

GRADE 6
LA CCGPS UNIT PLAN: 1st 9 WEEKS

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

FOCUS : Informational
Life, Love, and Learning

READ TEXT: **Chicken Soup for the Teenage Soul: 101 Stories of Life, Love and Learning** edited by Jack Canfield, Mark Victor Hansen, and Ken Kirberger

EXTS (mixture literary and informational):

"Touch 'Chicken Soup' Ladled Out to a Younger Audience," a review of [Chicken Soup for the Teenage Soul](http://www.les.mcall.com/1997-07-10/features/3164597_1_chicken-soup-canfield-and-hansen-mark-victor-hansen#.T7IJQBBKXgY.mailto)

"Chicken Soup For a Cold," press release summarizes a study that proved chicken soup is a viable, homeopathic remedy for the common cold
<http://www.unmc.edu/chickensoup/newsrelease.htm>

"The Boy," a short story by Sandra Cisneros http://www.cambridge.org/other_files/downloads/esl/discoveringfiction/DF-SB1-CH1.pdf

"Poetry in Color," a free collection of poetry and lesson plans featuring Gwendolyn Brooks, Langston Hughes, and other African American poets
http://www.poetryfoundation.org/downloads/BHM_MiddleSchool.pdf

"Amigo Brothers" by Piri Thomas www.meanmcmurrin.com/uploads/Amigo%20Brothers%20Text.doc

"The Twenty Years" by O. Henry <http://www.classicreader.com/book/1745/1/>

"The Man of You, Ma'm," a short story by Langston Hughes http://www.cambridge.org/other_files/downloads/esl/discoveringfiction/DF-SB2-CH2.pdf

"The Childhood Home I See Again," a poem by Abraham Lincoln
<http://www.case.netins.net/web/creative/lincoln/speeches/poetry.htm>

"The Swan," a short story by Nathaniel Hawthorne

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http://www.cambridge.org/other_files/downloads/esl/discoveringfiction/DF_Intro_CH5.pdf

ing world must still deal with club racism,” news article http://articles.baltimoresun.com/1991-04-26/sports/1991116035_1_shoal-creek-cr
[k](#)

story of Us” by Taylor Swift, song lyrics <http://www.azlyrics.com/lyrics/taylorswift/thestoryofus.html>

ng” by Pat Mora, poem <http://twowritingteachers.wordpress.com/2010/04/15/lovepoems/>

mer Wooing” by Louise Chandler Moulton, poem http://womenshistory.about.com/library/etext/poem1/blp2_moulton_summer_wooning
middleschoolpoetry180.wordpress.com/2010/08/20/104-a-summer-wooning-louise-chandler-moulton/

ory of Communication” by Bill Hickok, poem
middleschoolpoetry180.wordpress.com/2009/02/01/a-theory-of-communication-bob-hicok/

trader Petitions Seventeen Magazine to Feature Un-Airbrushed Photos,” news article <http://abcnews.go.com/Entertainment/8th-gra>
[seventeen-magazine-feature-airbrushed-photos/story?id=16266445#.T7I1b3IYuul](http://www.seventeen-magazine-feature-airbrushed-photos/story?id=16266445#.T7I1b3IYuul)

ent raises over \$12,000 for Yellow Ribbon,” news article

[sjs.org/DesktopModules/ASNE/ASNE.Newspapers/Mobile.aspx?newspaperid=2526&editionid=0&categoryid=0&articleid=427050&user](http://www.sjs.org/DesktopModules/ASNE/ASNE.Newspapers/Mobile.aspx?newspaperid=2526&editionid=0&categoryid=0&articleid=427050&user)

re Turning Tragedy into a Positive,” news article <http://www.barnesville-enterprise.com/local%20news/2011/03/16/native-turning-traged>

MENTAL MATERIALS:

; Organizers for vocabulary and comprehension from the Florida Center for Reading Research - Although these graphic organizers are
5, they can easily be modified to fit the 6th grade curriculum. <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

www.yellowribbon.org/ and <http://www.yellowribbongeorgia.org/> These websites go along with the story “Ill Always Be with You” in

n exercises at <http://chompchomp.com/exercises.htm> and Power Point presentations at <http://chompchomp.com/presentations.htm>

FOCUS: Argumentative

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

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

Chicken Soup Truly Soothe the Soul? (Argumentative): In the introduction, the claim is made that “This is a book you never finish.”

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vo possible meanings. It could mean that you will love the book so much you will read it over and over again. However, it could also me it so much, you will quit reading it. Based on what you have read so far, which opinion of the book do you hold? Using evidence from th maries of stories, explanations of cartoons, etc.), write an argument to defend your opinion on the book and to convince your audience <.

family? (Argumentative): Sections 3 and 4 of *Chicken Soup for the Teenage Soul* feature stories of love, kindness, and the complicat after reading these sections, write an argumentative essay that takes a stance on the following question: What is a family? Do you believ consist of people who are related by blood, or can people who are not biologically related, like stepsiblings or an adoptive parent and cl as close as traditional families? To begin this essay, write your own definition of family. Then use examples from Chicken Soup, other s n class, movies and television, or your life to defend your point. In your conclusion, summarize your main points to convince your audie ur definition of family.

orth the Cost of Loss? (Argumentative): In his poem, “In Memorium A.H.H.”, Alfred, Lord Tennyson writes, “I hold it true, whate’er be ow most; /’Tis better to have loved and lost/Than never to have loved at all” after the death of a close friend. In her essay, “Losing the “l o Tennyson’s poem when discussing a painful breakup. Do you agree with this perspective? Is the joy of love worth the pain of loss? W express your opinion on this statement. Begin by stating your thesis, or point of view, in the introductory paragraph. Then use examples o for the *Teenage Soul*, your life, other books, movies, or songs to provide evidence for your argument. In your conclusion, summarize y ince your audience to agree with your thesis.

chool Survival Guide (Informative/Explanatory): *Chicken Soup for the Teenage Soul* contains many stories of teens in crisis due to pr rs, relationships, families, and schools. Using stories from Chicken Soup for the Teenage Soul as inspiration, create a guide to help mic its in crisis.

uction, discuss how to identify a friend who is in need of help.

at least four sections to discuss how to handle problems with 1) peers, 2) relationships, 3) families, and 4) school. Each section must: an inspirational or thought-provoking quote with a cited source and an explanation of the quote.

original short story, poem, or short essay on the topic.

annotated list of at least three resources that can help middle school students. These resources can include books, websites, and prog uide must contain an interview with an adult who is not related to you. Think about counselors, teachers, clergy, club sponsors, or peop nizations geared towards teens. In your interview, ask the adult his or her advice on how to help out a friend in need.

nber! You cannot solve all of lives problems on your own. Include information on programs like the Yellow Ribbon Program, featured in ms in your community, and programs in your school that can help other students.

VE/RESEARCH/ROUTINE WRITING

e Autobiography – After reading Rita Dove’s poem, “Fifth Grade Autobiography,” write your own autobiography of your fifth grade yea ide.

own Chicken Soup story – After reading sections 5, 2, 3, and 4 of *Chicken Soup for the Teenage Soul*, write your own story focusing ning, friends, family, or love and kindness.

CONNECTION(S)

nily, friends, relationships, volunteer work

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

journal entries on themes related to the day's reading
on the main idea of selected readings, pg. 15-18 of <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>
on the supporting details of selected readings, pg. 6-8 of <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>
on the difference in significant and minor details, pg. 12-13 of <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>
on the text structure of selected readings using pg. 44-49 of <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>
phrase chunks of text using pg. 24 of <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>
arize text using pg. 26-28 of <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>
arize research using pg. 59-60 of <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

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

Prompt: Does this Chicken Soup Truly Soothe the Soul? (Argumentative): In the introduction, the editors of *Chicken Soup for the Teenage Soul* say, "This is a book you never finish." This phrase has two possible meanings. It could mean that you will love the book so much you will read it over and over again. However, it could also mean that you will hate it so much, you will quit reading it. Based on what you have read so far, which one do you hold? In your introduction, write a thesis statement that clearly states your point of view on the topic. Using evidence from the text (summaries of stories, explanations of cartoons, etc.), write an argument to defend your opinion on the book. Conclude by summarizing your argument to convince your audience to love or hate this book. *If you hate the book so far, think about how it could be improved or what would make it better.

1 outline using pg. 20-22 of <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

BUILDING TASKS

Tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt about Reading, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the unit.

INITIAL QUESTION: How can I organize myself so I will be successful in this unit?

Organization and pre-reading discussion

ds:

6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal impressions or judgments.

6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

on:

ct students to set up a section in their notebook for this unit. Remind students that they will be accountable for all notes, handouts, and
s completed in this unit and should keep all this information in an organized location.

the title of the book on the board, Chicken Soup for the Teenage Soul, and give students 3-5 minutes to complete a freewrite to:

Share what they know about the Chicken Soup series

Predict what the book will be about based on the title

Predict what the title means

Draw a picture based on the title

volunteers to share but request that students who have read books from the Chicken Soup series or who know about the series share
le students with a copy of "Teen Touch 'Chicken Soup' Ladled Out to a Younger Audience," a review of Chicken Soup for the Teenage
rticles.mcall.com/1997-07-10/features/3164597_1_chicken-soup-canfield-and-hansen-mark-victor-hansen#.T7IJQBBKXgY.mailto)

Read the article aloud to the class so that students can listen carefully.

As you read, ask students to highlight or circle all the adjectives used to describe the book.

Once you are done reading, draw a bubble map on the board with Chicken Soup for the Teenage Soul in the middle bubble.

Ask students to share the adjectives they highlighted.

If any adjective is used more than once, make its bubbly larger to show its significance or put a tally mark.

Students should copy the bubble map as you create it.

Once the bubble map is done, ask students to once again predict what the book will be about and make connections to books, televi
and movies that could be described in a similar manner.

le students with a copy of "Chicken Soup For a Cold," press release summarizes a study that proved chicken soup is a viable, homeop
for the common cold <http://www.unmc.edu/chickensoup/newsrelease.htm>

Read the article aloud to the class as students listen carefully

After reading the article, ask the class questions to summarize the article

Create a second bubble map. Write chicken soup in the center.

Ask students to volunteer adjectives to describe chicken soup based on the article you just read and their personal experience. As st
er, ask them to explain why they chose the word they shared.

Students should copy the bubble map as you create it.

ng in pairs, students should compare their bubble maps for Chicken Soup for the Teenage Soul and chicken soup.

rs, students will create a double bubble map to compare the book and the food.

icket out the door, ask each student to write down why he or she thinks the editors chose "chicken soup" for the title of their books.

tudent to complete a 10 minute journal entry about a time when they were feeling sick and someone helped them feel better or tried to l
el better. (Option: This could be a homework assignment.)

TIAL QUESTION: What inspires me?

