



MISSISSIPPI

# EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 6

## Lesson 3: Genres

**Focus Standard(s):** RL.6.2, RL.6.9

**Additional Standard(s):** SL.6.2, W.6.7, RI.6.2, RI.6.9

**Estimated Time:** 9-10 days

**Text(s):** *Freak the Mighty* by Rodman Philbrick (pages 54-127)

**Resources and Materials:**

- [The Story of Great Love](#)
- Access to show Hoyt video
- Handout 3.1: Charting Evidence
- Handout 3.2: Harriet Tubman poem by Eloise Greenfield
- [Rachel's Story](#) Access to audio.
- Handout 3.3: Rachel's story

**Lesson Target(s):**

- Students will complete this lesson while reading chapters 10-20 of *Freak the Mighty*.
- The purpose of this lesson is to compare and contrast the theme of the novel to themes found in an informational text, a poem, a video, and an audio.
- After close examination of the diverse media, students will write an essay in which they compare and contrast the themes of the genres.

**Guiding Question(s):**

- How do people overcome mental, physical, and societal obstacles?
- How do readers compare and contrast diverse media?
- How is my writing enhanced by comparing and contrasting several genres?

## Vocabulary

### Academic Vocabulary:

- Compare
- Conclusions
- Contrast
- Genre
- Informational text
- Literary text
- Poetry

### Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Create pictures/symbols to represent words
- Write/discuss using the words
- Act out the words or attach movements to the words

**In-ConTEXT Vocabulary:** Before reading the text, have students search through the text for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed to the right. Some words to choose from could include the following:

- Abide
- Deprived
- Divulged
- Dysfunctional
- Fealty
- Holy Grail
- Injustice
- Miraculous
- Obligation
- Optimum
- Redeemed
- Slant
- Smirk
- Sought

### Strategies for Teaching How to Determine Meaning from Context Clues:

Common types of Context Clues:

- Root word and affix
- Contrast
- Logic
- Definition
- Example or Illustration
- Grammar

Visit [www.readingrockets.org](http://www.readingrockets.org) for more context clue teaching strategies.

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<p><b>Direct Instruction Text Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Aps</li> <li>• Catastrophic</li> <li>• Institution</li> <li>• Lanky</li> </ul>	<p><b>Instructional Strategies for Direct Instruction Text Vocabulary:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> <li><input type="checkbox"/> Read and discuss the meaning of word in multiple contexts</li> <li><input type="checkbox"/> Students create pictures/symbols to represent words</li> <li><input type="checkbox"/> Students write/discuss using the words</li> <li><input type="checkbox"/> Students act out the words or attach movements to the words</li> </ul>
Symbol	Type of Text and Interpretation of Symbol
	<p>Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level</p>
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p><b>Understanding Lesson Purpose and Student Outcomes:</b> Revisit theme and explain the same theme can be presented differently across multiple types of genres. Explain that the students' learning target is to analyze the theme of multiple genres and to determine evidence of that theme. A charting evidence chart will be used to determine if students have mastered this objective.</p> <p>Provide students a <b>Handout 3.1: Charting Evidence</b> at the beginning of class.</p> <p>Students individually complete the worksheet as they read or listen to chapters 10-20 of the novel, and audio or reading of informational text, a poem, and video.</p> <p>Explain how this worksheet is an ongoing piece that will be used for several lessons.</p>	

**For students who are EL, have disabilities, or perform/read well below the grade level:**

- Work in small groups with students who may need assistance in organizing and maintaining this worksheet.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Students will design and independently create a system for organizing and maintaining the worksheet to be used throughout the reading of the novel.

**Activity 1: Charting Evidence/Viewing Hoyt Father and Son Inspirational Video**

Explain how to analyze the evidence gathered from diverse genres in order to connect themes across the genres. Divide the students into groups of four to six.

Students analyze the evidence gathered and apply their findings to determine the common theme of the genres.

Explain the purpose for viewing the video which is to emphasize physical limitations. Show the video in its entirety then replay the video pausing at specific points for student responses and/or questions.

Students take notes about the video using the Charting Evidence worksheet.

**For students who are EL, have disabilities, or perform/read well below the grade level:**

- Have an example prepared for students who struggle to record information viewed.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Advanced students who have multiple answers may share aloud with the group to make sure that all students are on the right track.

**Activity 2: Harriet Tubman Poem**

Distribute copies of **Handout 3.2: Harriet Tubman Poem**. Ask students what they know about Harriet Tubman, recording the students' responses on the board. Explain that the purpose for reading the poem Harriet Tubman is to explore the societal limitations that she had to endure during the days of slavery. Model the reading of the poem Harriet Tubman.

Students answer teacher facilitated questions about the poem. Students record the theme of the poem on the Charting Evidence worksheet.

**For students who are EL, have disabilities, or perform/read well below the grade level:**

- Provide photos on the promethean board of the era in which Harriet Tubman lived in order to show what the life of a slave was like.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Students who have an understanding or prior knowledge of Harriet Tubman or societal limitations may share aloud with the class their information.

