



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 7

Grant funded by:



| Grade Level | Unit Title | Duration |
|---|---|--|
| 7 | Touching Spirit Bear: Exploring and Developing Points of View on the Concept of Justice | 4 weeks |
| 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.7.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis. RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Additional: RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.3 Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot). RL.7.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of specific word choice (e.g., alliteration) on meaning and tone. RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | | <p>The focus of this unit is for students to understand how authors use literary elements to develop character point of view. The theme of this unit is centered around the concept of justice. The unit begins with exploration of alternative versus traditional forms of justice through an informational text. Early in the unit, students begin making claims and supporting them with evidence grounded in text through routine writing. As the unit progresses, students learn to closely read excerpts from the anchor text as well as supplemental text and annotate for different literary elements that the authors use to develop points of view. As the writing progresses, students begin to develop and support their own points of view. The unit culminates with a writing task in which the student uses information from the anchor and supplemental texts to develop their own point of view on justice. The students will make a claim and build an argument to support that claim using text-based evidence.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • Why does point of view matter? • How does the point of view from which the story is told affect the story? • How do experiences influence point of view? |

RI.7.6 Determine the author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Writing Standards

Focus:

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Additional:

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Speaking and Listening Standards

Focus:

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- Does point of view influence a person’s perception of justice?

Language Standards

Focus:

L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

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

Text Set

Anchor Text

- [Touching Spirit Bear by Ben Mikaelson](#)

Complementary Texts

Literary Texts

- [Excerpt from Tuesdays With Morrie: “The Fifth Tuesday”](#)
- [Lyrics: “Hurt” Johnny Cash Version](#)

Informational Texts

- [Excerpt from Crime, Punishment, and Restorative Justice](#)
- [Handout 1.2: Restorative Justice](#)
- [Handout 1.3: Retributive Justice](#)
- [Teens Who Expect to Die Young Are More Likely to Commit Crime](#)

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

- [Victim Perspective on Restorative Justice Circle Process](#)
- [Johnny Cash, "Hurt"](#)
- [Circle Justice at Work](#)

Fresh/Cold-Read Task

Text(s): [“If” by Rudyard Kipling](#); Excerpt from *Tuesdays with Morrie*: “The Fifth Tuesday”

Note: Provide students with a copy of both the poem and the excerpt.

Questions and Writing Prompt:

1. Who is the speaker of this poem? How do you know?
2. In Lines 1-2, the speaker discusses the topic/subject of remaining calm even when in distress. What are the other various topics/subjects addressed in this poem? For Lines 5, 6, 9-10, and 17-20, list the topics/subjects associated with them. (Be sure to list the line number beside the topic/subject.)
3. Summarize the poem in one sentence.
4. Write an essay that addresses both A and B:
 - A. What is the speaker’s point of view on being a man? How is this point of view developed throughout the poem? Use details from the text to support your answer.
 - B. Explain how similar or different this speaker’s point of view about manhood is from a character in the excerpt from *Tuesdays With Morrie*: “The Fifth Tuesday.” Use evidence from both poem and the story to support your answer.

Be sure to revise your writing to Standard grammar and conventions (spelling, capitalization, and punctuation), especially being sure to show mastery of L.7.1b.

Standards Assessed: RL.7.1, RL.7.2, RL.7.6, W.7.1, L.7.1b

Evidence of Mastery:

1. A father; the last line of the poem.
2. Possible answers: Line 5 - patience; Line 6 - remaining honest despite others; Lines 9-10 - be a doer, not just a dreamer or thinker; Lines 17-20 - don’t complain about problems you cause/risks you chose to take.
3. A father is giving advice to his son on how to be a man.
4. A. Example of a possible answer: The speaker thinks that being a man involves holding onto one’s values and doing what is right despite the circumstances. The speaker gives instruction/advice on how to act in certain situation/scenarios, such as the following example, throughout the poem to reveal this point of view:

“If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;”

This instruction reveals to the reader that a boy will experience less-than-ideal circumstances, but if he can hold onto his values and does the right thing, he will mature into a man.

B. Students should be able to explain and provide textual evidence of how one character’s point of view from the story is alike or different from the speaker of the poem’s point of view about being a man.

Rubric for Writing Prompt:

[MAAP Rubric for evaluating constructed response](#)

Note: Use the rubric to evaluate only the standards that have been taught and practiced with extensive feedback. In other words, do not score students on a part of the rubric that has not been addressed adequately in your previous lessons. The rubric is meant to be a guide for feedback.

Lesson Tasks

Lesson 1: Defining Justice

Students explore what justice means by reading about restorative and retributive justice and organizing thoughts on a graphic organizer, while practicing using context clues to determine the meanings of unfamiliar words.

Lesson 2: Preparing to Read the Anchor Text

Students will make predictions before reading to set purpose for reading and activate prior knowledge. Students analyze the author's use of a proverb in the preface to the novel to explore meaning and author's point of view and purpose. Students discuss what flashback is and how it is used in a text.

Lesson 3: Developing a Point of View

Students will determine an author's point of view and analyze how the author contrasts the point of view of different characters in the text. They will also consider how point of view affects a story and how experiences influence point of view.

Lesson 4: Cake Analogy Close Read

Students will read and annotate the excerpt from Chapter 3 in which Garvey uses ingredients and a cake to teach Cole about life. Examine more closely the analogy between 'cake' and 'life' and reflect on the 'ingredients' in your personal life. Students will work with a clock partner or in a small group to identify and analyze the differences in Cole and Garvey's point of view on life as seen in this chapter.

Lesson 5: Symbolism and Thematic Quotation Analysis – the Feather and the Circle

The students will participate in whole class discussion of symbolism used in Chapters 4-6, specifically about the 'feather' and 'circle' images. They will analyze 3 to 5 quotations that relate to the themes, plot, characters, etc. in the novel so far. Students will also plan for the Socratic Seminar then participate in the discussion, justifying answers with text-based evidence.

Lesson 6: Justice for All?

Students will answer text-based questions about how an author chooses words to help the reader understand the character's point of view and analyze dialogue to determine point of view. They will use a graphic organizer to contrast the points of view of characters from

two texts and compare dialogue and circumstances from the informational text to a part of the fictional text. Students will write a paragraph to contrast the points of view of two characters using evidence from the texts to support the contentions.

