



MISSISSIPPI
EXEMPLAR
Units & Lessons
ENGLISH LANGUAGE ARTS

Grade 4

MISSISSIPPI DEPARTMENT OF EDUCATION

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Acknowledgements

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The Mississippi Department of Education gratefully acknowledges the following individuals for their leadership in the development of the Mississippi Exemplar Units and Lessons.

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Acknowledgements

Mississippi Exemplar Units and Lessons Developers and Contributors

The Mississippi Department of Education gratefully acknowledges the following individuals for their contributions to the development of the Mississippi Exemplar Units and Lessons: English Language Arts.

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Acknowledgements

Mississippi Exemplar Units and Lessons Developers and Contributors

The Mississippi Department of Education gratefully acknowledges the following individuals for their contributions to the development of the Mississippi Exemplar Units and Lessons: English Language Arts.

Roxanne Harper

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Jessica Holyfield

Rankin County School District

Melanie Irby

Pearl Public School District

Lisa Lairy

West Point Consolidated School District

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Acknowledgements

Mississippi Exemplar Units and Lessons Developers and Contributors

The Mississippi Department of Education gratefully acknowledges the following individuals for their contributions to the development of the Mississippi Exemplar Units and Lessons: Mathematics.

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Toni Canizaro

Clinton Public School District

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Caroline Heblich

DeSoto County School District

Susan Jarvis

Ocean Springs School District

Veronica Jefferies

Vicksburg-Warren School District

Acknowledgements

Mississippi Exemplar Units and Lessons Developers and Contributors

The Mississippi Department of Education gratefully acknowledges the following individuals for their contributions to the development of the Mississippi Exemplar Units and Lessons: Mathematics.

Jeyakumar Jeyaraj

East Jasper Consolidated School District

Melissa Lowe

Lauderdale County School District

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Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, including the improvement of student achievement in English Language Arts (ELA) and mathematics in order to produce citizens who are capable of making complex decisions, solving complex problems, and communicating fluently in a global society. The Mississippi College- and Career-Readiness Standards (MS CCRS) provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy. The goal of the MDE is to provide educators with the training and resources to understand and implement the MS CCRS effectively.

Purpose

In efforts to facilitate implementation and promote understanding of the MS CCRS for ELA and mathematics, the W. K. Kellogg Foundation generously awarded the MDE a grant to secure a cadre of effective educators to develop the MS CCRS Exemplar Units for teachers. Specifically, a group of highly-effective Mississippi educators developed exemplar instructional units and lessons aligned to the MS CCRS for ELA and mathematics. The MS CCRS Exemplar Units address difficult-to-teach standards as determined by teachers and are designed to serve as exemplar models for instructional units, lessons, and resources. The MS CCRS Exemplar Units have been vetted through nationally renowned vendors to ensure exemplar quality.

Design Overview

The MS CCRS Exemplar Units for ELA and mathematics address grade-level specific standards for Pre-Kindergarten-8th grade, as well as for Algebra, English I, and English II. The overall unit plan is described in the first section of the ELA and math units. This section includes the unit title, a suggested time frame, the grade level MS CCRS addressed and assessed, a unit overview with essential questions and a summary of lesson tasks, and the culminating/performance task description and rubric.

Though the math and ELA overall unit plan designs are very similar, some design aspects differ in order to accommodate the respective requirements of each content area. For mathematics, the first section also provides a segment designated for the Standards for Mathematical Practices (SMPs) addressed in the unit. For ELA, the first section also includes a text set with links to texts (if in the public domain) and a fresh/cold-read task.

The second section of each unit includes lesson plans. Within the lesson plans, provided are lesson-specific MS CCRS, suggested time frames, learning targets, guiding questions, required resources and materials, vocabulary terms and instructional strategies, teacher directions, instructional supports for students, enrichment activities, student handouts, assessments (formative, summative, pre-, and self-), and additional resources to aid in the implementation of the lessons.

Implementation

The intention of the MS CCRS Exemplar Units for ELA and mathematics is to provide educators with resources to understand and implement the MS CCRS effectively. The implementation of the MS CCRS Exemplar Units for ELA and mathematics is voluntary. Additionally, the MDE will provide ongoing support for implementation of the MS CCRS Exemplar Units with initial regional trainings followed by site-specific support through our regional service delivery model. For regional and site-specific training, please contact the MDE Office of Professional Development.

Grade Level	Unit Title	Duration
4	Individuality versus Pressures to Conform: A Unit on Theme Development	25 days
Mississippi College- and Career-Readiness Standards for English Language Arts		Unit Overview and Essential Questions
<p style="text-align: center;"><u>Reading Standards</u></p> <p>Focus: RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>Additional: RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.4 Determine the meaning of words and phrases as they are used in text, including those that allude to significant characters found in mythology (e.g., Herculean). RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>		<p>In this unit, students will develop their ability to closely read texts which explore topics such as The Great Depression, race relations, and the pressures of group conformity versus individual beliefs. During the first portion of the unit, students will analyze several types of texts to build conceptual understanding of how authors use characters’ actions, dialogue, and descriptions to reveal characterization and develop themes. In the last section of the unit, students will develop a narrative movie script that uses characters’ actions, dialogue, and descriptions to reveal characterization and develop a theme about the pressures of group conformity versus individual beliefs.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How/Why does the group influence the individual? • What are the positive and negative impacts of social influence? • How do authors use characters’ actions, dialogue, and descriptions to reveal character and develop themes?

Writing Standards**Focus:**

W.4.3 Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Additional:

W.4.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Speaking and Listening Standards:**Focus:****SL.4.5**

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Additional:

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support points.

Language Standards**Additional:**

L.4.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

Unit Notes:

Note 1: See Note 2 in Activity 4 of Lesson 10 before beginning the unit.

Note 2: See pages 18 and 19 of the unit for a list of MS library systems and their websites. From these websites you can access the library's card catalogs and find available copies of the anchor text, *Mississippi Bridge*. If you can only access 4-5 copies of the book, consider doing some of the lessons/activities in this unit as centers and having a center with a book club reading the anchor text.

Note 3: If you need assistance teaching theme this is a great resource from scholastic:

<https://www.scholastic.com/teachers/blog-posts/angela-bunyi/helping-students-grasp-themes-in-literature/>

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

b. Choose punctuation for effect.

c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Text Set

Anchor Text

- [Mississippi Bridge](#) by Mildred Taylor

Complementary Texts

Informational Texts

- [Alex Laskey: How Behavioral Science Can Lower Your Energy Bill](#) from Ted Talks
- [About the Great Depression](#)
- [Jim Crow Laws](#)

Non-print Texts (e.g., Media, Video, Film, Music, Art, Graphics)

- [“Dissent”](#) by Yusuf Gad
- [Girl Recycling Photo](#) (cropped)
- [Identity](#) by Kalhil KJ Adams
- [Piñata Cartoon](#) by Scott Hillman

Fresh/Cold-Read Task

Text(s): [“Jeremy’s Swimming Championship”](#) by Jodi-Anne Kaspin

Questions:

Use this resource that provides [assessment stem questions](#) to create questions aligned to RL.4.2, RL.4.3, RL.4.4, and L.4.4a, b, and/or c.

Standards Assessed: RL.4.2, RL.4.3, RL.4.4, and L.4.4a, b, and/or c.

Evidence of Mastery:

List the answers or the criteria for a correct answer to the questions you created to align to RL.4.2, RL.4.3, RL.4.4, and L.4.4a, b, and/or c.

Lesson Tasks

Lesson 1: Theme

Students will be introduced to what a theme is and how it is developed. Students will identify themes in a series of short films.

Lesson 2: Social Pressures and Group Conformity

Students will learn about social pressures and group conformity (the negative and the positive) by watching a Ted Talk video and determining the main idea. Additionally, students will continue working with theme and identify themes in a series of pictures.

Lesson 3: The Great Depression

To develop background knowledge and prepare students to read *Mississippi Bridge*, students will do a close reading, participate in fluency practice, answer text-dependent questions, and write a summary on the Great Depression.

Lesson 4: Jim Crow Laws

To develop background knowledge and prepare students to read *Mississippi Bridge*, students will do a close reading, participate in fluency practice, answer text-dependent questions, and write a summary on Jim Crow Laws.

Lesson 5: Introduction to the Dialect of *Mississippi Bridge*

Students will preview the language of the novel and learn about the author's writing style. Specifically, students will learn how to use punctuation stylistically and how to differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

Lesson 6: Section 1 of *Mississippi Bridge*

Students will read section one of the novel, answer text dependent questions, and complete an event map. After the reading, they will respond to the guided question of the day in their reading response journal. Students will write a summary of section one.

Lesson 7: Section 2 of *Mississippi Bridge*

Students will read section one of the novel, answer text dependent questions, and complete an event map. After the reading, they will respond to the guided question of the day in their reading response journal. Students will write a summary of section two.

Lesson 8: Character Trait Analysis

Students will describe the characters of a story or drama, referring to specific details

Lesson 9: Theme Development

Students will identify the theme of *Mississippi Bridge*.

Lesson 10: Performance/Culminating Task

Students will be introduced to the performance task by reviewing the rubric, learning how to write a script, looking at the research guidelines, and writing and performing a script.

Performance/Culminating Task

The Sundance Film Festival, a program of the Sundance Institute, is an American film festival that takes place annually in Park City, Utah. With 46,660 attendees in 2016, it is the largest independent film festival in the United States. The festival is a showcase for new work from American and international independent filmmakers. The festival comprises competitive sections for dramatic and documentary films, both feature films and short films.

Like Sundance, we will have our own film festival for our classroom/school. Though Sundance accepts both feature and short films, you will have the opportunity to create only a short film. You will research an historical event/period during which social pressure to conform in a negative way would/could have been present and incorporate that information into the setting and additional plot details of the short film narrative script. Be sure to include key details that develop a theme based on the topic of social pressure to conform in a negative way. Students will use what they have learned about theme development in *Mississippi Bridge* and what they have learned from other informational articles they choose, to write a narrative movie script about a situation in which someone felt social pressure to conform in a negative way.

After every student writes a script, students will form a group of 2-4 students and decide which narrative script best translates into a film. Together they will direct and record a short film based on the narrative script. Students will reveal their final products at the <Name of Teacher or School> Film Festival on <date of film festival> from <time> to <time>.

Standard(s) Assessed: RL.4.2, RL.4.3

Rubric for Performance/Culminating Task

		1	2	3	4
Communication	Conventions	The writing sometimes uses conventions and sentence structure appropriate for the grade level, purpose, and audience. The writing may often contain errors/inconsistencies in grammar, usage, mechanics (punctuation, capitalization, and spelling) that often interfere with meaning.	The writing mostly uses conventions and sentence structure appropriate for the grade level, purpose, and audience. The writing may sometimes contain many errors/inconsistencies in grammar, usage, mechanics (punctuation, capitalization, and spelling) that sometimes interfere with meaning.	The writing uses a variety of conventions and sentence structure appropriate for the grade level, purpose, and audience. The writing may contain a few minor errors/inconsistencies in grammar, usage, mechanics (punctuation, capitalization, and spelling) but they do not interfere with meaning.	The writing uses a wide variety of conventions and sentence structure appropriate for the grade level, purpose, and audience and for stylistic effect. The writing may contain a few minor errors/inconsistencies in grammar, usage, mechanics (punctuation, capitalization, and spelling) but they do not interfere with meaning.
	Organization	Ideas and scenes seem to be randomly arranged. The connections between events or scenes are often not clear and/or appropriate or often missing.	The plot is a somewhat difficult to follow. The connections between events or scenes are sometimes not clear and/or appropriate or sometimes missing.	The plot is mostly well organized. One idea or scene may seem out of place. Clear and appropriate connections between events or scenes are used.	The story is very well organized. One idea or scene follows another in a logical sequence with clear and appropriate connections between events or scenes.
	Stage Directions	The stage directions and script format are rarely clear, plentiful, and thorough.	The stage directions and script format are somewhat clear, plentiful, and thorough.	The stage directions and script format are often clear, plentiful, and thorough.	The stage directions and script format are always clear, plentiful, and thorough.

Integrating Research	Information	The story integrates little related details and/or descriptions from one or more sources that hardly (if at all) contribute to the plot and theme development.	The story integrates some related details and/or descriptions from one or more sources that somewhat contribute to the plot and theme development.	The story integrates related details and/or descriptions from one or more sources that clearly contribute to the plot and theme development.	The story integrates many related details and/or descriptions from one or more sources that clearly and creatively contribute to the plot and theme development.
	Understanding of RL.4.2 and RL.4.3	Theme Development	One example of a type of detail that clearly and creatively contributes to the theme development can be identified in the story. OR Many examples of types of details often do not contribute to the theme development in the story.	Two examples of types of details that clearly and creatively contribute to the theme development can be identified in the story. OR Some examples of types of details sometimes do not contribute to the theme development in the story.	Three examples of types of details that clearly and creatively contribute to the theme development can be identified in the story.
		Character Development	Dialogue and stage directions (character's actions) hardly develop characters' personalities, are inconsistent with initial or intended characterization, and/or hardly contribute to plot and theme development.	Dialogue and stage directions (character's actions) somewhat develop characters' personalities, remain somewhat consistent with characterization, and somewhat contribute to plot and theme development.	Dialogue and stage directions (character's actions) mostly develop characters' personalities, remains mostly consistent with characterization, and clearly contributes to plot and theme development.

Mississippi Library Systems and Websites

MS Library System	Website
Benton County Library System	http://benton.lib.ms.us/
Blackmur Memorial Library	http://blackmur.lib.ms.us/
Bolivar County Library System	http://bolivar.lib.ms.us/carn
Carnegie Public Library of Clarksdale & Cahoma County	https://www.cplclarksdale.lib.ms.us/
Carroll County Public Library System	https://library.carr.org/
Central MS Regional Library System	http://cmrls.lib.ms.us/
Columbus-Lowndes Public Library System	https://www.lowndeslibrary.com/
Copiah Jefferson Regional Library	http://copjeflibrary.blogspot.com/
Covington County Library System	http://www.ccls.lib.ms.us/
Dixie Regional Library System	http://dixie.lib.ms.us/
East MS Regional Library	http://emrl.lib.ms.us/
Elizabeth Jones Library	http://elizabeth.lib.ms.us/
First Regional Library	http://firstregional.org/
Greenwood-Leflore Public Library	http://www.gpls.com/
Hancock County Library System	http://www.hancocklibraries.info/
Harriette Person Memorial Library	http://hpml.lib.ms.us/
Harrison County Library System	http://harrison.lib.ms.us/
Humphries County Library System	http://www.humphreys.lib.ms.us/
Jackson/Hinds Library System	http://jhlibrary.org/
Jackson-George Regional Library System	http://www.jgrls.org/
Judge George W. Armstrong Library	http://armstronglibrary.com/
Kemper-Newton Regional Library System	http://knrls.lib.ms.us/
Lamar County Library System	https://lclsms.org/
Laurel-Jones County Library System	http://www.laurel.lib.ms.us/
Lee-Itawamba Library System	http://www.li.lib.ms.us/client/en_US/lils/
Lincoln-Lawrence-Franklin Regional Library System	http://www.llf.lib.ms.us/
Long Beach Public Library	http://www.lbpl.org/

Madison County Library System	http://www.mclsms.org/
Marks-Quitman County Library	https://www.marksquitmancountylibrary.org/
Marshall County Library System	https://www.marshallcolibrary.org/
Meridian-Lauderdale County Public Library	http://meridianlauderdalecolibrary.com/
Mid-MS Library System	http://mmrls.lib.ms.us/
Neshoba County Public Library	http://www.neshobalibrary.net/
Northeast Regional Library System	http://nereg.lib.ms.us/
Noxubee County Library System*	http://www.noxubee.lib.ms.us/
Pearl River County Library System	http://pearlriver.lib.ms.us/
Pike-Amite-Walthall Library System	http://pawl.sirsi.net/
Pine Forest Regional Library	http://pineforest.lib.ms.us/
Sharkey-Issaquena County Library	http://www.sicl.lib.ms.us/
South MS Regional Library System	http://smrl.lib.ms.us/
Starkville-Oktibbeha County Public Library System	http://starkville.lib.ms.us/
Sunflower County Library System	http://www.sunflower.lib.ms.us/sunflower/index.html
Tallahatchie County Library System	http://tallahatchie.lib.ms.us/
The Library of Hattiesburg, Petal, & Forrest County*	http://hatt.ent.sirsi.net/client/default2e
Tombigbee Regional Library System	http://tombigbee.lib.ms.us/
Union County Library System	http://www.unioncountylibrary.org/
Warren County- Vicksburg Public Library	https://wcvpl.bibliionix.com/catalog/
Washington County Library System	http://www.washington.lib.ms.us/
Waynesboro-Wayne County Library System	http://www.wwcls.lib.ms.us/
Wilkinson County Library System	http://wcls.lib.ms.us/
Yalobusha County Public Library System	http://yalobusha.lib.ms.us/
Yazoo Library Association	https://yazoolibraryassociation.org/

Lesson 1: Understanding Themes

Focus Standard(s): RL.4.2

Additional Standard(s): RL.4.1

Estimated Time: 1-2 days

Resources and Materials:

- Handout 1.1: Details, Topics, Themes Sort
- Handout 1.2: Choosing Details to Support a Provided Theme
- Handout 1.3: Frayer Model
- Handout 1.4 Word Wall Games
- Handout 1.5: Student Progress Tracking Chart
- *Piper* (short film-available on iTunes)
- *For the Birds* (short film)
- *Oktapodi* (short film)
- *Inner Working* (short film)

Lesson Target(s):

- Student identify key details (objects, actions, setting, descriptions or depictions, word choice, changes in the main character) in a text that contribute to a theme.
- Students explain how the key details contribute to the development of the provided theme.
- Students use examples to explain the difference between the subject/topic of a literary text (e. g. war) and a theme of a literary text (e.g., War is a curse on humanity).
- Students use examples to explain how the subject/topic of the literary text (e. g. war) can help them identify a theme of a literary text (e.g., War is a curse on humanity).

Guiding Question(s):

- What are different types of details that authors use to develop a theme?
- How do authors use details develop a theme?

Vocabulary

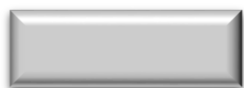
Academic Vocabulary:

- Key details
- Subject/Topic of a Literary Text (e.g., war)
- Theme (e.g., War is a curse on humanity.)
- Theme Development

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion

Symbol



Type of Text and Interpretation of Symbol

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.

