **courteous** or rude? Explain your answer.

My answer	My partner's answer

3. **CROSS-TEXTUAL:** In what ways did **class** and social barriers impact both the narrator in "The White Umbrella" and Rosaura in "The Stolen Party"?

My answer	My partner's answer

## LESSON OVERVIEW: Discussion Skill Lesson

*(This page does not appear on the student copy.)*

### How should I use this discussion skill lesson?

Research shows that students in language-rich environments retain more content knowledge and are more engaged in their learning. We also believe discussion is important because it allows students to develop their ideas in conversation with others. That's why every CommonLit 360 unit includes explicit instruction on essential speaking and listening skills for academic discussions. This lesson gives students a chance to analyze a sample discussion between students and learn powerful discussion moves that they can apply across content areas.

### This lesson's skill focus

Students will receive explicit instruction on how to **introduce new ideas and check their understanding in a discussion**. [SL.7.1]

### Discussion skill at a glance




#### Statements that Introduce New Ideas:

- *An idea I have is...*
- *I noticed that...*
- *I'm wondering...*

#### Statements to Check and Clarify Understanding:

- *To paraphrase what you just said...*
- *In other words, you're saying that...*
- *It sounds like you think that...*

### What activities are included in this packet?

Part	Lesson Activities	Time
Part 1	 <b>Discussion Expectations:</b> Students work independently or with a partner to brainstorm expectations for successful class discussions. Teachers then share out their expectations for the class.	5 min
Part 2	 <b>Sample Discussion:</b> Students analyze the transcript of a sample student discussion to notice strong discussion moves.	8 min
Part 3	 <b>Statements and Questions that Connect Ideas:</b> Students learn prompts they can use to introduce new ideas and clarify their own understanding during a discussion.	7 min
~20 min total		

### Looking ahead in the unit: upcoming class discussion

In the following lesson, students will participate in a discussion, applying the skills they learned in this skill lesson.

#### DISCUSSION PROMPT:

*How can the communities we live in either bring us together or separate us?  
 Consider why people feel more or less connected to people from similar communities.*

Name \_\_\_\_\_ Class \_\_\_\_\_

## TEACHER COPY: How to Introduce New Ideas and Check your Understanding

*\*Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.\**

### PART 1: Discussion Expectations

**Directions:** Independently or with a partner, use the space below to answer the following question. Then, add to your notes as your teacher reviews a set of discussion expectations.



#### What Expectations Should We Follow To Have Strong Class Discussions?

1. *Prepare by reading or brainstorming ideas.*
2. *Wait until someone has finished speaking before you share your thoughts.*
3. *Respect each other's ideas.*
4. *Talk to your classmates, not just your teacher.*
5. *Use a strong, confident voice.*

**Note to Teachers:** Ask students to share the guidelines they come up with. If students do not mention any one or more of the guidelines listed above, have students add to their notes.



## PART 2: Sample Discussion

**Directions:** Read the excerpt from a student discussion about the text “The Stolen Party.” As you read, pause to answer the questions beside the text.

**Note to Teachers:** Consider having three students perform the “Sample Discussion Dialogue” while their classmates listen and answer the questions.

### SAMPLE DISCUSSION PROMPT

How much influence do parents have on their children’s relationships?

### SAMPLE DISCUSSION DIALOGUE

- [1] **Lauren:** Parents sometimes keep kids apart. I think Rosaura’s mother and Señora Ines are a perfect example of that.
- [2] **Reza:** In other words, you’re saying that Rosaura and Luciana would have been friends if their mothers hadn’t been involved.
- [3] **Lauren:** Exactly. Look at paragraph 9, when Rosaura describes the time she spends with Luciana: “Every afternoon she used to go to Luciana’s house and they would both finish their homework... They had their tea in the kitchen and they told each other secrets.” If you tell somebody your secrets, that’s your friend.
- [4] **Jaden:** That’s interesting, Lauren. One thing I noticed is that Luciana never really shows up in the story. I mean, we never hear her opinion on any of this.
- [5] **Lauren:** Wow, you’re right. I didn’t notice that before. It sounds like you think that Luciana might agree with Rosaura. She might *also* think of them as friends.
- [6] **Jaden:** Yeah, I think that’s possible.
- [7] **Reza:** I’m wondering why the author kept Luciana out of the story.
- [8] **Jaden:** Maybe Heker wanted to focus more on the parents’ influence on kids. Like, even if Rosaura and Luciana really *are* friends, can their friendship ever be the same after Señora Ines tried to pay Rosaura for helping at the party?