Lesson 7: How Authors Use Character Thoughts and Reflections to Develop Point of View

Students will write a response to song lyrics that illustrates reflection and how it is used to develop point of view. They will annotate text to identify reflection within the text, answer text-based questions, and make inferences about how reflection of a character affects his point of view. Students will write a claim and support it with evidence from the text

Lesson 8: The Sparrows

Students annotate chapters 9 and 10 of the anchor text using a reading guide. They will work with partners/small groups to complete a Venn Diagram and write a piece independently using a structured writing handout.

Lesson 9: The Spirit Bear

The students will read independently, watch a video, and answer questions about the song. They will work in partners or small groups to answer text-dependent questions and participate in a whole-class discussion.

Lesson 10:

Students read and annotate the mentor text. They will also complete the performance/culminating task.

Performance/Culminating Task

You have read Part 1 (Chapters 1-16) of Ben Mikaelson's novel *Touching Spirit Bear* and informational texts about people's interpretations of justice and its goal of healing. Pretend you are a member of Cole's Healing Circle who is deciding his fate. Using the point of view of one of Cole's Healing Circle members, write a formal response to the other members of the Healing Circle about which the path you feel will lead to justice: the criminal justice system (and jail) or Native American circle justice (and banishments for a time). Use evidence from both the story and the informational texts to support your argument.

Standard(s) Assessed: RL 7.6, W.7.1

Standard(s) Addressed: RI.7.6

Rubric for Performance/Culminating Task

See the [MAP Writing Rubric](#) on the last pages of this linked resource.

Note: Use the rubric to evaluate only the standards that have been taught and practiced with extensive feedback. In other words, do not score students on a part of the rubric that has not been addressed adequately in your previous lessons. The rubric is meant to be a guide for feedback.

Lesson 1: Defining Justice

Focus Standard(s): L.7.4a

Additional Standard(s): RI.7.1

Estimated Time: 55 minutes

Text(s): “Restorative Justice” (Handout 1.2); “Retributive Justice” (Handout 1.3)

Resources and Materials:

- Chart Paper
- Markers
- Handout 1.1: My Idea of Justice Concept Map
- Handout 1.2: Informational Text 1 – Restorative Justice
- Handout 1.3: Informational Text 2 – Retributive Justice
- Handout 1.4: Guide for In-Context Vocabulary Journal
- Handout 1.5: Ideas to Remember for Performance Task
- [Anchor Chart](#)
- CSCSB.ORG http://www.cscsb.org/restorative_justice/retribution_vs_restoration.html
- Discussion Video: [What Does Justice Mean to You](#)
- Kids.Net.Au http://encyclopedia.kids.net.au/page/re/Retributive_justiceHow_Can_Restorative_Justice_Change_the_Criminal_System?

Lesson Target(s):

- Use the overall context of a sentence or paragraph to determine the meaning of an unknown word or phrase.
- Use a word’s position and function in a sentence to determine the meaning of an unknown word or phrase.

Guiding Question(s):

- Can justice be defined?
- How does context affect the way we perceive words?

| Vocabulary | |
|---|---|
| <p>Academic Vocabulary: Put on word wall.</p> <ul style="list-style-type: none"> • Context | <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"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words |
| <p>In-ConTEXT Vocabulary: Have students search through the text(s) for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section.</p> <p>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 AND L.4 in your grade level standards.</p> | <p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model the CPR context clue strategy. <input type="checkbox"/> Use an Anchor Chart to model how to use context clues to determine the meaning of words. |
| <p>Direct Instruction Text Vocabulary: Put on word wall</p> <ul style="list-style-type: none"> • Justice • Restorative • Retributive <p>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.</p> | <p>Instructional Strategies for Direct Instruction Text 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"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students 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 Unit Purpose and Expected Outcomes: Tell student that they will be working towards completing two goals by the end of this unit.</p> <p>Goal 1: Complete the Performance Task.</p> <p>Display and discuss the performance task: You have read Part 1 (Chapters 1-16) of Ben Mikaelson’s novel <i>Touching Spirit Bear</i> and informational texts concerning the different interpretations people have of justice as well as healing as a goal of justice. Pretend you a member of Cole’s Healing Circle who is deciding his fate. Thinking through the point of view of one of Cole’s Healing Circle members, write a formal response to the other members of the Healing Circle about which the path you feel will lead to justice: the criminal justice system (and jail) or Native American circle justice (and banishments for a time). Use evidence from both the story and the informational texts to support your argument.</p> <p>Explain that the point of this task is to show evidence students understood the text and applied the skills from this unit.</p> <p>Goal 2: Complete a Fresh/Cold Read Task.</p> <p>Explain to students that they also be presented with a text that they have not read before and answer the following questions:</p> <ol style="list-style-type: none"> 1. Who is the speaker of this text? How do you know? 2. What are the other various topics/subjects addressed in this text? List the topics/subjects associated with them. 3. Summarize the text in one sentence. 4. Write an essay that addresses both A and B: | |

A. What is the speaker's point of view about _____? How is this point of view developed throughout the text? Use details from the text to support your answer.

B. Explain how similar or different this speaker's point of view about _____ is from a character in a different text. Use evidence from both texts to support your answer.

Explain that the point of this task is to show evidence students understood the text and applied the skills from this unit.

Have students closely analyze the performance task and fresh/cold-read questions. Have them create a checklist of items they need to learn or be able to do. Model an example of how to do this. Have students share ideas. Tell students that they will periodically revisit this checklist to evaluate their own progress.

Anticipatory Set/Introduction to the Lesson:

Watch the video [What Justice Means to Me](#) at the beginning of class. As a whole group, discuss the concept of justice. Distribute **Handout 1.1: My Idea of Justice Concept Map**. Tell students to complete the first box of the map, writing their own concept of justice. Have them discuss their concepts with a partner, and then share whole group.

Understanding Lesson Purpose and Student Outcomes:

Post and discuss the agenda on the board:

Activity 1: Students create a graphic organizer featuring their initial perception of what the word means, clues provided in the text to help determine the meaning of the word, and the true definition with guidance from the teacher.

Activity 2: Students continue to use the graphic organizer to determine the meaning of unfamiliar words independently.

Explain to students that the goal of this lesson is for them to develop their understanding of the word justice. Explain that, additionally, they will learn how to use context clues to help them determine the meaning of unknown words.