Pre-reading, discussion of author's purpose

ds:

6RI6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

6W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase
d conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grac

exts, and issues, building on others' ideas and expressing their own clearly.
to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the text to probe and reflect on ideas under discussion.
rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
show the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Begin class by discussing the previous day's ticket out the door: Why did the editors pick "chicken soup" for the title of this book's series?
Ask the class, "If chicken soup is a medicine that makes the body feel better, a "chicken soup" story must do what to the soul?"
Ask the class, "What kind of story heals, repairs, or soothes the soul?"
After students share their responses, write the word "Inspiration" on the board. Ask students to define and discuss the word.
Give students a copy of the anticipation guide. It contains the epigraphs that begin each section of the book. Explain to students that *Chicken Soup for the Teenage Soul* is organized in 8 sections, and each section begins with an inspirational, thought-provoking quote. Explain that the anticipation guide contains each of the 8 quotes. Explain to students that their task is to:
Read each epigraph
Rewrite it in their own words to demonstrate they understand the main point
Then decide if they agree or disagree with it. Does it inspire them or does it confuse them?
Option: Poll the class and have people who agree with the statement move to one side and people who disagree move to the other.
Option: Ask for volunteers to share their versions of the quotes and have the class vote on the best paraphrase.
Read the introduction to the book.
Stress the importance of the "How to Read This Book" section. The editors suggest jumping around instead of reading the book in sequential order. Explain to the class that you will jump around in the book and that is ok. Explain that the book contains poetry and prose, fiction and nonfiction, so it is important to pay attention to what each story is.
Homework: Ask students to select a quote that inspires them and write a paragraph explaining what it means to them and why they like it.

TIAL QUESTION: How do authors use main ideas and supporting details to develop a story's theme?

Read a story and use a graphic organizer to sort the story's details into a hierarchy of topic, main idea, and supporting details to extract a theme

steps:

- 6RL1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6RL2:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distilling opinions or judgments.
- 6RL3:** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change moves towards a resolution.

on:

Use the story, "Eleven" by Sandra Cisneros on pg. 200 of the book. (Remind students that it is okay to jump around if they act anxious.)
Before reading, ask students one or all of these questions from http://www.cambridge.org/other_files/downloads/esl/discoveringfiction/DF-SE

[11.pdf](#) as discussion or journal questions

Have you ever been disappointed by your birthday?

How did you feel about your birthday when you were a child?

Did your birthday make you feel older?

Do you remember being embarrassed by a teacher when you were a child? What happened?

What are some things a child might do in a situation where an adult, who has more power, is being unfair to him or her?

“Eleven” aloud as a class.

During reading, hand each student a graphic organizer to help them take notes on the main idea of the story (pg. 15-18 of <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>) or project a copy of a graphic organizer for them to copy.

In class, identify the topic of the story and recount the main ideas and supporting details using a graphic organizer

Use the graphic organizer as a guide, have a class discussion using the questions from pages 14-15 of from

http://www.cambridge.org/other_files/downloads/esl/discoveringfiction/DF-SB1-CH1.pdf

Step 1: Show students this video of Cisneros reading the story and ask them if hearing the author read the story affected their view of it in any way: <http://www.youtube.com/watch?v=FszzXG6e45E>

Step 2: Return to the previous class discussion of “inspiration” and “chicken soup for the soul” and ask the class, “Can you relate to this story? How does this story fit into the idea of Chicken Soup for the Soul? Does this story inspire you or make you feel better in any way?”

Step 3: Introduce or review the concept of theme. Give students 3 minutes to discuss possible themes of the story with a partner or in small groups.

Step 4: Generate a list of themes on the board and ask the class to select the best ones.

Step 5: During reading, select grammar activity 3, 4, 5, or a combination from http://www.cambridge.org/other_files/downloads/esl/discoveringfiction/DF-SB1-CH1.pdf

Step 6: Assign students one of the writing activities from pg. 15 of from http://www.cambridge.org/other_files/downloads/esl/discoveringfiction/DF-SB1-CH1.pdf or homework

STANDARD QUESTION: How do I select important details from texts to help me compare them?

Compare characters and themes from two stories

Standards:

6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or analogies).

6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their unique aspects and to similar themes and topics.

Procedure:

“Mrs. Virginia DeView, Where are you?”

Compare Virginia DeView to Mrs. Price from “Eleven.” In pairs, ask students to create double bubble maps comparing the two teachers using adjectives from the stories. Students should include the page number with each adjective.

After completing the double bubble maps, ask students to write a paragraph answering the question, “Which teacher would you rather have?” using at least 6 adjectives from the double bubble map.

Step 3: Introduce or review the concept of theme. Ask the class to generate a list of themes from the stories about school and teachers. To do this, it may be helpful to introduce or review the concept of inferences. (What the text says + what the reader knows = inference) In order to generate

themes, students must infer the author's meaning.

as a class discussion or a writing assignment, ask the class if the authors of the two stories would agree about the qualities of an ideal teacher. Students must support their answers with evidence from the text.

TIAL QUESTION: How do I determine the author's purpose and use that purpose to compare texts?

Compare the main character of two texts and decide which one you relate to the most

ds:

6RI6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.

6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of themes to similar themes and topics.

on:

"Sparky." As the class reads, ask students to take notes on Sparky's traits. Stop reading before the last paragraph and ask students (who have not read ahead) to predict the ending. After reading the ending, compare the prediction to the reality.

reading, ask the class to make inferences about the author's purpose.

essay, you can do the "What's the Purpose?" activity, pages 31-36 of <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartThree.pdf> to test students to identify the purpose.

students to write a sentence identifying the author's purpose, and then list 3 details from the story that support their assessment. This is an outline for a paragraph. Have students share and discuss their ideas. Then, each student should write an argumentative paragraph to support his or her opinion on the author's purpose.

identifying the purpose, share examples of classic Peanuts comics with the class. Explore <http://www.gocomics.com/peanuts/> to find examples like:

<http://2.bp.blogspot.com/-eJrXdS9bGT0/TxGIGeau19I/AAAAAAAAALk/Ns1sBhg8Y28/s1600/19580722Look+Magazine+original.jpg>

<http://www.gocomics.com/peanuts/2012/05/19>

Option: search youtube for Peanuts cartoons

looking at several examples of Peanuts comics, students should return to the notes they took on Sparky's traits and compare them to Charlie Brown's traits.

students to answer this question either as a discussion or as a writing assignment: Is the author of "Sparky" correct to infer that Charlie Brown is based on Charles Schultz's childhood? They must support their claims with evidence.

"Zuri at Bat" by Nikki Grimes (http://www.poetryfoundation.org/downloads/BHM_MiddleSchool.pdf)

class discussion, compare Charlie Brown and the football to "Zuri at Bat."

students to write a one-page reflection on the following topic: Who do you relate to more, Charlie Brown or Zuri? Use evidence from the text or the cartoon to support your claims.

final assignment: Ask students to turn "Zuri at Bat" into a comic strip like *Peanuts*.

TIAL QUESTION: How do I use the main idea of a text to form the basis of an analysis?

Compare the main idea of three stories to evaluate which one is more valuable

ds:

6RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from plots or judgments.

6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or objects).

6RI6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

6W1: Write arguments to support claims with clear reasons and relevant evidence.

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.

Use relevant words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

Provide a concluding statement or section that follows from the argument presented.

on:

After reading the next group of stories, tell students that they are about to read three stories that feature a teen learning an important life lesson from a parent. Ask students to write a journal entry describing a time when they got in trouble or upset their parents or guardians and learned a lesson from their mistakes.

Invite volunteers to share.

After reading the next three stories, ask students to take notes on: a) what the teens did wrong b) how their parents reacted c) what they learned that readers can learn from the story.

Story	What does the teen do wrong?	How does his or her parent react?	What did the teen learn?	What can readers learn?
"Egg Lessons"				
"The Cost of Gratefulness"				
"A Long Walk Home"				

"Egg Lessons," "The Cost of Gratefulness," and "A Long Walk Home." Students can read the stories in small groups or as a class. As they read, students should take notes on the questions above or use the organizer above to select important details.

After reading and answering the questions, students should discuss the lessons the teens learned, which teen learned the most valuable lesson, and which parent they would most like to have.

Writing essay: Compare the teen protagonists of "Egg Lessons," "The Cost of Gratefulness," and "The Long Walk Home." Determine which teen learned the most valuable life lesson and which parent did the best job teaching a lesson. (Note: the teen and parent do not have to come from the same story. Students can argue that the narrator of "Egg Lessons" learned the best lesson while the dad from "The Cost of Gratefulness" was the best teacher.")

TIAL QUESTION: How can I synthesize the lessons from the stories I've read to create my own inspirational text?

Reflect on lessons learned from this unit so far and write a list of affirmations

ds:

6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

op the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

ppropriate transitions to clarify the relationships among ideas and concepts.

6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Specific expectations for writing types are defined in standards 1–3 above.)

6W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, and proofreading, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

on:

ude the section “On Learning” by reading “I Try to Remember,” a list of life lessons. Ask students to write their own examples for each one when they learned the lesson or an example from a book, movie, or television show.

the 11 ideas on the board and allow students to share their examples.

tudents if they disagree with any of the 11 ideas or if they had a hard time coming up with an example for any of them.

ach student to come up with 2 or 3 life lessons, or pieces of advice they would share with a younger sibling or friend. Give students 10 minutes and allow them to share their ideas.

nal: Ask students to create their own “I Try to Remember List” with 5 things all middle school students should keep in mind when they grow up.

dition to the “On Friends” section of the book by asking students to respond to this quote, “Some people come into our lives and quickly stay for a while and leave footprints on our hearts. And we are never, ever the same,” by writing a journal entry about a person in their lives that they don’t think they will ever forget.

students into small groups of 4 to 5 students, and ask them, “What is a friend?” Give students 5 minutes to work together to come up with a original definition of friend that they can.

groups to share and vote on the best definition or combine elements of various definitions to come up with a class definition.

tell each group that they are now a friendship committee. Give each friendship committee a list of instructions based on this activity:

www.folger.edu/edulesplandtl.cfm?lpid=754&printout=1 (note: you can adapt this activity to fit your class)

the class has completed the activity and created a Friendship Constitution, make sure each student has a copy for future activities.

TIAL QUESTION: What are the causes and effects of gossip and bullying

Read two stories about gossip and discuss how to prevent gossip in the classroom

ds:

6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or analogies).

6RI5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

6RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence that are not.

on:

class with a game of telephone. Whisper a sentence to a student and allow the whisper to spread from student to student. When the first student hears the message, compare it to the original.

Students to complete the following journal entry: How is middle school sometimes like a game of telephone? Allow volunteers to share.

“The Gossiper” as a class, and discuss the connections to the game of telephone.

Use the concept of allegory to the class. Ask students to consider if they have ever been the gossiper. Could they ever see themselves? What can they do to avoid becoming the gossiper? Refer to the class Friendship Constitution and analyze it to see if it has any articles to change. Finally, discuss how to end the gossip. What would happen if, instead of passing the whisper on, one student had stopped and asked what she or he had originally said?

“Betty Ann” as a class.

After reading, ask the class, “Why was Betty Ann bullied?”

Ask students to review the text and pick out the exact sentence that explains why the bullying started.

Use an organizer like page 44 of <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>, ask students to write the sentence they identify as the cause. Then ask them to find the effect. Ask them to repeat this for every incidence of bullying described in the story.

After students have filled out the organizer, ask them to summarize, based on the evidence in front of them, why Betty Ann was bullied. Discuss the causes as a class.

After identifying the main cause of the bullying, ask students to make inferences to determine the lesson or moral of the story. Allow volunteers to share their ideas.