✓

Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

- ✓ Students review the following “I Can Statements” for this lesson, being sure to underline the parts of the statements that seem easy and circle the parts that seem difficult:
 - I can identify key details (objects, actions, setting, descriptions or depictions, word choice, changes in the main character) in a story.
 - I can explain how the key details contribute to the development of the provided theme.
 - I can use examples from a story to explain the difference between the subject/topic of a literary text (e. g. war) and a theme of a literary text (e.g., War is a plague for humanity).

Anticipatory Set/Introduction to the Lesson:

Note: Before class, cut out each square individually on the first page of **Handout 1.1: Details, Topics, Themes Sort**. See the direction on the handout.

Divide students into groups of 3-4 students. Provide each group with a copy of the second page and a set of cutouts from the first page of **Handout 1.1: Details, Topics, Themes Sort**.

Note: Based on your knowledge of your students, you may choose for students to work individually instead of in groups. If students work individually, each student will receive his/her own set of cards and column sheet.

T: “There is a difference between the details in a story, the theme in a story, and the topic of story. I want to see what you already understand about these three terms. Take the individual cards in a stack, work with your group members to place each card under one of the three categories: details, topics, or themes. Each card will belong under one of the categories.”

Without support or guidance, have students work with their group members to sort the cards under the appropriate columns: details, topics, or themes.

- ✓ Monitor students as they sort the cards. Make note of any misconceptions and understandings in their discussions or in their placement of cards. Students’ understanding will vary but likely be low as this is a pre-assessment. These misconceptions and understandings will need to be addressed during the lesson.

Activity 1: Understanding Theme

Define theme to students in a way they can understand.

Theme- what an author/artist wants you to learn or know, a universal message or idea about life that can apply to multiple real-life or imagined contexts, situations, and stories. Theme is an opinion of the author/artist. Often, a theme is an opinion shared amongst many people and can be applied to many different situations/contexts, but it is based on an author/artists point of view, background, and experience of and in the world.

Use **Handout 1.3: Frayer Model** to assist students with understanding theme better. Project **Handout 1.3** onto the board or draw the model on chart paper. Draw attention to each corner of the theme Frayer model and discuss each aspect with the class.

- ✓ With each corner, ask students to turn and talk about their thoughts before calling on answers.

Note 1: For examples and non-examples of theme, see this [resource](#).

Note 2: This is an opportunity to model using the Frayer model, which will be included in other activities later in the unit. After students complete their Frayer models, create an anchor chart to hang in the room.

Explain theme by using stories your students already know (e.g., *Finding Nemo*). Use the examples from the anticipatory activity to help guide your conversations with students about what a theme is and the difference between details, topics, and themes. Explain that the theme for *Finding Nemo* could be the following statement: Friends can help you to accomplish a difficult task if you allow them to help. Also, explain how some of the details in the story led you to make that determination. Be sure to display the list of different types of details found on **Handout 1.2: Choosing Details to Support a Provided Theme** and refer to different types of key details as you explain how the details helped you to identify a topic and how that topic helped you to form a theme statement.

Types of details that develop a theme:

- How a person/character responds to an event
- A person/object’s appearance, facial expressions, gestures, thoughts, portrayal, actions
- Setting
- Word choice (if words are included)
- Colors/shading
- References to music, historical events, art, famous individuals (deceased or alive)
- Point of view
- Objects or portrayals the artist chose to leave out that other artists may have included

Create an anchor chart to define theme and provide different examples of key details that contribute to theme development. Post theme and compare and contrast theme with main idea for students.

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

- Provide teacher notes for students who need assistance. Give students a word bank to call from.

Activity 2: Academic Vocabulary Foldable

- ✓ Students record their understandings of the academic vocabulary terms introduced in this lesson. Review each word with the class. Have students create a tri-fold foldable to write the word, student-friendly definition, and an image/symbol to represent the meaning of this word. Work with students to create a movement/gesture to represent the meaning of the word. Tell students that when they hear these words throughout the lesson, to make that movement/gesture.

Note: To save time, provide an already-cut and folded foldable for students.

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

- Provide an example with the first word.

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

- Have students provide examples for the class about some key details and themes with the books they are currently reading.

Activity 4: Theme Practice

Display a list of the videos listed above in the materials section. Tell students that in a moment, they will watch several short films, also referred to as “shorts” in the film industry, to practice identifying theme and tracking its development. Explain that with the first short film, you will provide a model of how to analyze theme development.

- ✓ The second short film: Students work in pairs or small groups of 3-4 students to analyze theme development. The third short film: Students work individually to analyze theme development.

Activity 4a: Teacher Model

As you play the video, *For the Birds*, use the questions and think aloud below during the viewing. Complete **Handout 1.2: Choosing Details to Support a Provided Theme** for students as you think aloud and as students help you answer questions to provide a model.

T: What are the little birds’ initial reactions and responses to each other?” (Student Response: One bird gets angry that another bird touches him, and then it starts a chain reaction as all the little birds land on the wire. They are all bickering at one another.)

T: What is the new bird’s response to the little birds? (Student Response: trying to make friends with the other birds)

T: What are the little birds’ reactions to the new bird? (Student Response: tease him and run to the other side of the wire)

T: What does this reveal about the little birds? (Student Response: They don’t like the new bird. They are mean. They want to make the new bird go away. They are grumpy birds.)

T: On **Handout 1.2**, you will notice the different types of details that author's use to develop themes that we discussed earlier. One type of detail is how a person/character responds to an event. Let's record the type of detail in the first column, the evidence from the text in the middle column, and what this reveals in the third column.

T: What were the little birds' reactions when the new bird landed on the wire? (Student Response: They were angry and two birds started to peck at his feet as the other small birds cheered them on. They wanted him to fall off.)

T: What was the new bird's reaction to this? (Student Response: He thought they were having fun and he started to cheer as well.)

T: What does the new bird's response reveal about him? (Student Response: He isn't catching on to what the birds are doing; he does not see the real intentions behind the other birds' actions; he may not be that smart; or he may not be used to mean behavior.)

T: On **Handout 1.2**, you will notice the different types of details that author uses to develop themes we discussed earlier. One type of detail is how a person/character responds to an event. Let's record the type of detail in the first column, the evidence from the text in the middle column, and what this reveals in the third column.

T: Why did the one small bird make a worried face when the new bird was about to fall off? (Student Response: He figured out that once the new bird fell off, the wire would bounce back and all the small birds would be flung off.)

T: So, what do we keep discussing and repeating about the way the birds are acting towards the new bird? (Student response: mean, hurt, treating the new bird differently/badly)

T: Based on that answer, what could the topic of this text be? (Student Response: being mean, hurting others, treating someone differently/badly).

T: I will place the topic of this text on Handout 1.2 next to the Topic/Subject heading. Now we know that our topic is about hurting others, being mean, treating others badly. We need to ask some questions to determine what the author is trying to reveal about this topic.

T: What was the result of the little birds trying to hurt this other bird? (Student Response: The little birds got hurt.)

T: Are you saying the little birds ended up hurt when they tried to hurt another bird?

T: What opinion could the author be trying to state about hurting others? (Student Response: I think this film is about what happens when you are unnecessarily mean to someone.)

T: What evidence do we have to support this? (Student Response: I think this because all the little birds were being mean to the new bird, but in the end, the little birds ended up hurting themselves by trying to hurt the other bird.)

T: What is the theme of this video? Turn and talk to someone to put the words into a sentence. Try to state the theme using the topic of the text and words like *when/if someone* or *when/if people* instead of *when/if you*. (Students share responses.)

T: Here is the theme: When people deliberately try to hurt others, they sometimes end up hurting themselves.

T: Notice how I did not write the topic only. My theme statement includes the topic, but it also includes reasoning and conditions. Notice also that I did not include words like “always” because themes suggest possibilities, not absolutes. In other words, this story shows us one example/scenario of how this possibility of someone getting hurt from deliberately trying to hurt another could play out. Someone who deliberately tries to hurt others may not always end up hurting themselves, but sometimes they may.

T: Here is how you write it in a formal manner by adding the title and author: *For the Birds*, a Disney Pixar short film, presents the idea that if people deliberately try to hurt others, they may end up hurting themselves.

Create or display an anchor chart displaying the steps with the following sentence starters to show how to write a theme statement:

In <Title of Text>, <Name of Author> presents the idea that <Theme Statement>.

The text <Title of Text>, written by <Name of Author>, portrays the idea <Theme Statement>.

<Name of Author> uses the details in <Title of Text> to develop the following theme: <Theme Statement>.

Have students ask questions and discuss with a partner what they have learned about theme development. Have students write a reflection about what they learned about theme development.

- ✓ Monitor students as they discuss. Make note of any misconceptions and understandings in their discussions on **Handout 1.5: Student Progress Tracking Chart**.

Activity 4b: Working Together

As you play the video, *Oktapodi*, have student in pairs/small groups. Together, they can complete **Handout 1.2: Choosing Details to Support a Provided Theme** to guide them through stating details/asking questions about the video during the viewing. Walk around the room as students watch the videos to ensure support is given when needed.

- ✓ Monitor students as they discuss. Make note of any misconceptions and understandings in their discussions using another copy of **Handout 1.5: Student Progress Tracking Chart**. Use this data to make determinations about interventions and other supports needed before and during independent practice.

Activity 4c: Independent Practice

- ✓ Play the short film, *Piper*, and complete a new copy of **Handout 1.2** independently.

Note: Provide the appropriate supports and extensions during this practice.

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

- Provide students with sentence starters as they fill in the boxes in **Handout 1.2**.
- Refer students back to the model lesson and the anchor charts for assistance on specific skills they need assistance with.

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

- Students can independently research more shorts like these and report them to the class with their findings from **Handout 1.2**.

Reflection and Closing:

- ✓ Students reflect on what they learned about theme. Then students share with the class what they have done during the lesson that really helped them understand theme and theme development.

Homework

Provide the following directions to students:

After reading a book, sum up the book in one or two sentences. Decide what the entire story was about. Give details that support the theme of the story.

Note: For longer books, tell the theme and key details in each chapter, rather than the entire book.

See page 6 of the [Family Guide for Student Success](#).

Handout 1.1: Details, Topics, Theme Sort

Teacher Directions: Make enough copies of this sheet for each group of students. Cut out each square and provide one whole set for each group of students.

A clown fish named Marlin lives in the Great Barrier Reef loses his son, Nemo.	While Marlin ventures off to find Nemo, Marlin meets a fish named Dory, a fish suffering from short-term memory loss.	Sometimes, parents have to trust their children, even if the situation is potentially dangerous.
Marlin is overly cautious because of his wife's (Nemo's mom) death.	Parents who are overly strict and controlling often create the very problem they are trying to prevent.	Dory and Marlin encounter a host of dangers in the ocean, including jellyfish, sharks, and other predators.
trusting others	Nemo has a flawed fin that makes it difficult to swim.	the benefits of friendship
Friends can help you to accomplish a difficult task if you allow them to help.	Nemo makes friends with the Tank Gang members. They assist him in returning to the ocean and reuniting with his father.	Marlin finally allows Nemo to do something dangerous on his own when he lets Nemo assist Dory in escaping her captors.
Someone's obstacles, limitations, weakness, or disabilities do not have to define you or keep you from accomplishing your goals.	overcoming obstacles to achieve a goal	Difficult or dangerous tasks can be achieved if you work with others, work hard, and face your fears.

Details	Topics	Themes

Handout 1.2: Choosing Details to Support a Provided Theme

Directions: Complete a new table like the one below during your analysis of each image provided in Handout 1.2.

Topic/Subject: _____

Types of details that develop a theme:

- How a person/character responds to an event
- A person/object's appearance, facial expressions, gestures, thoughts, portrayal, actions
- Setting
- Word choice (if words are included)
- Colors/shading
- References to music, historical events, art, famous individuals (deceased or alive)
- Point of view
- Objects or portrayals the artist chose to leave out that other artists may have included

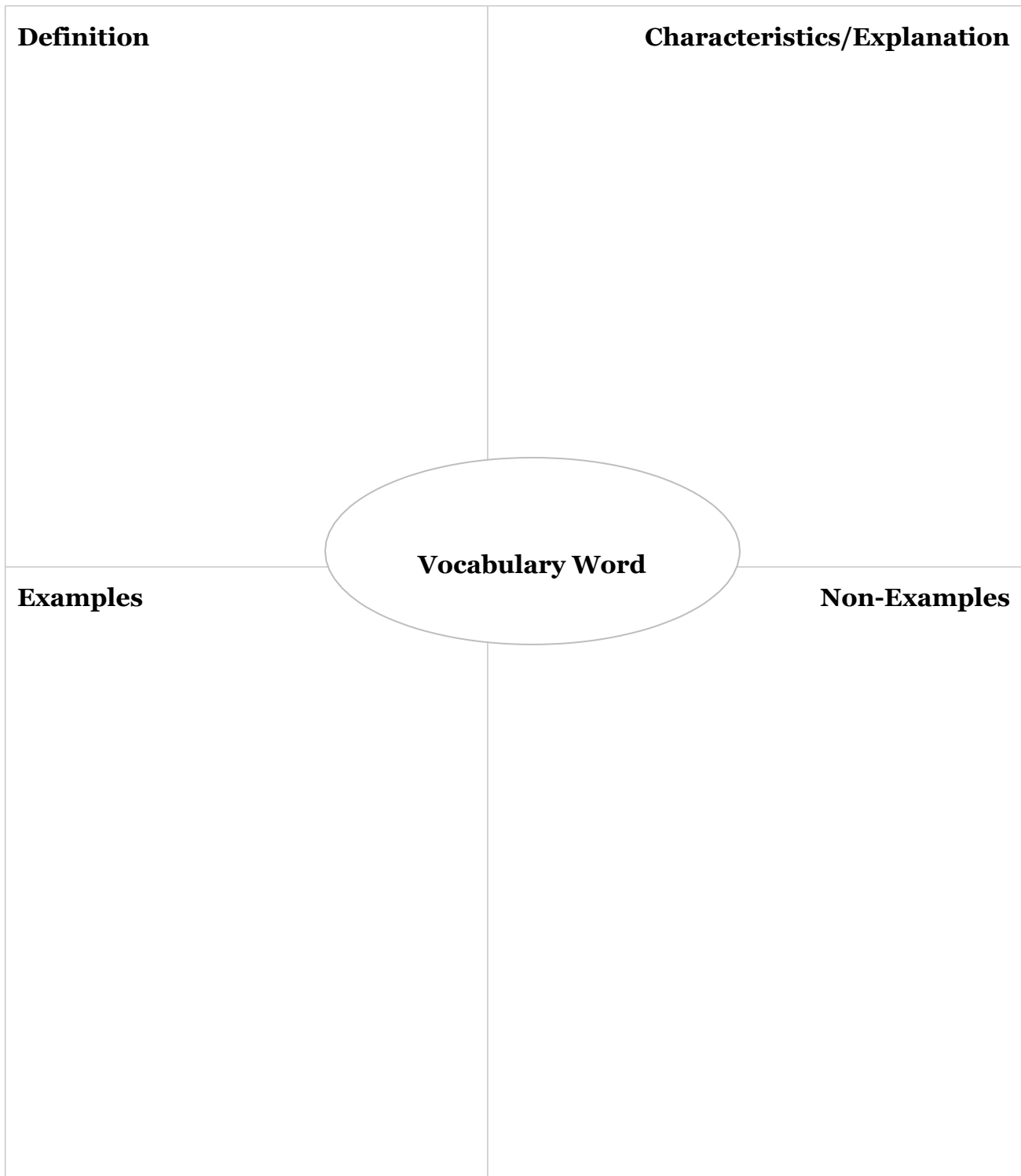
Type of Detail (from the list above)	Example from the Text (Words or Paraphrase)	What Does This Reveal about the Character or Author's Opinion?

Theme: _____

Handout 1.3: Frayer Model

Definition	Characteristics/Explanation
Examples	Non-Examples

Vocabulary Word



Handout 1.4 Word Wall Games

Place vocabulary alphabetically on word walls-play interactive games during the unit



Guess Who Game

Each day before your students enter the classroom, choose a few words on the wall and flip the card over so the definition is showing. At the beginning of class, ask the students to identify which words are flipped over by using the definition. You could also substitute a synonym or antonym for the definition in this game.

Alphabetizing

Before the students enter the classroom, mix up some of the words on the word wall and ask the students to put them in the correct order again.

Picture This

Create a picture that relates to some of the words on the Word Wall. Show your students the picture, and ask them to identify words that can be used to describe the picture or relate to the picture.

Compare and Contrast

Choose two words from the Word Wall and have your students compare and contrast the words.

Point, Clap, Chant, Read

The teacher states the word, one student points to the word on the word wall and then all students chant the letters of the word and clap for each letter, or syllable then read the word.

Rhymes

The teacher states that the word begins with a letter and rhymes with a word on the word wall. The student will write the word on their word wall sheet. The teacher will repeat it 5 times with 5 different words.

Kid Friendly Definitions

Students create definitions in their own words for better understanding/ownership.

Guess My Word

The teacher will choose one word from the word wall. The teacher will give one clue each time to see how long it will take the students to guess the word.

Word Sort Activities

Sort words that match the current phonics skill or pattern (e.g., short vowel sounds, long vowel sounds, magic e, r-controlled vowels, etc.)

Sort words that are similar or opposite in meaning.

Sort nouns, verbs, adjectives, and adverbs.

Open sort – give a group of words and let the students decide how they should be sorted.

Find and Erase

Write 5 to 10-word wall words on a lap-size dry erase board with dry erase markers. Say a word's definition at random and have the students find the word in their list and then erase it. Continue until all words are gone.

Tall Tower

When you make the word wall words, write a number 1, 2, or 3 on the back of the cards in a corner. (For this activity, you will need blocks, snap cubes, Legos or any type of manipulative that students can build a tower with.) Collect between 6-12-word wall word cards. Shuffle the cards and place face down. Have the students pull a card from the stack reading the word on the face of the card. If they are successful with the knowing the definition, they turn the card over and find the number on the back. They then take that number of blocks and begin building a tower. They continue by adding blocks with every successful definition. Students will take turns and continue until all words are gone. (This can be done as an intervention activity.)

Word Wall, Beach Ball

Stand or sit in a circle. Teacher holds beach ball (or a ball or bean bag). The teacher tosses the ball to a child and asks the child to define the word_____. (name a word off the word wall at random) The student must find the word on the word wall and define it. Then that child throws the ball to another child and asks the child who caught the ball to define another word on the word wall. Repeat as desired.

Word Wall Hot Potato

Play hot potato with a bean bag or small ball. Play music and when the music stops, ask the child

who is holding the ball or bag, to tell you the definition of a word from the word wall. Repeat.

Word Wall Bingo

Give each student a filled in or blank bingo card. If it is blank, have students randomly select words from the word wall cards and write them in the blanks on their card. Collect cards and shuffle. Randomly, select word card and call out a definition. If the child has that word on his/her card, then they must cover it with the marker. Continue until someone bingos or has a complete line across, diagonally, or up and down.