Activity 1: Guided Practice: Using Context to Determine the Meaning of Unfamiliar Words (15 minutes)

Post a four-column chart drawn on chart or butcher paper. The columns should be labeled, "Unfamiliar Word", "What I Think It Means", "Clues from the Text," and "Actual Meaning." Tell students to draw the chart in their notebooks.

While students are drawing, discuss how good readers encounter words that are unfamiliar (use context to help determine the meaning). Distribute **Handout 1.2: Informational Text 1 Restorative Justice**. Read the title of the text aloud to students. Using a Think Aloud, note that *restorative* is an unfamiliar word. Have students circle the word and add it to the first column of their

vocabulary charts. Ask students to make inferences about the meaning of *restorative*. Tell students to write their thoughts on the second column of their charts.

Read aloud the first paragraph of the text to students. Using Think Aloud, note the clue in the first paragraph. Tell students to underline the clue in their text and write it on the third column of their charts. Using Think Aloud, model how to use the context to create a definition of the unfamiliar word based on evidence from the text. Instruct students to create a definition for the word based on textual evidence and write it on their charts.

Discuss as a class the information on the charts and work together to create a working definition for the word *restorative*. Tell students to write the definition on the “My Idea of Justice” graphic organizer.

Activity 2: Independent Practice: Using Context to Determine the Meaning of Unfamiliar Words (15 minutes)

Distribute **Handout 1.3: Informational Text 2 Retributive Justice**. Have students read the text with a partner, circle the unfamiliar word, “retributive,” and write it on the first column of their charts of **Handout 1.4: Guide for In-Context Vocabulary Journal**.

Have students discuss the word with their partners and write what they think it means on the second column of their charts. Tell students to continue to read the article and underline what they think is a context clue. Have them write the clue on the chart, discuss the clues with their partners, and create a definition based on the clues.

Have students share/discuss their definitions whole group then work together to create a working definition for the word *retributive*. Have students write the class definition on the “My Idea of Justice” graphic organizer.

Restorative: Having the ability to restore or renew that which is lost or taken away.

Retributive: A theory of justice that considers punishment to be the best response to crime.

Context clues are words and phrases in the text that give hints to a word’s meaning. There are several types of context clues readers can look for when trying to figure out unfamiliar text. Many of the types have signal words.

Model and guide students using context to determine word meaning. Have students work with a partner to create the 3-column graphic organizer illustrating how to use context to determine meaning of unfamiliar words.

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

- Draw an illustration of their idea of justice. Then, discuss their concept in a small group guided by the teacher.
- Color code the text to determine the meaning of the unfamiliar word. Highlight the unfamiliar word in one color and the context clue in a different color.
- Work in a small guided group with the teachers.

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

- Have students discuss or draw a scenario to illustrate their concept of justice with a group of peers.
- Have students determine a way to connect this concept to their personal interests.
- Research appropriate sources to verify the definitions of both words. Research roots, affixes and origins of the words and share.

Reflection and Closing:

Tell students that they will periodically use **Handout 1.5: Ideas to Remember for the Performance Task** to record ideas that they have learned that will benefit them on their performance task. Distribute the handout and direct students to record what they learned about justice that they will need to apply to their performance task.

Note: Students may need multiple copies of this handout as the unit progresses.

Homework

Provide students with a typed document that explains the performance task and provides a section for questions and parent signature. Have students attach their personal checklists created at the beginning of class to this document. Have students discuss the performance task and their personal checklist with their parents. Have the parent sign.

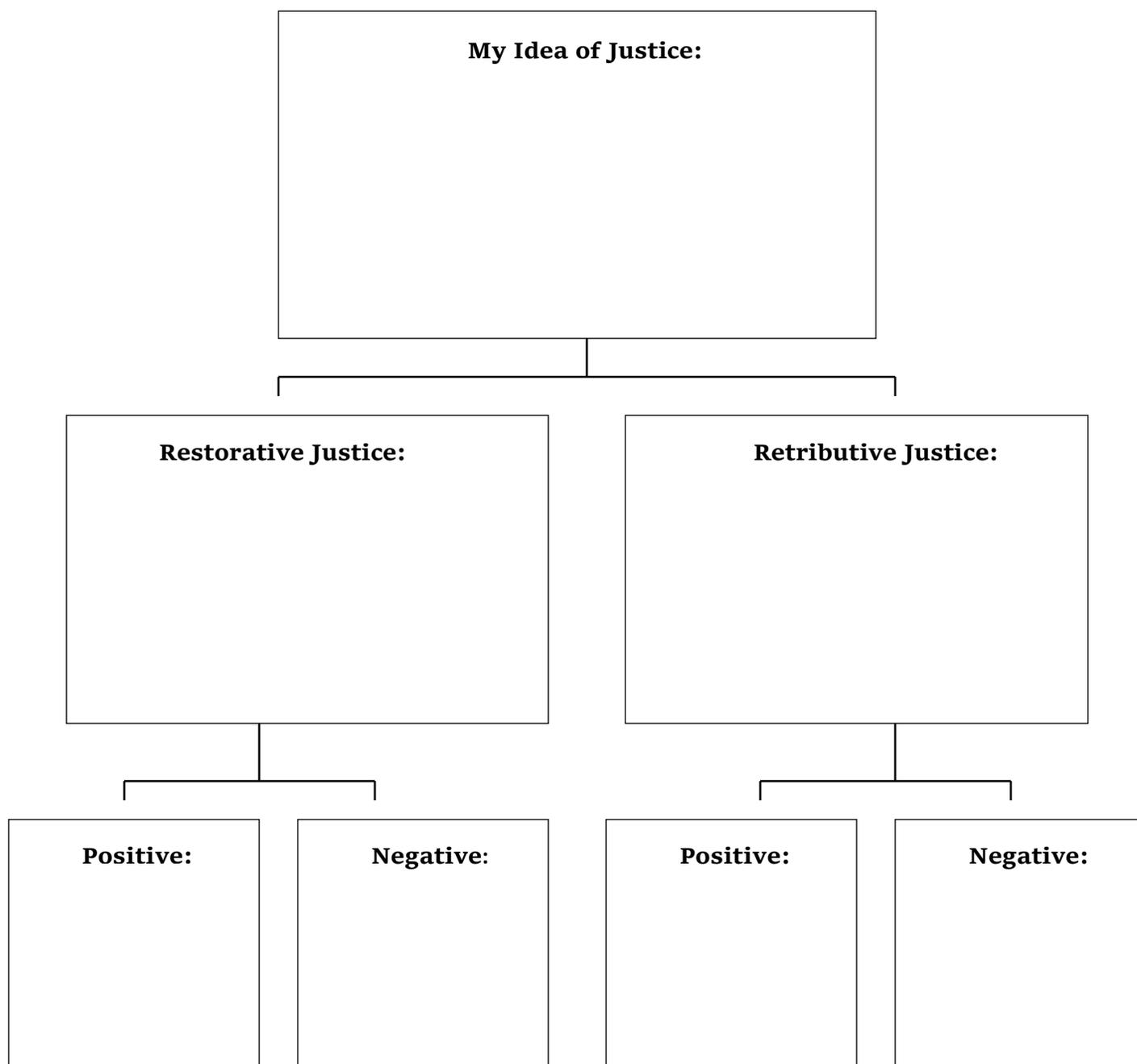
Handout 1.1: My Idea of Justice Concept Map