Activity: Break students into small groups. Give them two options: They can write and perform a skit where a) Betty Ann stands up for herself and b) the class stands up for Betty Ann. Allow volunteers to perform for the class.

TIAL QUESTION: What challenges do friends face and how can they work through them together?

Read and compare “Amigo Brothers” and “After Twenty Years”

on:

6RL3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change moves towards a resolution.

6RL5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot

6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

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

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

Monitor discussions to make sure all participants engage and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Encourage the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

on:

with a journal entry: Describe a time when you had a disagreement or a problem with a friend. Did your friendship survive the challenge?

why not? Allow volunteers to share.

“Amigo Brothers” by Piri Thomas, www.meanmcmurrin.com/uploads/Amigo%20Brothers%20Text.doc, as a class.

Students read, ask them to take notes on Antonio and Felix that list their character traits.

After reading the story, as the class: Does it matter who won the fight? Based on their answers, break the class into two groups for a debate. Students who are unsure or neutral can serve as the jury. Before debating, review the Friendship Constitution and set the ground rules for the class.

Allow each side 5 minutes to write an opinion statement supported by at least 3 details from the text.

Allow each side to present their case.

Give each group 5 minutes to write a rebuttal to respond to their opposition.

Allow each group to present their rebuttal.

Give each group 3 minutes to draft a closing statement.

Allow each group to give the closing statement.

Give the jury 5 minutes to deliberate and decide a verdict.

After the verdict is read, each student should write a reflection that states 1) what his or her original opinion was 2) How the debate changed that viewpoint 3) how he or she feels about the verdict.

“After Twenty Years” by O. Henry, <http://www.classicreader.com/book/1745/1/>, as a class.

After reading, conduct another Friendly debate, following the steps above, on the topic: Can you see Antonio and Felix turning into Jimmy any years? (Option: This can be a writing assignment instead of a debate)

After reading both stories, identify themes or lessons about friendship from each story and compare them. Ask the class, do the authors have different opinions on what it means to be a friend? Do the friends in the stories follow the class Friendship Constitution? Which character from the stories do you most like as a friend and why? (Option: open the last question up to any character from any story read in the unit)

WRI **WRIAL QUESTION: How can I read a writing prompt closely to fully understand my topic, and how can I use an outline to organize my writing before writing?**

Analyze the writing prompt and create an outline

Steps:

6W1: Write arguments to support claims with clear reasons and relevant evidence.

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.

Use relevant words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

Establish and maintain a formal style.

Write a concluding statement or section that follows from the argument presented.

6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Specific expectations for writing types are defined in standards 1–3 above.)

6W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or session) for a range of discipline-specific tasks, purposes, and audiences.

Assignment:

Students spend 10 minutes responding to this question in their journals: After reading two sections of *Chicken Soup for the Teenage Soul*, how do you feel about the book? If you were reading this book on your own (outside of school), would you finish reading it or put it down? Who would you recommend this book to, and who would you say should not read it?

Volunteers share their responses.

Use the writing topic: **Does this Chicken Soup Truly Soothe the Soul? (Argumentative):** In the introduction, the editors of *Chicken Soup for the Soul* claim, "This is a book you never finish." This phrase has two possible meanings. It could mean that you will love the book so much you will read it over and over again. However, it could also mean that you will hate it so much, you will quit reading it. Based on what you have read, what is your opinion of the book do you hold? In your introduction, write a thesis statement that clearly states your point of view on the topic. Use evidence from the book such as direct quotes, summaries of stories, and paraphrasing, write an argument to defend your opinion on the book. Conclude by summarizing your argument to convince your classmates to love or hate this book. A solid essay should use evidence from at least three sources from the book and analyze positive and negative aspects of the book.

Give each student a copy of the prompt and a RAFT handout. Ask them to underline or highlight the words that describe their ROLE, the AUDIENCE, the FORMAT, and their TONE.

<p>- What is your role as a writer? - What is the purpose of the essay?</p>	<p>AUDIENCE – Who are you speaking to? What vocabulary does this audience expect to hear? What does the audience already know, and what do they need to know about your topic?</p>	<p>FORMAT – What structural elements are required in this essay?</p>	<p>TONE – What is the appropriate attitude for you to have as the writer? How do you feel about your topic, and how can you communicate that to your audience?</p>
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After discussing RAFT, students should brainstorm by making a list of things they like about the book and things they dislike about the book. Using their brainstorming lists, students should pick at least 3 points to defend their claims and at least 1 counterpoint. (They should use a graphic organizer similar to page 16 of <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>) Once they have decided their point of view (love or hate), they should select their 3 supporting points and one counterpoint, they need to select evidence from the book to support each point.

After each student has filled out an organizer, they should switch work with a partner or several partners. They should read their partners' work and determine whether the evidence is from the text, such as an analysis of a quote/paraphrase or a review of a story, instead of a list of opinions with no evidence.

After their work has been reviewed by peers, students should write clear thesis statements that state their perspectives and summarize their work. (Teachers may want to collect and review thesis statements individually before allowing students to proceed.)

After students have thesis statements, they should complete outlines using one of the formats on pg. 20-22 of www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf

WRI-1.1: How can an outline make writing a rough draft easier?

Write the first draft and revise writing with feedback from peers

Students:

6W1: Write arguments to support claims with clear reasons and relevant evidence.

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.

Use relevant words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from the argument presented.

6W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, organizing, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

6L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge.

Considering a word or phrase important to comprehension or expression.

on:

students have completed their outlines, review or introduce the elements of an essay: introduction, body paragraphs, conclusion.

students to identify which part of their outline they will use to create which part of their essay.

with the requirements stated in the prompt in regards to the format. Ask students what is specifically required for the introduction, body paragraphs, and conclusion. Review where the thesis statement should go and how to introduce the topic to the audience without just blurting out the first sentence.

write a generic introductory paragraph as a class that contains 1) a broad overview to the topic 2) details to make the topic more specific and context of any knowledge needed to understand the thesis 3) the thesis.

students time to write an introduction.

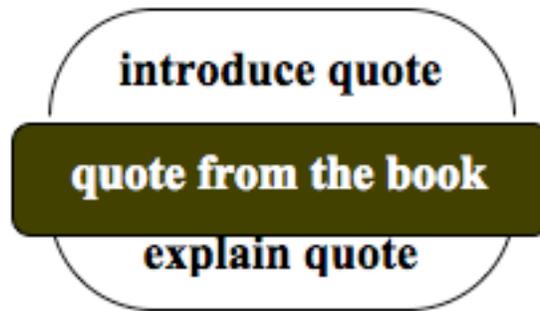
after writing anybody paragraphs, students should swap introductions with peers to check their introductions against the model introduction by the class.

at the beginning of body paragraphs, review or introduce the concept of a topic sentence.

students time to turn the main idea of each of their paragraphs into a topic sentence,

students have practiced writing topic sentences, explain that a topic sentence must be followed by evidence.

in order to integrate evidence into an essay, it may be helpful to teach students a method like hamburger quotations (although, for this essay a quote or paraphrase could be used instead of a quote)



students time to work on drafting one body paragraph that includes a topic sentence and an explanation of evidence to support the topic sentence.

after students write a draft of a body paragraph, ask them to reread their thesis statement. Is the paragraph clearly related to the thesis statement, if not, they can move on to the next paragraph. If not, they must either change their paragraph by adding more analysis or they must change the thesis statement.

when students write their second body paragraphs, they must swap with a peer for approval.

at the end of the drafting process, review the concept of conclusions. Offer students a few models for a conclusion like a) a conclusion can mirror the introduction, moving from general to specific, but with more detail and more precise language than the introduction or b) a conclusion can summarize the main points or topic sentences of the essay and end with a more detailed version of the thesis.

write a model conclusion as a class based on the model introduction.

students time to write their conclusions, and then swap them with a partner to check them against the model conclusion.

TIAL QUESTION: How can I use transitions to make my writing clear and coherent

Revise an essay with a focus on transitions

ds:

6W1: Write arguments to support claims with clear reasons and relevant evidence.

duce claim(s) and organize the reasons and evidence clearly.

ort claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

ords, phrases, and clauses to clarify the relationships among claim(s) and reasons.

lish and maintain a formal style.

de a concluding statement or section that follows from the argument presented.

6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Specific expectations for writing types are defined in standards 1–3 above.)

6W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a few days) for a range of discipline-specific tasks, purposes, and audiences.

on:

students an example of an essay without any transitions, like the essay here: <http://custompapers.com/essays-articles/transitions/>

re students what was missing from the essay or how it could be improved.

le students with a copy of the essay and ask them to make corrections.

a few minutes with the essay, provide each student with a list of transitions like the one provided here:

www.lc.unsw.edu.au/onlib/trans1.html

w or introduce the concept of transitions.

students time to look over their own essays looking for transitional words and phrases. If they do not find any, especially at the beginning of a paragraph, instruct them to add transitions to their essays.

students to a computer lab to allow them to type their final essays.

le each student with a copy of the rubric to use as a checklist before submitting a final copy.

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

Prompt: What is a family? (Argumentative): Sections 3 and 4 of Chicken Soup for the Teenage Soul feature stories of love, kindness, and the varied nature of families. After reading these sections, write an argumentative essay that takes a stance on the following question: What do you believe that families only consist of people who are related by blood, or can people who are not biologically related, like step-siblings, a step-parent and child, become just as close as traditional families? To begin this essay, write your own definition of family. Then use examples from Chicken Soup, other stories and poems read in class, movies and television, or your life to defend your point. In your conclusion, summarize your points to convince your audience to agree with your definition of family.

BUILDING TASKS

Tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Reading, Writing, Speaking, and Listening standards must be incorporated so that all standards are adequately addressed throughout the task.

TIAL QUESTION: Why do authors use contradictions in their writing, and what does this reveal about their purpose?

Consider the definitions of “family” and “home” and explore the contradictions present in both concepts

ds:

6RL2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distilling

il opinions or judgments.

6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze of a specific word choice on meaning and tone.