Word Wall Tic-Tac-Toe

Make a laminate blank tic-tac-toe grids large enough for students to write word wall words in the spaces. At the beginning of the game have them write word wall words of their choice in each space. When they are done have them gather those words from the word wall. Shuffle the cards. As you give a definition of a word tell them if it is an **O** or **X**. If they have the word, they put an **O** or **X** over the word. The first person to get a tic-tac-toe wins. Return word wall words to wall.

Word wall Fill in the Blanks

Have the students choose 1-3 words from the word wall to form a guessing pool. Bring the words to the teacher at the teacher table. The teacher makes up a sentence with one of the words from the guessing pool and says it out loud omitting the targeted word. The students must figure out the missing word. Return word wall words to word wall.

Handout 1.5: Student Progress Tracking Chart

Directions:

1. Write your students' names in the first column.
2. In the second column, place the following symbols to represent students' understanding of the lesson target:
 - A check mark to represent at-grade-level understanding.
 - A zero (0) to represent no understanding.
 - A plus sign (+) to represent above-grade-level understanding.

Lesson Targets:		
1. Students use examples to explain how the key details contribute to the development of the theme.		
2. Students can use examples to explain how the subject/topic of the literary text (e. g. war) can help them identify a theme of a literary text (e.g., War is a curse on humanity).		
Student Name	Target 1	Target 2
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.
13.	13.	13.
14.	14.	14.
15.	15.	15.
16.	16.	16.
17.	17.	17.

Lesson 2: Social Pressures and Group Conformity

Focus Standard(s): RL.4.2

Additional Standard(s): RL.4.1, RI.4.2

Estimated Time: 2 Days

Text(s): *Alex Laskey: How Behavioral Science Can Lower Your Energy Bill* from Ted Talks, “Dissent” by Yusuf Gad, *Girl Recycling Photo* (cropped), *Piñata Cartoon* by Scott Hillman, *Taking a Stand* (cartoon image)

Resources and Materials:

- Handout 1.1: Details, Topics, Themes Sort
- Handout 2.1: Taking a Stand
- Handout 2.2: Piñata Cartoon
- Handout 2.3: Girl Recycling
- Handout 2.4: “Dissent”
- <http://www.simplypsychology.org/social-roles.html>
- “How to” teach theme: <https://www.youtube.com/watch?v=9H6GCe7hmmA>
- Examples and non-examples of theme: <https://quizlet.com/147515414/theme-example-or-nonexample-flash-cards/>

Lesson Target(s):

- Student identify key details (objects, actions, setting, descriptions or depictions, word choice, changes in the main character) in a text that contribute to a theme.
- Students explain how the key details contribute to the development of the provided theme.
- Students explain with specific examples how authors express themes according to different genres and media.
- Students use examples explain the difference between the subject/topic of a literary text (e. g. war) and a theme of a literary text (e.g., War is a plague for humanity).
- Students use examples to explain how the subject/topic of the literary text (e. g. war) can help them identify a theme of a literary text (e.g., War is a plague for humanity).

Guiding Question(s):

- What are different types of details that authors use to develop a theme?
- How do authors use details develop a theme?
- How do authors in certain genres use different kinds of details to develop a theme?

Vocabulary

Academic Vocabulary:

- Key details
- References
- Setting
- Theme

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

Direct Instruction Text Vocabulary:

- Conformity

Note: Words included for direct instruction are meant to aid in comprehension of the text. Decisions about vocabulary assessments and word walls are to be made based on individual needs of students.

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Write/discuss using the words

Symbol	Type of Text and Interpretation of Symbol
	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.
✓	Assessment (Pre-assessment, Formative, Self, or Summative)



Instructional Plan

- **Note:** Prior to lesson, read the article “[Social Roles](#)” if more information is needed. **Anticipatory Set/Introduction to the Lesson:**

- ✓ Display a student-friendly definition of the word *conformity* and have students individually decide to either draw a picture or to create a movement/gesture to represent the meaning of the word.

Conformity- matching individual attitudes, beliefs, and behaviors to how a group acts.

- ✓ Have students share their pictures and movements/gestures and discuss whether the image was a negative, positive, or neutral portrayal of the word *conformity*. Ask students why they felt that way.

Tell students the following unit focus: “In this unit we’ll focus on individuality versus conformity and how people often feel pressured to conform to a group who represents them for the most part. We will read and analyze several texts that involve this topic and some texts that involve a theme related to this topic. We learned about theme development in our last lesson, and we will continue to learn more about theme and theme development as it concerns the pressures to conform. Everyone will develop his/her own theme in a story that they turn into a short film and we will have a film festival to display our films.”

Activity 1: Understanding the Complexity of Group Conformity

Continue explaining to students about conformity. Explain that though many people see the word as negative, it is not always: “Many times group conformity can benefit the individual. If the behavior of the group is positive or uplifting, then conformity is not viewed as negative, but positive. Conversely, it is viewed as negative if the behavior of the group is negative or destructive. We will see both sides of the story, specifically the negative side in other texts that we read.”

Tell students that we will look at group conformity in different contexts.

- ✓ As students watch this video, have them create a jot list of the important details of the text. You may need to stop the video and model a couple of examples of how to do this to begin with. Play this video: [Alex Laskey: How Behavioral Science Can Lower Your Energy Bill](#) from Ted Talks.
- ✓ Have students share out their jot lists to create a class jot list of the main points the author made. Ask students to write a sentence that explains the authors main idea of the text based on the details.

Tell students, “This video showed a positive side to group conformity, but as stated before, we will see both sides of the story, specifically the negative side in other texts that we read. Just keep in mind that group conformity can be positive or negative, based on the intent and actions of the groups.”

Activity 2: Review Academic Vocabulary

- ✓ Review the academic vocabulary terms needed in this lesson using the suggested strategies beside the list of academic vocabulary words. Review each word with the class.

Activity 3: Theme Practice

Display the pictures listed above in the materials section. (You can do this on a projector, on chart paper, or have a copy for each child) Tell students that in a moment, they will examine several photos that are posted. In each photo, they should pause and take specific notes/details about what they notice. Explain that for the first picture, you will provide a model of how to analyze the picture for theme development concerning the topic individuality versus group conformity. Explain that you will help students decide whether it is a positive, negative, or neutral message about group conformity and how the author used details to develop that message.

- ✓ The second picture: Students work in pairs or small groups of 3-4 students to analyze theme development, as well as decide whether it is a positive, negative, or neutral message about group conformity and how the author used details to develop that message. The third picture: Students work individually to analyze theme development, as well as decide whether it is a positive, negative, or neutral message about group conformity and how the author used details to develop that message.

Activity 4a: Teacher Model

As you look at the picture, **Handout 2.1: Taking a Stand**, think aloud and state details/ask questions about the images shown.

Note: As you are modeling this process, fill out **Handout 1.2** for students.

T: I see a person walking ahead of a group of people. His reaction to the group is that he is going to move forward at his own pace. The group responds by following in his footsteps.

T: What is happening in this image? What do you notice? Let’s make a list: the red person in is in the front of a large group; his footsteps are trailing him; the large group are following the footsteps; the footsteps are red; the larger group members are

white; they are all in a straight line following the line of the leader (the red figure); they do not have facial expressions; they seem to be marching from their feet and arm positions.

T: On **Handout 1.2**, you will notice the different types of details that author's use to develop themes that we discussed earlier. One type of detail is how a person/character responds to an event. Let's record the type of detail in the first column, the evidence from the text in the middle column, and what this reveals in the third column. Let's do the same for the other types of details, such as the portrayal of the characters and the colors.

T: What do you think these details reveal about the character or about the opinion of the artist? (Provide some examples for students and record answers in the third column.)

T: Does this picture seem positive, negative, or neutral? (It could be positive, negative, or neutral, depending what he/she is leading them to.)

T: What do we think this picture is about? (After hearing students responses, either confirm or correct students)

T: I think this picture is about moving forward despite what all the others are doing. I think this because the red person in is in the front of a large group. His footsteps are trailing him, and the large group are following the footsteps.

T: The theme of this picture is don't be afraid to go in a direction in which you believe, others may follow.

T: But remember our anchor chart and how we are supposed to write our theme statement: In "Taking a Stand," the idea that if a person is not afraid to go in a direction in which he/she believes, others may follow. In this case, there is not author, so we can't include one.

Activity 4b: Working Together

- ✓ Have students in pairs/small groups. Display **Handout 2.2: Piñata Cartoon** and these directions:
 1. Analyze this picture by listing what you see, as we did before.
 2. Complete **Handout 2.1** as you analyze the text.
 3. Use the details in the text to determine the theme about individuals conforming.

Walk around the room and provide guidance for students by asking them guiding questions similar to the model provided with the previous picture.

- ✓ Have students share out answers and determinations about the theme.

Activity 4c: Independent Practice

- ✓ Students work in pairs/small groups. Display **Handout 2.3: Girl Recycling Photo** and **Handout 2.4: “Dissent”** and these directions:
 1. Choose one of these pictures to analyze by listing what you see, as we did before.
 2. Complete **Handout 1.2** as you analyze the text.
 3. Use the details in the text to determine the theme about individuals conforming.

Walk around the room and provide guidance for students by asking them guiding questions similar to the model provided with the previous picture.

- ✓ Have students share out answers and determinations about the theme.

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

- Provide a model of how to complete the handout.
- Provide sentence starters.
- Provide an anchor chart.

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

- Have students complete Handout 1.2 twice to determine another theme the text develops.

Activity 6: Closure

- ✓ Reflect on the idea of theme. Call on students to share with the class one detail from the taking a stand handout that helped them to understand what the theme was. Be sure, students keep **Handout 1.1** for later use in the unit.

Tell students that tomorrow we will learn about import aspect of history and how we can look into the past for examples of taking a stand.

Homework

Provide the following directions to students:

After reading a book, sum up the book in one or two sentences. Decide what the entire story was about. Then give details that support the main idea of the story.

Note: For longer books, tell the main idea and key details in each chapter, rather than the entire book.

See page 6 of the [Family Guide for Student Success](#).

Handout 2.1: Taking a Stand



Handout 2.2: Piñata Cartoon



Handout 2.3: Girl Recycling Photo



Handout 2.4: "Dissent"



"Dissent" - October, 2010

Artist: Yusuf Gad

Lesson 3: The Great Depression

Focus Standard(s): RI.4.2

Additional Standard(s): RI.4.1

Estimated Time: 1-2 days

Text(s): [About the Great Depression](#)

Resources and Materials:

- Handout 3.1: “About the Great Depression”
- Handout 3.2: Vocabulary in Context for “About the Great Depression.”
- Handout 3.3: The Great Depression Text Dependent Questions

Lesson Target(s):

- Students will orally make inferences about author’s decisions and the content of a text.
- Students will orally and in writing refer to details and examples from the text when drawing inferences.
- Students will orally and in writing determine the main idea of an informational text.
- Students will orally and in writing explain how the main idea is supported by key details.

Guiding Question(s):

- Can you explain how the author uses inferences?
- Can you write the details and examples from the text when drawing inferences?
- Can you write the main idea of an informational text?
- Can you write and explain how the main idea is supported by key details?

Vocabulary

In-Context Vocabulary:

- Goods
- Great Depression
- Installment buying
- Produced

Note: Words included as in-context are meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students' ability to use strategies. See RL.4.4.

Strategies for Teaching How to Determine Meaning from Context Clues:

- CPR
- Definition
- Restatement or synonym
- Contrast or antonym
- Comparison
- Examples

Direct Instruction Text Vocabulary:

- Economy
- Labor-saving machinery
- Profits
- Surpluses

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Write/discuss using the words

Symbol

Type of Text and Interpretation of Symbol



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.

✓

Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

Students review the following “I Can Statements” for this lesson, being sure to underline the parts of the statements that seem easy and circle the parts that seem difficult:

- I can orally make inferences about author’s decisions and the content of a text.
- I can orally and in writing refer to details and examples from the text when drawing inferences.
- I can orally and in writing determine the main idea of an informational text.
- I can orally and in writing explain how the main idea is supported by key details.

Anticipatory Set/Introduction to the Lesson:

- ✓ Review words on the word wall. For word wall game ideas, see **Handout 1.4**.

Introduced the term “The Great Depression” and brainstorm what students think the term means. Write down their predictions and discuss The Great Depression by pointing out that the stock market (define in student-friendly term) crashed and many people lost a lot of money and became unemployed. Have students infer what life would be like during that time. Write down their inferences on the board. Tell students you will read an article to them about the Great Depression because it will give them a greater understanding about the setting and characters behaviors in the anchor text, *Mississippi Bridge*.

Activity 1: Vocabulary Direct Instruction

Briefly, directly teach the meaning of the vocabulary words: profits, surpluses, labor-saving machinery, and economy. Place the words on an anchor chart with student friendly definitions. Add all vocabulary words to the word wall.

- Profit-money that a person makes
Sentence Example: I earned \$50.00 for cleaning the house, and after I paid my brother \$20.00 for helping me, I had a profit of \$30.00.
- Surpluses-when there is too much of an item than is needed
Sentence Example: I have 25 students in my class, but I brought 30 candy bars. I have a surplus of 5 candy bars.
- Labor-saving machinery-a machine that helps people by making work easier and more efficient
Sentence Example: A sewing machine is labor-saving machine because people do not have to sew clothes by hand.
- Economy-the amount of money a country has
Sentence Example: When the economy is good, the country has money, people are working, and poverty is low. When the economy is poor, the country does not have a lot of money, many people are not working, and poverty is high.

Note: Once you give students the student-friendly definition, make sure you point out and teach the vocabulary embedded in the text.

Activity 2: First Reading

Hand out the article **Handout 3.1: About the Great Depression** and have students do the first reading silently. Set the purpose for reading and have students read text as independently as possible. The first read should be without building background; students should be integrating their background knowledge with the text as they read. Following the first read, have students Think-Pair-Share to assess what they have gleaned from the text. By listening to students as they share, you can determine the focus of the second read.

Activity 3: Reading “About the Great Depression”

Read the article, aloud to the class. When you read to the students, read fluently and with expression.

- ✓ As you read, stop and have students discuss text-dependent questions and in-context vocabulary words with elbow partners. Have students share out their responses to the rest of the class. Continue this process throughout the entire text.
1. Read the “Definition” section to the students and ask students to define the *Great Depression* using context clues. Give students an opportunity to discuss and fill in **Handout 3.2: Vocabulary in Context for “About the Great Depression”** for *Great Depression*. Have students discuss with their partners(s) what they thought it was like to live during the Great Depression and use evidence from that section to support their inference. Have students share out their responses.
 2. Read the “Causes” section to the students and ask students to define *produced, goods, and installment buying* using context clues. As you read, make sure to point out the vocabulary words *profit, surpluses, labor-saving machinery, economy, and debts* within the text. Refer to the anchor chart of those vocabulary words that was made at the beginning of the class. Give students an opportunity to discuss and fill in **Handout 3.2: Vocabulary in Context for “About the Great Depression”** for *produced, goods, and installment buying*. Assign each set of partners a cause to discuss (i.e. Two students will discuss cause number one, two other students discuss cause number two, and so on). Ask them to make an inference on what each of those causes mean. Have students share out their responses.
 3. Read the “Effects” section to the students and tell them to discuss with their partners(s) what it means to feel ashamed, put up a false front, and keep to themselves. Have students share out their responses.
 4. Read the “How People Coped” section to the students. Ask students to think and share with their partner(s) the following questions: If you were in the same situation what would you give up? Why would you give it up? Have students share out their responses.
 5. Read the “Government Intervention” section to the students. With their partner(s), have students talk about why they think President Hoover did not help the people, but when President Roosevelt took office, he did help the people. Have students share out their responses.

Activity 4: Fluency Practice

After reading the entire passage, go back to section “Effects.” This section is particularly difficult because it talks about “psychological issues.” Reread this section to students sentence by sentence and have students echo read back to you. This will help aid in reading fluency and give you an opportunity to have more of a discussion on the section.

Activity 5: Text-Dependent Questions

After reading, encourage deeper conversation on what life may have been like during the Great Depression.

- ✓ Students answer the text dependent questions, **Handout 3.3: The Great Depression Text Dependent Questions**. Have students answer questions in pairs or small groups.

Activity 6: Writing Activity

Note: If students have not received instruction on how to write a summary, provide that instruction before assigning this task.

Have students write a summary of this article.

- ✓ When grading the summary, the focus should be on content and comprehension of the article. The summary should include:
 - The Great Depression was caused by businesses failing, falling prices, and many individuals did not have employment.
 - People had very little food and turned to charity, family, and friends for help.
 - Many families lived in one apartment which allowed them to share expenses.
 - Families went without necessities- instead of electricity, they would use kerosene lamps.
 - Once the new president, Franklin Roosevelt, was elected, many changes took place and people got the help they needed and the Great Depression ended.

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

- The teacher could provide an example of a written summary with the different parts labeled

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

- If students have background knowledge, have them compare and contrast the Great Depression with another historical event. If they do not have the background knowledge, provide them with another article to use for the compare and contrast activity.

Reflection and Closing:

- ✓ Provide an exit ticket with the activity, Give One Get One. The activity calls for students to write down one thing they learned in the lesson. Then students must find another student in the class (usually the teacher will give direction regarding how to find a partner. Example: Find someone who was born in the same month as you.) The students will get together and tell each

other what they learned. They must write down what their partner said. That is how they give an idea and get one in return. The teacher will be walking around the room to ensure the conversations stay on track.

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

- Provide handouts of notes for students.

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

- The teacher may quietly ask these students who write down more than one thing they learned or how they will apply what they learned in class to their classwork.

Homework

Directions for students:

- ✓ Explore different forms of nonfiction text (e.g., newspaper/magazine articles, biographies, informational/historical text). Identify the different text features that the author uses.
- ✓ Discuss with your parent / guardian the important information that each text structure adds to the text.
- ✓ Write down information learned from text features to clarify understanding.

See pages 13 and 14 of the [Family Guide for Student Success](#).

Handout 3.1: About the Great Depression

Definition: The Great Depression was a period of severe decline in business activity accompanied by falling prices and high unemployment. During the Depression nearly 13 million people were out of work, banks closed, savings were wiped out, and the stock market collapsed.

Causes: A number of factors worked together to cause the Great Depression. Six of them are listed here.

1. Businesses during the twenties had kept prices and profits high while keeping wages low. This meant that labor could not afford to buy what it produced.
2. After World War I farmers kept up their high levels of production, and surpluses piled up. Supply became greater than demand, thus driving prices down.
3. Industry had built more and larger plants, allowing them to produce more goods than they could sell.
4. The introduction of labor-saving machinery put men out of jobs in several industries.
5. World War I left the worldwide economy shaky.
6. Installment buying allowed people to purchase on credit, and people piled up debts. They used their money to buy stocks on margin, hoping that prices would rise and they would make a profit.