My Idea of Justice

Name: _____

Date: _____

Directions: use this graphic organizer to take notes as you read and discuss



Handout 1.2: Informational Text 1 – Restorative Justice

Definition of Restorative Justice

Restorative justice is an approach to crime that recognizes how crime affects the victim, the community in which the crime was committed, and the offender. Its primary focus is to repair damage caused by the offence, to make reparation to the community and to the victim, and to return the offender to a productive place in the community. For justice to be truly restorative, the community, the victim, and the offender must take active roles.

Restorative Justice Presents the Following Criteria:

- Restorative justice emphasizes the ways in which crime hurts relationships between people living in a community.
- Restorative justice gives crime victims more opportunities to regain their personal power by stating their own needs.
- Restorative justice involves offenders taking personal responsibility for their actions, and then working actively to repair the harm that they have caused to the victims and the community – making things as right as possible.

Restorative justice encompasses a variety of practices at different stages of the criminal process, including diversion from arrest and prosecution, actions taken in parallel with court decisions, and meetings between victims and offenders at any stage of the criminal process. Restorative justice may be used not only in adult and juvenile criminal matters, but also in a range of civil matters, including family welfare and child protection, and disputes in schools and workplace settings.

Handout 1.3: Informational Text 2 - Retributive Justice

Retributive justice is a theory of criminal justice wherein harsh punishments, often indistinguishable in practice from simple revenge, are justified on the grounds that the offender did something similar to his or her victim(s). The phrase, “an eye for an eye, a tooth for a tooth,” is a commonly heard justification for this theory. Punishment is expected to act as a deterrent.

Characteristics of Retributive Justice:

- Crime is an act against the state, a violation of a law, an abstract idea.
- The criminal justice system controls crime.
- Offender accountability defined as taking punishment.
- Crime is an individual act with individual responsibility.
- Punishment is effective.
- Threats of punishment deter crime.
- Punishment changes behavior.
- Focus on establishing blame or guilt, on the past (did he/she do it?).
- Imposition of pain to punish and deter/prevent.

Adapted from the following sources:

CSCSB.ORG http://www.cscsb.org/restorative_justice/retribution_vs_restoration.html

Kids.Net.Au http://encyclopedia.kids.net.au/page/re/Retributive_justice

Handout 1.4: Guide for In-Context Vocabulary Journal

Teacher Note: This is the suggested format for Vocabulary-in-Context to be used throughout the unit. Students can glue a downsized form into an Interactive Notebook or can use a full-sized copy in their binders.

| Word + What I Think It Means | Why I Think So (textual evidence) |
|---|--|
| Example: Skiff (p.3)—some kind of boat or water craft | Cole is sitting in the skiff, which is described as a craft; waves/water mentioned; it has a “bow” |
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Handout 1.5: Ideas to Remember for the Performance Task

| Ideas to Remember | Example/Explanation | How will I apply this idea to my performance task? |
|--------------------------|----------------------------|---|
| | | |
| | | |
| | | |

Lesson 2: Preparing to Read the Anchor Text

Focus Standard(s): RL.7.3, L.7.1b

Additional Standard(s): RL.7.1, RL.7.2, RL.7.6, W.7.1

Estimated Time: 60 minutes

Text(s): *Touching Spirit Bear* by Ben Mikaelson, Chapter 1

Resources and Materials:

- Chart Paper on Anchor Chart
- Computer and video projector to show students video clips for Flashback Mini-Lesson
- Handouts from Lesson 1
- Handout 2.1: Japanese Proverb Analysis
- Handout 2.2: Flashback Guided Notes
- Handout 2.3: Teacher’s Guide for Flashback Anchor Chart
- [Anchor Chart](#)
- [Clip from Harry Potter Flashback](#)
- [LearnZillion video](#)
- [Pixar movie *Up*](#)
- [“Revise by Varying Sentence Patterns”](#)

Lesson Target(s):

- Make predictions before reading as this sets a purpose for reading and activates prior knowledge on the subject matter.
- Ben Mikaelson chose to use a literary device called epigraph, specifically a Japanese Proverb, to preface his novel. Analyze the Japanese proverb and explain how the device impacts the meaning of the text.
- Show understanding of the purpose of a flashback and how understanding flashback as a narrative structure helps increase comprehension of a text.

| | |
|--|---|
| <p>Guiding Question(s):</p> <ul style="list-style-type: none"> • What is the meaning of the Japanese proverb: “Fall seven times, stand up eight”? Analyze how it will impact the meaning of the text and reveals the author’s point of view and purpose for writing the text. • How does understanding flashback as a narrative structure increase comprehension of a text? | |
| <p>Vocabulary</p> | |
| <p>Academic Vocabulary: Add to word wall.</p> <ul style="list-style-type: none"> • Flashback | <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"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words |
| <p>In-ConTEXT Vocabulary: Have students search through the text(s) for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section.</p> | <p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model the CPR context clue strategy. <input type="checkbox"/> Use an Anchor Chart to model how to use context clues to determine the meaning of words. |
| <p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Banishment • Circle Justice • Defiant • Skiff • Vicious | <p>Instructional Strategies for Direct Instruction Text 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"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students 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: Students learn that making predictions before reading is important because it sets a purpose for reading and activates prior knowledge. Analysis of how the author utilized a proverb in the preface to the novel will help students explore author's purpose and point of view. Students will understand what flashback is and how it is used in text.</p> <p>Anticipatory Set/Introduction to the Lesson: Japanese Proverb Analysis and Prediction (15-20 minutes) Tell students that they will complete a quick-write about the Japanese Proverb. Tell students they will keep it in their binder or portfolio (or put it on an interactive notebook).</p> <p>Explain that authors, like Ben Mikaelson, have a specific purpose and point of view about a topic when they write. Explain that they choose to include certain details (e.g., word choice, descriptions of characters' actions and thoughts, dialogue, omission of information, inclusion of certain information, etc.) and specific literary devices purposely to add meaning to a text, achieve their purpose, and develop their point of view. One device they may use is an epigraph. Explain the meaning of an epigraph. Analyze the Japanese proverb as an epigraph and have students determine the meaning of the proverb. Then, have students discuss how the device impacts the meaning of the text, reveals the author's point of view about the topic/subject, and ultimately advances his purpose.</p> <p>Distribute Handout 2.1: Japanese Proverb Analysis and have students complete the quick write about the discussion. Give students 10 minutes to write.</p> <p>Explain that knowing the author's point of view and purpose is important to understanding a text. Explain that just as authors decide to include literary devices to reveal their point of view and achieve their purpose, they also purposely choose to create characters</p> | |