### QUESTIONS

**Paragraphs 1-3**

**Find Evidence:** Underline the phrase Reza uses to show that he’s checking whether he understands Lauren’s idea.

- *“In other words, you’re saying that” (2)*

**Paragraphs 4-6**

**A. Find Evidence:** Underline the phrase Jaden uses to introduce a new idea to the discussion.

- *“One thing I noticed is” (4)*

**B. Discuss:** How does Lauren check her understanding of Jaden’s idea?

- *Lauren says what she thinks he means. This allows Jaden to say whether she has understood.*

**Paragraphs 7-8**

**Discuss:** Why does Reza use the words “I’m wondering” to introduce a new idea?

- *To show that he doesn’t have the answer.*
- *He is looking for his classmates to give their opinions on this new idea.*



## PART 3: Introducing New Ideas and Checking Your Understanding

**Directions:** In our discussion, we are going to practice an important discussion strategy: how to introduce new ideas and check our understanding. With a partner or independently, review the sentence starters and answer the questions that follow.

Discussion Sentence Starters	
Introducing a New Idea	Checking Your Understanding
<ul style="list-style-type: none"> <li>• <i>An idea I have is...</i></li> <li>• <i>I noticed that...</i></li> <li>• <i>I'm wondering...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To paraphrase what you just said...</i></li> <li>• <i>In other words, you're saying that...</i></li> <li>• <i>It sounds like you think that...</i></li> </ul>

1. Based on these sentence starters and discussion skills, list three things that you think will make a class discussion stronger.

During a class discussion, remember to...

1. *be clear when you're adding something new to the discussion.*
2. *check your understanding of what someone said by restating their ideas in your own words.*
3. *ask a question to help you understand something better.*

2. How did these sentence starters help make the sample student discussion stronger in Part 1?

- *They helped keep the conversation going.*
- *They helped students talk to each other and not the teacher.*
- *They helped students think of and bring up new ideas.*
- *They helped students communicate their ideas in a clear way.*

## LESSON OVERVIEW: UNIT 1 ESSAY: PLANNING

(This page does not appear on the student copy.)

How does this lesson fit into the arc of writing for the unit?

Writing Lesson 1	Writing Lesson 2	Writing Lesson 3	Writing Lesson 4	Writing Lesson 5	Final Unit Writing Prompt (Recommended)
Writing a Complete Paragraph	Determining a Theme	Unit 1 Essay: Planning	Writing Introductions	Writing Conclusions	In "The Stolen Party," how does Rosaura's understanding of her relationship with Luciana change? What does this reveal about being an outsider and belonging? Use specific evidence from the story to support your analysis. [W.2]
		↑ You are here! ↑			






### This lesson's skill focus

In this lesson, students will <b>plan for their Unit 1 Essay</b> and <b>review the structure and parts of a well-written essay</b> . [W.7.2]
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### Materials needed

You will need	Your students will need
<ul style="list-style-type: none"> <li>This lesson handout</li> <li>Teacher Copy of "The Stolen Party"</li> </ul>	<ul style="list-style-type: none"> <li>"Unit 1 Essay: Planning" (Student Copy)</li> <li>Annotated copy of "The Stolen Party"</li> </ul>