Effects: The effects of the Great Depression were many and included the obvious—hunger, poverty, and homelessness. Another effect was psychological in nature. Men were expected to work, and joblessness was considered a result of laziness. When millions could not find jobs during the Depression, they felt ashamed, even though the situation was not their fault. Some put up a brave, false front, while others kept to themselves to avoid revealing their situation and true feelings.

How People Coped: People were forced to change their lives during the Depression. There was no unemployment insurance to fall back on or Social Security benefits, either. People found ways to cope the best they could. Belt tightening became a way of life. Some people had to turn to charity, friends, or family for help. Two or more families often crowded into one apartment, splitting the rent. Meat became a luxury, as did eating out at a restaurant. When electric bills were too high for some to pay, they resorted to kerosene lamps.

Government Intervention: As the Depression raged on, it was obvious that some government help would be necessary to get the economy back on its feet. President Hoover did not believe in either government intervention in business or direct assistance for the people. When Franklin Roosevelt was elected president, he quickly acted. In a flurry of legislative activity during a period known as the First Hundred Days, Congress passed several innovative laws, some of which are still in effect today.

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Handout 3.2: Vocabulary in Context for “About the Great Depression.”

1. “The **Great Depression** was a period of severe decline in business activity accompanied by falling prices and high unemployment.”

A. What do you think this word means?

B. What clues helped you determine the meaning?

2. “Businesses during the twenties had kept prices and profits high while keeping wages low. This meant the labor could not afford to buy what it **produced**.”

A. What do you think this word means?

B. What clues helped you determine the meaning?

3. “Industry had built more and larger plants, allowing them to produce more **goods** than they could sell.”

A. What do you think this word means?

B. What clues helped you determine the meaning?

4. “**Installment buying** allowed people to purchase on credit, and people piled up debts.”

A. What do you think this word means?

B. What clues helped you determine the meaning?

Handout 3.3: The Great Depression Text Dependent Questions

1. How is this organized? Define the structure of this text. Use evidence from the text to justify your answer.
2. What are some of the causes of the Great Depression?
3. What was the result of the Great Depression? Use the text to support your answers.
4. What do you think the author means that people were forced to change their lives? Which details in the text led you to that conclusion?
5. How did the United States recover from the Great Depression?
6. Why do you think this time in history was called the Great Depression? Were people happy? Use details from the text to support your answer.
7. Write in one sentence what this passage was about.

Lesson 4: Jim Crow Laws

Focus Standard(s): RI.4.2

Additional Standard(s): RI.4.1

Estimated Time: 1-2 days

Text(s): “Civil Rights Jim Crow Laws”

Resources and Materials:

- Handout 4.1: “Civil Rights Jim Crow Laws”
- Handout 4.2: Vocabulary in Context for “Civil Rights Jim Crow Laws.”
- Handout 4.3: Jim Crow Laws Text Dependent Questions
- [Civil Rights Jim Crow Laws](#)

Lesson Target(s):

- Students will orally make inferences about author’s decisions and the content of a text.
- Students will orally and in writing refer to details and examples from the text when drawing inferences.
- Students will orally and in writing determine the main idea of an informational text.
- Students will orally and in writing explain how the main idea is supported by key details.

Guiding Question(s):

- Can you explain how the author uses inferences?
- Can you write details and examples from the text when drawing inferences?
- Can you write the main idea of an informational text?
- Can you write and explain how the main idea is supported by key details?

Vocabulary

Academic Vocabulary:

- Details
- Drawing Inferences
- Explanation
- Explicitly Stated
- Main Idea
- Predict
- Questioning
- Recount
- Summarize
- Support
- Text Evidence
- Text Structure

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
- Write/discuss using the words

In-Context Vocabulary:

- Grandfather Clauses
- Great Migration
- Jim Crow Laws

Strategies for Teaching How to Determine Meaning from Context Clues:

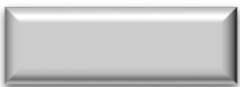
- Definition
- Examples

Direct Instruction Text Vocabulary:

- Black Codes
- Reconstruction
- Segregation
- Separate but Equal

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Write/discuss using the words

Symbol	Type of Text and Interpretation of Symbol
	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.
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Understanding Lesson Purpose and Student Outcomes:</p> <ul style="list-style-type: none"> ✓ Students review the following “I Can Statements” for this lesson, being sure to underline the parts of the statements that seem easy and circle the parts that seem difficult: <ul style="list-style-type: none"> • I can orally make inferences about author’s decisions and the content of a text. • I can orally and in writing refer to details and examples from the text when drawing inferences. • I can orally and in writing determine the main idea of an informational text. • I can orally and in writing explain how the main idea is supported by key details. <p>Anticipatory Set/Introduction to the Lesson:</p> <ul style="list-style-type: none"> ✓ Review words on the word wall. For word wall game ideas, see Handout 1.4. <p>Introduce the term “Civil Rights” and “Jim Crow Laws.” Brainstorm what students think those phrases mean. Write down their predictions and discuss that by law, all people should be treated the same regardless of race; however, there was a time when certain groups were not treated fairly. Tell students you will read an article to them about civil rights and Jim Crow Laws because it will give them a greater understanding about the setting and characters behaviors in the anchor text, <i>Mississippi Bridge</i>.</p> <p>Activity 1: Vocabulary Direct Instruction</p> <p>Briefly, directly teach the meaning of the vocabulary words: Segregation, Reconstruction, Black Codes, and Separate but Equal. Place the words on an anchor chart with student friendly definitions. Add all vocabulary words to the word wall.</p> <ul style="list-style-type: none"> • Segregation- to keep different groups separated Sentence Example: Many years ago, segregation made it acceptable for white people and African Americans to attend different schools and other places separately. • Reconstruction-to rebuild 	

Sentence Example: After the war, the country went through a period of reconstruction.

- Black Codes- making African Americans continue to work for low pay and restricting their activity

Sentence Example: Due to Black Codes, African Americans did not get paid as much as other groups did, and African Americans were truly not free, even after slavery.

- Separate but equal- all people are treated the same, but kept separated

Sentence Example: Although the law required equality, many services and facilities were of lower quality for African Americans due to the separate but equal doctrine.

Note: Once you give students the student-friendly definition, make sure you point out and teach the vocabulary embedded in the text.

Activity 2: First Reading

Hand out the article **Handout 4.1: Civil Rights Jim Crow Laws** and have student do the first reading silently. Set the purpose for reading and have students read text as independently as possible. The first read should be without building background; students should be integrating their background knowledge with the text as they read.

- ✓ Following the first read, have students Think-Pair-Share to assess what they have gleaned from the text. By listening to students as they share, you can determine the focus of the second read.

Activity 3: Reading “Civil Right Jim Crow Laws”

Read the article, **Handout 4.1: “Civil Rights Jim Crow Laws”** aloud to the class. When you read to the students, read fluently and with expression.

- ✓ As you read, stop, and have students discuss text-dependent questions and in-context vocabulary words with elbow partners. Have students share out their responses to the rest of the class. Continue this process throughout the entire text.
- Read the “What were the Jim Crow Laws?” section to the students and ask students to define *Jim Crow Laws* using context clues. Give students an opportunity to discuss and fill in **Handout 3.2: Vocabulary in Context for “Civil Rights Jim Crow Laws”** for *Jim Crow Laws*. Instruct students to discuss with their partners(s) what they thought it was like to live during a time when such laws were enforced. Have students share out their responses.
- Read the “When were the Jim Crow Laws Enforced?” section to the students. As you read, make sure to point out the vocabulary word, *Reconstruction*, within the text. Refer to the anchor chart of that vocabulary word that was made at the

beginning of the class. With their partner(s), have students discuss if they have ever heard that term before or have them discuss a possible time when reconstruction was needed. Have students share out their responses.

- Read the “Why were they called “Jim Crow”?” section to the students and tell students to discuss with their partners(s) where the name “Jim Crow” came from and have students think of examples of other Jim Crow Laws. Have students share out their responses.
- Read the “Grandfather Clauses” section to the students and instruct students to discuss with their partners(s) what a grandfather clause is. Have students share out their responses.
- Read the “Black Codes” and “The End of Jim Crow Laws” section to the students. As you read, make sure to point out the vocabulary word, *Black Codes*, within the text. Refer to the anchor chart of that vocabulary word that was made at the beginning of the class. Tell students to think and share with their partner(s) what Black Codes were similar to. Have students share out their responses.
- Read “Interesting Facts about Jim Crow Laws” section to the students. As you read, make sure to point out the vocabulary words the *Great Migration* and *Separate but Equal*, within the text. Refer to the anchor chart of that vocabulary word that was made at the beginning of the class. With their partner(s), have students talk about why African Americans moved North or out West. How do you think their lives changed when they moved? Have students share out their responses.

Note: Place vocabulary words on word wall.

Activity 4: Fluency Practice

After reading the entire passage, go back to section “Grandfather Clauses.” This section is particularly difficult because it talks about how white people who could not read could still vote; however, in the previous section it was said that if an African-American could not read, they could not vote. Reread this section to students sentence by sentence and have students echo read back to you. This will help aid in reading fluency and give you an opportunity to have more of a discussion on the section.

Activity 5: Text-Dependent Questions

- ✓ After reading, encourage deeper conversation on what life may have been like during the Great Depression. Have students answer the text dependent questions, **Handout 4.3: Jim Crow Laws Text Dependent Questions**. Have students answer questions in pairs or small groups.

Activity 6: Writing Activity

Note: If students have not received instruction on how to write a summary, provide that instruction before assigning this task. Have students write a summary of this article.

- ✓ When grading the summary, the focus should be on content and comprehension of the article. The summary should include:
- Jim Crow Laws, named after a character in a song, were laws that created segregation.
 - From the late 1800s to 1964, Jim Crow Laws were enforced.
 - African-Americans and white people could not occupy the same space; each had separate waiting rooms, ticket windows, schools, burial grounds, and prison cells to name a few.
 - African-Americans were prevented from voting due to poll taxes and having to pass a reading test.
 - If white people could not read, they were still able to vote if their ancestors had voted in the past.
 - Black Codes made it easy to arrest African-Americans.
 - In 1954 many African-Americans organized and protested.
 - In 1964 segregation was found to be illegal.
 - Many African Americans tried to flee the South to get away from Jim Crow Laws.
 - Jim Crow Laws were not just for African Americans, but also for people of Chinese ancestry and Indians.
 - Separate but equal was used to justify segregation.

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

- Provide an example of a written summary with the different parts labeled.

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

- If students have background knowledge, have them compare and contrast the Great Depression with another historical event. If they do not have the background knowledge, provide them with another article to use for the compare and contrast activity.

Reflection and Closing:

- ✓ Provide an exit ticket with the activity, Give One Get One. The activity calls for students to write down one thing they learned in the lesson. Then students must find another student in the class (usually the teacher will give directions regarding how to find a partner. Example: Find someone who was born in the same month as you.) The students will get together and tell each

other what they learned. They must write down what their partner said. That is how they give an idea and get one in return. The teacher will be walking around the room to ensure the conversations stay on track.

Homework

Provide students with the following directions:

- ✓ Explore different forms of nonfiction text (e.g., newspaper/magazine articles, biographies, informational/historical text). Identify the different text features that the author uses.
- ✓ Discuss with your parent or guardian the important information that each text feature adds to the text.
- ✓ Write down information learned from text features to clarify understanding

See pages 13 and 14 of the [Family Guide for Student Success](#).

Handout 4.1: Civil Rights Jim Crow Laws



Jim Crow Drinking Fountain by John Vachon



Rex Theatre by Dorothea Lange

What were the Jim Crow laws?

Jim Crow laws were laws in the South based on race. They enforced segregation between white people and black people in public places such as schools, transportation, restrooms, and restaurants. They also made it difficult for black people to vote.

When were the Jim Crow laws enforced?

After the Civil War, there was a period in the South called the Reconstruction. During this time the federal government controlled the southern states. However, after the Reconstruction, the state governments took back control. Most Jim Crow laws were put in place in the late 1800s and early 1900s. Many of them were enforced until the Civil Rights Act of 1964.

Why were they called "Jim Crow"?

The name "Jim Crow" comes from an African-American character in a song from 1832. After the song came out, the term "Jim Crow" was often used to refer to African-Americans and soon the segregation laws became known as "Jim Crow" laws. Jim Crow laws were designed to keep black and white people apart. They touched on many aspects of society. Here are a few examples of laws in different states: Alabama - All passenger stations shall have separate waiting rooms and separate ticket windows for the white and colored races. Florida - The schools for white children and the schools for black children shall be conducted separately. Georgia - The officer in charge shall not bury any colored persons upon the ground set apart for the burial of white persons. Mississippi - Prison wardens shall see that the white convicts shall have separate apartments for both eating and sleeping from the negro convicts. There were also laws that tried to prevent black people from voting. These included poll taxes (a fee people had to pay to vote) and reading tests that people had to pass before they could vote.

Grandfather Clauses

In order to make sure that all white people could vote, many states enacted "grandfather" clauses into their voting laws. These laws stated that if your ancestors could vote before the Civil War, then you did not have to pass the reading test. This allowed for white people who could not read to vote. This is where the term "grandfather clause" comes from.

Black Codes

After the Civil War, many southern states created laws called Black Codes. These laws were even harsher than the Jim Crow laws. They tried to maintain something like slavery in the south even after the war. These laws made it difficult for black people to leave their current jobs and allowed them be arrested for just about any reason. The Civil Rights Act of 1866 and the Fourteenth Amendment tried to put an end to the Black Codes. In the 1900's, African-Americans began to fight segregation and the Jim Crow Laws by organizing and protesting. In 1954, the Supreme Court declared that segregation of the schools was illegal in the famous *Brown v. Board of Education* case. Later, protests such as the Montgomery Bus Boycott, the Birmingham Campaign, and the March on Washington brought the issue of Jim Crow to national attention.

The End of Jim Crow Laws

Jim Crow laws were made illegal with the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

Interesting Facts about Jim Crow Laws

The U.S. army was segregated until 1948 when President Harry Truman ordered the armed services desegregated. As many as 6 million African-Americans relocated to the North and West to get away from the Jim Crow laws of the south. This is sometimes called the Great Migration. Not all Jim Crow laws were in the south or were specific to black people. There were other racial laws in other states such as a law in California that made it illegal for people of Chinese ancestry to vote. Another California law made it illegal to sell alcohol to Indians. The phrase "separate but equal" was often used to justify segregation.

Read more at: http://www.ducksters.com/history/civil_rights/jim_crow_laws.php

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Handout 4.2: Vocabulary in Context for “Civil Rights Jim Crow Laws.”

1. “**Jim Crow Laws**” were laws in the South based on race. They enforced segregation between white people and black people in public places such as schools, transportations, restrooms, and restaurants.

- A. What do you think this word means?

- B. What clues helped you determine the meaning?

2. “**Grandfather Clauses**” stated that if your ancestors could vote before the Civil War, then you did not have to pass they reading test.”

- A. What do you think this word means?

- B. What clues helped you determine the meaning?

3. “As many a 6 million African-Americans relocated to the North and West to get away from the Jim Crow laws of the south. This is sometimes called the **Great Migration**.”

- A. What do you think this word means?

- B. What clues helped you determine the meaning?

Handout 4.3: Jim Crow Laws Text Dependent Questions

1. Using the text to support your answer, explain Jim Crow Laws.
2. How did those laws impact African Americans? Use evidence from the text to support your answer.
3. How do you think African Americans felt about these laws? Use the text to support your answer.
4. What was the author's purpose in writing this text?
5. Where in the text does it infer that African-Americans were not treated fairly? Give specific example from the text to support your thinking.
6. In one sentence, explain what this text is about.

Lesson 5: Introduction to the Dialect of *Mississippi Bridge*

Focus Standard(s): L.4.1f, L.4.3b, L.4.3c

Estimated Time: 1 day

Text(s): Class set of *Mississippi Bridge* by Mildred Taylor

Resources and Materials:

- Word Wall with all previously taught vocabulary words that pertains to this unit
- Poster paper
- Markers
- Handout 5.1: KWL
- Handout 5.2: The Mighty Mississippi

Lesson Target(s):

- Students will explore the book they will be reading for the remainder of the unit.

Guiding Question(s):

- How do you think the Great Depression and Jim Crow Laws will fit into the story?
- What do you think this story will be about?
- Why is the bridge significant in this story?


Vocabulary

Academic Vocabulary:

- Character
- Event
- Explicit
- Inferences
- Setting

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

Symbol	Type of Text and Interpretation of Symbol
	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.
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Understanding Lesson Purpose and Student Outcomes:</p> <ul style="list-style-type: none"> ✓ Students review the following “I Can Statements” for this lesson, be sure to underline the parts of the statements that seem easy and circle the parts that seem difficult: <ul style="list-style-type: none"> • I can orally present my predictions about the content of the novel • I can understand how formal English Language vs. informal English Language is used <p>Anticipatory Set/Introduction to the Lesson:</p> <p>Hand out the books to the students, but make sure they do not open them. Have students look at the cover and read the blurb on the back.</p> <ul style="list-style-type: none"> ✓ On a strip of paper, students write down what they think the story will be about. Then students discuss with their elbow partner what they wrote down. <div style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <p>For students who are EL, have disabilities, or perform/read well below the grade-level:</p> <ul style="list-style-type: none"> • Provide students with a sentence starter. <p>Extensions and/or a more advanced text for students who perform/read well above grade level</p> <ul style="list-style-type: none"> • Have students connect their predictions to another text or a personal experience. </div> <p>Activity 1: Predictions</p> <p>Distribute Handout 5.1: KWL.</p> <ul style="list-style-type: none"> ✓ Preview and predict the story- hand out the KWL chart for <i>Mississippi Bridge</i>. Do a picture walk and have conversations about the predictions. Remind students about the previous lessons. They will Think-Pair-Share their ideas about how the previous lessons will impact this story. 	

- ✓ Students fill in the “Know” and “Want to learn” part of the KWL chart with a partner or table group. Once groups are finished, groups share out what they “Know” and “Want to learn” from their KWL charts with the class.

Activity 2: Vocabulary

Introduce Academic Vocabulary by having students complete a chart like the one below. As the students complete the chart, walk around and monitor progress. Compile the words students do not know and complete a Frayer model with the few words left.

Vocabulary Words	Words I can define	Words I have seen/heard	Words I don't know

Note: Optional discussion on racially sensitive word (*See teacher notes at the bottom of today’s plan).

You may be able to pull resources from the school counselor or have them come and speak to your class if you feel that may be beneficial.

