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| --- | --- |
| Grade | 6th Grade |
| Unit Title | Power of Choice |
| Time Frame | 5 Weeks |
| Key Concepts/Themes | Choice: To Conform or To Be True to Yourself/ The Individual |
| Rationale/Goals | Students will consider the role of how the individual influences society and how the element of choice can impact a community. Students will understand different points of view when considering choices characters and people make in relation to their community. Students will be able to make informed decisions regarding choice and individuality and argue and support their point of view. |
| CCSS | **READING: LITERATURE** **Key Ideas and Details**RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**Craft and Structure**RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text. **WRITING: ARGUMENTATIVE** **Text Types and Purposes**W.6.1: Write arguments to support claims with clear reasons and relevant evidence.**Production and Distribution of Writing**W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**Research to Build and Present Knowledge**W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.W.6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**SPEAKING AND LISTENING****Comprehension and Collaboration:**SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.[SL.6.3:](http://www.corestandards.org/ELA-Literacy/SL/6/3/) Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.**Presentation of Knowledge and Ideas:**SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)**LANGUAGE****Conventions of Standard English**L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**Knowledge of Language**L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.**Vocabulary Acquisition and Use**L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Essential Questions | Skills* How does an author develop or convey a character’s point of view?
* How does a writer develop and support a compelling argument?

Concepts or Big Ideas* How does awareness and/or a sense of self influence choice?
* How does society influence choice?
* Who has the power in a society?
 |
| Enduring Understandings | * Authors use various methods to develop or convey a character’s point of view.
* When people read, they analyze the situations in a text in order to make decisions about the world around them.
* People write in order to communicate their point of view, as influenced by their own experience and analysis of text.
* In order to communicate effectively orally and in writing, people use proper conventions of English, as well as a variety of techniques, including figurative language, word relationships and nuances in word meaning.
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| Suggested Anchor Textsand Multimedia | Novels:This unit is written using *The Giver*, by Lois Lowry. However, other novels that fit the same theme would also be appropriate, such as the following:* *The Hunger Games*, by Suzanne Collins
* *Divergent*, by Veronica Roth
* *The Outsiders*, by S.E. Hinton
* *The House of the Scorpion*, by Nancy Farmer

Nonfiction texts:* Lois Lowry Newbery Speech for *The Giver*: http://www.loislowry.com/index.php?option=com\_content&view=article&id=81&Itemid=200#newbery-acceptance-speech-the-giver-june,-1994

Short Stories:* “Harrison Bergeron,” by Kurt Vonnegut (short story, also a short 20 minute video)

Poetry* “The Road Not Taken,” by Robert Frost

Multimedia* Short video of Harrison Bergeron - “2081”
* Photographs by Nikki S. Lee address conformity in society: <http://www.mocp.org/detail.php?t=objects&type=all&f=&s=nikki+lee&record=0>

Quotes to consider:* He who loses his individuality loses all. -Ghandi
* No power in society, no hardship in your condition can depress you, keep you down, in knowledge, power, virtue, influence, but by your own consent. -William Ellery Channing
* Everything that is really great and inspiring is created by the individual who can labor in freedom. -Albert Einstein
* <http://imgfave.com/view/1361707?u=12332>: To be yourself in a world that is constantly trying to make you something else is *the greatest accomplishment*.
 |
| Professional Resources | Resources for Teaching Literacy:* Close Reading Model Lessons: <http://achievethecore.org/page/752/featured-lessons>
* Articles of the Week from Kelly Gallagher: <http://kellygallagher.org/resources/articles.html>
* Youtube on Point of View - <http://www.youtube.com/watch?v=YOjCbL60SRE>
* RAFT Strategy - <http://www.readwritethink.org/classroom-resources/printouts/raft-writing-template-30633.html>
* National Writing Project – [www.nwp.org](http://www.nwp.org)
* Nancy Atwell, N. (1998) *In the Middle, Second Edition: New Understandings About Writing, Reading, and Learning*. Heinemann, Portsmouth, NH.
* Craft Lessons: Teaching Writing K-8 by: Ralph Fletcher and Joann Portalupi
* *Realizing Illinois: Common Core Teaching and Learning strategies for Literature* <http://www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-6-12.pdf>
* Collaborative Conversations, by Douglas Fisher and Nancy Frey<http://www.fisherandfrey.com/_admin/_filemanager/File/Collab_Conversation.pdf>

Resources for teaching content:* <http://reviews-of-childrens-literature.pbworks.com/w/page/10581709/Persepolis>: Persepolis is a graphic novel about a girl questioning her individuality and role of conformity it society in the context of the Islamic Revolution in Iran. Although this text itself is meant for mature readers (due to mature content such as alcohol, sex and war), there are excerpts that you could take from the book that would compliment the theme or central question of individuality vs. conformity. This review includes some ideas you can introduce in your class, such as the issue of power in our global community.
 |
| Culminating Writing Task | Prompt: In the Giver, many characters in the novel view individuality and society differently. Think about the point of view of the Elders, Jonas and the Giver in relation to the choice they make regarding whether to maintain their individuality or to conform to the beliefs of the community for the benefit of the society as a whole. Which point of view do you most agree with? Is it better to maintain your individuality or to conform for the greater good of the community? Write an argument defending your position on the role of choice in society. Support your argument with evidence from the text, citing specific examples from the point of view of the Elders, Jonas or the Giver. Be sure to introduce your claim clearly, organize your evidence and reasons clearly in order to demonstrate understanding of the text. \*If you choose to use a different text, modify the prompt to the text you chose, maintaining the same essential question around the role of choice in society. |

**Unit Standards Weekly Progression by Domain**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Standards | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
| Reading Literature | RL.6.1RL.6.6 | RL.6.1RL.6.6 | RL.6.1RL.6.2 | RL.6.1RL.6.2 | RL.6.1 |
| Writing  | W.6.5W6.10 | W.6.5 | W.6.1W6.9 | W.6.1W.6.5W6.9 | W.6.1W.6.4W.6.5W6.9 |
| Speaking & Listening | SL.6.1SL.6.2SL.6.6 | SL.6.1SL.6.6 | SL.6.1SL.6.3SL.6.6 | SL.6.1SL.6.3SL.6.6 | SL.6.1SL.6.3SL.6.6 |
| Language | L.6.6 | L.6.5L.6.6 | L.6.5L.6.6 | L.6.1L.6.2L.6.3 | L.6.1L.6.2L.6.3 |

UNIT OVERVIEW BY WEEK

|  |  |
| --- | --- |
| Week | 1 |
| CCSS | RL.6.1, RL.6.6. W.6.5, W.6.10 L.6.6, SL.6.1, SL.6.2, SL.6.6 |
| Learning Objectives | Reading* Cite textual evidence to support the analysis of what the text says explicitly.
* Cite textual evidence to support the analysis of inferences drawn from the text.
* Explain how an author develops the point of view of the narrator or speaker in a text.

Writing* With some guidance and support from peers and adults, develop writing as needed by planning.
* Introduce claim(s) and organize the reasons and evidence clearly.
* Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language* Ensure that pronouns are in the proper case (subjective, objective, possessive).
* Use intensive pronouns (e.g., *myself, ourselves*).
* Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
* Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening* Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
* Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
* Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally)
 |
| Teaching and Learning Strategies | * “Close Reading” of photo
* Anticipation Guide
* Two column notes (Cornell Notes)
* RAFT Writing Strategy
 |
| Grouping  | Individual, partners, & whole group**\**** Turn and Talk
* Whole Class discussion, optional Fish Bowl

**\* For a description of various grouping strategies see Appendix A** |
| Texts & Multimedia and Focus Vocabulary | Domain-specific vocabulary:* collectivism
* individualism

*The Giver* by Lois Lowry, Vocabulary (Tier 2) - Chapters 1-5

|  |  |  |  |
| --- | --- | --- | --- |
| release | ironic | ponder | infraction |

Photographs by Nikki S. Lee: <http://www.mocp.org/detail.php?t=objects&type=all&f=&s=nikki+lee&record=0>* The Hispanic Project #18, 1998
* The Skateboarders Project #7, 2000
* The Yuppie Project #4, 1998
 |
| Assessments | Formative* POV QuickWrite
* Two-Column Notes

Summative* POV Assessment **(See Appendix A)**
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| --- | --- |
| Week | 2 |
| CCSS | RL.6.1, RL.6.6, W.6.5, L.6.5, L.6.6, SL.6.1, SL.6.6 |
| Learning Objectives | Reading* Cite textual evidence to support the analysis of what the text says explicitly.
* Cite textual evidence to support the analysis of inferences drawn from the text.
* Explain how an author develops the point of view of the narrator or speaker in a text.