### How do I facilitate this lesson?

Part	Lesson Activities	Time
Part 1	 <b>Breaking Down the Essay Prompt:</b> Have students read the Unit 1 Essay prompt and make a list of the prompt's requirements.	5 min
Part 2	 <b>Finding Evidence for the Essay Prompt:</b> Students review key scenes from "The Stolen Party" and write down evidence to use in their Unit 1 Essay.	10 min
Part 3	 <b>Discussing the Essay Prompt:</b> Lead students through a brief discussion about "The Stolen Party" to further prepare for their Unit 1 Essay. Students can jot down strong ideas from their peers as they listen.	10 min
Part 4	 <b>Writing Your Thesis:</b> Students write their thesis statement for their Unit 1 Essay.	10 min
Part 5	 <b>What Does a Great Student Essay Look Like?</b> Students reflect on a strong student essay about "The White Umbrella." Have students refer to this essay throughout their essay drafting process.	10 min
~45 min total		

Name \_\_\_\_\_ Class \_\_\_\_\_

## TEACHER COPY: Unit 1 Essay: Planning

*\*Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.\**

Today's Goal	Other Materials Needed
Prepare to write your essay by: <ul style="list-style-type: none"> <li>• Breaking down your final essay prompt</li> <li>• Finding evidence for your essay</li> <li>• Discussing your ideas</li> <li>• Drafting your thesis</li> <li>• Analyzing an exemplar essay</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated copy of "The Stolen Party"</li> </ul>

### PART 1: Breaking Down the Essay Prompt

**Directions:** Carefully read your Unit 1 Essay prompt and list what it is asking you to do. *5 minutes*



#### Unit 1 Essay Prompt

In "The Stolen Party," how does Rosaura's understanding of her relationship with Luciana change? What does this reveal about being an outsider and belonging? Use specific evidence from the story to support your analysis. **[W.2]**

1. Make a list of what the prompt is asking you to do.

1. *Explain how Rosaura's understanding of her relationship with Luciana changed.*
2. *Explain what the change reveals about outsiders and belonging.*
3. *Use evidence to support my answer.*



## PART 2: Finding Evidence For The Essay Prompt

**Directions:** Review key scenes from “The Stolen Party.” Write down direct quotes that you could use in your Unit 1 Essay (include the paragraph numbers). *10 minutes*

“The Stolen Party” Key Scenes		Evidence
Paragraphs	Description of Scene	
1-8	Rosaura and her mother argue about Luciana	<ul style="list-style-type: none"> <li>• <i>“I’m going because I’ve been invited... And I’ve been invited because Luciana is my friend.” (6)</i></li> <li>• <i>“Rosaura blinked hard: she wasn’t going to cry. Then she yelled: ‘Shut up! You know nothing about being friends!’” (8)</i></li> </ul>
17-36	Rosaura helps out at the party	<ul style="list-style-type: none"> <li>• <i>“they’re much too boisterous, they might break something.” (17)</i></li> <li>• <i>“Señora Ines had asked her to help pass the cake around, and Rosaura had enjoyed the task immensely, because everyone called out to her, shouting ‘Me, me!’” (36)</i></li> </ul>
60-66	Señora Ines pays Rosaura	<ul style="list-style-type: none"> <li>• <i>“Señora Ines didn’t look in the pink bag. Nor did she look in the blue bag. Instead she rummaged in her purse. In her hand appeared two bills.” (63)</i></li> <li>• <i>“‘You really and truly earned this,’ she said handing them over. ‘Thank you for all your help, my pet.’” (64)</i></li> <li>• <i>“Rosaura’s eyes had a cold, clear look that fixed itself on Señora Ines’s face.” (66)</i></li> </ul>



## PART 3: Discussing the Essay Prompt

**Directions:** Discuss the three questions below to prepare for the Unit 1 Essay. Take notes on ideas that you can use in your essay. *10 minutes*



Discussion Questions
<ul style="list-style-type: none"> <li>• How does Rosaura's understanding of her relationship with Luciana change?</li> <li>• What does this change reveal about the topic of outsiders and belonging?</li> <li>• What evidence from the story supports your ideas?</li> </ul>

Ideas I Can Use In My Essay

## PART 4: Writing Your Thesis

**Directions:** Write the thesis statement for your essay. Your thesis should be one to two sentences that answer the questions in the writing prompt. *10 minutes*



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## PART 5: What Does a Great Student Essay Look Like?