Activity 3: Language

Conduct a mini-lesson on sentence fragments and run-on sentences. Tell students that they will learn how to identify sentence fragments and run-on sentences. Explain that sentence fragments are not complete sentences; for example, The weather. “The weather” is not a complete thought; therefore, it is not complete sentence. Continue to describe a run-on sentence with this example: “The weather is nice I like to go swimming.” This is a run-on sentence because it has two complete thoughts. A sentence like this can be fixed by adding a few words to join the thought; for example, “When the weather is nice, I like to go swimming.”

Distribute Handout 5.2 The Mighty Mississippi By Kate Paixão and address the fact that these errors represent common errors that students make and how the corrected versions are common ways to correct these errors.

- ✓ Students read the passage independently and look for the errors in the sentences. Next, students reread the passage with their elbow partner or in a small group. Together, students pick out the sentence fragments/run on sentences. The teacher than asks for a group to share one of the errors they found and models how to edit and revise it to make a complete sentence. Student groups then work together to correct the other fragments and run-on to complete sentences. Students share out sentences that were corrected.

Activity 4:

Direct students to look through the novel, paying attention to dialogue, and discuss the writing style of the novel. Many sentences are not written in formal English, but rather informal.

- ✓ Students discuss how the writing style reflects informal, conversational English. Discuss how sometimes authors write in an informal style in order to remain authentic to a specific setting (time AND place/region).
- ✓ Guide discussions about when it is appropriate to use informal English and when it is appropriate to use formal English. Be sure to emphasize that the context determines the appropriateness and correctness of the grammar and that not every context calls for formal English; however, there are specific contexts in which it is necessary to use formal English.

Discuss how the author used punctuation for stylistic effect (L.4.3b), such as the apostrophe in the word ‘spect. Explain that there are several uses of the apostrophe in this manner throughout the text.

- ✓ Students explain what kind of effect was the author trying to achieve?

Explain that this context allows for punctuation to be used intentionally for stylistic effect.

- ✓ Students explain in what context using an apostrophe in this manner would not be appropriate.

Guide students through a discussion about how to use apostrophes appropriately in a more formal context.

Explain to students that every day they will pretend as if the characters were talking in a different setting that required more formal English so every day they will pick a few sentences from the book and change them to from a fragment or run-on to a complete sentence.

Note: Be sure to avoid calling the language and the punctuation in the novel incorrect because this could create a misconception about language and punctuation. The language and punctuation in the book is not incorrect for that context. Instead, focus on how this language could be adjusted to be appropriate in a different context. Research about code-switching for more information on this topic.

Follow the sequence below to model how the process is to be completed.

- Step one: Display the following sentence so all students can see it. The students will write the sentence in their writing journal and copy what the teacher does.
“Well, I don’t ‘spect it matter none. Can’t buy it noways.” (page 10)
Model how to edit the sentence and have students do the same in their notebook.

- Step two: Write the following sentence down so all students can see it. Students will write the sentence in their notebook. “Well, they most times are, aren’t they?” (pg. 11)
With the students edit the sentence together.
- Step three: Students will pick their own sentence, write it in their journal, and edit it. Walk around and monitor work and guide students as needed.

Note: Repeat step two as needed until students are comfortable with the process

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

- Give students something to draw from. Provide them with grammar/language rules that will be discussed during the lesson and allow them to review it before the lesson.

Reflection and Closing:

- ✓ On an exit ticket, students reflect on what they learned about formal and informal language and write a summary of what they learned. Collect exit tickets and check for understanding.

Note: If there are any gaps in what they learned, cover that information on the following day.

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

- Give them a written summary from the lesson that has key words replaced by a blank. Have students fill in the blanks.
- Some students would benefit from a word box for above activity.

Homework

Provide the following directions to students:

After reading a book, sum up the book in one or two sentences. Decide what the entire story was about. Then give details that support the main idea of the story.

Note: For longer books, tell the main idea and key details in each chapter, rather than the entire book.

See page 6 of the [Family Guide for Student Success](#).

Handout 5.1: KWL Chart

Name _____ Date _____

K What I Know	W What I Want to Know	L What I Learned

Handout 5.2 The Mighty Mississippi By Kate Paixão

Adapted from ReadWorks

The following passage about the Mississippi River has several sentence fragments and run-ons.

The Mississippi River is one of the longest rivers in the world it flows from north to south through the United States.

The Mississippi begins in the northern U.S. state of Minnesota. The river then goes south for more than two thousand miles. All the way to the state of Louisiana. There, the mighty Mississippi empties into the Gulf of Mexico.

Native Americans depended on the Mississippi for thousands of years they were the first people in North America. Someone who is native was born in the same place they still live. Native Americans traveled the river by canon. Ate fish that lived in the water. They called the river *Misizibi*. Which means “big river.”

Today, boats bring important items up and down the river daily it is more than just a highway for boats. The Mississippi is home to all kinds of animals. More than 250 types of fish and at least 50 kinds of mammals. The Mississippi also supports millions of people. Many cities rely on the river for their daily water supply. At least fifty.

The big river is a very important river.

Handout 5.2 The Mighty Mississippi By Kate Paixão

Adapted from ReadWorks

Corrected version

The Mississippi River is one of the longest rivers in the world. **It** flows from north to south through the United States.

The Mississippi begins in the northern U.S. state of Minnesota. The river then goes south for more than two thousand miles **all** the way to the state of Louisiana. There, the mighty Mississippi empties into the Gulf of Mexico.

Native Americans depended on the Mississippi for thousands of years. **They** were the first people in North America. Someone who is native was born in the same place they still live. Native Americans traveled the river by canon **and ate** fish that lived in the water. They called the river *Misi-zibi*, **which** means “big river.”

Today, boats bring important items up and down the river daily. **It** is more than just a highway for boats. The Mississippi is home to all kinds of animals, **specifically more** than 250 types of fish and at least 50 kinds of mammals. The Mississippi also supports millions of people. **Many** **At least fifty** cities rely on the river for their daily water supply.

The big river is a very important river.

Lesson 6: Section 1, *Mississippi Bridge*

Focus Standard(s): RL 4.1, RL.4.3

Additional Standard(s): L.4.1f, L.4.3b, L.4.3c

Estimated Time: 90 Minutes

Text(s): Class set of *Mississippi Bridge* by Mildred Taylor

Resources and Materials:

- Handout 6.1 Section One Vocabulary Words in Context
- Handout 6.2 Excerpts for Fluency Practice; pgs. 7-15
- Handout 6.3 Alternatives to Round Robin Reading
- Handout 6.4 Section One Text Dependent Questions
- Handout 6.5 Event Map
- Handout 6.6 Homework for Section One
- Handout 6.7: Homework for section one, pages 7-15

Lesson Target(s):

- Students will use the details and examples in the text to explain or infer meaning.
- Students will read closely and find answers explicitly in text.
- Students will read closely and find answers that require an inference.
- Students will locate sections of a text where characters, settings, or events are described.
- Students will use specific details from text to describe characters, settings, or events.

Guiding Question(s):

- How does the author use details and examples in the text to explain or infer meaning?
- Can you locate sections of a text where characters, settings, or events are described?
- Can you use specific details from text to describe characters, settings, or events?

Note: This book is not written in chapters, but has been broken up into two sections:

- Section 1: Pgs. 7-15
- Section 2: Pgs. 15-22 starts at bottom on page 15; “While Miz Hattie was making...”

Vocabulary

Academic Vocabulary:

- Character
- Event
- Explicit
- Inferences
- Setting

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: Use Handout 6.1

- Exchanged
- Primping

Strategies for Teaching How to Determine Meaning from Context Clues:


- Definition
- Restatement or synonym
- Contrast or antonym
- Comparison
- Examples
- List or series
- Cause and effect
- Description of inferences

Direct Instruction Text Vocabulary:

- Expectedness
- Odd-jobs
- Particular
- Potbellied Stove
- Slur

Instructional Strategies for Direct Instruction Text 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
- Write/discuss using the words

Symbol	Type of Text and Interpretation of Symbol
	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.
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Understanding Lesson Purpose and Student Outcomes:</p> <ul style="list-style-type: none"> ✓ Students review the following “I Can Statements” for this lesson. Have them underline the parts of the statements that seem easy and circle the parts that seem difficult: <ul style="list-style-type: none"> • I can use the details and examples in the text to explain or infer meaning. • I can read closely and find answers explicitly in text. • I can read closely and find answers that require an inference. • I can locate sections of a text where characters, settings, or events are described. • I can use specific details from text to describe characters, settings, or events. <p>Anticipatory Set/Introduction to the Lesson:</p> <ul style="list-style-type: none"> ✓ Students pick a sentence from pages 7-15 that is written in informal dialect. They will write the sentence in their grammar journal and rewrite it in a formal manner. ✓ Students exchange their work with elbow partner and their partner will review their work. Randomly choose a sentence from student work to use in guiding a discussion and review KWL chart from previous day’s work. <p>State, write, and display the question of the day so students can keep in mind their main focus for today's reading. Today’s questions are:</p> <ul style="list-style-type: none"> • Using evidence from the text, describe how Rudine was treated vs. how Ms. Mattie was treated when they were looking at the hat. • How do you think Rudine felt? • What does this action tell you about how people were treated during this time?” Use evidence from your reading today to support your answer. 	

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

- Write down a sentence from the book and ask students to find at least three grammatical errors. Students will correct the sentence in the text.

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

- Students find a different sentence and work with a partner to create a mini-lesson in language for that sentence.

Activity 1: Vocabulary

✓ Review vocabulary words from previous lessons by playing a Word Wall game. See **Handout 1.4: Word Wall Games** for ideas. Explain that before they read, they will need to be introduced to some important vocabulary. Introduce Direct Instruction Vocabulary using the strategies listed in the “Instructional Strategies for Academic Vocabulary” and “Instructional Strategies for Direct Instruction Text Vocabulary” sections at the beginning of the unit. Display, read, and discuss these words and their meanings in multiple contexts:

- Particular
- Potbellied Stove
- Expectedness
- Odd-jobs
- Slur

Activity 2: Reading Fluency

Note: Fluent reading includes accuracy, rate, and prosody. Students must be aware that those three components help them become better readers. Reading slowly tends to make the reader forget what they are reading because they are focusing on the reading word by word. Explain to students that being able to read fluently will help them with comprehension.

Fluency practice:

- ✓ Echo read the first paragraph excerpts on **Handout 6.2: Excerpts for Fluency Practice, pages 7-15**. Read one sentence, with fluency and expression, and have students read that sentence back to you using fluency and expression. Once you have done one sentence at a time, chunk the paragraph into three sections and do an echo read again. Once students have practiced, give them an opportunity to choral read the both excerpts.

Activity 3: Reading Text

The class reads pages 7-15. As a teacher, you can choose how you want to have students read. Provide a model read or see **Handout 6.3: Alternatives to Round Robin Reading** for other suggestions.

Activity 4:

- ✓ As students are reading, have them answer Text Dependent Questions **Handout 6.4: Section One Text Dependent Questions**. Make sure they are rereading the selection to search for the answer. Students can write the page number or paragraph where the evidence was found or use highlighters to mark their findings.
- ✓ Monitor and make note of student progress and participation.

Activity 5: Understanding the Text

- ✓ After students have read the assigned text, guide students in a reflection on the pages read. On chart paper, brainstorm events from the reading.
- ✓ Students write event ideas on sticky notes in their table groups. After a few minutes, have students at each table list some event ideas they wrote down. Write their ideas on the chart paper.

Remind students that the information used in their event maps should come from the text read today. They should be able to draw specific details from the text.

- ✓ Guide a class discussion regarding the events listed and be sure to point out how the characters acted or responded during these events.
- ✓ Students complete **Handout 6.5: Event Map** to demonstrate comprehension of Section One.

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

- Give students page numbers for the text dependent questions.

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

- If students are comfortable with the materials and process, have them create questions and answers from the text.

Activity 6: Writing

- ✓ Using **handout 6.6: Summary Graphic Organizer**, students write a summary of *Mississippi Bridge* they read today. Review with students the rules for summarizing a text. Use summaries to gauge students understanding of the lesson.

Note: Create an anchor chart with the elements of summarizing for students to review when writing their summary.

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

- Allow the students to use teacher given notes or a summary.

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

- Students can infer or use background knowledge to contribute to the assignment.

Reflection and Closing:

- ✓ On a sticky note, have students write down whether their predictions were correct so far or not.

Homework

- ✓ Students receive a copy of two excerpts from today's reading (**Handout 6.6**) and compare and contrast the two conversations using a Venn diagram. Students summarize the excerpt.

Handout 6.1: Vocabulary in Context for section one, *Mississippi Bridge*

1. Exchanged; pg. 13

“She greeted him back, then they *exchanged* a few words about Miz Hattie traveling and about how both their families were doing.”

- A. What do you think this word means?
- B. What clues helped you determine the meaning?

Primping; pg. 15

“Well, it sure is pretty all right, “confessed Miz Hattie, *primping* at herself in the mirror.”

- A. What do you think this word means?
- B. What clues helped you determine the meaning?

Handout 6.2: Excerpts for Fluency Practice, pages 7-15**(Excerpt from Mississippi Bridge by Mildred Taylor, Pg. 10)**

“Now, Rudine, you know I can’t let you try on that hat,” said Mr. John. “You can buy it now, but once you do, you gotta keep it. Can’t be bringing it back for no exchange, not after you done put it on your heard.”

(Excerpt from Mississippi Bridge by Mildred Taylor, Pg. 15)

“Hat like that sure ‘nough would put a little sunshine in this gloom,” said Mr. Wallace. “Why don’t you go ‘head try it on, Miz Hattie? It sure would set well on your fine head of hair.”

Miz Hattie turned plumb red. “Go on with you now, John Wallace! Can’t much afford it anyway, not in these hard times.”

“Well, it won’t hurt nothin’ t’ try it on. There’s a mirror right over here.” He handed her the hat. “Go on, Miz Hattie, brighten up the place. It be a joy to see you in it.”

Miz Hattie took the hat and placed it on that mop of red hair of hers. She pinned it down with a huge stickpin. Rudine and her mama were still in the store. I seen them watching.

Handout 6.3: Alternatives to Round Robin/Reading

Break-in Read. One group of students or the teacher starts reading orally. All other students follow along silently. The teacher interrupts in mid-sentence or mid–passage to switch which group will read orally next.

Choral Reading. The whole class or group reads a portion of the text together. This approach gives less able readers a chance to imitate and practice appropriate oral reading.

Echo Reading. The teacher reads first, then students echo matching the fluency and emphasis. Usually one sentence is read at a time.

Everyone Read To. This format allows everyone to do initial reading individually and aloud, while the teacher provides support. The teacher gives students a purpose for reading and tells how much is to be read. After the section is read, the teacher follows up with questions about the section. Students discuss the questions in pairs or a small group. With this strategy everyone reads the text individually in whatever way is appropriate in order to find out specific information they will share with a partner or their group.

Impress Reading. The teacher *and* students read a passage aloud at the same times. The students are simultaneously hearing a good model and mimicking that model. This direct, guided practice helps with impression, pacing, and fluency.

Inquiry Reading. Students read silently for a purpose. The teachers give the students a question to answer or an answer they have to find support for from the text.

It's All In How You Phrase It. Teacher prepares phrases – prepositional phrases, dependent clauses, quotations, etc. -- students may have difficulty reading in a passage. Prior to reading, students practice the phrases prior to reading from flashcards, handouts, or chorally.

Paired or Partner Read. One partner reads and the other partner listens. Usually each reads a sentence or a paragraph at a time to complete a passage. *The listener has a job to highlight, underline, or point to the passage being read.* Partners read and then ask questions of each other or share highlighted information at the end of the reading. This can be done with triads as well – one reads, one highlights, and one summarizes what was read at the end of the reading.

listener has a job to highlight, underline, or point to the passage being read. Partners read and then ask questions of each other or share highlighted information at the end of the reading. This can be done with triads as well – one reads, one highlights, and one summarizes what was read at the end of the reading

Playschool Groups. Used for rereading, students are divided into groups with mixed ability readers. One student acts as the teacher keeping group on track, asking questions, assigning reading, etc. Students then read for a purpose: acting out a story, completing graphic organizer, discussing story elements, etc.

Readers' Theater. When reading a story or play, students are assigned different parts to read aloud. One student or pairs or triads read the individual parts or dialogue.

Sticky Note. Partners are given sticky notes to mark things they want to remember. There are a limited number of notes and partners have to decide together what to mark as important, interesting, or confusing.

Stop and Jot. Read to a certain point, stop and have students write.

Three Ring Circus. Teacher assigns a variety of reading arrangements. Some students read in partners, some individually, some in triads, etc.

Two Read Then One Reads. Partners read passage chorally. Then one partner rereads passage.

Whisper Read. Similar to Everyone Read To, students read aloud, but in a whisper. The teacher monitors the group or class to see and hear who is reading for themselves. This is an effective strategy for a small group.

You Decide. Partners can read passage together in any way they decide.