Writing* With some guidance and support from peers and adults, develop writing as needed by planning.
* Introduce claim(s) and organize the reasons and evidence clearly.
* Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language* Distinguish among the connotations (associations) of words with similar denotations (definitions) *(e.g., stingy, scrimping, economical, unwasteful, thrifty).*
* Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
* Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening* Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 |
| Teaching and Learning Strategies | * Examine quote and political cartoons
* Two column notes (Cornell Notes)
* RAFT Writing Strategy
 |
| Grouping  | Individual, partners, & whole group**\**** Turn and Talk
* A/B Partners

**\* For a description of various grouping strategies see Appendix A** |
| Texts & Multimedia and Focus Vocabulary | *The Giver* by Lois Lowry, Vocabulary (Tier 2) - Chapters 6-11

|  |  |  |  |
| --- | --- | --- | --- |
| interdependence | chastisement | anguish | courage |
| interdependence | transgressions | integrity |  |

* Quote *("Collectivism, unlike individualism, holds the group as the primary, and the standard of moral value." -- Mark Da Cunha)*
* Political Cartoons <http://www.houseofpaine.org/images/anarchy_toon.jpg> and <http://stephanrinke84.files.wordpress.com/2011/08/1a1.jpg>
 |
| Assessments | Formative* Two-Column Notes
* Quote and Political Cartoon questions – Writing
* Connotation sentences

Summative* Argumentative Writing – based on individualism/collectivism
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|  |  |
| --- | --- |
| Week | 3 |
| CCSS | RL.6.1, RL.6.2, W.6.1. W.6.9, L.6.5, L.6.6, SL.6.1, SL.6.6 |
| Learning Objectives | Reading* Determine a theme or central idea of a text.
* Cite textual evidence to support the analysis of what the text says explicitly.
* Cite textual evidence to support the analysis of inferences drawn from the text.

Writing* Introduce claim(s) and organize the reasons and evidence clearly.
* Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
* Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language* Distinguish among the connotations (associations) of words with similar denotations (definitions) *(e.g., stingy, scrimping, economical, unwasteful, thrifty).*
* Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
* Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening* Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
* Delineate a speaker’s argument and specific claims.
* Distinguish claims that are supported by reasons and evidence from claims that are not.
 |
| Teaching and Learning Strategies | * Close Read Poem
* Graphic Organizers
* Two column notes (Cornell Notes)
* Model Writing
 |
| Grouping  | Individual, partners, & whole group**\**** Turn and Talk
* Clock Buddies

**\* For a description of various grouping strategies see Appendix A** |
| Texts & Multimedia and Focus Vocabulary | *The Giver* by Lois Lowry, Vocabulary (Tier 2) - Chapters 12-15

|  |  |  |  |
| --- | --- | --- | --- |
| admonition | consciousness | relinquish | absurdity |
| burden | assuage  | warfare  |  |

* “The Road Not Taken”, by Robert Frost

<http://www.poetryfoundation.org/poem/173536> |
| Assessments | Formative* Theme of the poem “The Road not Taken”
* Theme of the Giver
* Claim/Evidence/Warrant chart
 |
| Week | 4 |
| CCSS | RL.6.1, RL.6.2, W. 6.1, W.6.5, L.6.1, L.6.2. L.6.3, SL.6.1, SL.6.3, SL.6.6 |
| Learning Objectives | Reading* Provide a summary of the text distinct from personal opinions or judgments
* Cite textual evidence to support the analysis of what the text says explicitly.
* Cite textual evidence to support the analysis of inferences drawn from the text.

Writing* Use words, phrases and clauses to clarity the relationships among claim(s) and reasons.
* Establish and maintain statement or section.
* Provide a concluding statement or section that follows from the argument presented.
* With some guidance and support from peers and adults, strengthen writing as needed by revising, editing, rewriting, or trying a new approach.
* Draw evidence from literary text.

Language* Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
* Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Speaking and Listening* Explain how interpretation (of information presented in diverse media and formats) contributes to a topic, text, or issue under study.
* Delineate a speaker’s argument and specific claims.
* Distinguish claims that are supported by reasons and evidence from claims that are not.
 |
| Teaching and Learning Strategies | * Use a graphic organizer to plan writing
* Use a graphic organizer to summarize a text
 |
| Grouping  | Individual, partners, & whole group\** Turn and Talk
* A/B Partners
* Clock Buddies

\* For a description of various grouping strategies see Appendix A |
| Texts & Multimedia and Focus Vocabulary | The Giver by Lois Lowry, Vocabulary (Tier 2) - Chapters 16 -19

|  |  |  |  |
| --- | --- | --- | --- |
| ecstatic | perceive | permeated | luminious |

  |
| Assessments | Formative* Argumentative graphic organizer that includes claim, evidence, warrant, and counterclaim/ rebuttal

Summative* First Draft of Argumentative Writing – based on the unit prompt
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|  |  |
| --- | --- |
| Week | 5 |
| CCSS | RL.6.1, RL 6.6, W.6.1, W.6.4, W.6.5, W6.9, L.6.1, L.6.2, L.6.3, SL.6.1, SL.6.3, SL.6.6 |
| Learning Objectives | Reading* Explain how an author develops the point of view of the narrator or speaker in a text.
* Cite textual evidence to support the analysis of what the text says explicitly.
* Cite textual evidence to support the analysis of inferences drawn from the text.

Writing* Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
* Produce clear and coherent writing in which the style is appropriate to task, purpose, and audience.
* With some guidance and support from peers and adults, strengthen writing as needed by revising, editing, rewriting, or trying a new approach.

Language* Distinguish among the connotations (associations) of words with similar denotations (definitions) *(e.g., stingy, scrimping, economical, unwasteful, thrifty).*

Speaking and Listening* Delineate a speaker’s argument and specific claims.
* Distinguish claims that are supported by reasons and evidence from claims that are not.
 |
| Teaching and Learning Strategies | * Student Debate
* Use checklist to revise writing
* Use checklist to edit writing
* Peer/teacher conferences
* Model writing
 |
| Grouping  | Individual, partners, & whole group**\**** Turn and Talk
* Pair/Share

**\* For a description of various grouping strategies see Appendix A** |
| Texts & Multimedia and Focus Vocabulary | *The Giver* by Lois Lowry, Vocabulary (Tier 2) - Chapters 20-23

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| augmented | diminished | efficient | emphatically | fugitives |
| lethargy | rueful | sing-song | stealthily | vigilant |

 |
| Assessments | Formative* Debate checklists/conferences

Summative* Final Draft of Argumentative
 |

SAMPLE WEEKLY/DAILY

|  |  |
| --- | --- |
| **Topic** | **Specific Teaching and Learning Activities/Lessons** |
| **Week One****Overview:** In the first week, students will explore the idea of the individual in society by thinking about and discussing their own beliefs about individualism and community, by examining a series of photographs and quotes. They will use an anticipation guide to record their own initial beliefs before reading the anchor text. This can be used as a springboard for discussion about student beliefs, and revisited at the end of the unit. **Prepare prior to lesson:*** Anticipation Guide, 1 per student
* Anchor Chart with guiding questions for “Close Reading a Photograph”
* Photographs to display digitally or printed out (see below for links)
* Optional anchor chart: Norms for Discussion
* Optional anchor chart: sentence stems for collaborative conversation

**Text and Multimedia Used:*** *The Giver*, by Lois Lowry

 Ch 1-5* Photographs by Nikki S. Lee: <http://www.mocp.org/detail.php?t=objects&type=all&f=&s=nikki+lee&record=0>
* The Hispanic Project #18, 1998
* The Skateboarders Project #7, 2000
* The Yuppie Project #4, 1998

**Suggested Activities for Differentiation:*** For students who are having difficulty holding collaborative conversations, explicitly model and teach discussion skills. See Collaborative Conversations article referenced below.
* For students who are having difficulty understanding point of view, have students highlight sentences and events that are important to the development of the story or character. Ask them to tell what they learn from these sentences. How does the narrator or character feel?
* For students who are advanced in point of view have them discuss and identify the differences in how the author portrays each character and explain how the author shows the development of different opinions and feelings.