6RL5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the developme, setting, or plot

6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.

on:

uce "On Family" by asking students to respond to this quote: "The family, that dear octopus from whose tentacles we never quite escap innermost hearts never quite wish to." Do they agree or disagree? If they had to describe their family as an animal, which one would it be

w or introduce the concept of contradiction. Ask the class what part of the quote contains a contradiction.

tudents to give examples of situations that they may want to escape from but at the same time they wish to remain in (like the grip of th 's tentacles). Examples could include school, church, sports, etc.

e reading "My Childhood Home I See Again," share the background from <http://showcase.netins.net/web/creative/lincoln/speeches/poe>

"In the spring of 1846 Abraham Lincoln sent some poetry to his friend, Andrew Johnston, and on September 6 enclosed additional st letter. At Lincoln's request, Johnston published portions of the poetry anonymously in the Quincy, Illinois Whig on May 5, 1847."

re class to define "home." Create a class definition and write it on the board.

part I of Read "My Childhood Home I See Again" by Abraham Lincoln telling students to write down or highlight any contradictions they m <http://showcase.netins.net/web/creative/lincoln/speeches/poetry.htm>

e moving on to part two, discuss the contradictions of

Sadness and pleasure

Earth and paradise

Vile and pure

Living in the tombs

ss why Lincoln may feel these contradictions when returning to his childhood home. What has literally happened? (People have left and he experiencing emotionally? (The return of memories and old feelings makes him feel both like a child and a man, alive and dead)

e reading part II, share this background information from <http://showcase.netins.net/web/creative/lincoln/speeches/poetry.htm>

"Lincoln offered Johnston an explanation of the first poem ("My Childhood Home I See Again"). He made Matthew Gentry the subject; Johnston: "He is three years older than I, and when we were boys we went to school together. He was rather a bright lad, and the son of our poor neighborhood. At the age of nineteen he unaccountably became furiously mad, from which condition he gradually settled c mless insanity. When, as I told you in my other letter I visited my old home in the fall of 1844, I found him still lingering in this wretched n. In my poetizing mood I could not forget the impression his case made upon me."

part II as a class, drawing attention to the first stanza:

But here's an object more of dread

n ought the grave contains--

uman form with reason fled,

le wretched life remains.

re class what Lincoln says is more dreadful than death. (Matthew) Ask them to explain why. (He is physically alive but mentally dead)

e class continues reading, ask the class to take notes on the words used to describe Matthew.

attention to the final stanza:

death! Thou awe-inspiring prince,
epst the world in fear;
st thos tear more blest ones hence,
ve him ling'ring here?

ie class how Lincoln personifies death. Ask the class the meaning of the final lines. In partners, students should paraphrase the final st
trate comprehension. Ask students to look at the words used to describe Matthew. Is he a contradiction?

n to the definition of home on the board. Does that definition fit how Lincoln uses it in the title of the poem? Ask students what Lincoln is
describing when he talks about his home. Ask the class if they agree that the imagery in his poem is related to the idea of home.

ie class definition of home to incorporate the way Lincoln uses it in his home. Make sure that students consider any contradictions that
ded.

TIAL QUESTION: How do poets use imagery to engage the reader?

Read and explore the imagery in two poems and write an original poem with a focus on imagery

ds:

6RL2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distir
il opinions or judgments.

6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze
of a specific word choice on meaning and tone.

6RL5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the develop
eme, setting, or plot

6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.

on:

w or introduce the concept of imagery with students. Stress that imagery is not only visual images, It incorporates imaginative language
as all sensory experience including sound, taste, touch, smell, and, of course, sight.

aloud "My Grandmother is waiting for me to come home" from *Dream in Color*

www.poetryfoundation.org/downloads/BHM_MiddleSchool.pdf before giving students a copy. Ask students to close their eyes and imag
Then, give then 5 minutes to draw what they remember.

le students with copies of the poem and ask them to underline details they remembered and highlight or circle details they forgot.

tudents to think about the imagery in the poem. How does imagery help the reader? (They could imagine the scene described in the po
notating the text or creating a graphic organizer, ask students to identify imagery and the sense it appeals to.

tudents who the speaker of the poem is. (If necessary, introduce or review the idea that the speaker is not the poet). Ask students to cit
e from the poem as they answer.

n: *Dream in Color* contains several more activities students can complete to explore the poem.

"Fifth Grade Autobiography" by Rita Dove, also from *Dream in Color* http://www.poetryfoundation.org/downloads/BHM_MiddleSchool.p
tudents to identify imagery in the poem that is not purely visual.

ss how the vivid imagery in the poem affects the reader.

ie class what the title means. If they say that the girl in the picture is in fifth grade, remind them that she is only 4 years old in the pictur
ey realize the speaker is a fifth grade student describing a picture of herself as a 4 year old, ask them why they think she is describing t

Who is she talking to? Remind students to cite textual evidence to support all answers.

Writing assignment: Write a poem called "Sixth Grade Autobiography" that contains detailed imagery describing you and your family and your home at an earlier point in your life. You can write your poem based on an actual picture, or you may work from memory. Whatever you choose, remember to use vivid imagery to help your audience imagine your photograph. In addition to "Fifth Grade Autobiography," use the themes and family discussed in "My Grandmother is waiting for me to come home" and "My Childhood Home I See Again" as inspiration for your poem.

Activity: Require that students write the poem based on a real photograph. Then, display the photos around the room. Distribute the poems and have the students match each poem to the correct image.

TIAL QUESTION: How can notes or a graphic organizer help me prepare for a discussion?
Engage in a class discussion based on a common reading

- Standards:
- 6RL1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - 6RL2:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distilling multiple opinions or judgments.
 - 6SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate texts and issues, building on others' ideas and expressing their own clearly.
 - Participate in discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic 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.
 - Respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Draw on what others say, assessing their ideas and arguments, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Activity:

Begin the class by asking students to consider one or all of the "Think Before You Read" questions on the PDF containing "David Swan" (www.cambridge.org/other_files/downloads/esl/discoveringfiction/DF_Intro_CH5.pdf) Allow volunteers to share their responses.

Read "David Swan" by Nathaniel Hawthorne as a class.

Discuss the last line of the story, "In that one hour, David Swan never knew that fate almost brought him wealth, love, and death."

Use a graphic organizer to compare David's three possible paths.

	Describe the characters who could offer David this fate	What attracts this person or persons to David?	What would happen to David if this person woke him?	What does David learn from this experience?
Path 1				
Path 2				
Path 3				

1				
---	--	--	--	--

discussion: Using the organizer as a guide, ask the class to discuss the following questions:

- 1 fate do you think David would want the most?
- 1 fate would you want if you were David?
- do you think David would react if he learned about what happened while he slept?
- do you think David will meet any of these people again? Why or why not?
- 1 of these fates would affect David's family the most? Explain.
- is the author's attitude toward fate in this story?
- can we infer about the author's attitude toward family in this story? Explain.

1 narrative: Pick one of David's possible fates and rewrite the ending of this story. OR Imagine that David is fated to meet one of these persons later in life and describe that encounter.

TIAL QUESTION What is family? How can different authors offer unique perspectives on the same topic?
Compare 4 stories about families to discuss and define the concept

ds:

6RI6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

6RI9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

6SL4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas and supporting ideas. Use appropriate eye contact, adequate volume, and clear pronunciation.

in:

by asking students to define "family." Give students a few minutes, then allow volunteers to share their definitions. As a class, create a definition of family.

writing a definition, create a checklist of traits that describe families. Ask students to copy down the checklist with 4 columns - one for each trait. As the class reads the next 4 stories, students will evaluate the families described. This activity will culminate in an expansion or revision of the class definition of family.

n: Students can read the next 4 stories as a class, discussing them and filling out their checklists. Or they can read the stories in small groups and working on the checklists. Or they can read some as a class and some in groups.

"She didn't give up on me" and discuss the following questions in small groups or as a class.

- 1 the beginning of the story, the writer uses the phrase "real mom." What does she mean? What else could that phrase mean?
- 1 why doesn't the author think she'd see Kate again?
- 1 what does the author really want?
- 1 why does she describe her family as strangers - a contradiction. Can family members be strangers?
- 1 when did the author realize Kate was her "real mom"?

reading, remind students to fill out their checklists for this story.

"Lessons in Baseball" in small groups or as a class.

What does the author mean when he says, "The kindest way to describe Gordon's skills is to say he did not have any"? Describe this situation.

Why does the author tattle?

Does he get what he wanted out of tattling?

What does the author reveal about his coach at the end of the story?

What lessons does the coach teach the author about family?

"The Champ" in small groups or as a class.

What sport is this story about? How do you know?

How does number 37 change after his father's death?

How does he stay the same?

How does number 37 explain his transformation?

What was the author's purpose in writing this story? What lesson about family is the author trying to convey?

What is the second story about family and sports. What do families and sports teams have in common?

"I am Home" in small groups or as a class.

Why was the author never "bored" as a child?

Why does the author say she was so close to her family?

How does her father's health affect her family?

Why doesn't success make the author happy?

How does the author restore her happiness and make her dream come true?

Compare this author's return "home" to Lincoln's in his poem.

In class, discuss the results on the family checklist. Do any traits need to be removed, modified, or added? Did any families fit all the elements? Did any families barely fit any? Can you imagine a family that fit none of the characteristics on the checklist?

Using the results from the checklist discussion, write down a new class discussion of family. Make sure students write it down because it will be used in their next writing assessment.

WIAAL QUESTION: How do authors use symbolism to further their arguments?

Analyze the symbolism in a text to uncover the main point

Steps:

6RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from plot or judgments.

6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

6RI6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Lesson:

Use "On Love and Kindness" by asking students to respond to this quote: **Kindness in words creates confidence. Kindness in thinking creates wisdom. Kindness in giving creates love.**- Lao Tzu (Define "profoundness" for the class: depth or understanding beyond the superficial or obvious) / Have a time when they committed an act of kindness or benefited from one.

"Tigress" class. Before reading, discuss the meanings and differences between love and kindness. Create a Venn diagram with "love" on the left and "kindness" on the right. As students read, instruct them to fill in the Venn diagram with examples from the text.

After reading, discuss the examples of love and kindness in the story and moments where they overlap in the story.

n to the idea of family, and ask students if pets can be family members.

n: If the class seems interested, they could have a whole class debate over whether or not pets can be considered family members.

“Bright Heart” by Jennifer Love Hewitt as a class. Begin by discussing the quote at the beginning of the story, “The greatest gift is a po
Ask students to explain if they agree or disagree with that statement.

ss the symbolism in the story. Ask students what hearts and bright colors represent in the story. They should support their analysis with
e.

reading the story, ask students how the Emerson quote relates to the story. Then ask if the quote relates to the previous story, “Tigress
h stories, characters show their kindness and love by offering a hug to a virtual stranger. Ask students to consider, why are hugs so po
nts to discuss or write a journal entry about a time when they needed, received, or gave a hug that either comforted them or someone
nal: Discuss when hugging is and isn’t appropriate.

TIAL QUESTION: How can I use textual evidence to infer how a character in one text would interact with a character in another text?
Compare two texts by writing an essay explaining what one character would think of another’s idea.

ds:

6RL3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change
moves towards a resolution.

6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze
of a specific word choice on meaning and tone.

6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organi
lysis of relevant content.

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

lop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

ppropriate transitions to clarify the relationships among ideas and concepts.

reprecise language and domain-specific vocabulary to inform about or explain the topic.

lish and maintain a formal style.

le a concluding statement or section that follows from the information or explanation presented.

6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

on:

ere reading, ask students to write on one of the following topics in their journals:

ave you ever done something kind for a stranger just because you saw they needed help?

as a stranger ever done something kind for you without asking for anything in return?

you saw a pregnant woman walking barefoot in the snow, would you offer her help or assume there was nothing you could do for her?

“Reaching out to a stranger.”

u read, discuss:

hat is the setting of the story? What do you know about Milwaukee? (This may be an unfamiliar city for students)

fter reading the first two paragraphs, discuss the imagery and tone. What is the weather like? What does the name “Blue Mound” bring

How is Frank feeling?

After reading the third paragraph, ask the students if they think Frank will reach out to a stranger or if a stranger will reach out to him. Ask them in their answers.

Compare Frank's problems to the pregnant woman's problems.

What does Frank realize when he hears the woman's story?

How does Frank rationalize or explain his decision to himself?

Why doesn't he feel the cold as he walks home?