Handout 6.4: Section One Text Dependent Questions (pg. 7-15)

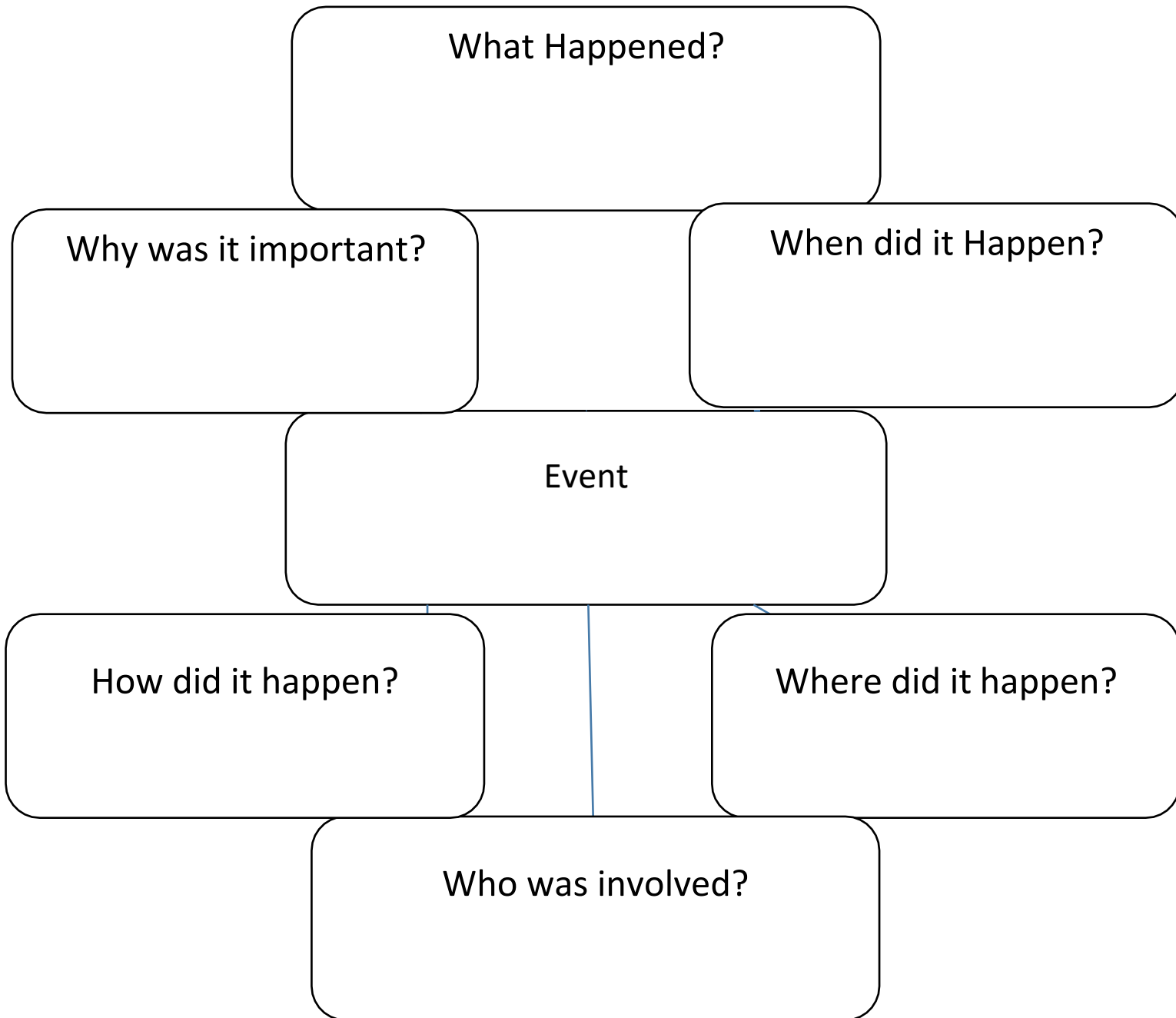
1. Using evidence from the text, describe how Rudine was treated vs. how Ms. Mattie was treated when they were looking at the hat.

2. What does this action reveal about how people were treated during this time? Use evidence from the text to support your answer.

3. What do you think Jeremy Simms looks like? Use evidence from the text to support your answer.

4. What words does the author use to describe the outside of Wallace's store? Use evidence from the text to support your answer.

Handout 6.5: Event Map



Handout 6.6: Summary Graphic Orgnizer

Somebody

Wanted

But

So

Then

Handout 6.7: Homework for section one, pages 7-15

(Excerpt from Mississippi Bridge by Mildred Taylor, Pg. 10)

“Now, Rudine, you know I can’t let you try on that hat,” said Mr. John. “You can buy it now, but once you do, you gotta keep it. Can’t be bringing it back for no exchange, not after you done put it on your heard.”

(Excerpt from Mississippi Bridge by Mildred Taylor, Pg. 15)

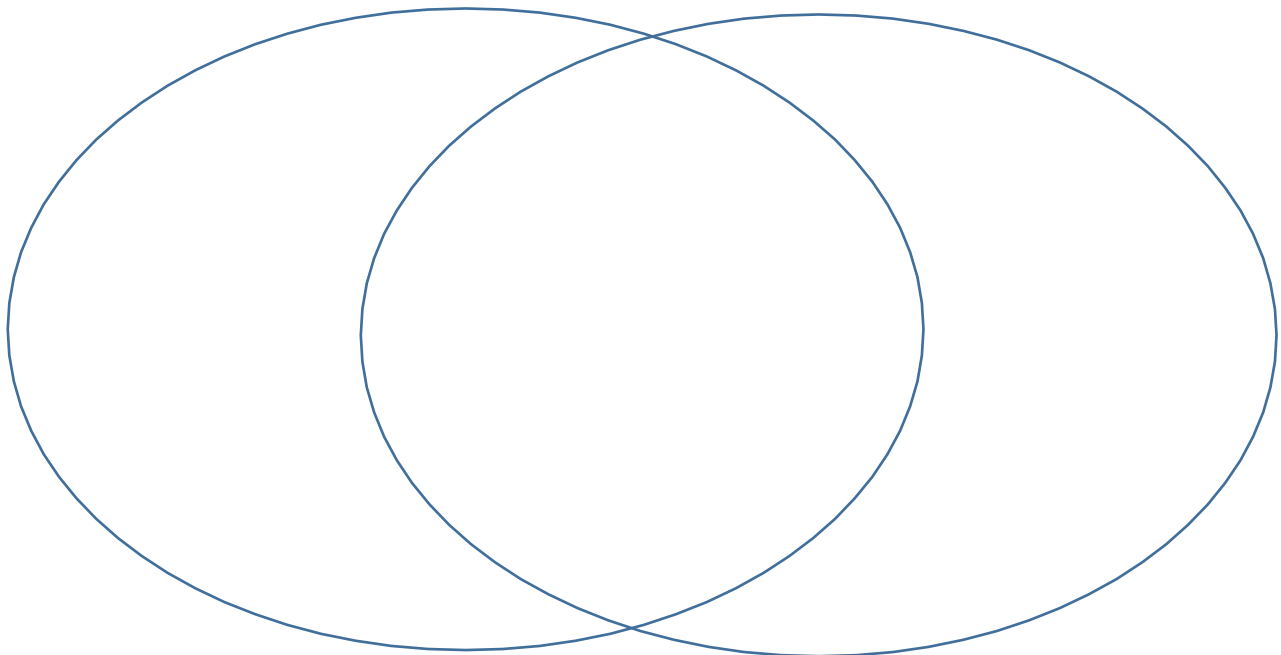
“Hat like that sure ‘nough would put a little sunshine in this gloom,” said Mr. Wallace. “Why don’t you go ‘head try it on, Miz Hattie? It sure would set well on your fine head of hair.”

Miz Hattie turned plumb red. “Go on with you now, John Wallace! Can’t much afford it anyway, not in these hard times.”

“Well, it won’t hurt nothin’ t’ try it on. There’s a mirror right over here.” He handed her the hat. “Go on, Miz Hattie, brighten up the place. It be a joy to see you in it.”

Miz Hattie took the hat and placed it on that mop of red hair of hers. She pinned it down with a huge stickpin. Rudine and her mama were still in the store. I seen them watching.

Use the Venn diagram below to compare and contrast how Mr. John treated Rudine and Miz. Hattie. In your reading notebook, summarize these excerpts.



Lesson 7: Section 2, *Mississippi Bridge*

Focus Standard(s): RL. 4.1, RL.4.3

Additional Standard(s): L.4.1f, L.4.3b, L.4.3c

Estimated Time: 90 Minutes

Text(s): *Mississippi Bridge*

Resources and Materials:

- Handout 6.3 Alternatives to Round Robin Reading
- Handout 7.1 Section Two Vocabulary Words in Context
- Handout 7.2 Excerpts for Fluency Practice; pgs. 16-21
- Handout 7.3 Section One Text Dependent Questions
- Handout 7.4 Home work for section one
- Handout 7.5: Pave Vocabulary
- Handout 7.6: Character Map
- [Character Analysis](#)

Lesson Target(s):

- Students will understand characters' responses during that time period.
- Students will read closely and find answers explicitly in text.
- Students will analyze an author's words and refer to details and examples needed to support both explicit and inferential questions.
- Students will identify characters, setting, and events in a story or drama.
- Students will locate sections of a text where characters, settings, or events are described.
- Students will use specific details from text to describe characters, settings, or events.

Guiding Question(s):

- Where can you find answers explicitly in text?
- Can you analyze an author's words and refer to details and examples needed to support both explicit and inferential question?
- Can you describe the characters, setting, and events?
- Can you locate sections of a text where characters, settings, or events are described?
- Can you use specific details from text to describe characters, settings, or events?

Vocabulary

Academic Vocabulary:

- Character
- Event
- Explicit
- Inferences
- Setting

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:

- Scraped
- Sneered

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

- Definition
- Restatement or synonym
- Contrast or antonym
- Comparison
- Examples
- List or series
- Cause and effect
- Description of inferences

Direct Instruction Text Vocabulary:		Instructional Strategies for Direct Instruction Text Vocabulary:	
<ul style="list-style-type: none"> • Clenched • Lumberin’ • Mumbling • Sharecropping 		<ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Write/discuss using the words 	
Symbol	Type of Text and Interpretation of Symbol		
	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.		
✓	Assessment (Pre-assessment, Formative, Self, or Summative)		
Instructional Plan			
Understanding Lesson Purpose and Student Outcomes:			
<ul style="list-style-type: none"> ✓ Students review the following “I Can Statements” for this lesson, being sure to underline the parts of the statements that seem easy and circle the parts that seem difficult: <ul style="list-style-type: none"> • I can read closely and find answers explicitly in text. • I can analyze an author’s words and refer to details and examples needed to support both explicit and inferential questions. • I can identify characters, setting, and events in a story or drama. • I can locate sections of a text where characters, settings, or events are described. • I can use specific details from text to describe characters, settings, or events. 			
Anticipatory Set/Introduction to the Lesson:			
Explain to students, again, that the language and punctuation in the novel is not incorrect, but that they are learning to switch uses of language based on context. Ask them again to pretend a person is using this language in a different context.			
<ul style="list-style-type: none"> ✓ Students pick a sentence from pgs. 16-22 that is incomplete or a run-on or a sentence that contains punctuation used for stylistic purposes. Write the sentence in their grammar journal and then rewrite it in a formal manner. ✓ Students exchange their work with an elbow partner and their partner will review their work. 			

Randomly choose a sentence from student work to use in guiding a discussion.

Review KWL chart from previous day's work.

State, write, and display the questions of the day so students can keep in mind their main focus for today's reading.

Today's guided questions are:

- What happened with Jeremy's father and Josias? How did Jeremy react? Use textual evidence to support your answer.
- Why do you think Jeremy reacted the way he did? Use textual evidence to support your answer.
- What would you have done, if anything, in that situation? Explain what you would have done or said and why.

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

- Write down a sentence from the book and ask students to find at least three grammatical errors and within the text and correct them.

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

- Have students find a different sentence and work with a partner to create a lesson for that sentence.

Activity 1: Vocabulary

- ✓ Review vocabulary words from previous lessons by playing a Word Wall game. See **Handout 1.4: Word Wall Games** for ideas.

Explain that before they read, they will be introduced to some important vocabulary. Introduce Direct Instruction Vocabulary using the strategies listed in the "Instructional Strategies for Academic Vocabulary" and "Instructional Strategies for Direct Instruction Text Vocabulary" sections at the beginning of the unit. Display words. Read and discuss these words and their meanings in multiple contexts.

- ✓ Use **Handout 7.5: Pave Vocabulary** for the Direct Instruction words. Put students into groups and assign one word to each group to complete.

Activity 2: Reading Fluency

Note: Fluent reading includes accuracy, rate, and prosody. Students must be aware that those three components help them become better readers. Reading slowly tends to make the reader forget what they are reading because they are focusing on the reading word by word. Explain to students that being able to read fluently will help them with comprehension.

Fluency practice:

- ✓ Echo read the first paragraph on pg. 21. Read one sentence, with fluency and expression, and have students read that sentence back to you using fluency and expression. Once you have done one sentence at a time, chunk the paragraph into three sections and do an echo read again. Once students have practiced, give them an opportunity to choral read the entire paragraph.

Activity 3: Reading Text

The class reads pages 16-22. As a teacher, you can choose how you want to have students read. Provide a model read or see **Handout 6.3: Alternatives to Round Robin Reading** for other suggestions.

Activity 4:

- ✓ As students are reading, have them answer Text Dependent Questions **Handout 7.4: Section Two Text Dependent Questions**. Make sure they are rereading the selection to search for the answer. Students can write the page number or paragraph where the evidence was found or use highlighters to mark their findings.
- ✓ Monitor and make note of student progress and participation.

Activity 5: Understanding the Text

Guide students in a reflection on the pages read. On chart paper, brainstorm events from the reading.

- ✓ Students write event ideas on sticky notes in their table groups. After a few minutes, call each table to list some event ideas they wrote down. Write their ideas on the chart paper.

Remind students that the information used in their event maps should come from the text read today. They should be able to draw specific details from the text.

Have a class discussion regarding the events listed and be sure to point out how the characters acted or responded during these events.

- ✓ Have students complete **Handout 6.5: Event Map** to demonstrate comprehension of Section Two.

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

- Give students page numbers for the text dependent questions.

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

- If students are comfortable with the materials and process, have them create questions and answers from the text.

Activity 6: Writing

- ✓ Using **handout 6.6: Summary Graphic Organizer**, students write a summary of the section of *Mississippi Bridge* they read today. Review with student's the rules for summarizing a text. Use summaries to gauge students understanding of the lesson.

Note: If needed create an anchor chart with the elements of summarizing for students to review when writing their summary.

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

- Allow the students to use teacher given notes or a summary.

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

- Students can infer or use background knowledge to contribute to the assignment.

Reflection and Closing:

- ✓ On a sticky note, have students write down whether their predictions were correct so far or not.

Homework

- ✓ Students will receive an excerpt from today's reading (**Handout 7.4**). From two questions, students choose one to read and then summarize the passage.

Handout 7.1: Vocabulary in Context for section one, *Mississippi Bridge*

1. Scraped; pg. 17

“Scraped together ever’ penny I could lay by hands on. Had to borrow a little bit, bit it’s gonna be work it, ‘cause I got a job waitin’ on me!”

- A. What do you think this word means?
- B. What clues helped you determine the meaning?

Sneered; pg. 20

“Pa sneered, just like he know’d that all the time. R.W. and Melvin, they gone to grinning a Josias’s humiliation and started mumbling.”

- A. What do you think this word means?
- B. What clues helped you determine the meaning?

Handout 7.2: Excerpts for Fluency Practice; pgs. 16-21

I ain't liked the way Pa done talked to Josias. Josias was a nice man. He wasn't hurting nobody. But I know'd that was the way for Pa and the other men to talk that way to Josias and for Josias to take it. Colored folks seemed always to have to take that kind of talk. One time I seen Pa and Melvin and R.W. and a whole bunch drag a colored man down the road, beat him till he ain't hardly had no face on him 'cause he done stood up for himself and talked back. That ain't never set right with me, the way Pa done. It wasn't right and I just know'd that, but I ain't never let Pa know how I feeling, 'cause Pa he could get awful riled and riled quick. Last think a body wanted to do, blood or not, was to get on Pa's wring side. You got on Pa's wrong side and you done had it.

Handout 7.3: Section Two Text Dependent Questions (pg. 7-15)

1. Jeremy heard and saw the confrontation between his father and Josias. How did Jeremy react to the situation? Use evidence from the text to support your answer.

2. Describe a character in the story using specific details from the text. Use evidence from the text to support your answer.

3. Describe what happened in the story when Josias told the men he had a lumbering job. Use evidence from the text to support your answer.

4. What words let you know what Josias was thinking during that conversation? Use evidence from the text to support your answer.

Handout 7.4: Homework for section two, pages 15-22

(Excerpt from *Mississippi Bridge* by Mildred Taylor, Pg. 21)

Josias, he got what he come in for and gone out again. I waited a few minutes, then I gone out too. I ain't liked the way Pa done talked to Josias. Josias was a nice man. He wasn't hurting nobody. But I know'd that was the way for Pa and the other men to talk that way to Josias and for Josias to take it. Colored folks seemed always to have to take that kind of talk. One time I seen Pa and Melvin and R.W. and a whole bunch drag a colored man down the road, beat him till he ain't hardly had no face on him 'cause he done stood up for himself and talked back. That ain't never set right with me, the way Pa done. It wasn't right and I just know'd that, but I ain't never let Pa know how I feeling, 'cause Pa he could get awful riled and riled quick. Last think a body wanted to do, blood or not, was to get on Pa's wring side. You got on Pa's wrong side and you done had it.

Read the two questions and pick ONE question to answer.

1. Describe Pa using specific details from the excerpt.

2. What was Jeremy thinking? How do you know?

In your reading notebook, write a summary of this excerpt.

Handout 7.5: Pave Vocabulary

PAVE Map

Sentence from the text:

Word

Predicted Definition:

Association or Symbol

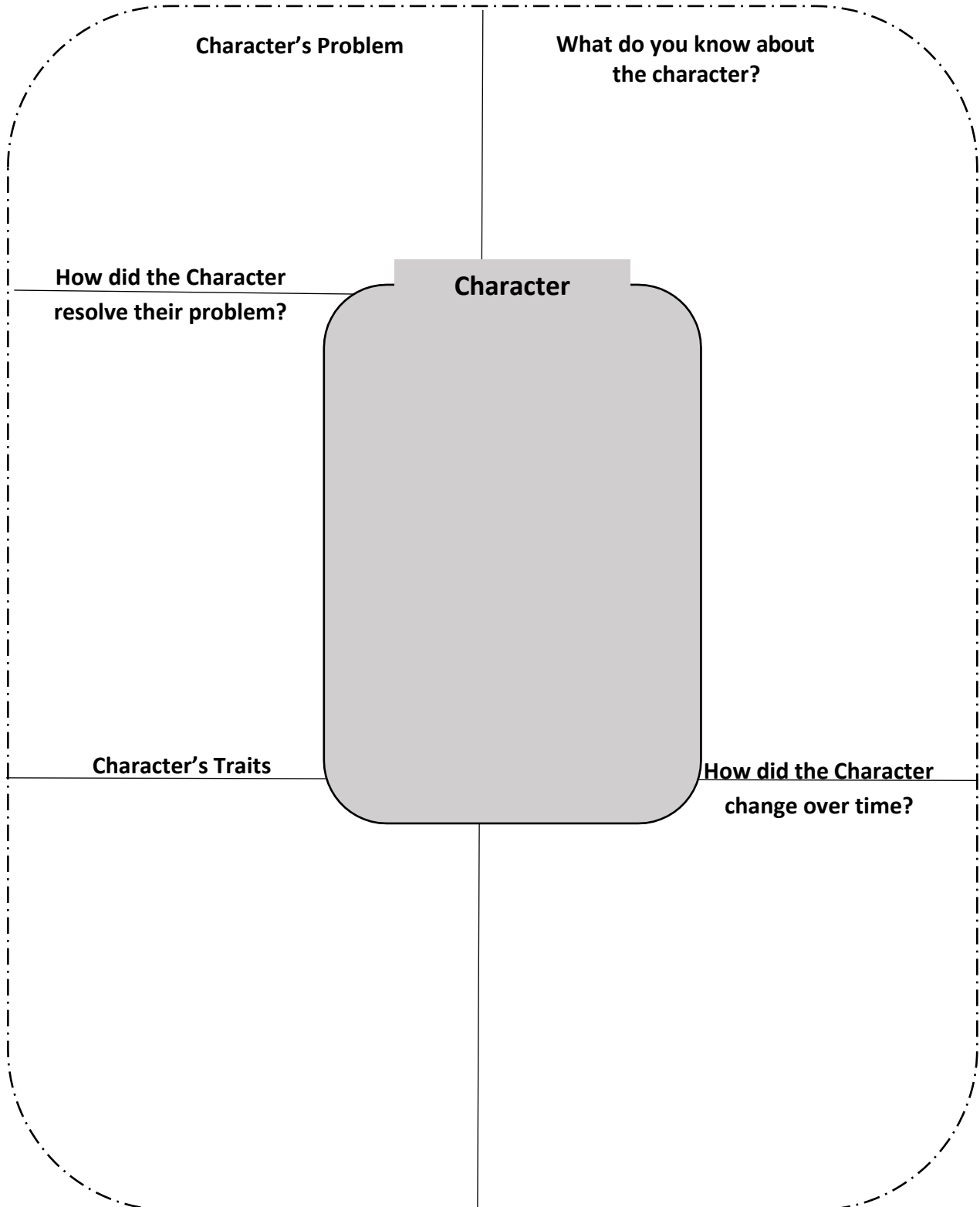
One Good Sentence of My Own:

Verified Dictionary Definition:

Another Good Sentence of My Own:

Handout 7.6: Character Map

Title: _____ Author: _____



Lesson 8: Character Trait Analysis

Focus Standard(s): RL.4.3

Estimated Time: 90 Minutes

Text(s): *Amazing Grace* by Mary Hoffman

Resources and Materials:


- Handout 8.1: Character Trait Graphic Organizers
- A container to hold folded strips of paper
- Chart paper
- Markers
- Tape

Lesson Target(s):

- Students will describe the characters of a story or drama, referring to specific details.