**Activity 3: Rachel's Story Informational Text/Audio**

Distribute the article **Handout 3.3: Rachel's Story**. Have students preview the text content and features (e.g., headings, etc.) to determine the topic. Guide students to determining the topic of *mental limitations*. Have a discussion with students about the differences among, a topic, central idea, and theme.

Explain that the students will listen to the audio version of the article and then read the article with a partner.

Students listen to the audio version, and annotate the article, notating evidence that supports the theme and notating evidence of Rachel's limitations. Students read the article with a partner and discuss possible theme connections between the article and *Freak the Mighty*. Students discuss how Rachel's limitations compare to those of Max, one of the main characters in the novel. Students record the theme of the article on the Charting Evidence worksheet.

**For students who are EL, have disabilities, or perform/read well below the grade level:**

- For struggling students, tell a familiar story, such as “The Three Little Pigs”, that has an easily recognizable theme (e.g., Sometimes, patience, despite pressure, helps to overcome obstacles.). Think aloud to show struggling students how to think through the process of determining the lesson learned from the story of the Three Little Pigs.
- For students who struggle with the determining details that develop a theme using the provided materials, provide them with [RL.4-12.2 Graphic Organizer](#) instead.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Students who understand determine a theme early, have them look for evidence of another similar or different theme in the same text.

**Activity 4: Write About it!**

Explain the writing assignment by telling students that they will write an essay applying the evidence gathered from multiple genres that relate to the common theme of overcoming one’s limitations. The length of the essay will be teacher’s discretion.

**For students who are EL, have disabilities, or perform/read well below the grade level:**

- Remind students with the model you provided in Lesson 1.

**Activity 5: Reading the novel**

Model read portions of the novel from chapters 10-20, pausing to check for understanding and to address vocabulary words. Students may explore a variety of reading experiences by engaging the novel in paired reading, literature groups, or independently. While reading, the students make connections to the common theme of the novel, audio, video, informational text, and poem.

**For students who are EL, have disabilities, or perform/read well below the grade level:**

- For struggling students, tell a familiar story, such as “The Three Little Pigs”, that has an easily recognizable theme (e.g., Sometimes, patience, despite pressure, helps to overcome obstacles.). Think aloud to show struggling students how to think through the process of determining the lesson learned from the story of the Three Little Pigs.
- For students who struggle with the determining details that develop a theme using the provided materials, provide them with [RL.4-12.2 Graphic Organizer](#) instead.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Students who understand determine a theme early, have them look for evidence of another similar or different theme in the same text.

**Reflection and Closing:**

- ✓ Students find a partner and discuss the connecting themes. Students then answer the guided questions in their organizers.
- How do people overcome mental, physical, and societal obstacles?
- How do readers compare and contrast diverse media?
- How is can I apply what I have learned about theme development from comparing and contrasting several genres that develop a similar theme?

Reflect on how well the students were able to answer the following guided questions by examining evidences of student learning.

- ✓ Read the students’ answers to the guided questions to check for understanding. Note which students did and did not respond correctly. Group students who understand with the students who did not answer the guided questions correctly. After the pairs talk about the correct responses, the students will rewrite their responses. Check to make sure all students understand the guided questions:

- How do people overcome mental, physical, and societal obstacles?
- How do readers compare and contrast diverse media?
- How is my writing enhanced by comparing and contrasting several genres?

### Homework

Students may read some chapters from the novel at home. Students may work on writing their essays at home.

**Handout 3.1: Charting Evidence**

## Charting the Evidence

	THEME	EVIDENCE FROM TEXT
HOYT VIDEO		
HARRIET TUBMAN POEM		
RACHEL'S STORY INFORMATIONAL TEXT/AUDIO		

**Handout 3.2: Harriet Tubman poem by Eloise Greenfield**

*Harriet Tubman*

By: Eloise Greenfield

Harriet Tubman didn't take no stuff  
Wasn't scared of nothing neither  
Didn't come in this world to be no slave  
And wasn't going to stay one either

"Farewell!" she sang to her friends one night  
She was mighty sad to leave 'em  
But she ran away that dark, hot night  
Ran looking for her freedom

She ran to the woods and she ran through the woods  
With the slave catchers right behind her  
And she kept on going till she got to the North  
Where those mean men couldn't find her

Nineteen times she went back South  
To get three hundred others  
She ran for her freedom nineteen times  
To save Black sisters and brothers  
Harriet Tubman didn't take no stuff  
Wasn't scared of nothing neither  
Didn't come in this world to be no slave  
And didn't stay one either

And didn't stay one either

### Handout 3.3: Rachel's Story

#### Anxiety: Rachel's Story

When you look at your friends and classmates, you might see the tall, lanky nerd who always gets straight As, the popular senior who is always laughing and smiling, or that classmate who seems to have everything under control. Sometimes this is all they will allow you to see.

And that's a shame.

Because what you may have heard before is trite but true: Nobody's perfect. In a world where people may seem perfect — or at least in control and normal — we often see ourselves as abnormal or not good enough. Whether they show it or not, though, everybody has problems of one kind or another.