"The Mirror"

Discuss what the mirror symbolizes.

Ask students to paraphrase Dr. Papadero's story to check comprehension.

Write an essay: Would Frank Daily agree with Dr. Papadero's philosophy? Citing at least 3 pieces of textual evidence, explain whether or not Frank would agree with Dr. Papadero's explanation of the mirror. (Students may use the text and notes to answer the question)

Final extended activity: *Teaching Tolerance* has a great lesson on economic injustice that could be used to further explore the idea of "helping people" from "Reaching Out to a Stranger" <http://www.tolerance.org/activity/economic-injustice-affects-us-all-lesson-viva-la-causa>

WIAAL QUESTION: How can paying close attention to details such as dialect help you uncover the author's purpose?

Read a story, take notes on the dialect, discuss how the dialect relates to the purpose.

Standards:

6RL2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinguishing personal opinions or judgments.

6RL3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the story moves towards a resolution.

6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing a range of strategies.

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

Activities:

Start with a journal entry: How would you react if you were walking down the street, and someone tried to steal your purse, bookbag, or wallet? How would you think about the person who mugged you?

Now introduce the concept of dialect to the class. Ask students to generate examples of words that represent the local dialect. Instruct students to create a graphic organizer to record and explain examples of dialect in the story.

Text	Context	Meaning	Rewrite the sentence without the unique dialect to demonstrate comprehension.
------	---------	---------	---

	I ain't gonna do that.	aren't , are not, or am not	I am not going to do that.
--	------------------------	-----------------------------	----------------------------

“Thank you ma'm” by Langston Hughes http://www.cambridge.org/other_files/downloads/esl/discoveringfiction/DF-SB2-CH2.pdf
 Reading after the boy fails to steal the purse. Ask students what they would do if they were the woman. What if they were the boy? Ask predict the ending.

Class reads, pause to discuss:

Why does the woman respond the way she does?

What does the boy learn from this incident?

How would the story be different if the thief was an adult?

Do you think the boy and the woman will meet again?

If they did meet again, what may happen?

Return to the story's dialect. Ask students what examples of dialect they noticed in the story. Discuss any examples that they did not understand. Discuss how the author's use of dialect affected the meaning of the story and the purpose.

For reading, ask students to complete the following journal entry: Imagine that you are the boy, and write a journal entry detailing what you did and how you felt as you walked home. Make sure you refer to specific events that happened in the story as you write your reaction. Volunteers to share.

For discussion:

How did the woman's kindness affect the boy?

What lesson did she think she was teaching him?

What was the author's purpose in writing this story?

What did he hope readers would learn from it?

How could you apply the lesson from this story to your life?

How is this story a tale of love and kindness?

Final performance assessment: Take students to the library to search for examples of random acts of kindness in the news. Find a story, read it, and present it to the class. As a class, follow the presentations by comparing the actual news stories to “Thank You, M'am”

TIAL QUESTION: How do personal essays and news articles differ in purpose and tone?

Read and compare a personal essay and news articles on the same topic

Steps:

6RI9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the

6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

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

Respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Show the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

6SL4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas.

use appropriate eye contact, adequate volume, and clear pronunciation.

on:

After reading "A Mason Dixon Memory," inform students that the story contains two tales: one about high school golfer Dondre Green and another about Clifton Davis. Inform students that they will take notes on each story and compare them after reading.

Although the two stories are non-fiction, a typical plot triangle will help students follow the action. Review or introduce the plot triangle to students. As students listen to the interwoven stories, they should create one plot triangle for each story and fill in the correct details.

"A Mason Dixon Memory." Ask students why Dondre's story makes Clifton remember his own childhood. Instruct students to use textual evidence to support their analysis.

After reading, compare the two tales and use the plot triangles to discuss the similarities and differences.

Transition from "A Mason Dixon Memory" to two news articles about Dondre Green.

Country Club Reviews Policy Banning Blacks"

http://articles.latimes.com/1991-04-22/sports/sp-448_1_country-club

Golfing world must still deal with club racism"

http://articles.baltimoresun.com/1991-04-26/sports/1991116035_1_shoal-creek-country-clubs-black

Use a graphic organizer to analyze the differences in a personal essay, like Clifton's story, and news articles

	Diction	Dialect	Tone	Purpose
A Mason Dixon Memory				
Identifying examples from the text				
"Country Club Reviews Policy"				
Identifying examples from the text				
"Golfing world must still deal with racism"				
Identifying examples from the text				

Assess the results of the organizer

Empower students to stand up for change, teach the "Refuse to Stand Silently By" lesson from *Teaching Tolerance* www.tolerance.org/activity/refuse-stand-silently (all materials and directions are at the source)

n: Follow up on the previous lesson with the “Contemporary Movements” lesson from *Teaching Tolerance*
www.tolerance.org/activity/contemporary-movements (all materials and directions are at the source)

INITIAL QUESTION: How can I use textual evidence to support an argumentative essay?

Create an outline and rough draft for writing assessment 2

ds:

6W1: Write arguments to support claims with clear reasons and relevant evidence.

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.

Use relevant words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from the argument presented.

6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Specific expectations for writing types are defined in standards 1–3 above.)

6W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, organizing, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

on:

Use the second writing assessment: **What is a family? (Argumentative):** Sections 3 and 4 of *Chicken Soup for the Teenage Soul* feature stories of love, kindness, and the complicated nature of families. After reading these sections, write an argumentative essay that takes a stance on the following question: What is a family? Do you believe that families only consist of people who are related by blood, or can people who are not biologically related, like stepsiblings or an adoptive parent and child, become just as close as traditional families? To begin this essay, write your own definition of family. Then use examples from *Chicken Soup*, other stories and poems read in class, movies and television, or your life to defend your definition. In your conclusion, summarize your main points to convince your audience to agree with your definition of family.

Give each student a copy of the prompt and a RAFT handout. Ask them to underline or highlight the words that describe their ROLE, the AUDIENCE, the FORMAT, and their TONE.

- What is your role as a writer? What is the purpose of your essay?	AUDIENCE – Who are you speaking to? What vocabulary does this audience expect to hear? What does the audience already know, and what do they need to know about your topic?	FORMAT – What structural elements are required in this essay?	TONE – What is the appropriate tone for you to have as the writer? How do you feel about your topic, and how can you communicate that to your audience?

After discussing RAFT, students should brainstorm

ideas for their brainstorming lists, students should pick at least 3 points to defend their claims and at least 1 counterpoint. (They should use a graphic organizer similar to page 16 of <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>) Once they have decided their point of view and selected supporting points and one counterpoint, they need to select evidence from the book to support each point.

After each student has filled out an organizer, they should switch work with a partner or several partners. They should read their partners' work to determine whether the evidence is from the text, such as an analysis of a quote/paraphrase or a review of a story, instead of a list of opinions with no evidence.

After their work has been reviewed by peers, students should write clear thesis statements that state their perspectives and summarize their evidence. (Teachers may want to collect and review thesis statements individually before allowing students to proceed.)

students have thesis statements, they should complete outlines using one of the formats on pg. 20-22 of www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf

students have completed their outlines, review or the elements of an essay: introduction, body paragraphs, conclusion.

students time to write an introduction.

When writing any body paragraphs, students should swap introductions with peers to check their introductions based on what they know. Introductions should contain.

When beginning body paragraphs, review the concept of a topic sentence.

students time to turn the main idea of each of their paragraphs into a topic sentence,

students have written topic sentences, remind them that a topic sentence must be followed by evidence.

Review how to integrate evidence into an essay using a strategy like hamburger quotations.

students time to work on drafting one body paragraph that includes a topic sentence and an explanation of evidence to support the topic sentence.

students write a draft of a body paragraph, ask them to reread their thesis statement. Is the paragraph clearly related to the thesis statement? If not, they can move on to the next paragraph. If not, they must either change their paragraph by adding more analysis or they must change

When students write their second body paragraphs, they must swap with a peer for approval.

Review the drafting process, review the concept of conclusions. Offer students a few models for a conclusion like a) a conclusion can mirror the introduction, moving from general to specific, but with more detail and more precise language than the introduction or b) a conclusion can summarize the main points or topic sentences of the essay and end with a more detailed version of the thesis.

students time to write their conclusions, and then swap them with a partner to check them.

TIAL QUESTION: How do I move from a rough draft to a final draft?

Use a class wiki or blog to revise writing

Steps:

6W1: Write arguments to support claims with clear reasons and relevant evidence.

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.

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

Establish and maintain a formal style.

Write a concluding statement or section that follows from the argument presented.

6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Specific expectations for writing types are defined in standards 1–3 above.)

6W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, organizing, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

6W6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate command of keyboarding skills to type a minimum of three pages in a single sitting.

Conclusion:

students to a computer lab to work on their final drafts of their essays.

Students begin writing their final drafts, instruct them to upload their rough drafts to a class blog or wiki such or another educational website.

Give each student with a rubric for the final essay.

Instruct them to use the rubric to evaluate their peers' writing. Students should read 2-3 peer essays and give each writer 3 positive comments or suggestions for improvement.

Provide their feedback.

Students edit and write final essay.

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

Prompt: Is Love Worth the Cost of Loss? (Argumentative) : In his poem, "In Memorium A.H.H.," Alfred, Lord Tennyson writes, "I hold it true that love to one another we owe;/ I feel it, when I sorrow most; 'Tis better to have loved and lost/ Than never to have loved at all" after the death of a close friend.

In "Losing the Us," Lia Gay alludes to Tennyson's poem when discussing a painful breakup. Do you agree with this perspective? Is the joy of love worth the pain of loss? Write an argument to express your opinion on this statement. Begin by stating your thesis, or point of view, in the introductory paragraph. Then use examples from Chicken Soup for the Teenage Soul, your life, other books, movies, or songs to provide evidence for your argument. In your conclusion, summarize your main points to convince your audience to agree with your thesis.

BUILDING TASKS

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

WRIITING TASK: What are the pronoun cases and how do I know when to use each case?

Practice applying pronoun case rules and analyze pronoun use in the accompanying reading

Standards:

6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live performance, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of how they address similar themes and topics.

6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate that pronouns are in the proper case (subjective, objective, possessive).

Procedure:

Use the section "on Relationships" by asking students to respond to this quote: "**Relationships-of all kinds-are like sand held in your hand. Hold on with an open hand, the sand remains where it is. The minute you close your hand and squeeze tightly to hold on, the sand trickles through your fingers. You may hold onto some of it, but most will be spilled. A relationship is like that. Held loosely, with respect and freedom for the other person, relationships remain intact. But hold too tightly, too possessively, and the relationship slips away and is lost.**" - Kaleel Jamison, *The Nibble Theory*
In their journals, ask students to discuss the quote and give an example of a time when they drifted apart from someone.

After reading, teach with a lesson on pronoun case.

Pre-assessment: Give students a preassessment over pronouns prior to this lesson to assess their skill level.

Materials: Pronoun case presentation and accompanying handout are available at <http://chompchomp.com/presentations.htm>

Additional resources: If more assessments are needed, try http://chompchomp.com/exercises.htm#Pronoun_Case for both handouts and interactive lessons

Application: After reading "Losing the Us," connect it to the pronoun lesson. Ask the class, why isn't the title, "Losing the We"? Ask students to rewrite the title so it has

rewrite it to have “ourselves.”