Guiding Question(s):

- Can you describe a character in the story using specific details from the text?
- What do you think your character looks like?
- What words does the author use to describe your character?
- What words let you know what the character was thinking?
- Why do you think that happened that way in the story?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Character • Describe • Specific details 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Create pictures/symbols to represent words <input type="checkbox"/> Write/discuss using the words <input type="checkbox"/> Act out the words or attach movements to the words
Symbol	Type of Text and Interpretation of Symbol
	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.
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Understanding Lesson Purpose and Student Outcomes:</p> <ul style="list-style-type: none"> ✓ Students review the following “I Can Statements” for this lesson, being sure to underline the parts of the statements that seem easy and circle the parts that seem difficult: <ul style="list-style-type: none"> • I can identify characters. • I can locate sections of a text where characters are described. • I can use specific details from text to describe characters. <p>Anticipatory Set/Introduction to the Lesson:</p> <ul style="list-style-type: none"> ✓ Review vocabulary words from previous lessons by playing a Word Wall game. See Handout 1.4: Word Wall Games for ideas <p>Activity 1: Vocabulary</p> <ul style="list-style-type: none"> ✓ Students use the academic vocabulary words for a Frayer model. Ensure students understand these academic words before moving toward the character analysis. 	

Activity 2: Character Analysis

Read *Amazing Grace* by Mary Hoffman aloud to the students. Explain to the students the purpose for reading this text is to become familiar with the main character. The goal is to understand why a specific character responds to situations the way they do. Ask the following questions as you read the text aloud:

1. Describe a character in the story using specific details from the text.
2. What do you think your character looks like?
3. What words does the author use to describe your character?
4. What words let you know what the character was thinking?
5. Why do you think that happened that way in the story?

Activity 3: Traits

Pick a graphic organizer from **Handout: 8.1: Character Traits** and model how to complete the worksheet. Do the first few alone (I do), and then ask for students input for the rest of the worksheet (we do). Keep the example displayed for students to use as a reference as they start their independent work.

Activity 4: Guided Practice

Complete the following steps:

- Write the names “Jeremy,” “Josias,” and “the men” (Mr. Charlie, R.W., and Melvin) on the board.
- Have students number a piece of paper 1-3. Students list, in order, which character they would like to describe.
- Group the students based on their preference.
- Place students in their respective groups of 3-4 students.

Note: An alternative way to group students without them picking their own character, have students draw a characters’ name from a “hat” to determine which character they will analyze.

Activity 5: Independent Practice

Display the 3 different graphic organizers, **Handout 8.1: Character Traits**, and have each group pick which graphic organizer they would like to complete.

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

- Display completed graphic organizers for students to refer to.

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

- If students are comfortable with the materials and process, have them create their own graphic organizer.

Activity 6: Class Work

- ✓ Students fill in the graphic organizers together. Make sure students are referring to the text to find evidence to support their descriptions. Once students have completed the worksheet, have them share out with the class.

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

- Allow the students to use teacher given notes or a summary.

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

- Ensure students give plenty of evidence from the text. This will help with their critical thinking skills and text dependent questions.

Activity 7: Narrative Writing

Begin to discuss narrative script writing with students.

Students imagine that this text was a short film and that there was a screen play/narrative script written.

Guide discussions about how writers of short films write screen play narrative scripts. Model or provide a model of a portion of the text students will not use for students before they begin their own.

- ✓ Students take a portion of the text that involves the character they are describing and turn it into a narrative script written for a short film.

Reflection and Closing:

- ✓ On an exit ticket, students write down three different character traits that the reader must analyze when learning about a character.

Homework

Student directions:

- ✓ After reading a book, sum up the book in one or two sentences. Decide what the entire story was about. Then give details that support the main idea of the story.

Note: For longer books, tell the main idea and key details in each chapter, rather than the entire book.

See page 6 of the [Family Guide for Student Success](#).

Handout 8.1: Character Trait Choice #1

Florida Center for Reading Research

Name _____

C.002.SSI

Character Connections

Title: _____ Author: _____

Character: _____

Thoughts

Description

Actions

Feelings

Goals

Traits

Other

Handout 8.1: Character Trait Choice #2

Florida Center for Reading Research

Name _____

C.001.SS4

Character Consideration

Title: _____ **Author:** _____

How does the character think and feel about the event or problem?

How does the character feel about the outcome of the event or problem?

Event or problem

Character

How does the character react to the event or problem?

Handout 8.1: Character Trait Choice #3

Florida Center for Reading Research

Name _____

C.001.SS2

Character Consideration

Title: _____ Author: _____

Character: _____

A diagram for character analysis. It features a jagged starburst shape on the left labeled "Actions". A cloud-like shape at the top is labeled "Thoughts". A rounded rectangular shape at the bottom is labeled "Trait" and contains the number "1". A circular shape on the right is labeled "Quotes".

A diagram for character analysis. It features a jagged starburst shape on the left labeled "Actions". A cloud-like shape at the top is labeled "Thoughts". A rounded rectangular shape at the bottom is labeled "Trait" and contains the number "2". A circular shape on the right is labeled "Quotes".

A diagram for character analysis. It features a jagged starburst shape on the left labeled "Actions". A cloud-like shape at the top is labeled "Thoughts". A rounded rectangular shape at the bottom is labeled "Trait" and contains the number "3". A circular shape on the right is labeled "Quotes".

Lesson 9: Theme Development

Focus Standard(s): RL.4.2

Additional Standard(s): RL.4.1, W.4.2, L.4.1f

Estimated Time: 1-2 Days

Text(s): Class set of *Mississippi Bridge* by Mildred Taylor

Resources and Materials:


- Completed Handout 1.2: Choosing Details to Support a Provided Theme from lesson 1 and lesson 2
- Completed Character Trait Analysis handout from Lesson 8
- A new copy of Handout 1.2

Lesson Target(s):

- Student can identify key details (objects, actions, setting, descriptions or depictions, word choice, changes in the main character) in a text that contribute to a theme.
- Students can explain how the key details contribute to the development of the provided theme.
- Students can use examples to explain the difference between the subject/topic of a literary text (e. g. war) and a theme of a literary text (e.g., War is a plague for humanity).
- Students can use examples to explain how the subject/topic of the literary text (e. g. war) can help them identify a theme of a literary text (e.g., War is a plague for humanity).

Guiding Question(s):

- What are different types of details that authors use to develop a theme?
- How do authors use details to develop a theme?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Key details • References • Setting • Theme 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion
Symbol	Type of Text and Interpretation of Symbol
	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.
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Understanding Lesson Purpose and Student Outcomes:</p> <ul style="list-style-type: none"> ✓ Students review the following “I Can Statements” for this lesson, being sure to underline the parts of the statements that seem easy and circle the parts that seem difficult: <ul style="list-style-type: none"> • I can identify key details (objects, actions, setting, descriptions or depictions, word choice, changes in the main character) in a story. • I can explain how the key details contribute to the development of the provided theme. • I can use examples from a story to explain the difference between the subject/topic of a literary text (e. g. war) and a theme of a literary text (e.g., War is a plague for humanity). <p>Anticipatory Set/Introduction to the Lesson:</p> <ul style="list-style-type: none"> ✓ Review vocabulary words from previous lessons by playing a Word Wall game. See Handout 1.4: Word Wall Games for ideas. <p>Activity 1: Review of Plot and Story Elements</p> <p>Review the first two sections of <i>Mississippi Bridge</i>.</p> <ul style="list-style-type: none"> ✓ Students share their summaries, character analysis, and answers to the text dependent questions. 	

Activity 2: Theme Development

Using your own discretion, place students in pairs.

- ✓ Students discuss the types of details that develop the theme. Distribute **Handout 1.2: Choosing Details to Support a Provided Theme**. Encourage students to use the book, summaries, characters analysis, and theme development handout to complete **Handout 1.2**.

Activity 3: Analysis

- ✓ Model how to write a developed constructed response. You may want to use this strategy: [R.A.C.E.S.](#) Individually, students should write a multi-paragraph response to this prompt: What is the theme of *Mississippi Bridge*, and how does the author use details to develop the theme? Provide evidence from the text to support your ideas.

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

- Provide a model of how to write an analysis of theme development with a different text.
- Provide sentence starters.
- Provide an anchor chart.

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

- Have students complete the book independently and complete Handout 1.2 twice to determine another theme the author develops.

Activity 4: Revisions

- ✓ Students identify any fragmented or run-on sentences within their multi-paragraph response. They chart these sentences and how they would correct them using a T-Chart labeled “Fragment or Run-on Sentence” on the left and “Corrected Sentence” on the right. If no errors are present, students then locate multiple sentences written correctly and explain why they wrote them correctly on a T-Chart labeled “Correctly-Written Sentence” on the left and “How I Know” on the right. Alternatively, if no errors are present, students then locate multiple sentences written correctly and combine them to make more complex or compound-complex sentences on a T-Chart labeled “Correctly-Written Sentence” on the left and “How I Made it Better” on the right.

If time allows, students make the changes to their already-written response.

Reflection and Closing:

- ✓ On an exit ticket, students explain the steps on how to determine the theme of a text.

Homework**Student Directions:**

- ✓ After reading a book, sum up the book in one or two sentences. Decide what the entire story was about. Then give details that support the main idea of the story.

Note: For longer books, tell the main idea and key details in each chapter, rather than the entire book.

See page 6 of the [Family Guide for Student Success](#).

Lesson 10: Performance Task

Focus Standard(s): RL.4.2, RL.4.3, W.4.3

Additional Standard(s): SL.4.5

Estimated Time: 8-12 days

Text(s): *Mississippi Bridge* by Mildred Thomas

Resources and Materials:

- Access to laptops or computer lab for multiple days
- Chart paper
- Collaboration with the school librarian (optional but highly suggested)
- Online or physical timer
- Sticky notes
- Theatre of the Mind: Writing and Producing Radio Dramas in the Classroom by Don Kisner (optional)
- Handout 10.1: Vocabulary of Script Writing
- Handout 10.2: Performance/Culminating Task Rubric
- Handout 10.3: The Animal Trainer
- Handout 10.4: Script Planning Sheet
- Access to [Newsela](#) and/or Mississippi State's [Magnolia Database](#)

Lesson Target(s):

- Students can write a well-developed narrative movie script which includes/incorporates the following components:
 - Well-developed sections that include appropriate character, setting, or event descriptions.
 - Key details (e.g., characters' responses to events; setting; descriptions of characters' appearances, actions, and/or thoughts) that contribute to the development of a theme (based on the provided topic).
 - An introduction that helps the reader understand the narrator (if included), characters, and the event/problem that sets the story in motion.
 - Relevant information about historical events/time periods from reliable sources into the setting and other plot details.

- Stage directions to cue actions of actors, provide more information, and help organize the sequence of events.
- Specific words or phrases and sensory details to describe the characters' experiences and the events of the story.
- A logical conclusion that involves the resolution of the problem and contributes to the development of the theme.

Guiding Questions:

- How do authors write a well-developed narrative movie script which includes/incorporates the following components:
 - Well-developed sections that include appropriate character, setting, or event descriptions.
 - Key details (e.g., characters' responses to events; setting; descriptions of characters' appearances, actions, and/or thoughts) that contribute to the development of a theme (based on the provided topic).
 - An introduction that helps the reader understand the narrator, characters, and the event/problem that sets the story in motion.
 - Relevant information about historical events/time periods from reliable sources into the setting and other plot details.
 - Stage directions to cue actions of actors, provide more information, and help organize the sequence of events.
 - Specific words or phrases and sensory details to describe the characters' experiences and the events of the story.
 - A logical conclusion that involves the resolution of the problem and contributes to the development of the theme.


Vocabulary

Academic Vocabulary:

- Act
- Actors
- Dialogue
- Narrator
- Scene
- Script
- Stage Directions

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

Symbol	Type of Text and Interpretation of Symbol
	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.
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Anticipatory Set/Introduction to the Lesson: Optional: Divide students into small groups.</p> <p>Provide each student or every small group of students with the first sheet of Handout 10.1: Vocabulary of Script Writing and a set of the cutouts of the second page.</p> <p>Note: Cut each strip individually before class. Provide one set to each student (or each group, if students will complete activity as a group).</p> <p>✓ Each student or small group of students place the definitions (the cutouts of the second page) with the correct word on the first page.</p> <p>Review the answers with students. The following order represents the correct answers to Handout 10.1.</p> <ul style="list-style-type: none"> • Script: the written text of a play or broadcast. • Act: one of the main divisions of a drama (movie or play); one section of a drama. • Scene: where and when the action takes place; the surrounding environmental details where the current action in the play takes place. • Actors: the people who are the characters in the drama (movie or play). • Narrator: a character who tells part of the story line, but does not act in the drama (movie or play). • Dialogue: when characters are speaking. • Stage Directions: a description of what needs to be acted or directions for the crew. 	

Understanding Lesson Purpose and Student Outcomes:

- ✓ Students review the following “I Can Statement” for this lesson, being sure to underline the parts of the statements that seem easy and circle the parts that seem difficult:
 - I can write a well-developed narrative movie script which includes/incorporates the following components:
 - Well-developed sections that include appropriate character, setting, or event descriptions.
 - Key details (e.g., characters’ responses to events; setting; descriptions of characters’ appearances, actions, and/or thoughts) that contribute to the development of a theme (based on the provided topic).
 - An introduction that helps the reader understand the narrator, characters, and the event/problem that sets the story in motion.
 - Relevant information about historical events/time periods from reliable sources into the setting and other plot details.
 - Stage directions to cue actions of actors, provide more information, and help organize the sequence of events.
 - Specific words or phrases and sensory details to describe the characters’ experiences and the events of the story.
 - A logical conclusion that involves the resolution of the problem and contributes to the development of the theme.

Activity 1: Understanding the Performance/Culminating Task Directions

T: The Sundance Film Festival, a program of the Sundance Institute, is an American film festival that takes place annually in Park City, Utah. With 46,660 attendees in 2016, it is the largest independent film festival in the United States. The festival is a showcase for new work from American and international independent filmmakers. The festival comprises competitive sections for dramatic and documentary films, both feature films and short films.

Like Sundance, we will have our own film festival for our classroom/school. Though Sundance accepts both feature and short films, you will have the opportunity to create only a short film.

Have students read the following portion of the task and place a question mark (?) beside information they do not understand/need more information about and an exclamation mark (!) beside information that they understand:

Note: Students could do the same activity with two different highlighters instead of using question and exclamation marks.

You will research a historical event/time period during which social pressure to conform in a negative way would/could have been present and incorporate that information into the setting and additional plot details of the short film narrative script. Be sure to include key details that develop a theme based on the topic of social pressure to conform in a negative way. Students

will use what they have learned about theme development in *Mississippi Bridge* and what they have learned from other informational articles they choose to write a narrative movie script about a situation in which someone felt social pressure to conform in a negative way.

- ✓ Students Think-Ink-Share a 1-2 sentence summary of this information. Allow students time to ask questions and clarify their summaries.
- ✓ Students read the following portion of the task and place a question mark (?) beside information they do not understand/need more information about and an exclamation mark (!) beside information that they understand:
After every student writes a script, students will form a group of 2-4 students and decide which narrative script would translate best into a film. Together they will direct and record a short film based on the narrative script. Students will reveal their final products at the <Name of Teacher or School> Film Festival on <date of film festival> from <time> to <time>.
- ✓ Students Think-Ink-Share add 1 sentence summary of this information to the previous summary. Allow students time to ask questions and clarify their summaries.

Optional: Students sign below their revised summaries saying they understand the directions of their performance task.

Activity 2: Understand the Performance Task Rubric

Distribute one copy of **Handout 10.2: Performance Task Rubric** to each student.

- ✓ Students read each component one at a time and place a question mark (?) beside information they do not understand/need more information about and an exclamation mark (!) beside information that they understand.

Note: An example of the final product would be ideal so that students can use the rubric to evaluate the provided example. Consider creating a script based on the plot of *Mississippi Bridge* so that students have an opportunity to see what the elements of Score Point 4 look like in an actual product. Also, consider recording the script version of the play (perhaps with a fellow group of teachers) so that students may also see how the script translates into film.

- ✓ Students work with a partner or a small group to develop a checklist of items to remember to include/attend to in their final draft of their script. Be sure students focus only on the Score Point 4 section.
- ✓ Students post their checklists (as they are or written on chart paper) on tables or on the wall to complete a carousel feedback activity.

Before students complete the carousel feedback activity, provide examples and non-examples of how to provide feedback in this activity. Modify this [Grow and Glow](#) resource to help provide directions and examples to students. Provide students with sticky notes.

Note: Color-coding sticky notes is an easy way to monitor which group provided what feedback.