with different points of view (maybe even different from the author’s point of view). Tell students that they will be analyzing different character’s points of view throughout the unit, so it is important to keep the author’s point of view (which may be different than the character’s point of view) in mind.

Activity 1: Flashback Mini-Lesson (15-20 minutes)

Distribute **Handout 2.2: Flashback Guided Notes** and direct students to complete the note during their discussion of the flashbacks. Students may keep this sheet in Interactive Notebooks or in the student’s binder.

Explain to students that flashback is a frequently used narrative structure in *Touching Spirit Bear* and that flashback is when the author breaks from present action of the story to go back to an earlier event. Use this [Flashback](#) article to shape your discussion about the purpose of flashbacks. Show a clip of a movie that has flashback, such as [Clip from Harry Potter](#). Then discuss the why the writer included the flashback. (What was the purpose? What was the impact on the reader?) Discuss different clues that can help the reader detect a flashback (e.g., past tense verbs (sometimes, not always), extra spaces in between paragraphs, references to dates or years, transitions, italics or different font, etc.).

Explain that flashback is usually done in the thoughts of a single character, as we see in the clip from the [Pixar movie Up](#). Show the clip and discuss the effectiveness of the use of flashback. Lead the class in creating an anchor chart for flashback based on the notes sheet. See **Handout 2.3: Teacher’s Guide for Flashback Anchor Chart** to help design the anchor chart.

Activity 2: Read the Anchor Text (15 minutes)

Read Chapter 1 of *Touching Spirit Bear* aloud to the class as students follow along. Tell students to mark the beginning of the flashback in the story by placing a sticky note with “FB” in the novel at the point where the flashback begins. Have students share where they marked the beginning of the flashback. Check for understanding informally or have students turn in their post-it note so it can be checked. Have students discuss how the flashback develops the character and reveals a conflict/problem. Have students write down their ideas in paragraph form.

- ✓ Provide feedback to correct misconceptions and validate correct understandings.

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

- Have students work in pairs or small groups if they need more language support.

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

- Have students work in pairs to write an alternate flashback for the book.

Activity 3: L.7.1b Lesson

Review with students simple, compound, complex, and compound-complex sentences. Provide students with various sentence strips and have them write parts of the sentences on different strips, arranging them in order.

Use the anchor text similar to the way this person uses the text in the [LearnZillion video](#) way to present L.7.1b. Have students write about how the author in the anchor text uses varying simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Have students view [“Revise by Varying Sentence Patterns”](#) and return to their writing in Activity 2 to revise their writing, being sure to revise to include varying simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

- ✓ Check for mastery of standard in their writing. Provide feedback to correct misconceptions and validate understandings.

Reflection and Closing:

Have students discuss how the flashback helps the author further reveal his point of view and achieve his purpose (discussed in previous lesson).

Homework

Continue reading the anchor text as prescribed by the teacher.

Handout 2.1: Japanese Proverb Analysis

“Fall seven times, stand up eight.”

--Japanese Proverb

Writing Task:

The above quote is included in the novel *Touching Spirit Bear* by Ben Mikaelson before the first chapter, as kind of an introduction. In your own words, explain **what the quote means** and explain **why Mikaelson chose this particular quote** to include in his novel. (What does it reveal his point of view and purpose?)

Response:

Handout 2.2: Flashback Guided Notes

1. What is a flashback?
2. What is the purpose for a flashback?
3. How is the flashback structured?
4. On the back of this sheet, create a picture summary of the three parts of the flashback you saw in the clip.
5. What was the purpose of the flashback in this film? What impact did it have on the viewer?

Handout 2.3: Teacher's Guide for Flashback Anchor Chart

Flashback

1. What is a flashback? Flashback is a technique that authors use to take the reader back to a time that has already happened.
2. What is the purpose for a flashback? Authors use flashback to give background on a character, provide insight into a character's motivation, and offer clues about the plot.
3. How is the flashback structured? Flashback usually starts in the present, flashes to the past, and then returns to the present.
4. On the back of this sheet, create a picture summary of the three parts of the flashback you saw in the clip.

Students will create a picture that shows Harry and Hagrid speaking at a table.

Students will create a picture that shows the scene Hagrid describes to Harry in the flashback (with Voldemort).

Students will create a picture that shows Harry and Hagrid back at the table...expressions on the characters may change to acknowledge the new information Harry has received.

5. What was the purpose of the flashback in this film? What impact did it have on the viewer? It provides information on Voldemort, Harry, and his parents' deaths. It helps the viewer understand more about why Harry is famous. It offers clues about possible future conflict between Harry and Voldemort.