**Directions:** Below is a student essay about “The White Umbrella.” Skim the essay and the teacher comments. Then answer the reflection question about what surprised or stood out to you. *10 minutes*

**Prompt:** In “The White Umbrella,” how do the narrator’s feelings towards the white umbrella change? What does this reveal about being an outsider and belonging? Use specific evidence from the story to support your analysis.

### STUDENT ESSAY

### TEACHER COMMENTS

People sometimes believe if they could buy or own a certain object, all of their problems would be solved. In Gish Jen’s short story “The White Umbrella,” the narrator believes that if she had a white umbrella, she would stop being an outsider and finally belong, but at the end of the story, she throws the umbrella in a sewer. This change in the narrator’s feelings towards the umbrella reveals the theme that family is more important than fitting in at school.

Great opening - you really **grabbed my attention!**

Very clear **thesis** that **answers the prompt.**

In the beginning of the story, the white umbrella symbolizes belonging. The narrator describes the umbrella when she writes, “The umbrella glowed like a scepter” (27). A scepter is a staff carried by kings and queens, and this symbolizes how the narrator believes owning the umbrella would make everyone admire her. Later, she imagines what it would be like to “dangle it from my wrist on the way to school the way the other girls did” (32). Again, this shows the narrator’s desire to fit in with the popular girls, and her belief that the white umbrella can help make her fit in.

Great job using literary **terms** from class like “theme” and “symbolizes.”

I love this **explanation.** You explained what the evidence means and how it supports your thesis.

By the end of the story, the narrator realizes family is more important than the umbrella. When the narrator receives the umbrella as a gift from her piano teacher, she tells her teacher, “I wish you were my mother” (104). Immediately, the narrator feels terrible for what she said. This was the beginning of her change. Later, the narrator’s family gets in a car accident. For a moment, the narrator thinks her mother died, and when they get out of the car, the narrator “threw the umbrella down a sewer” (138). Because the umbrella symbolizes fitting in at school, throwing the umbrella away highlights the narrator’s new understanding that her family is more important than being popular.

Two pieces of evidence in both body paragraphs. ✓

The narrator's change in how she feels about the umbrella reveals the theme that family is more important than fitting in. In the beginning of the story, she wants nothing more than the umbrella, but by the end she realizes it has no value to her. Although it can be hard to remember, there truly are more important things than fitting in with the popular crowd.

Your **conclusion** does a nice job of clearly **restating your key points**.

1. **Reflect:** What stood out or surprised you as you skimmed the essay and teacher comments? List at least two things you noticed.

1. *Answers will vary.*
- 2.

### Tips For Using This Student Exemplar

- When you have time, read the essay closely. Pay attention to writing moves you can make in your writing.
- When you feel stuck with your own essay, return to the exemplar to see how this student dealt with the challenge you are facing.
- Identify the things you like most about this essay, and then do them in your own writing!

## LESSON OVERVIEW: WRITING INTRODUCTIONS

(This page does not appear on the student copy.)

How does this lesson fit into the arc of writing for the unit?

Writing Lesson 1	Writing Lesson 2	Writing Lesson 3	Writing Lesson 4	Writing Lesson 5	Final Unit Writing Prompt (Recommended)
Writing a Complete Paragraph	Determining a Theme	Unit 1 Essay: Planning	Writing Introductions	Writing Conclusions	In "The Stolen Party," how does Rosaura's understanding of her relationship with Luciana change? What does this reveal about being an outsider and belonging? Use specific evidence from the story to support your analysis. [W.2]
			↑ You are here! ↑		





### This lesson's skill focus

In this lesson, students will learn to begin their essays by <b>clearly introducing the topic and stating their thesis.</b> [W.7.2.A]
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### Materials needed