Direct students to take their sticky notes and stand in front of/beside their own checklist. Explain to students that they will rotate clockwise around the room (unless another direction or order is more suitable for your classroom), but only when the timer rings. Students are to provide one glow and one grow for each checklist on a sticky note and place those sticky notes on the back of the checklist so that other groups do not see the feedback. Have students rotate clockwise each time the timer rings until they are back at their own checklist.

- ✓ Students check their feedback and apply appropriate changes to their checklists.

Activity 3: Exploring Script Writing

Note: Parts of Activities 3-7 were inspired by lessons created by [Teacherlinked.usu.edu](https://www.teacherlinked.usu.edu).

Distribute **Handout 10.3: The Animal Trainer**.

Guide class discussion about how a drama's (movie or play) script appearance is different from a narrative story's appearance. Explain that a script is how we write when we want our story to be performed for others to enjoy, and we write it a specific way to make it easier to be performed.

Review the important features to remember about a script:

- Characters (to be played by actors) are listed at the beginning.
 - The setting is explained beforehand.
 - Dialogue is not in quotations.
 - Stage directions are characters' actions and other information that is not dialogue, and they are written in italics or in parentheses.
 - The narrator describes what is going on, but he/she performs no actions.
- ✓ Students Think-Label-Share to review the script on **Handout 10.3** and label each of the important features in the script.
 - ✓ Observe labels and partner conversations to ensure students understand the important features of a script.

Tell students that they will read through the play while keeping these questions in mind:

- How do the stage directions help actors?
- What else about the format makes it easier for anyone involved in acting out and recording the movie?

Place students in groups of 3-4. Students read through and act out the script in an informal manner. Encourage students to perform their parts with voice and actions.

Note: In groups of 3, one of the students would read a character's part and the stage directions, or all would jointly read the stage directions. In groups of 4, the fourth student could read the stage directions.

Students share out their answers to two questions.

- ✓ Check to see that students have made the following observations: The script makes it easy to know when it is a character's turn to talk; The actors bring to life stage directions; Hearing/Seeing it performed may change the way we imagined it in our heads when reading it.

Activity 4: Experimenting with Script Writing

Note: Before class, choose short sections of *Mississippi Bridge* that contain both dialogue and narration for both you (as a model) and students to turn into script writing.

Note: This activity could occur throughout the unit versus at the end, if your students would benefit more from it. If so, this activity would involve students having discussions about what they remember about completing this activity in other lessons.

Display parts of section of *Mississippi Bridge* for you to model for students how to turn into script writing. Provide a think-aloud while modeling. Be sure to point out that as you begin transforming the story into a script, all a script needs is the actions and the dialogue, and so some things might be left out.

Provide students with a copy or display the short section of *Mississippi Bridge* chosen before class. Explain to students that they will to turn the dialogue and narration of this narrative book into a narrative movie script.

- ✓ Review the academic vocabulary terms, having students identify the features of a script, and reteach if necessary. Be sure to point out that as they begin transforming the story into a script, they should remember that all a script needs is the actions and the dialogue, so some things might be left out.

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

- Provide students with the name and definition of each feature.
- Provide students with section of the text that is less complex (not necessarily shorter) and easy to navigate.

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

- Provide students with a section of the text that is more complex (not necessarily longer) and more difficult to navigate.

Activity 5: Researching

T: You will begin writing scripts for their movie. Just like in a story, a script needs to be planned. Part of that planning involves research. Many movies incorporate information for historical events/time periods into their setting and plot details. Remind students that the author included historical information about the social injustices and societal pressures of the time in *Mississippi Bridge*. Guide students through these questions:

1. What was the conflict during this time period?
2. Who were the different groups of people who disagreed with each other?
3. Who experienced social pressures from the group to conform?
4. How was this information incorporated in the setting?
5. How was this information incorporated in other details of the narrative?
6. What is the theme of the text?
7. What were the main events and actions in the story?
8. What details contributed to the development of that theme?

Note: Consider providing one or more well-known (preferably current), appropriate-for-children examples of movies that incorporates historical information into the setting and other plot details (e.g., *Remember the Titans*). Be sure to cite specific examples from the movie(s) discussed.

Using an overhead or document camera, display **Handout 10.4: Script Planning Sheet**. Show students where they will record their research information that they collect for their narrative movie scripts. Explain that is similar to the questions they just answered about *Mississippi Bridge* (and possibly the movie example). Record the answers on an anchor chart to display as a model.

Provide students with a list of topics of times in history, such as specific events that happened during the Civil Rights Movement (e.g., [James Meredith](#) being blocked from entering the University of Mississippi), specific events that happened during the Women's Rights Movement (e.g., radio speeches from leaders of the movement), specific events that happened during the Vietnam War (e.g., sit-ins and protests), or recent events, during which social injustice occurred and pressures to conform socially were likely to have occurred.

In the library (in collaboration with the librarian), in a computer lab, or with laptops in your classroom, provide a lesson on how to locate information using searches in databases, such as [Newsela](#) or Mississippi State's [Magnolia Database](#).

Note: Both provide Lexile Levels. Ask your librarian for assistance on accessing databases like Magnolia.

Note: Alternatively, students could choose topics before time to collect information and you could provide articles that you located ahead of time for students. Show students how you searched for and collected the sources.

Once students have their articles, then they complete **Handout 10.4**. Reiterate the previous examples provided and remind students of the anchor chart. If students struggle, help them by inserting the specific names of groups and people into the questions on **Handout 10.4**. See this example scenario dialogue for a student who chose James Meredith to research:

1. What was the conflict with James Meredith and the people at the University of Mississippi?
2. Who were the different groups of people who disagreed with each other concerning James Meredith's conflict?
3. Who was present the day Meredith tried to enter the university? (people in the crowd) Which one of those individuals could have experienced social pressures from the group to conform? Could you use this person as a character? How could you tell a story about this person?
4. How could you incorporate information about James Meredith in the setting of your story? How could your setting be similar to information from his biography?
5. How could this information about James Meredith be incorporated in other details of your story?
6. What could the theme of your story be? What message could you send by telling this story of someone who experienced social pressure in the James Meredith event? How similar could it be to *Mississippi Bridge*?

7. What would be the main events and actions in the story involving details about the James Meredith event?
8. What details will contribute to the development of that theme? What information about the James Meredith event will be helpful in contributing to the theme?

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

- Have students storyboard their script before they begin writing.
- Provide students with a basic script outline.
- Guide students through a discussion about how they can retell *Mississippi Bridge* with a different setting, different character names, and different details to match the time period, but similar events and character responses.

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

- Encourage students to explore concepts such as dialect, mood, monologue, and character foils. Help them to develop these in their own narrative movie script.
- Have students identify additional themes that the character responses to certain events in their story may reveal to readers.

- ✓ Check for understanding. Provide ongoing feedback as students they plan their stories.

Activity 7: Writing Scripts

- ✓ For the next days, use a writer's workshop format, beginning with a mini-lesson (10-15 minutes), then students take the information they researched and start writing their narrative script.

Several mini-lessons are listed below. Choose the ones that most appropriately meet your students' needs. As students work individually, be sure to conference with each student to assess their understanding of the form of script writing and their writing skills in general.

Peers may also conference with each other to get additional support. Some questions that might be used to help guide the peer conferences are:

1. Is the script well-organized with a clear beginning, middle, and end for the story?
2. Is the scene clearly stated, listing where, when, and other important bits of information the actors need to understand?
3. Are stage directions clear and brief?
4. Does the dialogue help move the story forward? Or can it be disregarded?

Mini-Lesson: Setting a Scene-Mood

Explain that mood is how you feel when you read or perform a piece. Setting the right scene is critical so that the actors will know how to perform your piece. Hold up several picture books.

- ✓ Students describe the feelings that specific pictures give them, such as happy, angry, scary, or fun.
- ✓ Students start to brainstorm what they could add to their own pieces to help develop the mood of their individual pieces.

Encourage them to add these details to their scripts today.

Mini-lesson: Present Tense

Explain that scripts are written in present tense because they are happening 'right now,' in the instant that they are being performed. Using some common verbs, such as run, jump, yell, or walk, show the students the past, present and future tense. Then, provide a couple of verbs, such as bought, whisper, or throw, and have the students tell you the present-tense.

Together, change lines from either a story you've written, or the sample ones below, into present-tense in script form.

Encourage students to revise their writing to use present tense as they work on their pieces for the day. For example:

(Bobby opens the window.)

FRED: (yelling) You get out of here!

(The tree falls down. Crashing noises.)

GWEN: I hoped you would come to my party!

Mini-Lesson: Sound Effects and Special Effects

Review what stage directions are. Explain that one type of action that we want to add to our scripts are sound effects and special effects. These let the actors 'see' what is going on around them as they read the script.

- ✓ Students think about the setting for their stories. What sounds might be important to add? What special effects would help tell the story better?

Encourage students to add these to their pieces as they work today.

Mini-Lesson: Narrators

Emphasize how important it is that descriptions included in the stage directions can translate easily into actions and dialogue, as movies often do not have narrators. Explain that narrators in movies are an option, but they are used usually for specific reasons, like the narrator in *The Sandlot*.

Review that narrators speak but don't act. Explain that they serve two important roles: they help move the story forward by bridging the gaps between scenes and acts, and they help the audience know what is going on. Not every script needs a narrator, but many scripts use them today, even in the movies.

Model an example of this by showing a movie or commercial clip with a voice-over, perhaps from *The Sandlot*. Discuss how having the narrator helped the story to get started and go faster than if every part was acted out or spoken by different individuals.

Activity 8: Individualized Conventions of Standard English Revision Mini-Lesson

View students' written products. Determine specific areas of need for errors in Standard English or general improvements to grammar. Provide feedback on the most pressing area of need and give students with the opportunity (perhaps through videos on the internet) to view a tutorial to help them understand the concepts and skills they lack. Tell students that if the tutorial is not helping, they will need to ask for assistance.

- ✓ Check to see if students have demonstrated command of the specific Standard English grammar, capitalization, punctuation, or spelling skills and concepts they focused on during their revisions.

Activity 9: Recording the Film

- ✓ Students form a group of 2-4 students and decide which narrative script would translate best into a film. Together they direct and record a short film based on the narrative script.

Note: Allow ample time in class for students to plan, create, and practice their presentations.

Activity 9: Film Festival

- ✓ Students present their short film at the <Teacher or School Name> Film Festival.

Reflection and Closing:

- ✓ Students write a letter to their parents or to a student who will experience this culminating task next year and explain what they learned and how these skills can help them in real life. They should also include their favorite parts of the culminating task.

Homework

- ✓ If students are interested, then they finish *Mississippi Bridge* independently and reflect on what other themes the author sends with the remaining actions.

Handout 10.1: Vocabulary of Script Writing

Vocabulary	Directions: Place definitions in the correct spaces below.
Script	
Act	
Scene	
Actors	
Narrator	
Dialogue	
Stage Directions	

Teacher Directions: Cut out each strip individually before class. Provide one set to each student (or each group, if students will complete activity as a group).

where and when the action takes place; the surrounding environmental details where the current action in the play takes place

the written text of a play or broadcast

the people who are the characters in the drama (movie or play)

a description of what needs to be acted or directions for the crew

one of the main divisions of a drama (movie or play); one section of a drama

when characters are speaking

a character who tells part of the story line, but does not act in the drama (movie or play)

Handout 10.2: Performance/Culminating Task Rubric

		1	2	3	4
Communication	Conventions	The writing sometimes uses conventions and sentence structure appropriate for the grade level, purpose, and audience. The writing may often contain errors/inconsistencies in grammar, usage, mechanics (punctuation, capitalization, and spelling) that often interfere with meaning.	The writing mostly uses conventions and sentence structure appropriate for the grade level, purpose, and audience. The writing may sometimes contain a many errors/inconsistencies in grammar, usage, mechanics (punctuation, capitalization, And spelling) that sometimes interfere with meaning.	The writing uses a variety of conventions and sentence structure appropriate for the grade level, purpose, and audience. The writing may contain a few minor errors/inconsistencies in grammar, usage, mechanics (punctuation, capitalization, And spelling) but they do not interfere with meaning.	The writing uses a wide variety of conventions and sentence structure appropriate for the grade level, purpose, and audience and for stylistic effect. The writing may contain a few minor errors/inconsistencies in grammar, usage, mechanics (punctuation, capitalization, and spelling) but they do not interfere with meaning.
	Organization	Ideas and scenes seem to be randomly arranged. The connections between events or scenes are often not clear and/or appropriate or often missing.	The plot is a somewhat difficult to follow. The connections between events or scenes are sometimes not clear and/or appropriate or sometimes missing.	The plot is mostly well organized. One idea or scene may seem out of place. Clear and appropriate connections between events or scenes are used.	The story is very well organized. One idea or scene follows another in a logical sequence with clear and appropriate connections between events or scenes.
	Stage Directions	The stage directions and script format are rarely clear, plentiful, and thorough.	The stage directions and script format are somewhat clear, plentiful, and thorough.	The stage directions and script format are often clear, plentiful, and thorough.	The stage directions and script format are always clear, plentiful, and thorough.

Integrating Research	Information	The story integrates little related details and/or descriptions from one or more sources that hardly (if at all) contribute to the plot and theme development.	The story integrates some related details and/or descriptions from one or more sources that somewhat contribute to the plot and theme development.	The story integrates related details and/or descriptions from one or more sources that clearly contribute to the plot and theme development.	The story integrates many related details and/or descriptions from one or more sources that clearly and creatively contribute to the plot and theme development.
Understanding of RL.4.2 and RL.4.3	Theme Development	One example of a type of detail that clearly and creatively contributes to the theme development can be identified in the story. OR Many examples of types of details often do not contribute to the theme development in the story.	Two examples of types of details that clearly and creatively contribute to the theme development can be identified in the story. OR Some examples of types of details sometimes do not contribute to the theme development in the story.	Three examples of types of details that clearly and creatively contribute to the theme development can be identified in the story.	More than three examples of a variety of types of details that clearly and creatively contribute to the theme development can be identified in the story.
	Character Development	Dialogue and stage directions (character's actions) hardly develop character's personalities, is inconsistent with initial or intended characterization, and/or hardly contributes to plot and theme development.	Dialogue and stage directions (character's actions) somewhat develops character's personalities, remains somewhat consistent with characterization, and somewhat contributes to plot and theme development.	Dialogue and stage directions (character's actions) mostly develops character's personalities, remains mostly consistent with characterization, and clearly contributes to plot and theme development.	Dialogue and stage directions (character's actions) thoroughly develops character's personalities, remains very consistent with characterization, and clearly and creatively contributes to plot and theme development.

Handout 10.3: The Animal Trainer

Characters:

- Ring Leader
- Trainer
- Lion

(An audience sits in a colorful circus tent filled with smells of animals and popcorn. It is hot and humid, but the atmosphere is full of excitement. Children are chattering and laughing in anticipation of the next event; the lion show.)

Ring Leader: La--dies and Gen--tlemen! Welcome to our world-renowned lion training act. May I direct your attention to the center wing here under our circus big-top.

Trainer: And now, ladies and gentlemen, I shall do my famous lion act! OK, Joe, open the cage door.

(Joe, the circus animal handler opens a cage door at the edge of the ring and out leaps a full grown lion.)

Lion: (Leaping out of the cage) Just watch and see how well I have this trainer trained!

Trainer: OK, Leo, up on your stand!

Lion: (To audience) Now watch me make him crack his whip. (Sit with hands on chair seat)

Trainer: (Cracks whip) All the way up, Leo... All the way up.

Lion: Now watch him bow to everyone. (Get up on seat of chair with feet.)

Trainer: (Bowing to audience) Thank you. Thank you. And now for my next trick. [Cracks whip again.]

Lion: (To audience while getting off chair) Want to see him turn in circles? Keep your eyes open!

(The trainer takes the chair and holds it between himself and the lion while cracking his whip. He turns in a small circle and Leo walks in a wide circle around the ring.)

Trainer: That's it, Leo, around the cage. There you go! (Keeps Leo at the end of the whip, turning around with him.)

Lion: (To audience) You haven't seen anything yet! Now I'll have him put his head in my mouth.

Trainer: And now, ladies and gentlemen, I shall do my greatest act. Leo will open his mouth, and I shall very bravely put my head inside.

(Leo opens his mouth wide and the trainer turns his head sideways and places it between the lion's teeth. Then he quickly removes it again.)

Lion: Well, enough of this. I'm ready for my dinner.

Trainer: Thank you, ladies and gentlemen. Thank you. [Bowing all around] Open the door, Joe, and give Leo a good meal tonight. In you go, Leo. In you go. Good job.

Lion: (Turns head back to audience as he climbs back into the cage) I sure have that trainer well trained, don't I?

Adapted from: [Script Writing Grades 4-6](#)

Handout 10.3 The Dentist

Characters:

- Dentist
- Patient (Adjust the use of Mr. or Mrs. throughout the play, if desired.)

Props: teeth and bottle of glue

The patient sits in the dentist chair, leaned back, when the dentist walks in...

PATIENT: (spiritlessly) GOOD MORNING, DOCTOR.

DENTIST: (distracted) OH, GOOD MORNING, MR. SMITH.

PATIENT: BUT I'M NOT...

DENTIST: HAVE A SEAT, HAVE A SEAT... NOW LET'S SEE... (Looks at patient's folder, then in patient's mouth)
WE'LL PULL ALL OF THESE.

PATIENT: BUT DOCTOR...

DENTIST: AH, YES. WE'LL START HERE. (begins pulling teeth and patient kicks and turns and sputters)

PATIENT: (gurgling and yelping)

DENTIST: QUITE A BEAUTIFUL JOB, IF I DO SAY SO MYSELF.

PATIENT: (in an exasperated but angry voice) BUT I DIDN'T COME HERE TO GET MY TEETH PULLED!

DENTIST: YOU DIDN'T? AREN'T YOU MR. SMITH?

PATIENT: (still in an exasperated and angry voice) NO! I'M MR. JONES!

DENTIST: UH, OH. WELL, AH, HERE ARE YOUR TEETH BACK. (hands back teeth) SEE IF THIS WILL HELP.
(hands patient a bottle of glue.)

PATIENT: (patient looks befuddled then mad, and chases dentist off stage)

Adapted from: <http://www.timelessteacherstuff.com/readerstheater/TheDentist.html>

Handout 10.4: Script Planning Sheet

1. What was the conflict during this time period?
2. Who were the different groups of people who disagreed with each other?
3. Who could have experienced social pressure from the group to conform?
4. How will this information be incorporated in your setting?
5. How will this information be incorporated in other details of the narrative?
6. What will be a theme of your movie?
7. What will be the main events and actions in the story? Create a timeline or story arc to represent your idea?
8. What details will contribute to the development of that them?

For training or questions regarding this unit,
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