**Professional Texts*** Douglas Fischer and Nancy Frey’s article on Collaborative Conversations is a helpful resource for teachers:: <http://www.fisherandfrey.com/_admin/_filemanager/File/Collab_Conversation.pdf>
 | **Standards Addressed**:**RL.6.1**: Cite textual evidence to support the analysis of what the text says explicitly. **RL.6.2**: Cite textual evidence to support the analysis of inferences drawn from the text.**W.6.1**: Introduce claim(s) and organize the reasons and evidence clearly.**W.6.10**: Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **SL.6.1a**: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.**SL.6.1b**: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.**SL.6.2**: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally)**L.6.10**: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. **Opening Activity/”Hook”**Anticipation/Reaction Guide. This strategy assesses prior knowledge and evaluates the acquisition of concepts and use of supporting evidence after reading.1. Teacher identifies the important ideas and concepts students should focus on when reading.2. Create 4-6 statements that support or challenge students’ beliefs, experiences, and pre-existing ideas about the topic.3. Create a graphic organizer/table like the example below.BEFORE READING AFTER READING

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Agree | Disagree | Statement | Pages where evidence is found | Agree  | Disagree |
|  |  | It is possible to live in a society that has eliminated all pain, fear, war, and hatred. |  |  |  |
|  |  | Being the same is safer than being different. |  |  |  |
|  |  | Traditions should always be followed to ensure that what is important to the community continues. |  |  |  |

4. Before reading the text, have students react to each statement in the Before Reading column individually and be prepared to support their position.5. In small groups or as a whole class, ask students to explain their initial responses to each statement. [A suggested activity for discussion here is “Walk the Line”: Designate one end of your class “Agree” and the other end “Disagree,” then have students move to that area of the room according to their beliefs, after reading each statement individually.]6\*. Ask students to read the selection to find evidence that supports or rejects each statement.7\*. Ask students to react to each statement in the After Reading columns to determine if they have changed their minds about any of the statements. (Herber, 1978)(\*steps 6 and 7 will occur after you have finished reading the anchor text)After the initial Anticipation Guide activity and discussion, lessons will be presented starting with a multimedia discussion, following a lesson connected to the anchor text. **Thus, the multimedia lesson and novel study lessons below are presented in tandem, beginning each class with a discussion of multimedia and then moving to the novel study.**  The length of time spent on each unit will vary, depending on the students you have in front of you and the length of time you have for class.In this first week, the focus of both multimedia and novel study will be on point of view, using full integration of reading, writing, language and speaking and listening standards throughout. **Multimedia Mini-lesson** Lessons for Week 1 for Teaching Point of View RL.6.6 Length of time: 3-5 days, week 1\*This lesson is spread out over several days by examining one photo per day, with a culminating discussion at the end of the week that integrates ideas gleaned from “reading” the photographs and the anchor text.Objectives: Students will...* come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
* follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
* interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally)
* write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

***I DO:***Establish norms for whole- and small-group discussions in your class. You may want to explicitly model and teach discussion skills. ***WE DO:***Introduce the idea of “Close Reading” a photograph. You could say something like: “This week, we are going to examine a series of photographs. I am not going to tell you much about the artist upfront, rather I want to see what you pull out of the photographs when you examine them closely.”* Present the Nikki Lee Photographs (<http://www.mocp.org/detail.php?t=objects&type=all&f=&s=nikki+lee&record=0>) one at a time over the course of the week, asking students to discuss the following guiding questions. Scaffold the discussion as needed for your students--you may need to model this “Close Reading” initially, then release the responsibility to the students gradually until they are able to discuss the photograph with little guidance. We suggest creating an anchor chart with the following questions posted in your classroom, as they can be used repeatedly over the year. The line of questioning begins with a larger “lens” that becomes increasingly more focused as the discussion progresses.
	+ First Read: What do you notice about these photographs?
	+ Second Read: What is the tone of photographs? What images create this tone?
	+ Third Read: What can you tell about how the photo was made? Consider lighting, color, framing, etc. How does the vantage point of the photographer show us the point-of-view of the artist?
* After students have examined all three photographs, ask students to compare them. If possible allow students to see all photographs together (projected, printed out or displayed on three different computers at once)
	+ Fourth Read: Compare and contrast all three photographs. What is different and what is similar?
* At the end of the week, after photographs have been examined and discussed, share information about this artist with the students (<http://www.mocp.org/detail.php?t=objects&type=all&f=&s=nikki+lee&record=0>). Nikki S. Lee conforms herself in style and manner to fit into a particular group of people for a number of weeks and photographs herself embedded in that group. Her work speaks to the question of how we present ourselves in order to “fit” into a sect of society and how we are viewed by others in a variety of settings. At this point, students will likely want to see if they can find her in the photos, if they haven’t already discovered this similarity. Have them find her and compare the different images she portrays of herself in each photograph. Was her presentation of herself in each group believable? Did she “fit in?”

By the end of the week, students will have had deep exposure to point of view from discussion of the anchor text. This concept can now be interwoven into the examination of photographs by asking students to consider point of view in art. Allow students to also consider the point of view of the photographer or a person not pictured.* Have students turn and talk to a partner about how Nikki S. Lee’s work relates to point of view. Lead a whole-class discussion to ensure all students understand.

***YOU DO:**** Ask students to choose a person in a photograph, and do a QuickWrite activity in which the student writes an account of that moment in time from the point of view of that person. You as the teacher can decide how much or how little you want to structure this QuickWrite--you could leave it open to students’ interpretation of the task, or you could be more specific in what you would like them to write (short story, poem, description, etc.). This QuickWrite can be used as a baseline assessment to inform further instruction of writing for your class. RAFT is a writing strategy that you may choose to teach here (see professional resources in the Appendix).

**Novel Study**Lessons for Week 1 for Teaching Point of View RL 6.6, Chapters 1-5 Length of time: 3-5 days, week 1 Objectives: Students will..* understand and identify point of view in literature
* identify the details, opinion, or emotion an author wants to portray through a particular point of view.
* explain how an author develops the point of view, pointing out details and examples that help one understand the opinions or emotions of the speaker or narrator in a text.
* write and examine a text from the point of view of multiple characters.
* ensure that pronouns are in the proper case (subjective, objective, possessive).
* use intensive pronouns (e.g., *myself, ourselves*).