You will need	Your students will need
<ul style="list-style-type: none"> <li>This lesson handout</li> <li>"The Stolen Party" (Teacher Copy)</li> <li>Classroom Anchor Chart: Introductions (Optional)</li> </ul>	<ul style="list-style-type: none"> <li>"Writing Introductions" (Student Copy)</li> <li>"The Stolen Party" (Student Copy)</li> <li>"Essay Drafting Handout"</li> <li>Student Reference Sheet: Introductions &amp; Conclusions (Optional)</li> </ul>

### How do I facilitate this lesson?

Part	Lesson Activities	Time
Part 1	 <b>The Upside-Down Triangle:</b> Students watch a 3-minute video on how to write introductions using the upside-down triangle method. If students do not have video access, they can review the notes independently or the teacher can review the notes. Afterwards, students answer two questions.	10 min
Part 2	 <b>Partner Discussion:</b> Students discuss a set of questions to prepare them to write the introduction for their essay. Note that this activity is aligned to the recommended final essay prompt on "The Stolen Party."	5 min
Part 3	 <b>Draft Your Introduction:</b> Students draft an introduction for their essay using the upside-down triangle strategy. Note that students will not draft their introduction in this set of materials.	10 min
Part 4	 <b>Check Your Work:</b> Students review their introductions using a provided checklist.	5 min
~30 min total		

Name \_\_\_\_\_ Class \_\_\_\_\_

## TEACHER COPY: Writing Introductions

*\*Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.\**

### Today's Goal

1. You will learn the upside-down triangle method for writing strong introductions.
2. You will draft the introduction for your essay.

### PART 1: The Upside-Down Triangle

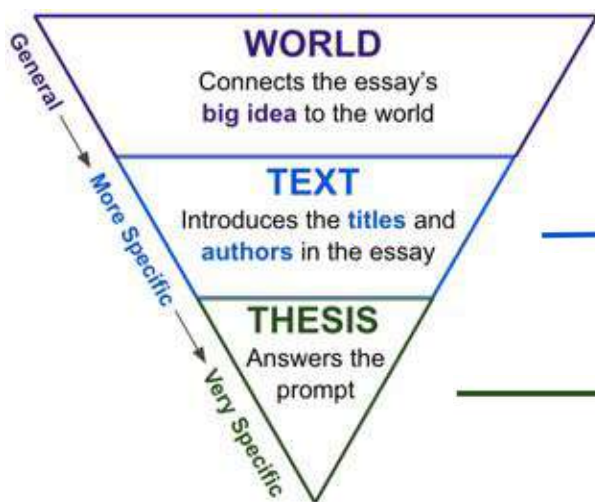
**Directions:** Follow the link and watch a three-minute [video](#) that explains the notes below. Then, answer the questions. *10 minutes*



### How to Write an Introduction

Many writers use **the upside-down triangle strategy** to write strong introductions.

#### An Upside-Down Triangle Introduction



#### Sample Introduction from a Student Essay

People sometimes believe if they could buy or own a certain object, all of their problems would be solved. In Gish Jen's short story "The White Umbrella," the narrator believes that if she had a white umbrella, she would stop being an outsider and finally belong, but at the end of the story, she throws the umbrella in a sewer. This change in the narrator's feelings towards the umbrella reveals the theme that family is more important than fitting in at school.

1. In your own words, explain how to write an upside-down triangle introduction.

*To write an upside-down triangle introduction, you start with a general connection to the world, then introduce the stories and authors, and end with a thesis.*

2. Why do you think writers often start essays with a statement about the world?

*Answers will vary, but students may note that by connecting to the world, it helps grab the reader's attention and highlights why the essay matters.*

## PART 2: Partner Discussion

**Directions:** To prepare to write your introduction, reread your essay prompt. Then discuss each of the partner discussion questions. There is space to jot down notes. *5 minutes*



### Essay Prompt

In “The Stolen Party,” how does Rosaura’s understanding of her relationship with Luciana change? What does this reveal about being an outsider and belonging? Use specific evidence from the story to support your analysis.