Lesson 3: Developing a Point of View

Focus Standard(s): RL.7.6

Additional Standard(s): RL.7.1, L.7.4, L.7.1b

Estimated Time: 2-3 days

Texts: Excerpt from *Crime, Punishment, and Restorative Justice*; *Touching Spirit Bear*, Chapters 2 and 3; *Touching Spirit Bear*, Excerpt pages 20-22

Resources and Materials:

- Chart Paper
- Markers
- Sticky Notes
- Handout 1.5: Ideas to Remember for the Performance Task
- Handout 3.1: Excerpt from *Crime, Punishment, and Restorative Justice*
- Handout 3.2: Point of View Guided Notes Handout
- Handout 3.3: Excerpt from *Touching Spirit Bear*, Chapter 2
- [Anchor Chart](#)
- Annotation Strategies: [Annotations Bookmark](#)
- Annotation Strategies: [Informational Text Strategies: Close Read](#)
- Annotation Strategies: [Making Annotation: A User's Guide](#)
- Video Clip [Despicable Me-Gru's Mom](#)
- Video Clip [Despicable Me-Steal the Moon](#)
- Video Clip from LearnZillion: [“Analyze Dialogue Between Characters to Understand Different Character's Points of View”](#)
- Video Clip from LearnZillion: [“Determine One Character’s Point of View of Another by Analyzing Interactions”](#)
- Video Clip from LearnZillion: [“Revise by Varying Sentence Patterns”](#)
- Video Clip: [Parent Perspective](#)

Lesson Target(s):

- Analyze how an author develops point of view.
- Analyze how an author contrasts the points of view of different characters in a text.

Guiding Question(s):

- Why does point of view matter?
- How does point of view affect the story?
- How do experiences influence point of view?

Vocabulary

Academic Vocabulary: Add to word wall.

- Perspective
- Point of view

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
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

In-Context Vocabulary: Have students search through the text(s) for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section.

Strategies for Teaching How to Determine Meaning from Context Clues:

- Model the CPR context clue strategy.
- Use an [Anchor Chart](#) to model how to use context clues to determine the meaning of words.

Direct Instruction Text Vocabulary:

- At'oow
- Barrage
- Devil's club
- Fantasized
- Grudgingly
- Moseyed
- Obligations

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
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

| <ul style="list-style-type: none"> • Scoffed • Sullenly • Venomous | |
|---|--|
| 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: Students navigate through point of view readings as they complete interactive guided notes. Close reading, analysis and annotation of text helps the reader see how an author develops and contrasts the points of view of different characters. Use graphic organizers to collect and cite textual evidence that contrasts two points of view.</p> <p>Anticipatory Set/Introduction to the Lesson: Perspective Video Clips (10 minutes) Explain to students a point of view is the way people see something. They do not always have the same point of view. For example, points of view about justice for a crime or wrongdoing differ from person to person. Everyone has different backgrounds and experiences which affect how they view crimes and even the people that committed the crimes.</p> <p>Show the video clip Parent Perspective featuring the point of view of a parent whose child committed a crime and went through the circle justice process.</p> <p>Have students read the informational text Handout 3.1: Excerpt from Crime, Punishment, and Restorative Justice. Tell students to begin to establish a claim about whether they agree with the same point of view as the parent by journaling their thoughts using the following guiding questions:</p> <ul style="list-style-type: none"> • Is it a fair judgment to consider committing a crime as breaking the trust of the community? • Should people who commit crimes to be allowed the chance to rebuild the trust of the community? • Should people who commit crimes to have an alternative to going to jail? | |

Have students briefly discuss their thoughts with group members.

Activity 1: Point of View Presentation with Guided Notes (20 minutes)

Distribute the **Handout 3.2: Point of View Guided Notes Handout** to students to scaffold students through understanding point of view. Direct students to add to these notes as they learn about point of view throughout this lesson.

T: Just as people have different points of view about topics, so do characters. Authors have a point of view about a topic, such as justice, so they include a character telling the story from their point of view. They, also, include characters with conflicting points of view to reveal their viewpoints. When we think of point of view, we normally think of the person who is telling the story, the narrator or speaker. Point of view is much more than just the person telling the story.. Point of view is how the author helps us understand the way a character thinks, feels, and believes about his or her world or a certain topic/subject. The author shows the characters' points of view through their attitudes about the circumstances, topics, or other characters appear in the text Authors will even choose a point of view (1st, 2nd, or 3rd) through which to tell a story to help them achieve a purpose. How much and what kind of information is revealed depends on who is telling the story. If it is an all-knowing narrator, they will reveal a lot of information. If it is the person who committed the crime, you may get a different story than the victim of the crime. Point of view matters. Let's watch the following lessons to see point of view in the context of real writing. We will pause to add to your guided note questions what we have learned thus far about point of view. Be sure to add to your notes as you learn more.

Begin the lesson by using the Video Clip from LearnZillion: [“Analyze Dialogue Between Characters to Understand Different Character's Points of View”](#) and the Video Clip from LearnZillion: [“Determine One Character's Point of View of Another by Analyzing Interactions”](#). Pause as needed to allow students to add to their notes.

Note: Preview the videos before class and make a list of times when you will pause the video for students to make notes.

Have students discuss their notes with a partner.

T: In addition to using dialogue and character interactions, an author also helps the reader understand a character's viewpoint by describing background circumstances and specific events/actions that explains/shapes the character's point of view. The author might reveal significant background events through literary tools such as flashbacks.

Introduce the Video Clip [Despicable Me-Gru's Mom](#) and the Video Clip [Despicable Me-Steal the Moon](#) separately by telling students they will see how an author reveals a character's point of view through a flashback. Tell students to write their thoughts on how the background of the character shaped his point of view on crime as they are watching the video clip.

T: As we saw in the video clips, by revealing the character's background through a flashback, the author showed how the main character's point of view on crime came about.

Provide students with an excerpt of a text that they have read recently so they can practice determining point of view with a text. The following provides an example of one text, assuming students have read *Bud, Not Buddy*:

T: Let's read the excerpt from the book *Bud, Not Buddy*. While reading think about the answer to this question: How does the main character feel about aging?

Display the following text from *Bud, Not Buddy*:

"It's at six that grown folks don't think you're a cute little kid anymore, they talk to you and expect that you understand everything they mean. And you'd best understand too, if you aren't looking for some real trouble, 'cause it's around six that grown folks stop giving you little swats and taps and jump clean up to giving you slugs that'll knock you right down and have you seeing stars in the middle of the day. The first foster home I was in taught me that real quick."

--*Bud not Buddy*, Chapter 1

Have students answer the focus question

T: What evidence from the text did the author include to help the reader understand the way the author feels about aging?

- ✓ Discuss student answers and correct any misconceptions and verify any correct understandings.

Have students add to their guided notes page.