 ***Lesson 1: Identifying and Understanding Point of View*** ***Opening questions for discussion:*** How many of you have ever heard someone tell about what happened at a crime scene? What usually happens if someone else was there and witnessed the same event? (There are different versions of the story). Why does that happen?  T will explain and discuss how various people will tell stories from their own point of view, hence giving a different spin or understanding of the story because it is told from a different perspective. ***I DO:***  **What is point of view?** *Point of view is the way an author allows a reader to “see” and “hear” what is happening in the text. The point of view shows how a text is narrated and allows the reader to identify the narrator’s opinions and feelings.*  ***Introduce vocabulary:*** Pronoun – a word that takes the place of a nounFirst Person – the narrator writes using pronouns “I”, “we”, “myself”,Second Person- the narrator writes using the pronouns “you” and “your”Third Person (omniscient) - the narrator is outside the story and can “see” the feelings of all the charactersThird Person (limited) - the narrator is outside the story and can only “see” the feelings of one character T will model examples of various pronouns in sentences and examples of each type of narration. ***WE DO:***  T will introduce point of view with flocabulary rap - giving students words to read along and sing along.  <https://www.flocabulary.com/point-of-view/>  T will display examples of various points of view and S will begin to identify points of view with their peers. Guiding Questions: Who is the narrator of the text? How do you know? What opinions or feelings can you gather from the narrator?T/S will begin reading *The Giver*, Chapters 1 and 2, and discuss the point of view and the feelings portrayed by it. T will model **two column note-taking**, and guide S through writing the point of view on one side and citing evidence from the text that displays the point of view and giving feelings or opinions on the right. ***YOU DO:*** S will continue in small groups, completing notes. S will share out with peers and the class.**Exit Slip**: What is point of view? How can you tell the point of view in a text? Who is the narrator in *The Giver*? How do you know? What is Jonas feeling at this point in the text?***Lesson 2: Understanding Point of View**** T will review point of view and discuss/recap what S discovered in lesson 1.
* T will show LearnZillion video from Youtube: Analyzing Point of View <http://www.youtube.com/watch?v=_mfmtojhUMs>

***I DO:*** T will model using *The Giver,* Chapter 1, how to analyze the point of view using 3 guiding questions/statements:1. Identify the point of view
2. Ask: How does this shape the story?
3. Ask: Why did the author make this choice?

T will model taking each and citing evidence from the text to develop and analyze the opinions and feelings of the characters as well as the thoughts of the author.***WE DO:***Using Chapter 2 (previously read), S will use the 3 questions to analyze point of view of Jonas’s feeling about the assignment. T will monitor and guide discussions.***YOU DO:*** Students will read Chapter 4 in small groups and use the 3 guiding questions/statements to discuss the opinions of Jonas concerning Lilly, Mother, and the incident with the apple. **Groups will share ideas**.Exit slip: How does an author develop a character’s feelings through the narrator’s point of view?***Lesson 3-4: Integrating Point of View and Writing***T will integrate the knowledge of point of view with the notion of writing from a point of view. See Photograph Lesson - end of week. As students continue to read Ch 4-5, they may continue with note-taking if more assistance is needed and using guiding questions. Those ready to move forward will review chapters 4 and 5 and choose a character to focus on: Jonas, Lilly, Mother, Father, Fiona, or Asher. S will use the chart below to examine how the author develops their point of view, opinion and feelings. Character:

|  |  |  |
| --- | --- | --- |
| Quote/Event/Statement from the text | Opinions  | Feelings |
|  |  |  |
|  |  |  |

 ***I DO:*** T will model taking text evidence and analyzing the thoughts and feelings of that character. T will introduce RAFT Strategy, following completion of charts. T will show model of the RAFT writing to allow S an opportunity to write from their character’s point of view. * RAFT Strategy - <http://www.readwritethink.org/classroom-resources/printouts/raft-writing-template-30633.html>

***WE DO:***  S will work within groups (those who chose the same character) to complete tables and discuss.***YOU DO:*** Complete RAFT writing activity using template (see resources)POV Assessment: RAFT can be an assessment and see POV assessment - in the appendix |
| **Week 2****Overview:** In week 2, students will continue developing their understanding of point of view and individualism vs. collectivism. They will examine and discuss a quote and two related political cartoons, along with continuing to read the anchor text, in order to explore these ideas and develop their own opinions about collectivism and individualism.**Prepare prior to lesson:*** Post and/or distribute the quote for each student. *("Collectivism, unlike individualism, holds the group as the primary, and the standard of moral value." -- Mark Da Cunha)*
* Find and display the political cartoons by projecting them or printing them out for each individual or groups. <http://www.houseofpaine.org/images/anarchy_toon.jpg> and <http://stephanrinke84.files.wordpress.com/2011/08/1a1.jpg>

**Text and Multimedia Used:*** *The Giver*, Ch. 6-10
* Mark Da Cunha quote
* Political Cartoons <http://www.houseofpaine.org/images/anarchy_toon.jpg> and <http://stephanrinke84.files.wordpress.com/2011/08/1a1.jpg>

**Suggested Activities for Differentiation:*** For students who are having difficulty….

**Professional Texts*** *Close reading in Elementary Classrooms,* by Doug Fisher: <http://mhreadingwonders.com/wp-content/themes/readingwonders/docs/9430_Fisher_Author_9-4.pdf>
 | **Standards Addressed:****RL.6.1**: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**RL.6.6**: Explain how an author develops the point of view of the narrator or speaker in a text. **W.6.5**: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**SL.6.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**SL.6.6**: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)**L.6.5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**L.6.6**: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**Close Read of Quote:**Learning Objectives: Students will...* pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
* cite textual evidence to support the analysis of what the text says explicitly.
* acquire and use accurately general academic and domain-specific words and phrases.

Post the following quote and/or distribute the quote for each student to mark.*"Collectivism, unlike individualism, holds the group as the primary, and the standard of moral value." -- Mark Da Cunha* * If needed, explain what close reading is (a careful and purposeful rereading of the text that allows reader to understand the text deeply) and why good readers do it. Refer to this Doug Fisher article for more information on Close Reading: <http://mhreadingwonders.com/wp-content/themes/readingwonders/docs/9430_Fisher_Author_9-4.pdf>
* One by one, pose the following questions for students to consider and discuss:
	+ First Read: Read the quote and note any words that are interesting or need clarification.
	+ Second Read: What is the author saying in this quote? What words make you believe that?
	+ Third Read: How does this quote relate to the text we are reading? What do you think Mark Da Cunha would say about society in *The Giver*?
* Lead students through a discussion of the quote and the text, modeling and thinking aloud when needed. Students will begin to have an understanding of the key vocabulary in the quote, and they should be encouraged to continue to use these academic vocabulary words in their discussion of the anchor text throughout the unit.

**Examine Political Cartoons**Display the following political cartoons, one per day, and lead a class discussion about their meaning, using the key vocabulary words, *collectivism* and *individualism.* You might want to use guiding questions such as:* + First Read: What do you notice? Look carefully at the image and the text.
	+ Second Read: What does the cartoon say about collectivism or individualism?
	+ Third Read: What can you tell about how the cartoonist feels about the subject matter? Why? (POV)
* After students have examined both cartoons, ask students to compare them. If possible, allow students to see both cartoons together (projected on the same screen or printed out)
	+ Fourth Read: Compare and contrast the cartoons to the anchor text. Which character or group of characters does each cartoon represent? Why?
	+ Fifth Read: Consider who wrote the cartoons and their thoughts. How would the cartoon be different if written by a different party? Create a cartoon based on one of the *The Giver* character’s point of view.

|  |  |
| --- | --- |
| anarchy_toon.jpg | 1a1.jpg |

**Lessons for Week 2 for Teaching Denotations and Connotations L 6.5.C** Length of time: 1-3 days, week 2 Standard: **6.** CCSS.ELA-LITERACY.L.6.5.CDistinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).Objectives: Students will...* define and explore the concept of connotation.
* examine how word choice affects meaning
* practice and apply the concept of connotation