	Partner Discussion Questions	Notes
<b>WORLD</b>	Questions: <ul style="list-style-type: none"> <li>What big ideas is your essay about?</li> <li>Why do your essay’s big ideas matter in the world?</li> </ul>	
<b>TEXT</b>	Questions: <ul style="list-style-type: none"> <li>What story are you writing about?</li> <li>Who is the author?</li> <li>How do the big ideas in your essay appear in the story?</li> </ul>	
<b>THESIS</b>	Question: <ul style="list-style-type: none"> <li>What is your thesis?</li> </ul>	

## PART 3: Draft Your Introduction

**Directions:** Apply what you have learned when drafting the introduction of your essay. When you have written your introduction, move on to Part 4. *10 minutes*





## PART 4: Check Your Work

**Directions:** Use the Check Your Work box to review your introduction. *5 minutes*

### Check Your Work

- [ ] Highlight your **World** statement in green.

Did you begin by stating how the big ideas in your essay matter in the world? Yes No I'm Not Sure

- [ ] Highlight your **Text** statement in yellow.

Did you identify the titles and authors of the texts you are writing about? Yes No I'm Not Sure

- [ ] Highlight your **Thesis** in red.

Did you answer the prompt? Yes No I'm Not Sure

**Go back and add to any weak areas of your introduction.**

## LESSON OVERVIEW: WRITING CONCLUSIONS

*(This page does not appear on the student copy.)*

How does this lesson fit into the arc of writing for the unit?

Writing Lesson 1	Writing Lesson 2	Writing Lesson 3	Writing Lesson 4	Writing Lesson 5	Final Unit Writing Prompt (Recommended)
Writing a Complete Paragraph	Determining a Theme	Unit 1 Essay: Planning	Writing Introductions	Writing Conclusions	In “The Stolen Party,” how does Rosaura’s understanding of her relationship with Luciana change? What does this reveal about being an outsider and belonging? Use specific evidence from the story to support your analysis. [W.2]

↑ You are here! ↑





### This lesson’s skill focus

In this lesson, students will learn to finish their essays by writing a <b>conclusion that supports their thesis</b> . [W.7.2.F]
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### Materials needed

You will need	Your students will need
<ul style="list-style-type: none"> <li>This lesson handout</li> <li><b>Classroom Anchor Chart: Conclusions</b> (Optional)</li> </ul>	<ul style="list-style-type: none"> <li>“<b>Writing Conclusions</b>” (Student Copy)</li> <li>“<b>Essay Drafting Handout</b>”</li> <li><b>Student Reference Sheet: Introductions &amp; Conclusions</b> (Optional)</li> </ul>

### How do I facilitate this lesson?

Part	Lesson Activities	Time
Part 1	 <b>The Triangle Conclusion:</b> Students review the triangle strategy for writing conclusions and answer check for understanding questions.	10 min
Part 2	 <b>Partner Discussion:</b> Students discuss a set of questions to prepare them to write the conclusion for their essay.	5 min
Part 3	 <b>Draft Your Conclusion:</b> Students draft or revise their conclusions for their essay using the triangle strategy. Note that students will not draft their conclusions in this set of materials.	10 min
Part 4	 <b>Check Your Work:</b> Students review their conclusions using a checklist.	5 min
~30 min total		



Name \_\_\_\_\_ Class \_\_\_\_\_

## TEACHER COPY: Writing Conclusions

*\*Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.\**

### Today's Goal

1. You will learn the triangle method for writing strong conclusions.
2. You will draft or revise the conclusion for your essay.

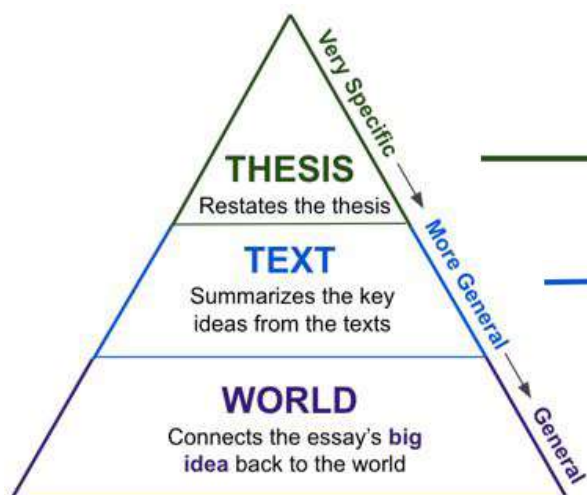
### PART 1: The Triangle Conclusion

**Directions:** Review the information on conclusions. Then, answer the questions. *10 minutes*



### How To Write A Conclusion

Many writers use **the triangle strategy** to write strong conclusions.