“Losing the Us”

After watching the music video for “The Story of Us,” ask the students, why isn’t it the story of we? Or the story of “ourselves”?

Provide the students with a copy of the lyrics <http://www.azlyrics.com/lyrics/taylorswift/thestoryofus.html>

Assign a volunteer to read the lyrics of “The Story of Us” by Taylor Swift . After one reading, ask the students what tone they think the reader should use in the language and the subject of the song. Ask for a volunteer to read the song with the appropriate tone (several volunteers may give readings of the music video.

After reading “The Story of Us” to “Losing the Us” tell students to fill out the following graphic organizer to prepare for the discussion.

	Speaker	Dialogue	Did		Author’s purpose	Theme or main idea
“Losing the Us”						
“The Story of Us”						

After students have finished filling out the graphic organizer, have a class discussion using the following questions:

Are the texts similar?

Are they different?

Which one represents how you think most teens feel about breakups? Explain.

How would the story be different if it was rewritten from a boy’s perspective? Would it be different? How would the song be different?

If the story was rewritten as a song and recorded by Taylor Swift, what would the video look like?

Class activity: Ask students to adapt the story into a song or select any story from the book and write a song based on it OR rewrite the song from a male perspective.

CRITICAL QUESTION: How can understanding pronoun case help us understand literature? What is irony?

Read a poem and analyze the pronoun use. Read an ironic short story and draw connections between the story and the poem.

Standards:

6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze how a specific word choice on meaning and tone.

6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Intensive pronouns (e.g., myself, ourselves).

6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing from a range of strategies.

Context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a

Lesson:

Start with a lesson on intensive pronouns. (Note: some of these resources use the term “reflexive” instead of “intensive”).

Watch the video for the reflexive pronouns song <http://www.englishvideolesson.com/1492-the-reflexive-pronouns-song.html>

ok, helpful definition with examples: <http://www.grammarly.com/handbook/grammar/pronouns/7/intensive-pronouns/>

n: A more in-depth article <http://www.helium.com/items/968097-understanding-the-reflexive-pronoun-in-grammar>

going over the concept, take these quizzes as a class or in small groups to assess understanding:

reflexive pronoun quiz <http://www.efl.net.com/grammar/reflexives.php>

reflexive and possessive pronoun quiz <http://www.usingenglish.com/quizzes/62.html>

“After a while” from *Chicken Soup* as a class.

the class that the subject of the poem is implied rather than stated directly. Ask them what the poem is about. Ask the class to come up with their own experiences that could have led to someone writing this poem

ask students to reread the poem looking for figurative language.

Are there any phrases that are not literal in meaning?

Are there any symbols?

What does the phrase “even sunshine burns if you get too much” mean? Is it meant to be literal, figurative, or both?

What does the phrase “plant your own garden” mean? Literal, figurative, or both?

Ask the class to name the pronouns used (you and your). Ask students for the case of these pronouns (“you” can be nominative and objective; possessive).

Ask students to find an example when “you” is used in the nominative case (“You learn that love doesn’t mean...”) and an example when it is in the objective case (instead of waiting for someone to bring you flowers).

How or introduce the concept of irony to the class.

“The Miss of a Great Miss” as a class or in small groups and discuss the following ideas:

What is “a dream walking”? Is this literal or figurative?

Is “invisible beauty” a contradiction? What does it mean?

How is the ending of this story ironic?

Based on his inability to ask his crush out, how would you characterize the narrator?

Based on the fact that her crush had no idea she was interested in him, how would you characterize Susie?

If you were friends with Susie or the narrator, what advice would you give them?

What advice would the author of “After a While” give them?

Final homework: Ask students to find songs that use reflexive pronouns to bring in and share with the class (recording, video, or lyrics)

TIAL QUESTION: How does the speaker of a poem help the author communicate his or her purpose?

Compare the speaker and purpose of three poems

Steps:

6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze how a specific word choice on meaning and tone.

6RL5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.

6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Recognize and correct inappropriate shifts in pronoun number and person.*

Resources:

Start with a lesson on pronoun number and person. Pronoun agreement presentation and handout available at

ompchomp.com/presentations.htm

with instruction using interactive exercises at http://chompchomp.com/exercises.htm#Pronoun_Agreement

After reading, ask students to complete a journal entry on the following topic: What are some rules your parents or guardians enforce that regulate your behavior? Describe a time when you challenged or were frustrated by one of these rules.

“Kissing” by Pat Mora <http://twowritingteachers.wordpress.com/2010/04/15/lovepoems/>

Read the poem through one time. Then ask students to reread it, looking for specific words that reveal the speaker, dialect, diction, tone, purpose, and theme. They will repeat these steps for each poem they read in this section.

	Speaker	Dialect	Diction	Tone	Author's purpose	Theme or main idea
“Kissing”						
“A Summer Wooing”						
“A Theory of Communication”						

Assignment: Ask students to record and classify pronouns to connect the content to the grammar lesson

“A Summer Wooing” by Louise Chandler Moulton

womenshistory.about.com/library/etext/poem1/blp2_moulton_summer_wooing.htm or

middleschoolpoetry180.wordpress.com/2010/08/20/104-a-summer-wooing-louise-chandler-moulton/

Introduce or review the concept of implied metaphor. Students should realize immediately that the wind and rose are symbols. Ask the class:

What is the author comparing to the wind?

What is she comparing to a rose?

What is her overall message about love?

Do you agree with that perspective?

What experiences could cause a person to feel that way?

Ask students to make a connection between the theme of this poem and the dad's advice in “Kissing.”

Now or introduce the concept of ambiguity to the class

“A Theory of Communication” by Bill Hickok <http://middleschoolpoetry180.wordpress.com/2009/02/01/a-theory-of-communication-bob-louise-chandler-moulton/>

Note: there is a typo in this transcription; in the 3rd line, replace “propably” with “probably”)

Ask students to reread the poem several times until the pieces start to fit together

Ask students to work on filling out the graphic organizer

Ask students to compare the symbolism of the wind in this poem and in “A Summer Wooing”

Discuss the connections between this poem and “The Miss of a Great Miss”

After reading all three poems and identifying the literary elements on the graphic organizer, ask students to rate each poem on a scale of 1-10 (1 being awful and 10 being amazing, will read again and again. Instruct students to write a paragraph to accompany each rating (3 paragraphs)

Ask students to use their graphic organizers as evidence, and engage the class in a whole class discussion about the three poems. Ask

1s
about:
/hich poem the class liked the best and why
/hich poem the class liked the least and why
/hat lesson each poem taught about love
/hich poem had the most valuable advice
onnections students can make to the poems

TIAL QUESTION: How do I present a story in an engaging way to connect to my audience, and how do I decide what I enjoy re
Read stories and present them in a summarized format; choose something to read based on a peer's presentation

ds:
6SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claim
6SL4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ic
use appropriate eye contact, adequate volume, and clear pronunciation.
6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information
6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
gnize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
1 reference

on:
with a lesson on pronoun reference and antecedents, presentation and handout available at <http://chompchomp.com/presentations.htm>
w instruction with interactive exercises available at http://chompchomp.com/exercises.htm#Pronoun_Reference
ate the class into partners or small groups and instruct them to explore the rest of the "On Love" section and pick two stories to read,
ize, and present for the class through a poster, skit, or song.
udents work, inform them that they will have to explain why they chose the stories they did (did they like the title, the topic, the length, et
groups have finished reading, set a performance time to give them a limit for their work period
3 groups present, tell the students in the audience to make a list of the stories their classmates are discussing. After each story, they sh
write a Y if they think they would like to read the story and a N if they are not interested in ever reading it.
the presentations, ask the class:
/hich presentation they enjoyed the most
/hat made the good presentations stand out
/hich story they are the most interested in as a result of the presentations
/hich story they feel they will never read and why
/hat are some recurring ideas that occur in this section and in the related readings?
/hat do the authors and editors of these stories hope readers learn about relationships?
ct each student to pick two additional stories to read on their own from the "On Love" section. Give the class time to read silently.
ude the "On Love" section with an in-class reflective writing assignment: Which of the texts from the "On Love" section of *Chicken Soup*
readings in class did you like the best? Explain why that text stood out to you or made the most sense to you. Which text would you
end to your friends? Explain.

TIAL QUESTION: How can understanding pronoun usage help us comprehend literature?

Analyze pronoun usage in a song

ds:
6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their themes to similar themes and topics.

6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a text, or issue under study.

6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate that pronouns are in the proper case (subjective, objective, possessive).

Identify intensive pronouns (e.g., myself, ourselves).
 Identify and correct inappropriate shifts in pronoun number and person.*
 Identify and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

on:
 Start with a “Me, Myself, and I” pronoun review lesson
 Use a music video with lyrics that feature pronouns
 Ask students to use the following graphic organizer to mark the case, number, and frequency of the pronouns used in the song. (Table includes examples that can be removed)

Pronoun	Nominative	Objective	Possessive	Intensive	Number	Frequency
		X				
If				X		
	X					
			X			

ion:
 Identify any places where the song used the wrong pronoun?

is the difference between me, myself, and I?

“Somebody should have taught him.”

Assess the speaker, dialect, diction, tone, author’s purpose, and message, or use the graphic organizer from previous lessons.

Lead a class discussion, focus heavily on purpose. What is the intended purpose of the poem? Who is the intended audience? What can children learn from the poem? What can teens learn? What can parents learn?

Ask students how the mom, the intended audience of the poem, would react to the quote by Eleanor Roosevelt. What could she gain from the poem? What may she think she can’t do, and how would she go on?

TIAL QUESTION: What resources can I use to help my peers deal with tough challenges?

Learn about a challenge facing children and teens and research ways to help people who are struggling

Standards:

6RI7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

Support the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Write a concluding statement or section that follows from the information or explanation presented.

8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Understand that pronouns are in the proper case (subjective, objective, possessive).

Use intensive pronouns (e.g., myself, ourselves).

Recognize and correct inappropriate shifts in pronoun number and person.*

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

Connections:

Use pronouns with activities from: <http://chompchomp.com/exercises.htm>

Write a journal entry on “Tough Stuff.” We’ve read about a chaotic relationship and a drunk driving death. What are some other “tough” issues that teens face? What are some of the toughest, most confusing issues in your life? Allow volunteers to share.

Read “Gabby, You’re so skinny” and discuss.

What was Gabby’s inspiration for losing weight?

Was it a healthy decision? Why or why not?

What did Gabby start to lose weight, which changes were healthy and which were dangerous?

Who did Gabby associate with thinness?

When did Gabby stop feeling happy with her weight loss?

What makes Gabby realize she has to change? How does she come to this realization.

Why doesn’t she go into detail about her recovery, but how has she changed her habits?

Read “8th Grade Petitions Seventeen Magazine to Feature Unairbrushed photos” and view the related video

cnews.go.com/Entertainment/8th-grader-petitions-seventeen-magazine-feature-airbrushed-photos/story?id=16266445#.T7I1b3IYuul

SS:

What led Julia Bluhm to create the petition

Why so many people supported it

What it truly needed?