#### The First Signs

It was the spring of my junior year of high school — a particularly stressful time for many students. I had schoolwork to do, APs to study for, nightly soccer practice, and pit band rehearsal for the school musical. To put it lightly, I was overloaded.

One night while I was sitting in my final dress rehearsal for the school play, I started thinking about my boyfriend. We'd been dating since the beginning of the school year, and because he was my first boyfriend, I was very inexperienced when it came to relationships. As I was sitting in rehearsal that night, thoughts about our relationship just kept popping up in my head. Where was our relationship going? Was it a good, healthy relationship? What was it really based on?

While these were normal questions for anyone to ask, my reactions to them were both mentally and physically overwhelming. I couldn't focus on playing my music, and I started breathing too quickly and trembling, convinced that my boyfriend would dump me and my world would fall apart. I kept imagining only the worst outcomes from this situation, until finally I couldn't sit with the band anymore. I had to leave the auditorium during the last full dress rehearsal and run to the bathroom, where I began retching in one of the stalls.

#### Falling Deeper

After that night, things began to worsen sharply. I missed the next 3 days of school because I told my mom I was too sick to go. And while this was true — I couldn't keep any food down for 3 days — I knew it was more because of my fears than because of any physical illness.

During those 3 days I lay in bed and constantly worried. I tried thinking through what was bothering me, and decided that any relationship that bothered me that much couldn't be good. I broke up with my boyfriend, figuring that would help, but once I had done that I still felt

worried. I figured something else was wrong with my life, maybe that I was too stressed. I quit the soccer team and hoped that would help.

It didn't, and now I felt even worse. There was even more to worry about — what did my now ex-boyfriend think of me? Did he hate me? How could he still want to get back together with someone as messed up as me? Would my soccer coach think that I was just a quitter? Was I a quitter?

I started to notice that I became easily distracted from my work. In classes I would zone out of discussions completely, constantly worrying about my friends and my life, and wondering if I was normal. My psychology class was especially hard to sit through. I was sure that once we started learning new material, people would find out that I was weird or maybe even insane. What if everything I was experiencing was due to schizophrenia? I was sure I'd end up in an institution, crazy, lonely, and forgotten by all.

Over the next few weeks things improved, only to worsen again during summer vacation. My heart would race, and with all my worries I'd be too jittery to sit still. At my worst I was so nervous that anything I'd eat I'd just throw up again because I was so worried.

My parents started to worry that I was anorexic, and I only felt more misunderstood. I wanted to eat, I wanted to feel full and healthy, but my body wasn't letting me. "Just stop worrying," my parents would tell me. "You're not trying hard enough. If you just try harder you can make this stop."

But I had been trying so hard — did they think I wanted to be like this? This wasn't me at all. The me I knew was happy, fun, and lighthearted if not carefree. Now I just cried and worried, steadily lost weight, and withdrew from my friends so they couldn't find out what was happening to me. My parents knew something was very wrong and that they had to intervene. And so, for the first time ever, I ended up seeing a psychologist.

### Seeing a Psychologist

I begged my parents not to make me go, and when they refused, screamed at them for forcing me to go against my will. When we showed up I was ready to hate my psychologist and show my parents how pointless this was.

And then I actually met the psychologist and found out he wasn't such a bad guy. He was there to help me — not to report back to my parents, not to have me committed to an institution, not to force any action at all — just to talk.

So we talked. Over the next few months he told me that I had generalized anxiety disorder (GAD), and we worked on techniques to help me overcome my worries, such as breathing, not jumping to catastrophic conclusions, and thinking rationally. But as hard as I tried to fight this, I

just couldn't kick the worrying habit. My psychologist suggested I see a psychiatrist who would be able to prescribe medication to help me. Although when we first met I said I would not go on medication, I was so ready to be myself again that I willingly agreed.

### Starting Anew

With my psychiatrist's recommendation and prescription, I began taking an anti-anxiety medication that's approved for teens. I also continued therapy with my psychologist. And gradually over the next few weeks my overwhelming anxiety became manageable. Nobody's life is ever completely worry-free, but my concerns were now realistic and didn't control my whole life. My parents had me back, my friends had me back — but most important, I had me back. I was me again.

So I'm not perfect, and I would never claim to be — but I'm not crazy either. Around 40 million American adults have an anxiety disorder in any given year, which doesn't take into account people under age 18 or those who may have had an anxiety disorder in the past! Knowing this helps me feel less alone; other people are going through the same thing I did.

Dealing with my anxiety has been one of the greatest challenges of my life, but I am a better, stronger, and more confident person for everything I have gone through. I learned that living a life of fear is not living at all, and while obstacles may arise more than I'd like, there is no problem that I can't handle. I've learned to take some risks and face my challenges head on. The rewards of trying, whether I succeed or not, are always better than letting my worries run my life or wondering what would have happened if I'd only had the courage to try.

For training or questions regarding this unit,  
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