#### Sample Student Conclusion

The narrator's change in how she feels about the umbrella reveals the theme that family is more important than fitting in. In the beginning of the story, she wants nothing more than the umbrella, but by the end she realizes it has no value to her. Although it can be hard to remember, there truly are more important things than fitting in with the popular crowd.

1. How is a conclusion similar to an introduction?

*Conclusions use the same information as the introduction - world, text, thesis.*

2. How is a conclusion different from an introduction?

*Conclusions use the same information as the introduction, but the information is in the opposite order. Introductions start very general and get more specific, but conclusions do the opposite.*

## PART 2: Partner Discussion

**Directions:** Turn and talk about each of the questions below. This will help you prepare to write your conclusion. *5 minutes*



1. **Turn and talk:** How can you restate your thesis using slightly different words?
2. **Turn and talk:** What key details from the **text** helped you prove your thesis?
3. **Turn and talk:** Why do the ideas in your essay matter in the **world**?

## PART 3: Draft Your Conclusion

**Directions:** Apply what you have learned when drafting or revising the conclusion of your essay. When you have written your conclusion, move on to Part 4. *10 minutes*



## PART 4: Check Your Work

**Directions:** Use the Check Your Work box to review your conclusion. *5 minutes*



### Check Your Work

[ ] Highlight your **Thesis** in green.

Did you restate your thesis using slightly different language? Yes No I'm Not Sure

[ ] Highlight your **Text** statement in yellow.

Did you summarize key ideas from the text that helped support your thesis? Yes No I'm Not Sure

[ ] Highlight your **World** statement in red.

Did you end by stating how the ideas in your essay matter in the real world? Yes No I'm Not Sure

**Go back and revise any weak areas of your conclusion.**

Name \_\_\_\_\_ Class \_\_\_\_\_

## TEACHER COPY: End-of-Unit Writing Options

**Note to Teachers:** Included here are four options for a culminating writing task in this unit. The reading and writing instruction in this unit aligns most closely to *Option 1: Literary Analysis Essay Prompt*; however, you may choose a prompt that best aligns to the needs and interests of your students.

### Option 1: Literary Analysis Essay Prompt (Recommended)

In “The Stolen Party,” how does Rosaura’s understanding of her relationship with Luciana change? What does this reveal about being an outsider and belonging? Use specific evidence from the story to support your analysis

### Option 2: Personal Reflection Essay

The American novelist Alice Hoffman said “Being an outsider is the one thing we all have in common.” Consider the unit texts and reflect on your own experiences. Write an essay that explains whether you believe this quote to be true.

### Option 3: On Demand Essay

In this unit, you have learned how characters help develop the theme. Choose one of the listed unit or supplemental texts and write an essay that states the text’s theme and how the theme is developed. Refer to evidence from multiple places in the text.

#### Unit Texts:

- “The War of the Wall” by Toni Cade Bambara
- “The White Umbrella” by Gish Jen
- “Hello My Name Is \_\_\_\_\_” by Jason Kim
- “The Stolen Party” by Lilliana Heker

#### Supplemental Texts:

- “Blue” by Francesca Lia Block
- “Elena” by Pat Mora

### Option 4: Essential Question Cross-Textual Essay Prompt

You have read “The White Umbrella,” “Hello My Name Is \_\_\_\_\_,” and “The Stolen Party.” In each story, the characters are motivated by their desire to belong. Select two of these texts and write an essay that compares and contrasts the themes developed in each story.