 Lesson 1: Introduction **Opening questions for discussion:** Who knows what the words connotation and denotation mean? Turn and talk to your A/B partner. T calls on a few students. T confirms the following: Denotation is the dictionary and literal meaning of a word. Connotation is the emotional/contextual/cultural meaning attached to a word: shades and degrees of meaning.  T will explain and discuss the denotation and connotation of home, house, residence, and dwelling. **I DO:**  On the board (e.g. Elmo, Smartboard) write and discuss: home, house, residence, dwelling **Denotation:** These words all mean a place in which someone lives.**Connotation:****home**: cozy, loving, comfortable, security, images or feeling of people you associate with it.It could also be the opposite—depending upon a person’s experiences. (Traditionally, the connotation is “cozy, loving,” etc., and a reader should be aware of this and other connotations in a reading passage.) **house:** the actual building or structure **residence:** Cold, no feeling, or elites **dwelling:** primitive or basic (picture a cave, the mesas in Arizona, etc.) **WE DO TOGETHER:**On the board write:vagrants, people with no address, homeless Together with student input write denotation and connotation of these words.**Possible responses:****Denotation:** These words all mean people without a home.**Connotation:****vagrants**: nuisance **people with no address:** official, neutral, businesslike **homeless:** object of pity/charity, not as negative as vagrant **WE PRACTICE TOGETHER:** In partners, have students give denotations and connotations of the following words: · overweight vs. fat· job vs. career· student vs. scholar· doctor vs. physician· rich vs. wealthy Come together and have a whole-group discussion on the denotations and connotations they come up with and why.  **YOU DO (INDEPENDENTLY):** Place the words that show connotation and denotation differences. Words to fill in the blank:aggressive, cunning, dad, father, home, house, mom, mother, plans, politicians, pushy, scheme, statesman, wise 1. Those who are lonely and detached live in a **\_** . Those who live with loved ones and in happiness live in a **\_ \_** .2. A  **\_** and  **\_** have procreated. A  **\_** and a  **\_** are loving parents.3. Many  **\_** men have made **\_** . Many  **\_** scoundrels have devised a **\_** .4. \_ salespeople are to be avoided. \_ salespeople make a lot of money.5. I'm sick and tired of listening to \_ , but give me a good  **\_** any day of the week and we'll get things done.   Key:1. Those who are lonely and detached live in a **house**. Those who live with loved ones and in happiness live in a **home**.2. A **mother** and **father** have procreated. A **mom** and a **dad** are loving parents.3. Many **wise** men have made **plans**. Many **cunning** scoundrels have devised a **scheme**.4. **Pushy** salespeople are to be avoided. **Aggressive** salespeople make a lot of money.5. I'm sick and tired of listening to **politicians**, but give me a good **statesman** any day of the week and we'll get things done. Review together independent practice before giving homework.  **Lesson 2: Introduction of some of The Giver vocabulary words** Objectives: * Students will be able to:
	+ broaden and deepen their understanding of related words.
	+ distinguish between shades of meaning
	+ enhance their vocabulary

  **Opening questions for discussion:** Who can remind us what connotation and denotation mean? T confirms the following: Denotation is the dictionary and literal meaning of a word. Connotation is the emotional/contextual/cultural meaning attached to a word: shades and degrees of meaning.  T shares that in todays lesson, they will be exploring semantic gradients.1. Select a specific vocabulary word, e.g., large.
2. Create a list of semantically similar words. The teacher can develop the list. It may work best to think of your target word as being in the center of your continuum.
3. The list may contain words like tiny, average, small, massive, bulky, hefty, humongous, gigantic, large
4. Arrange the words in a way that illustrates an understanding of each word's meaning. Continuums can be done horizontal or vertical, in a ladder like fashion.

tiny small average bulky large hefty massive humongous gigantic1. Discuss T rationale for placing certain words in certain locations. Encourage a conversation about the subtle differences among the words.
2. Using The Giver, (or a book you've read, a unit of study, or different writing samples), create a list of semantically similar words. The teacher can develop the list, or work collaboratively with students to generate a list. It may work best to think of your target word as being in the center of your continuum.
3. Arrange the words in a way that illustrates an understanding of each word's meaning. Continuums can be done horizontal or vertical, in a ladder like fashion.
4. Have students discuss their rationale for placing certain words in certain locations. Encourage a conversation about the subtle differences among the words.

(Adapted from C. Doyle 2011)**WE DO TOGETHER:**On the board write:chastisement 1. Together with students create a list of semantically similar words. Show students that it may work best to think of your target word as being in the center of your continuum.
2. Have students use thesaurus’ to find semantically similar words.
3. The list may contain words like chastisement, discipline, criticism, reprimand, penalty
4. Arrange the words in a way that illustrates an understanding of each word's meaning. Continuums can be done horizontal or vertical, in a ladder like fashion.
5. On Post-Its, have students put each word in a continuums in their group tables.
6. Have students discuss rationale for placing certain words in certain locations. Encourage a conversation about the subtle differences among the words.
7. Have students arrange the words in a way that illustrates an understanding of each word's meaning.
8. Have students discuss their rationale for placing certain words in certain locations. Encourage a conversation about the subtle differences among the words.

Once there is a whole group discussion on the continuum of the word chastisement, have students work in pairs to build semantic gradients of four of the vocabulary words: · interdependence· independence· chastisement· transgressions· anguish· integrity· courage  **YOU DO (INDEPENDENTLY):** Have students write semantic gradients to the remaining two words. They can be given paint color gradients strips that are available at hardware stores to visually see the different “shades” of meaning among words. **Argument Writing: Claim and Evidence***Learning Objectives*Writing· With some guidance and support from peers and adults, develop writing as needed by planning.· Introduce claim(s) and organize the reasons and evidence clearly.· Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ***I DO:***Toward the end of the week (after students have examined the quote and political cartoons and have a strong understanding of individualism and collectivism), introduce “Argument Writing,” soliciting ideas from students as to what this entails. Co-create an anchor chart that lists all the important elements of argument writing, while explaining what each of these elements are (claim, evidence, warrant).  ***WE DO:***Ask students to think about the concepts of individualism and collectivism. Have them talk in partners or groups about what each term means. Then, ask students which philosophy they believe in more strongly. Give them time to Think, Pair, Share ***YOU DO:***Have students write about what they believe is the stronger way of organizing a society (state a claim) and why (reasons/evidence). They can pull evidence from any of the texts or multimedia discussed thus far in class, as well as their own ideas and experiences. If needed, first model writing in this format, choosing a topic different from this one to avoid students feeling conflicted about “copying” your work. Circulate as students write and provide guidance as needed. Use this writing assignment to inform subsequent instruction in argument writing.  |
| **Week 3****Overview:** In week 3, students will begin to explore theme, as well as the idea of choice, by doing a close read of Robert Frost’s *The Road Not Taken*. As students near the end of *The Giver*, discussion will move toward identifying themes of the text by examining each character’s point of view in terms of choice and individualism vs. collectivism. Students will further develop argument writing skills by writing claims, supported by evidence, and explaining how their evidence supports their claim (warrant).**Prepare prior to lesson:*** Print and copy “The Road Not Taken,” one per student
* Prepare and print for each student a graphic organizer that includes claim, evidence and warrant.

**Text and Multimedia Used:*** “The Road Not Taken”, by Robert Frost <http://www.poetryfoundation.org/poem/173536>
* *The Giver*, Ch 12-15

**Suggested Activities for Differentiation:*** For students who are having difficulty understanding the poem, provide a visual representation. Several images can be found online.

**Professional Texts** | **Standards Addressed:****RL.6.1**: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**RL.6.2**: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**W.6.1**: Write arguments to support claims with clear reasons and relevant evidence.**W.6.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.**SL.6.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.[**SL.6.3**:](http://www.corestandards.org/ELA-Literacy/SL/6/3/) Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.**SL.6.6**: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)**L.6.5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**L.6.6**: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**Novel Study: Theme**Objectives:* Determine a theme of a text.
* Cite textual evidence to support the analysis of what the text says explicitly.
* Cite textual evidence to support the analysis of inferences drawn from the text.