What would Gabby think about Julia's idea

Take students to a computer lab and let them explore Michelle Obama's health and fitness initiative, *Let's Move* <http://www.letsmove.gov/>

Ask them to write a letter to Gabby or anyone struggling with body image issues about ways to make sure you are healthy and fit. The letter

should include at least 3 citations from *Let's Move* or related resources.

WRIAL QUESTION: How can our peers become our inspiration?

Compare two stories about inspirational teens

Standards:

6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or details).

6RI5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

6RI6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Understand that pronouns are in the proper case (subjective, objective, possessive).

Use intensive pronouns (e.g., myself, ourselves).

Recognize and correct inappropriate shifts in pronoun number and person.*

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

Activities:

Work with pronouns with activities from: <http://chompchomp.com/exercises.htm>

For a reading, assign students a journal entry: If you won a contest to have one wish granted, no matter the cost, what would you wish for?

Read "Last Wish" and discuss the following as a class or in small groups:

Why are Chris's wishes granted?

What is unusual about his third wish?

How does the narrator meet Chris?

What does the narrator regret about the experience?

What happens to make her correct her behavior?

What do you think she learned from her time with Chris?

Do you think Chris thought his third wish was fulfilled?

Read "Anne" as a class or in small groups and discuss:

Have you heard of Anne Frank?

What do you think of when you hear her name?

How was Anne similar to other teenagers?

What made her story different?

is Bergen-Belsen?

bosom means to to relieve (oneself) of (secrets, etc.) by telling someone. Why are people so interested in Anne's unbosoming? If you told your secrets, would people listen?

Does the author mention that teachers thought Anne was "average"?

Who would win out? Will it always?

In Anne's statement, "In the long run, the sharpest weapon of all is a kind and gentle spirit." Do you agree with her statement? Why or why not?

How would Chris from "The Last Wish" feel about that statement? What about Christi?

TIAL QUESTION: How can people and communities respond to tragedies?

Read and compare stories about people responding to tragedies.

Standards:

6RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from portions or judgments.

6RI9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same subject).

6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Understand that pronouns are in the proper case (subjective, objective, possessive).

Use intensive pronouns (e.g., myself, ourselves).

Recognize and correct inappropriate shifts in pronoun number and person.*

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

Activities:

Work with pronouns with activities from: <http://chompchomp.com/exercises.htm>

After reading, assign students a journal entry. After reading heartbreaking stories like "The Last Wish" and "Anne" about teenagers who die, it is hard to accept that some people, including teenagers, choose to end their own lives. However, that is a sad reality. What would you do if you were one of the teenagers who mentioned suicide? What would you do to help them?

Have students share their responses. Remind students that if they hear anyone discussing suicide, they need to tell an adult like a counselor. Then tell them they'll learn about another resource today.

"I'll Always Be With You" and discuss:

What would you say to a heartbroken friend?

What story or idea from something we've read in this unit could you share to help them?

What was the inspiration behind the yellow ribbon project?

Why is the ribbon "yellow"? What does the color symbolize?

What is the meaning of the title?

How has the yellow ribbon project helped teens?

After reading, visit <http://www.yellowribbon.org/> and show students how to download and print yellow cards.

Activity: Give each student a yellow card to give to someone in need, or allow them to copy down the information.

Read a news article, "Student raises over \$12,000 for Yellow Ribbon," news article

<http://www.hsj.org/DesktopModules/ASNE/ASNE.Newspapers/Mobile.aspx?newspaperid=2526&editionid=0&categoryid=0&articleid=427050&usefullurl=1>

or "Native Turning Tragedy into a Positive," news article <http://www.barnesville-enterprise.com/local%20news/2011/03/16/native-turning->

<http://www.yellowribbongeorgia.org/>, two articles about the creation of Yellow Ribbon Georgia as a class and talk about how students could use this website as a resource to help friends and people struggling with “tough stuff.”

“Desiderata.”

- ss:
- author’s tone, purpose, and main idea.
- Could these words provide comfort to someone facing a challenge?
- to the mothers from “I’ll Always Be With You” and “Native Turning a Tragedy into a Positive”?
- to other characters and people we’ve read about?
- Who needs to hear these words the most?
- Who would you share these words with?

WRI-1.1: How can I synthesize the lessons I’ve learned from this unit into a clear and coherent argument?

Analyze the writing assessment guidelines and begin organizing your argument

- W1: Write arguments to support claims with clear reasons and relevant evidence.
 - Organize 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.
 - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - Establish and maintain a formal style.
 - Write a concluding statement or section that follows from the argument presented.
- W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Specific expectations for writing types are defined in standards 1–3 above.)
- W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5–7.)

on:

Give students a test on pronouns that covers all elements of ELACC6L1.

Use writing prompt: **Is Love Worth the Cost of Loss? (Argumentative)** : In his poem, “In Memoriam A.H.H.”, Alfred, Lord Tennyson wrote: “’Tis better to have loved and lost/Than never to have loved at all” after the death of his wife. In her essay, “Losing the “Us”,” Lia Gay alludes to Tennyson’s poem when discussing a painful breakup. Do you agree with this statement? Is the joy of love worth the pain of loss? Write an argument to express your opinion on this statement. Begin by stating your thesis statement in the introductory paragraph. Then use examples from Chicken Soup for the Teenage Soul, your life, other books, movies, or songs as evidence for your argument. In your conclusion, summarize your main points to convince your audience to agree with your thesis. Give each student a copy of the prompt and a RAFT handout. Ask them to underline or highlight the words that describe their ROLE, the AUDIENCE, the FORMAT, and their TONE.

- What is your role as a writer? - What is the purpose of your essay?	AUDIENCE – Who are you speaking to? What vocabulary does this audience expect to hear? What does the audience already know, and what do they need to know about your topic?	FORMAT – What structural elements are required in this type of essay?	TONE – What is the appropriate tone for you to have as the writer? How do you feel about your topic, and how can you communicate that to your audience?
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	topic?		

discussing RAFT, students should brainstorm their brainstorming lists, students should pick at least 3 points to defend their claims and at least 1 counterpoint. (They should use a graphic organizer similar to page 16 of <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>) Once they have decided their point of view and supporting points and one counterpoint, they need to select evidence from the book to support each point. After each student has filled out an organizer, they should switch work with a partner or several partners. They should read their partners' work to determine whether the evidence is from the text, such as an analysis of a quote/paraphrase or a review of a story, instead of a list of opinions with no supporting evidence. After their work has been reviewed by peers, students should write clear thesis statements that state their perspectives and summarize their evidence. (Teachers may want to collect and review thesis statements individually before allowing students to proceed.) After students have their thesis statements, they should complete outlines using one of the formats on pg. 20-22 of www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf After students have completed their outlines, review or the elements of an essay: introduction, body paragraphs, conclusion. Give students time to write an introduction. After writing any body paragraphs, students should swap introductions with peers to check their introductions based on what they know and what the introductions should contain. After beginning body paragraphs, review the concept of a topic sentence. In this essay, instruct students to make sure that their topic sentences communicate the purpose of the essay and are clearly persuasive in their own words. Give students time to turn the main idea of each of their paragraphs into a topic sentence, and then have students write topic sentences, remind them that a topic sentence must be followed by evidence. Review with students how to integrate evidence into an essay using a strategy like hamburger quotations. Give students time to work on drafting one body paragraph that includes a topic sentence and an explanation of evidence to support the topic sentence. After students write a draft of a body paragraph, ask them to reread their thesis statement. Is the paragraph clearly related to the thesis statement? If not, they can move on to the next paragraph. If not, they must either change their paragraph by adding more analysis or they must change their thesis statement. After students write their second body paragraphs, they must swap with a peer for approval. After finishing the drafting process, review the concept of conclusions. Offer students a few models for a conclusion like a) a conclusion can mirror the introduction, moving from general to specific, but with more detail and more precise language than the introduction or b) a conclusion can summarize the main points or topic sentences of the essay and end with a more detailed version of the thesis. Give students time to write their conclusions, and then swap them with a partner to check them.

TIAL QUESTION: How can I revise my writing to strengthen my voice so my purpose and tone are clear to my audience?
Collaborate and revise essays

W.1: Write arguments to support claims with clear reasons and relevant evidence. Organize ideas and related information, using indentations, transitions, and other appropriate organizational strategies to present claims and related information, using relevant sources to support claims and counterclaims. Revise and edit their writing as needed to improve clarity and focus, paying attention to content and organization, grammar, and spelling. Write arguments to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

Establish and maintain a formal style.

Write a concluding statement or section that follows from the argument presented.

6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Specific expectations for writing types are defined in standards 1–3 above.)

6W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, organizing, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

6W6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate command of keyboarding skills to type a minimum of three pages in a single sitting.

on:

Take students to a computer lab to work on their final drafts of their essays.

When students begin writing their final drafts, instruct them to upload their rough drafts to a class blog or wiki such as another educational website.

Give each student with a rubric for the final essay.

Instruct them to use the rubric to evaluate their peers' writing. Students should read 2-3 peer essays and give each writer 3 positive comments or statements or suggestions for improvement.

Review their feedback.

As students work through their revisions, remind them to be very sensitive to pronoun usage, checking to make sure each pronoun is used correctly and has an antecedent.

Instruct students to read over their essay keeping in mind their purpose. Ask them to edit language that is unclear to make sure their purpose is clear across to the audience.

Have students edit and write final essay.

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

School Survival Guide (Informative/Explanatory): Chicken Soup for the Teenage Soul contains many stories of teens in crisis due to problems with their peers, relationships, families, and schools. Using stories from Chicken Soup for the Teenage Soul as inspiration, create a guide for middle school students in crisis.

In the introduction, discuss how to identify a friend who is in need of help.

Create at least four sections to discuss how to handle problems with 1) peers, 2) relationships, 3) families, and 4) school. Each section must begin with an inspirational or thought-provoking quote with a cited source and an explanation of the quote.

Include an original short story, poem, or short essay on the topic.

Include an annotated list of at least three resources that can help middle school students. These resources can include books, websites, and videos.

This guide must contain an interview with an adult who is not related to you. Think about counselors, teachers, clergy, club sponsors, or members of organizations geared towards teens. In your interview, ask the adult his or her advice on how to help out a friend in need.

Remember! You cannot solve all of life's problems on your own. Include information on programs like the Yellow Ribbon Program, Chicken Soup, programs in your community, and programs in your school that can help other students.

BUILDING TASKS

tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt about Reading, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the unit.

STANDARD QUESTION: What is success?

Compare perspectives on success with your own.

ds:

6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning on:

6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

Support the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use Making a Difference by asking students to respond to this quote “**Great opportunities to help others seldom come, but small ones succeed every day,**” by describing a person who made a difference in their lives. Allow volunteers to share.

After reading, “What is success?” ask students to define the word. Write their definitions on the board. Then, ask them for examples and write them on the board as well.

“What is success?”

Compare the class’s examples to the poem’s examples.

Ask students to write a paragraph to answer the question, “How would the Emerson define success?” Require them to use 2-3 examples from the text to support their claims.

Allow volunteers to share.

Ask students to write a follow up paragraph expressing whether or not they agree with Emerson and why.

“Be Cool—Stay in school.”

Ask students to write a paragraph answering the question, “How would Jason Summey define success?” using 2-3 examples from the text.