Activity 2: Close Reading for Point of View (45 minutes)

Distribute **Handout 3.3: Excerpt from Touching Spirit Bear, Chapter 2**. The close read activity starts with the line that begins, "*Asking for help was a simple con job,*" and ending with the line "*Don't waste this chance, Cole.*"

1st Read: Have students read the excerpt independently. Tell students to circle unfamiliar vocabulary and underline possible clues

in context to help determine the meaning as they read. At this point, no support is provided by the teacher. Students must be allowed to grapple with the text. Students should be given 7-10 minutes to read the text independently. Briefly discuss initial perceptions of the text, along with a very brief discussion of some vocabulary.

2nd Read: Read text aloud to students. Tell students to note flashbacks in the excerpt by drawing a lightning bolt at the beginning and end of the flashback as the teacher is reading. Discuss the author's use of flashback in the narrative.

During the second read of the text, have students use an annotation guide of the teacher's choice. Have students work with a partner or small group to annotate text. During the third read with a partner or small group, have students discuss annotations along with text based questions.

Note: Suggested Annotation Strategies: [Making Annotation: A User's Guide](#), [Annotations Bookmark](#), and [Informational Text Strategies: Close Read](#).

Note: Work with small group of students that needs additional support on annotation strategies during the third read of text.

3rd Read: Have students read the text in small groups. Assign each group a question set using the following guiding questions:

- According to the text, Cole did not trust anyone. How does Cole's lack of trust play a part in how he interacts with Garvey and the rest of the members of the Healing Circle?
- When Cole threatens Garvey, Garvey responds, "...If you think I'm scared of you, you can trust me...You sure have a lot to learn about trust." Based on this quote from the text, what do you think Cole's point of view is on trust? What are some things that happened in the text to support your answer?
- How does Garvey's point of view differ from Cole's? What happened in the text to help the reader understand what Garvey believes about trust?
- Compare what we've read in the close reading of the lines from *Touching Spirit Bear* to what we learned from the informational text, "Crime, Punishment, and Restorative Justice." Has Cole broken the trust of the community? Based on his interaction with Garvey and the members of the Healing Circle, does he deserve an opportunity to rebuild that trust? Does Cole even want to repair the trust he damaged?

Have students work cooperatively to answer the questions and support their answers using text-based evidence. Lead a whole group discussion after small groups wind up their discussion.

Activity 3: Contrasting Character's Points of View (35 minutes)

Have students complete a graphic organizer comparing and contrasting Cole and Garvey's points of view. Have them list elements that the author used as textual evidence to support their answer. Have students draw their graphic organizers on chart paper and post. Hold a gallery walk and have students provide feedback by making comments on sticky notes and posting them to the charts.

✓ Be sure students know the following:

- A narrator or speaker's point of view influences how events are presented and affects the information revealed about the characters and events.
- A reader should distinguish their own point of view from that of the narrator's point of view or other characters' point of view.
- Point of view is the perspective from which the story is presented as well as the attitude of a character towards a topic/subject/another character.
- There are three major types of point of view: first person, second person, and third person.
- Third person point of view consists of three differing forms: third person omniscient, third person limited, and third person objective.

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

- Distribute printed copies of the PowerPoint to students and have them highlight information needed for guided notes during teacher instruction (after activity 1).
- Decrease the amount of text for students to read during independent reading time during activity 2. During the third read, have students work in guided groups with the teacher.

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

- Create a PowerPoint or guided notes handout about point of view (after activity 1).
- Have students retell a portion of the story from another character's point of view. Discuss the effects of telling the story through another character's eyes. (after activity 2)

Reflection and Closing:

Have students respond to the following questions:

- How does understanding point of view help me as a reader?
- How can understanding point of view help me in real life?

Remind students the discussions about how the author in the anchor text uses varying simple, compound, complex, and compound complex sentences to signal differing relationships among ideas. If necessary, have students view the Video Clip from LearnZillion: [“Revise by Varying Sentence Patterns”](#) again. Have them return to their writing to revise their writing, being sure to choose varying simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

- ✓ Check for mastery of standard in their writing. Provide feedback to correct misconceptions and validate understandings.

Have students add to **Handout 1.5: Ideas to Remember for the Performance Task** to record ideas that they have learned from this lesson that will benefit them on their performance task.

Note: Students may need multiple copies of this handout as the unit progresses.

Homework

Review guided notes and create a visual to represent what they have learned about point of view.

Handout 3.1: Excerpt from *Crime, Punishment, and Restorative Justice*

Published by First Forum Press, a division of Lynne Rienner Publishers (2011)

What restorative justice offers, is not so much new justice practices but a different view of crime and a new goal for justice: crime is seen as a source of harm that must be repaired. Moreover, the essential harm of crime is the loss of trust, on both interpersonal and social levels. What victims and communities need is to have their trust restored. The essential obligation of offenders is to show that they are trustworthy. The purpose of justice should be to encourage this process.

The overriding goal of justice, then, ought to be the restoration of trust. The attempt to achieve this on both personal and social levels can provide a unifying umbrella for our response to crime. Rather than replacing other, more traditional goals, it would become the overriding consideration in sentencing, providing grounds for and limits to the application of goals such as punishment.

The loss of trust is the fundamental harm of crime, and restoration of trust is a basic need. In my experience, this rings true in the lives of victims, offenders and communities.

Second, by identifying restoration of trust as the overarching goal of justice, we might be able to provide a realistic and comprehensive theory of sentencing, for all levels of crime. With restoration of trust as the primary goal, we might be able to refocus and incorporate the other widely-embraced and more usual goals of justice.

“The restoration of trust approach integrates conventional sentencing theories under the new goal of repairing the harm of crime that applies to *all* cases,” not just so-called “minor” crimes and cooperative offenders. In this way, restorative justice might move from the margins to the mainstream and realize the potential that it offers.

Handout 3.2: Point of View Guided Notes

Name: _____ Date: _____

Use information from the mini-lesson to help you complete the notes below.

1. What do we already know about point of view?
2. What is another meaning of point of view as it concerns characters' point of views?
3. How does the author develop a character's point of view? (Add multiple ways as you learn them.)
4. Why do authors include character's conflicting points of view?
5. How does this help them achieve their purpose?

Handout 3.3: Excerpt from *Touching Spirit Bear*, Chapter 2.

Published by Harper Collins Publishers (2001).

Asking for help was a simple con job, but he hadn't liked the idea of pleading guilty. "That's like hanging myself," he had complained to Garvey.

"You can withdraw your guilty plea and go through standard justice any time you want," Garvey said. "But once you go to trial, it's too late for Circle Justice." When Cole hesitated, Garvey added, "I thought you liked being in control, Champ."