***Lesson 1: Identifying and Understanding Theme****Opening questions for discussion:* Can anyone tell me the theme of the fable, The Boy That Cried Wolf? (Or insert any fable that your students may know. If they have never been exposed to a fable read one aloud.) What was the moral of the story The Boy That Cried wolf? In fables, the moral is the theme of the story. T will explain and discuss how theme in fiction is its view about life and how people behave. In fiction, the theme is not intended to teach or preach. In fact, it is not presented directly at all. You extract it from the characters, action, and setting that make up the story. In other words, you must figure out the theme yourself.*I DO:* What is theme? *Theme is the central message that the author wants you to learn or know. Theme is a broad idea about life. Theme can be tricky because it is not usually stated and must be inferred.*T will contrast Theme with Plot or Main Idea. (Students frequently confuse theme with the plot or main idea.) On the board or chart paper:

|  |  |  |
| --- | --- | --- |
| Fictional Story | Plot/Main Idea | Theme |
| Cinderella | Cinderella was poorly treated by her stepmother. She had to work as her servant. She had a fairy godmother that helped her. The prince fell in love with Cinderella the minute he saw her. As she ran off, one of her glass slippers fell off her foot. The next day, the Duke came door-to-door looking for the girl who foot fit the slipper. After trying many, it fit Cinderella and she and the prince got married and lived happily ever after. | · You should make the best of any situation.· Things will work out in the end.· Good triumphs over evil.· If you work very hard you will be rewarded.  |
| Charlotte’s Web | Charlotte saves Wilbur’s life by writing words in her web. | · Good friends are always good to each other.· Never give up.· Farm animals are raised for food and products. |

 T explains strategies that students can use to uncover the theme:· Check out the title. Sometimes it tells you a lot about the theme.· Notice repeating patterns and symbols. Sometimes these lead you to the theme.· What are the details and particulars in the story? What greater meaning may they have?*WE DO:* Before viewing the video, have students write the questions down and answer as they watch the video. Start video at 00:00 and end at 2:31. Go to link YouTube link:<https://www.youtube.com/watch?v=p4qME64SkxM> Why is theme important?What is this definition of theme?Does the theme only apply to the story you’re reading? Why or why not?How is a subject and theme different?*YOU DO:* S will continue in small groups, completing graphic organizer. S will share out with peers and the class.

|  |  |  |
| --- | --- | --- |
| Fictional Story | Plot/Main Idea | Theme |
| *The Three Little Pigs* |   | · · ·  |
| (Student Choice) |   | · · ·  |

  Exit Slip: What is the theme? How is theme different than subject? How can you discover the theme in a story?  **Lesson 2: Understanding Theme of The Giver** · T will review the concept of theme and discuss/recap what S discovered in lesson 1. · T will show video from YouTube: Theme<https://www.youtube.com/watch?v=p4qME64SkxM> start on 2:21 through 6:13· Students will practice choosing theme and evidence to support it. *I DO:*  T will model using *The Giver,* choosing one possible theme using textual evidence to support his/her theme using 3 guiding questions/statements: 1. Ask: What is one possible theme the author is trying to convey?2. Ask: What generalizations about the world, Jonas’s world, can we make?3. Ask: Can I find at least three pieces of textual evidence that will support my theme? T will model determining one possible theme and citing evidence from the text to support it. *WE DO:* Students in partnerships will use the 3 questions to determine one possible theme and cite textual evidence that supports that theme. T will monitor and guide discussions. *YOU DO:*  Students will fill out the graphic organizer and pick another possible theme. Exit slip: One question I still have about theme is… **Lesson 3-4: Looking deeper into theme** · T will review the concept of theme and discuss/recap what S discovered in lesson 1. · T will show video from YouTube: Theme<https://www.youtube.com/watch?v=p4qME64SkxM> start on 6:14 through 9:40.· Students will practice choosing theme and evidence to support it. While viewing video clip, have students fill in the notes on the video: How to find one of the main themesA. See what happens to the main character.a. What happens to the main character? i. Readers usually identify with the main character, especially if s/he is the protagonist ii.  iii.  iv. b. Does the main character change over the course of the book? i. Good way: ii. Bad way:  iii.  iv. c. Symbolism i.  ii.  iii. B. Watch for statements of theme.a. b. c. C. Look at the title for clues.a. b. c. D. Look at the conflict.a. b. c.   *I DO:* T will model revising her themes developed yesterday, connecting the video suggestions of how to find a MAJOR theme. T might present a think aloud asking herself (aloud):A. See what happens to the main character. (*I want to look more deeply at Jonas’s character.*)a. What happens to the main character? (*As Jonas starts to receive the memories of the Giver, those memories becomes his, the Giver loses them. He begins to feel the happiness of some memories and the horrors of others. I can find more than three pieces of text that support the theme that memories are important.*)b. Does the main character change over the course of the book?c. SymbolismB. Watch for statements of theme. (*On top of page 77 the Giver explains, ““Simply stated, “ he said, “although it’s not really simple at all, my job is to transmit to you all the memories I have within me. Memories of the past.” If this is the Givers “only” job, than memories are important.)* C. Look at the title for clues. (*I’m not sure that the title can help me too much. Although in reading the book, the Giver gives Jonas the memories.)* D. Look at the conflict. (*There is great conflict within the Giver to pass painful memories to the Receiver, Jonas, because of the tremendous pain Jones’s predecessor experienced, but he has little choice*.) (*For all these reasons, I think that one major theme is the importance of memory. I will find at least 3 textual pieces of evidence that supports my claim that one theme is the importance of memory.*) *WE DO:*  S will work within groups think through another possible theme. Have students discuss and write using the prompts below:A. See what happens to the main character.a. What happens to the main character?b. Does the main character change over the course of the book?c. SymbolismB. Watch for statements of theme.C. Look at the title for clues.D. Look at the conflict.*YOU DO:* Write in your notebooks, explaining one of the themes of *The Giver*. Use textual evidence to support your claim. Use any notes of the group discussion to help you write your essay.**Novel Study: Vocabulary***Lesson 1: Chapters 12-15 vocabulary words**Objectives:* * *Students will be able to:*
	+ *broaden and deepen their understanding of related words.*
	+ *distinguish between shades of meaning*
	+ *enhance their vocabulary*
* admonition
* consciousness
* relinquish
* absurdity
* burden
* assuage
* warfare

Using words in context students will work with a partner to determine the meaning of the vocabulary word T - Write the sentence from the story where the vocabulary word is listed on the board. Example – “*He was very aware of his own* **admonition** *not to discuss his training.”* S - Discuss with a partner what they think the word means and what were the clues they used to come to that conclusion. Write down their predictions. They will then use the dictionary to confirm or refute their predictions. They will then write the definition in their journals using their own words. **Close Reading of Robert Frost’s “The Road Not Taken”:**Learning Objectives: Students will...* determine a theme or central idea of a text.
* cite textual evidence to support the analysis of what the text says explicitly.
* cite textual evidence to support the analysis of inferences drawn from the text.
* review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
* delineate a speaker’s argument and specific claims.
* distinguish claims that are supported by reasons and evidence from claims that are not.

Distribute a copy of the poem, “The Road Not Taken,” to each student and encourage them to read the text with a pen in hand. Have a conversation about the importance of reading a text more than once, each time with a different purpose in mind. Pose the following guiding questions before they read each time:* + First Read: What is the poem about? What words make you think so? Mark any parts of the text that interest you.
	+ Second Read: What is the dilemma the speaker of the poem faces?
	+ Third Read: Which road does the speaker take in the end? What is his reasoning?
	+ Fourth Read: What do the last two lines of the poem mean? What do the roads symbolize? Why is the title of the poem “The Road Not Taken?”

**Review “theme”** with the students and ask what they think is the theme of the poem and why (cite evidence to support their claims). Have them discuss in partners first. then share out in whole-group discussion. Guide as needed and lead a discussion around how the evidence students cite does or does not support their claims. **Writing Arguments: Claim, Evidence and Warrant**Learning Objectives: Students will...* with some guidance and support from peers and adults, develop writing as needed by planning.
* introduce claim(s) and organize the reasons and evidence clearly.
* write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
* distinguish claims that are supported by reasons and evidence from claims that are not.