Conclusion: Ask students to tie their paragraphs together by writing: an introduction explaining that success means different things to different people and a conclusion examining why people have different opinions on success.

STANDARD QUESTION: How can stories about other students teach us how to succeed?

Read a tale of a student who was inspired to become more productive and consider what motivates you.

ds:

6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from quotations or judgments.

6RI6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

on:

ct students to respond to the statement, “A bird with a broken wing will never fly as high.” Ask students to rewrite the statement in their nd discuss whether or not they agree with it. Allow volunteers to share.

“Broken Wing” and discuss:

Don't the teachers like T.J.?

Does T.J. behave at the beginning of the first day?

Does he eventually get involved?

Don't the teachers trust him?

Does the project change T.J.?

Do you think this project was so life changing for T.J.?

Discuss what the author's purpose was in writing the story.

Could you use this story to inspire:

teacher

student

“Passing the Dream.”

Reading the first stanza, ask students about the context. What are braids, beads, and 'Nam referring to?

Task: Ask students to draw the scene.

Reading the second stanza, ask students to paraphrase the woman's response.

Reading the final stanza, ask students to paraphrase the speaker's response.

Discuss what they think the biggest problems that they generation must face.

Ask students to either discuss or write a response to answer these questions:

Would the lady at the beginning of the poem suggest you work to solve them?

Would the narrator at the beginning of the poem suggest you work to solve them?

Ask students to write a third part of the poem where the boy with the boom box approaches them.

TIAL QUESTION: What does it mean to “go for it”?

Read about Helen Keller and consider how her story contradicts the prejudice many people with disabilities face.

Tasks:

6RI7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to an issue, text, or issue under study.

6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

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

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

Identify key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

on:

uce going for it by asking students to write a journal entry responding to this question: When people tell others to “go for it” or “just do it” really saying? What traits does a person need, or how does person need to feel before he or she can “go for it”?

n: Before reading “Helen Keller and Anne Sullivan,” you may want to ask students what they know about Helen Keller and decide if you background lesson before reading the story.

students a news account from the 1930s showing Anne Sullivan and Helen Keller working together:

<http://www.youtube.com/watch?v=Gv1uLf35Uw>

ideo ends with Helen saying, “I am not dumb anymore.” Discuss the meaning of “dumb” in this context.

students another video with Helen speaking about her disappointment that she cannot speak normally:

www.youtube.com/watch?v=8ch_H8pt9M8&feature=related

ropriate for your class, you may want to have an honest discussion about teasing and making fun of people who cannot speak normally

ived as normal.

“Helen Keller and Anne Sullivan,” drawing attention to the fact that these words were written by Helen Keller herself. Discuss:

Does Helen describe her life before Anne?

Does Helen describe Anne? What does this reveal about their relationship? What can you infer about Helen’s relationship with her family?

Does Helen describe the sensation of learning language?

Did this new knowledge change her life?

In the allusion Helen makes, “like Aaron’s rod with flowers.” (http://en.wikipedia.org/wiki/Aaron's_rod)

Students, if Helen can make that allusion, what does that say about her? What can we infer?

Discussion: How is Helen’s story inspirational? Who could benefit from hearing it? What does the story teach us about ourselves? What does it teach us about other people?

TIAL QUESTION: How can I make a difference in my community?

Read a tale of students who accomplished a great task and consider undertaking a service learning project.

ds:

6RI7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a text, or issue under study.

6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

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

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

Respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion; analyze the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

on:

class by showing students the movie poster for Jeremiah Johnson, starring Robert Redford: www.impawards.com/1972/posters/jeremiah_johnson_ver1.jpg

Journal entry, ask the class to look at the poster and make predictions about the movie citing evidence from the poster. Who do they think Johnson is? Is he a hero or villain? When is the movie set? What does "it should have been different" mean? Have volunteers to share.

Show students the trailer to the film about Jeremiah Johnson: <http://www.youtube.com/watch?v=uzjN8YJt55g>

Direct students to pay attention and see if they can figure out the plot from the trailer.

After viewing, give students a few minutes to write a summary. Allow volunteers to share.

Show the class this website: <http://www.johnlivereatingjohnston.com/> to provide background knowledge. Students should read the biography page.

After reading the biography, ask the class to compare it to the trailer and their initial impressions of Jeremiah Johnson.

Have students read the Gravediggers of "Parkside Junior High" and discuss:

- What does the phrase, "We are the stuff of which winners are made" mean?
- Are the students appalled when they learn about Johnson's final resting place?
- What condition does Mr. Robinson agree to help the class do something about Johnson's grave?
- What action did the class take?
- How do they finally get Redford's attention?
- Would they rather be called "Dream Lifters" than "Gravediggers"?
- What did their experience teach the class the lesson "we are the stuff of which winners are made"?

Discussion:

- What lessons can you learn from this story?
- What can we do to become Dream Lifters?

Ask students to brainstorm and discuss ideas for service learning projects.

TIAL QUESTION: How can literature teach readers to be more tolerant people?
Read two tales of teenagers overcoming adversity and reflect on how these stories can help readers learn how to treat each other.

Directions:

6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning.

6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

Support the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to clarify the relationships among ideas and concepts.

Conclusion:

End the class by asking students to respond to this quote in a journal entry: "From what we get, we can make a living, what we give however, we make a life." Ask them to write in their own words, explain what it means, and decide if they agree or disagree with it.

“The Boy Who Talked with Dolphins” and discuss:

Why was Jeff Siegel an unlikely hero?

What does it say about humanity that we often doubt those who are different?

What problems did Jeff have with his family?

Why did Jeff love dolphins so much?

What was the reaction to Jeff’s article, and how did Jeff’s family respond?

After the Marineland setback, how did Jeff continue to “go for it”?

As he grew older, how did Jeff’s rough childhood inform his decisions?

What can we learn from Jeff?

How is Jeff similar to Helen Keller?

“No Hair Day.”

After reading the story, discuss the lesson the author wanted to teach readers. Make a list of ideas on the board. Then ask if any of these lessons

are also in Jeff’s story.

Assign an in-class essay comparing Jeff and Alison. The introduction should include a thesis statement that states the lesson readers can learn

from the two stories. Each body paragraph should include textual evidence that demonstrates how the story communicates that lesson, and a topic

sentence. The conclusion should suggest some behaviors or actions students should engage in after reading the stories.

WRITING QUESTION: What rights do we have, and what rights do we need?

Collaborate and write a bill of rights for middle school students

Directions:

6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

Support the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase as appropriate. Draw conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

on:
students to respond to the following question: The first ten amendments to the U.S. Constitution are known as the Bill of Rights. How many amendments do you know? If you are drawing a blank, write down the rights you think all U.S. citizens should have. Have your volunteers to share.

(or not so briefly) go over the bill of rights: Bill of Rights http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html
“Teenagers’ Bill of Rights” and critique it.

How does it relate to the Bill of Rights?

Do you like its organization, or could it be made more clear?

Should it contain more than 3 sections?

Do you agree with it?

Is it missing anything?

In class, or in small groups, create a Middle School Students’ Bill of Rights. To tie the assignment to the U.S. Bill of Rights, require 10 rights and a brief description of each right.

After class worked in groups, allow each group to share.

Use writing assessment 4 - **Middle School Survival Guide (Informative/Explanatory)**: Chicken Soup for the Teenage Soul contains stories of teens in crisis due to problems with their peers, relationships, families, and schools. Using stories from Chicken Soup for the Teenage Soul, create a guide to help middle school students in crisis.

In your introduction, discuss how to identify a friend who is in need of help.

Create at least four sections to discuss how to handle problems with 1) peers, 2) relationships, 3) families, and 4) school. Each section must begin with an inspirational or thought-provoking quote with a cited source and an explanation of the quote.

Include an original short story, poem, or short essay on the topic.

Include an annotated list of at least three resources that can help middle school students. These resources can include books, websites, and videos.

This guide must contain an interview with an adult who is not related to you. Think about counselors, teachers, clergy, club sponsors, or staff for organizations geared towards teens. In your interview, ask the adult his or her advice on how to help out a friend in need.

Remember! You cannot solve all of your problems on your own. Include information on programs like the Yellow Ribbon Program, Friend or Enemy, programs in your community, and programs in your school that can help other students.

Work together as a class to fill out a RAFT chart for the writing assignment. Because the format is complicated, make sure students understand the requirements.

WIAAL QUESTION: How can I determine whether or not a quote is inspirational and then communicate its power to an audience?

Search for inspirational quotes, paraphrase them, and write to convey their meaning

Steps:

6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

duce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Top the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.

6L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* Use correctly.

6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

on:

Class by returning to the requirements of writing assessment 4 and asking students if they have any questions.

Take the class to a computer lab and introduce them to http://www.brainyquote.com/quotes/topics/topic_inspirational.html or any website they find the inspirational quotes they need for each section. Students can search by keyword or topic.

Remind students that they do not have to get quotes from that website. They can use song lyrics as well.

Review the requirements for the inspirational quotes: Students must cite the source and explain what the quote mean in their own words.

Write stories.

Give students time to search for quotes.

Remind students that each section must contain an original piece of writing related to the topic. Go over expectations for the writing, and allow students time to write.

Final: Allow students to post their pieces to a class blog to comment, revise, and critique their peers' work.

TIAL QUESTION: How can I use research tools to find services to help others in need?

Research websites, books, and programs that exist to support middle school students

ds:

6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

Top the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

6L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
correctly.

6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

on:

students to the library to a computer lab to research books, websites, and resources for their annotated lists that go in each section.

Paraphrase research using pg. 59-60 of <http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

Plan: Share resources as a class by writing them on the board or sharing them on a blog. If you share resources, students will still have to write annotations.

Compare the difference in a helpful annotation and an unclear annotation.

Show examples with the class and allow them to identify the good and bad examples.

Provide students with the following guiding questions to help them write their annotations:

What is the purpose of this resource?

Who can benefit from this resource?

How can people access this resource?

Would students that they must interview an adult for their survival guide.

TIAL QUESTION: How can I synthesis information, research, and writing from multiple genres to create a coherent whole?

Complete writing assessment 4

Steps:

6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

Support the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

6L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

supported by reasons and evidence from claims that are not”).

on:
students to a computer lab to finish revising and typing their survival guides.
w the requirements of the assignment and the various elements including the:
roduction
action on peers
action on relationships
action on families
action on school
spirational quotes and explanations
tem, short story, or essay for each section
annotated list of resources for each section
onclusion
le students with a rubric or checklist to help them check their progress

TIAL QUESTION: How can I communicate my written work through an oral presentation

Present a summarized overview of finished written assessments

ds:
6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organi-
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/ grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing cl
supported by reasons and evidence from claims that are not”).

on:
are their research with the class, students will pick their favorite section of their survival guide (peers, relationships, families, or school)

with the class.

and students that their presentation will only cover a section and not the entire project.

Students should accompany their presentation with a visual aid. Visual aids will vary based on the technology present in the classroom.

In class, set guidelines for presentations. Allow students to make a list of Dos and Don'ts for visual presentations. Discuss the expectation of behavior during the presentations.

Encourage each student to present his or her work.

Finally, discuss the possibility of creating a survival guide featuring elements of each student's work to share with the school community.