 Review the terms Claim, Evidence and Warrant. Spend time discussing each of these words, using examples. Co-create sentence frames, such as: I believe \_\_\_\_\_\_[claim]. [This piece of evidence or data] proves my claim because it shows \_\_\_\_\_\_[warrant]. Ask students to think about what they believe is the theme of Robert Frost’s “The Road Not Taken.” If needed, have them use a graphic organizer such as this prior to writing in paragraph form:

|  |  |  |
| --- | --- | --- |
| **My Claim**I believe the theme of this poem is \_\_\_\_\_\_\_\_\_. | **Evidence**State evidence from the poem that supports your claim. | **Warrant**Explain how or why the evidence you stated supports your claim. |
|       |   |   |

 Have students share their ideas with a partner and discuss the validity of their evidence in support of their claims. Model your thinking and guide students as needed, particularly in terms of the warrant. If students need more work with evidence and warrants, you might try writing a set of your own claims and evidence. Ask students to sort these statements into two piles: 1) “Evidence Supports Claim” and 2) “Evidence does not support claim.” Then have students write a sentence that explains how or why the evidence in the first column supports the evidence, and why the evidence in the second column does not sufficiently support the claim. Then have students go back to the Robert Frost poem and write/revise their claims, evidence and warrants.  |
| **Week Four****Overview:** In week 4, students will continue exploring the ideas of theme, point of view, choice and individualism/collectivism by beginning to draft their responses to the culminating writing prompt. They will be introduced to the concept of a counterclaim and rebuttal in writing an argument. **Prepare prior to lesson:*** Prepare and print for each student a graphic organizer that includes claim, evidence, warrant, and counterclaim/ rebuttal

**Text and Multimedia Used:*** *The Giver*, Ch 16-19

**Suggested Activities for Differentiation:*** For students who are having difficulty ….

**Professional Texts** | **Standards Addressed:****RL.6.1**: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**RL.6.2**: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**W.6.1**: Write arguments to support claims with clear reasons and relevant evidence.Production and Distribution of Writing**W.6.5**: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**W.6.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.**SL.6.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.[**SL.6.3**:](http://www.corestandards.org/ELA-Literacy/SL/6/3/) Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.**SL.6.6**: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)**L.6.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**L.6.2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**L.6.3**: Use knowledge of language and its conventions when writing, speaking, reading, or listening.**Argument Writing: First Drafts and Counterclaims/Rebuttals**Learning ObjectivesWriting· With some guidance and support from peers and adults, develop writing as needed by planning.· Introduce claim(s) and organize the reasons and evidence clearly.· Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Remind students of the culminating writing activity for this unit: “In the Giver, many characters in the novel view individuality and society differently. Think about the point of view of the Elders, Jonas and the Giver in relation to the choice they make regarding whether to maintain their individuality or to conform to the beliefs of the community for the benefit of the society as a whole. Which point of view do you most agree with? Is it better to maintain your individuality or to conform for the greater good of the community?  Write an argument defending your position on the role of choice in society. Support your argument with evidence from the text, citing specific examples from the point of view of the Elders, Jonas or the Giver. Be sure to introduce your claim clearly, organize your evidence and reasons clearly in order to demonstrate understanding of the text.” Have students think and do a quick write in response to the prompt. Ensure them that this is just to start generating ideas, and that they should not worry about format or conventions at this time. After a few minutes, have students share their quick writes with a partner and discuss. Encourage them to write down ideas their partners share.  Distribute a graphic organizer similar to the one you used in the previous writing lesson, with a fourth column or section for counterclaim and rebuttal:

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| --- | --- | --- | --- |
| **Claim**I believe \_\_\_\_\_\_\_ was most correct in the choice he/they made in response to the situation in *The Giver*. | **Evidence**List several pieces of evidence that support your claim.  | **Warrant**Explain how or why each piece of evidence supports your claim(s). | **Counterclaim and Rebuttal**Predict any counterclaims against your claim(s) and write a rebuttal to refute them. |
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 Have students begin filling out the graphic organizer in preparation for responding to the prompt. At first, have students complete only the first three columns of the graphic organizer, waiting until you have taught counterclaim and rebuttal to fill out the fourth column. Circulate the room and support students as needed.  When students have completed the first three columns of the graphic organizer, you can introduce counterclaim and rebuttal by having students think about how trial lawyers have to anticipate the other side’s argument. You may want to search for a video clip of a court trial that demonstrates a counterclaim and rebuttal. Have students talk in pairs about what counterclaims they might encounter against their claim(s). In pairs, students will brainstorm rebuttals to these counterclaims. Model and support students as needed. After having sufficient time to talk to others about counterclaims and rebuttals, students can fill out the fourth column of the graphic organizer.  Once the majority of your students have filled out the organizer, you can model how to transfer the contents of the organizer to a written piece. Begin by teaching students how to write an effective introduction. Students can then work independently to write the first draft of their argument papers, using their graphic organizers to guide them. Circulate the room to conference and support students as needed.  |
| **Week Five****Overview:** In week 5, students will continue exploring the ideas of point of view, choice and individualism/collectivism. Students will participate in an oral argument/debate, in which students in small groups argue the point of view based on the characters in the text. The goal is to strengthen their arguments with the ideas of others, as well as allow them to understand/identify evidence and counterclaims. Students will revise and edit their draft to the culminating writing prompt, then write the final draft.**Prepare prior to lesson:*** Prepare and print for each student a revisions and editing checklist.
* Identify and discuss rules/norms for debates to be distributed to each student.

**Text and Multimedia Used:*** *The Giver*, Ch 20-22

**Suggested Activities for Differentiation:*** For students who are having difficulty, have a peer buddy to help develop claims and arguments/edit paper.
 | **Standards Addressed:****RL.6.1**: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**W.6.1**: Write arguments to support claims with clear reasons and relevant evidence.Production and Distribution of Writing**W.6.5**: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**W.6.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.**SL.6.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.[**SL.6.3**:](http://www.corestandards.org/ELA-Literacy/SL/6/3/) Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.**SL.6.6**: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)**L.6.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**L.6.2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.Knowledge of Language**L.6.3**: Use knowledge of language and its conventions when writing, speaking, reading, or listening.**Argument Writing: Revising, Editing and Final Drafts**Learning Objectives: Students will...* cite evidence to support analysis of inferences
* with some guidance and support from peers and adults, develop writing as needed by planning.
* delineate a speaker’s argument and specific claims.
* distinguish claims that are supported by reasons and evidence from claims that are not.
* write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
* use Standard English conventions when speaking and writing.
* delineate an argument and claims, engage in collaborative discussions

**Reading/Speaking Activities:**During the final week, students will finish reading *The Giver*, Chapters 20-22.Guiding questions for the end of the text:* What plan did Jonas and the Giver propose? What obstacles stand in their way?
* How do you predict the story will end?
* What do you think happened to Jonas? Why?
* Why do you think the author ended this way?

Following the end of the text, students will be introduced to the notion of debate. T will discuss and model norms of debating. Students will break into groups (by choice) based on the characters in the text: Jonas, The Giver, the Elders, and the members of the community. Students will create claims and gather support from the text in response to the writing prompt, yet from that character’s point of view. Students will meet for at least 2 - 40 minute periods to determine claims and gather support and rehearse debate. They should also think about the counterclaims they will hear from other groups and prepare rebuttals to refute them.Students will have a debate between the 4 groups, identifying and utilizing counterclaims. Culminating activity to be graded based on speaking/argumentative/reading rubric: see Appendix AStudents will complete debate reflections, which helps them to identify what they heard, how they contributed, and anything they want to add to their own argumentative writing. Students should be encouraged to go back to their graphic organizers to add any ideas they came up with in debate, or that they heard from others, that might strengthen their arguments.**By the end of the week, students should:*** Meet with a peer or small group to revise drafts, using checklist.
* Meet with a peer or small group to edit drafts, using checklist.
* Meet with the teacher for a brief period for a conference.
* Write the final draft
 |
| **Possible Extension Activities****Overview:** In the possible extension activities, students will understand the creative writing process from the author’s point of view, by reading an acceptance speech (or an excerpt of the speech) that Lois Lowry gave when she received the Newbery Award for *The Giver*. Alternatively or additionally, students can watch a video of an interview of Lois Lowry speaking about *The Giver.***Prepare prior to lesson:*** Find and project the Lois Lowry interview: https://www.youtube.com/watch?v=YYGGs2lxtjY

**Suggested Activities for Differentiation:** | **Acceptance Speech****Interview**At the end of the video clip, Lois Lowry talks about the fact that *The Giver* has been challenged in many schools, meaning people have proposed it be banned from the school or the library. She states that she doesn’t understand what people are objecting to or are frightened by in the novel. Ask students to think about and discuss: 1) this notion of banning books from schools or libraries, 2) why they think people would object to or be frightened by *The Giver*. Encourage students to think about the book from other people’s point of view. What kind of values might this novel speak out against? |

**Appendix A**

**Differentiation:**

Students with print disabilities can access the full text of *The Giver* by Lois Lowry online: <http://www.jeffersontrojans.org/apps/download/SGezEXTPbkdcBhqgzZHg9UGFY5rj4nS2QZQ54lqWjONkp2aD.pdf/Full%20Text%20of%20The%20Giver.pdf>

For free audio for students: <https://archive.org/details/00TheGiverunabridged>

Fill in the blank vocabulary templates for The Giver: <http://training.nms.org/Portals/ltftraining/docs/english/Giver%20Vocab%20Lesson%20Final_rev.pdf>

**Reading Strategies:**

Two-column notes:  <https://shp.utmb.edu/asa/Forms/cornell%20note%20taking%20system.pdf>

<http://lsc.cornell.edu/LSC_Resources/cornellsystem.pdf>

Think-Pair Share strategy: <http://olc.spsd.sk.ca/De/PD/instr/strats/think/>

RAFT template: <https://docs.google.com/a/cps.edu/file/d/0B9jUiptOlYKLQWprdTNRejRxSE0/edit>

**Define Vocabulary Strategies: Word Walls, Marzano’s Six Step Process for Teaching Academic Vocabulary,**

Word Walls:<http://curriculum.org/storage/258/1334340769/World_Walls_-_A_Support_for_Literacy_in_Secondary_School_Classrooms.pdf>

Marzano’s Six Step Process for Teaching Academic Vocabulary: <http://www.ncresa.org/docs/PLC_Secondary/Six_Step_Process.pdf>

<http://www.ncresa.org/docs/PLC_Secondary/Effective%20Vocabulary%20Instruction%20Chart.pdf>

<http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_INSTRUCTIONAL_SVCS/INSTRUCTIONALSUPPORTSERVICES/LANGUAGE_ACQ_HOME_NEW/LANGUAGE_ACQ_ENGLISH_LEARNERS/LANGUAGE_ACQ_ENGLISH_LEARNERS_SECONDARY/TAB1181832/6%20STEPS%20EXPLAINED.PDF>

[**Rubrics:**](http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_INSTRUCTIONAL_SVCS/INSTRUCTIONALSUPPORTSERVICES/LANGUAGE_ACQ_HOME_NEW/LANGUAGE_ACQ_ENGLISH_LEARNERS/LANGUAGE_ACQ_ENGLISH_LEARNERS_SECONDARY/TAB1181832/6%20STEPS%20EXPLAINED.PDF)

Argumentative Essay rubric, ElK Grove School District - <http://blogs.egusd.net/ccss/files/2013/10/6th_gr.Opinion.Argument.Rubric.11-1f8qer5.pdf>

Argumentative Revising/Editing Checklist - <https://docs.google.com/a/cps.edu/file/d/0B9jUiptOlYKLQTRIVWViT01Wc0U/edit>

**Formative Assessments:**

POV assessment - <https://docs.google.com/a/cps.edu/file/d/0B9jUiptOlYKLTnVHWDhiYUxMdk0/edit>

**Professional Resources:**

The Art of Teaching Reading by: Lucy Calkins

Collaborative Conversations, by Douglas Fisher and Nancy Frey
<http://www.fisherandfrey.com/_admin/_filemanager/File/Collab_Conversation.pdf>

*Talking About Text*, by Maria Nichols

**Grouping Strategies**

**A/B Partnerships**

Why is it beneficial?

A/B partners are a quick and easy way to pair students up. There is little class disruption since A/B partners are next to one another.

 How does it work?

Have students pick who will be “a” and who will be “b”. When wanting a quick partnership call out, “A/B partners” and have them follow your directions. It is useful to alternate tasks for A/B partners (i.e. “B partners share out today”)

**Fishbowl**

Why is it beneficial?

Fishbowl is a strategy that helps with group dynamics. This technique allows for a richer discussion of any given topic, and it frequently helps build community by focusing attention on the ways that particular group might work together more productively. In a literature classroom, it also demonstrates how different groups can collaborate to construct meaning from a text. As students analyze a text and connect their responses with others', they model peer literature circle discussions.

 How does it work?

A small group of students (as many as half the class) arrange themselves in a circle in the center of a room. This small group will conduct a discussion together while the rest of the students watch, take notes, and later pose questions and give comments about what they observed. The teacher can be part of either the inner "fishbowl" circle or the outer circle. To begin, teachers might select students for the fishbowl who are fairly skilled at group discussion -- or might deliberately choose one or two who are new to it so that the fishbowl doesn't seem too "perfect" for those who are observing. Once the group is established, the teacher should set some ground rules. These guidelines ensure that group members practice particular discussion skills, such as taking turns, building upon a previous person's comments, and asking questions to extend thinking. Ground rules might include:

· Students should only state supported ideas, agree with a speaker and add supporting information, disagree with a speaker and offer refuting information, or connect contributions.

· No one may interrupt a speaker.

· No one may speak a second time until everyone has had a chance.

The guidelines for the outside circle may include listening quietly, taking notes on discussion skills, and noting nonverbal communication. Each "outside" student might be assigned an "inside" student to observe specifically, or the "outside" students can be asked to observe everyone. In general, the silent, observing students attend to aspects of group discussion that generally aren't noticed in classroom discussions.

To begin the discussion, the teacher or a student within the fishbowl offers an open-ended question, and the fishbowl group discusses it. Students might initially be self-conscious as part of the group "on stage," but they generally grow comfortable as the conversation flows.

After a set amount of time, the inside circle finishes their discussion and the outside circle discusses what they observed. This may take as much time as the fishbowl discussion itself, or more. The teacher might begin by inviting the outside circle to add their thoughts on the subject of the fishbowl conversation. The inside participants listen and then respond to the comments. Teachers may also ask those in the inner circle to assess their discussion first, then ask the outside circle to add their comments, as long as everyone can discuss what happened. The session might end with a whole-class discussion about what they learned and how it applies to future discussions.

From: http://www.learner.org/workshops/tml/workshop3/teaching2.html

**Clock Buddies**

Why is it beneficial?

Clock Buddies is meant to be a quick and easy way to create pairs for partnered activities while avoiding the problem of kids always having the SAME partners.

How does it work?

It begins with a clock face, with slots for names extending from each hour on the dial. The basic idea is that each student has his or her own copy of a Clock Buddies sheet, with the names of 12 classmates on each hour's slot. Each of those other students, in turn, has this student's name in the matching hour slot on each of their clock sheets.

When the teacher needs to quickly pair up students without it always being the same partners every time, she can say to the class: "Get with your 4 o'clock buddy." Each student will pull out his or her clock buddies sheet, look at the 4 o'clock slot, and then join the partner indicated. This works because when the strategy is set up, it is done so that partners always have each other's names on their matching hour on the clock buddy chart.

It can be modified to include fewer partners. Have students only fill in the noon, 3, 6, and 9 slots, if that feels more manageable. Students can make the clock in their notebooks at the end, as to not forget who signed up from each time slot or you can download a Clock Buddy worksheet from <http://www.readingquest.org/strat/clock_buddies.html>.

From http://www.readingquest.org/strat/clock\_buddies.html