Cole didn't trust anyone, but what choice did he have? "Okay," he answered reluctantly. "But if you're lying, you'll be sorry."

Garvey feigned surprise. "Let me get this straight, Champ. You figure if I'm scared of you, you can trust me?" He smiled thinly. "You sure have a lot to learn about trust."

"Quit calling me Champ," Cole mumbled. "That's not my name." Then grudgingly he held his tongue. Nobody was going to make him lose his cool. This was a game he planned to win. "So," he asked, "how soon do I

start this Circle Justice stuff?"

"You can apply, but that doesn't mean you're

automatically accepted. First the Circle committee will visit with you. They'll talk to Peter Driscall and his family, your parents, and others to decide if you're serious about wanting change. It might take weeks." Garvey hesitated. "Remember something else. You're wasting everybody's time if you don't truly want change."

Cole nodded obediently, like a little puppy that would follow every rule and jump through any hoop. When he reached the island, that would all come to a screeching stop. Then he would prove to the whole world he was nobody's fool.

Cole heard the motor slow and realized that Edwin was guiding the skiff toward a protected bay on the large island ahead. The distant green-black forests were shrouded in gray mist. Cole spotted the tiny shelter that had been built for him near the trees, above the shoreline. Black tar paper covered the small wooden

Handout 3.3, cont.

structure. Cole spit again at the waves. If these fossils really thought he was going to live in that shack for a whole year, they were nuts.

As the skiff scraped the rocks, Garvey jumped out and pulled the boat ashore. Still handcuffed, Cole crawled awkwardly over the bow onto the slippery rocks. Edwin began immediately to unload the supplies.

“Why don’t you take my handcuffs off and let me help?” Cole asked.

Garvey and Edwin ignored his question. One at a time they carried the heavy cardboard boxes up to the shelter and stacked them inside the door. When they finished, Edwin motioned for Cole to follow him up to the mossy bench of ground above the tide line. Cole moseyed along slowly, not catching up to Edwin until they reached the trees.

Edwin turned to Cole. “Nobody’s going to baby-sit you here. If you eat you’ll live. If not, you’ll die. This land can provide for you or kill you.” He pointed into the forest. “Winters are long. Cut plenty of wood or you’ll freeze. Keep things dry, because wet kills.”

“I’m not afraid of dying,” Cole boasted.

Edwin smiled slightly. “If death stares you straight in the face, believe me, son, you’ll get scared.” He pointed to a tall plant with snakelike branches. “This island is covered with Devil’s Club. Don’t grab it or hundreds of tiny thistles will infect your hands and make them swell up like sausages.” Edwin motioned toward the head of the bay, a quarter mile away. “That stream over there is where you get fresh water.”

“Why didn’t you put my camp closer to the stream?”

“Other animals come here for water, too,” Edwin said. “How would you feel if a bear made its den beside the stream?”

Cole shrugged. “I’d kill it.”

The potbellied elder nodded with a knowing smile. “Animals feel the same way. Don’t forget that.” He turned to Cole and placed a hand on his shoulder. Cole tried to pull away, but Edwin gripped him like a clamp. “You aren’t the only creature

Handout 3.3, cont.

here. You’re part of a much bigger circle. Learn your place or you’ll have a rough time.”

“What is there to learn?”

“Patience, gentleness, strength, honesty,” Edwin said.

He looked up into the trees. “Animals can teach us more about ourselves than any teacher.” He stared away toward the south. “Off the coast of British Columbia, there is a special black bear called the Spirit Bear. It’s pure white and has pride, dignity, and honor. More than most people.”

“If I saw a Spirit Bear, I’d kill it,” Cole said.

Edwin tightened his grip as if in warning. “Whatever you do to the animals, you do to yourself. Remember that.”

“You’re crazy, old man,” Cole said, twisting free of Edwin’s grip. Edwin continued speaking calmly as if nothing had happened. “Don’t eat anything unless you know what it is. Plants, berries, and mushrooms can kill you. There’s a book in with the supplies to study if you want to learn what is safe to eat. I suggest you read every word. Life is up to you now. I don’t know how it was for you in the big city, but up here you live and die by your actions. We’ll be out to check on you in a couple of days. After that, Garvey will head home and I’ll drop off supplies every few weeks. Any questions?”

Cole smirked. He didn’t plan on eating any shrubs or

berries. “Why did you bring me out so far?” he asked mockingly. “Were you afraid I’d escape?”

Edwin looked out across the bay and drew in a deep breath. “Years ago, I was brought here myself when my spirit got lost. This is a good place to find yourself.”

“This place sucks!” Cole mumbled.

Edwin pulled out a key and turned Cole roughly around to remove his handcuffs. “Anger keeps you lost,” he said, as he started back toward the shelter. “You can find yourself here, but only if you search.”

Handout 3.3, cont.

Rubbing at the raw skin on his wrists, Cole followed.

Garvey stood outside the shelter as they walked up to it. He held out a small bundle to Cole.

“What’s this?” Cole asked, unfolding a heavy wool blanket, woven with colorful blue-and-red images of a totem pole.

“Tlingits call it at.óow.”

“At.óow?” Cole repeated.

“Like ‘a towel’ without the L,” Garvey said. “At.óow

is something you inherit. This blanket has been handed down for many generations in my family. It once belonged to one of our chiefs and is a link to our

ancestors. You can’t own at.óow. You are only its caretaker for a time. If you accept this at.óow from me, you must promise to care for it and someday pass it on to someone else you trust.”

“You saying you trust me?”

Garvey nodded. “If you promise to care for it, I’ll believe you. A man is only as good as his word.” Garvey looked Cole in the eyes. “Do you promise me you’ll care for this at.óow?”

Cole tucked the blanket under his arm. “Yeah, sure, whatever you want.”

Sadly, Garvey placed a hand on Cole’s shoulder. “Don’t waste this chance, Cole.”

References

Mikaelsen, B. (2001). *Touching spirit bear*. New York: Harper Collins Publishers.

Lesson 4: Cake Analogy Close Read

Focus Standard(s): RL.7.6

Additional Standard(s): RL.7.1, L.7.1b

Estimated Time: 1-2 days

Texts: *Touching Spirit Bear*, Excerpt from Chapter 3

Resources and Materials:

- Handout 4.1: Cake Analogy Reflection
- Handout 4.2: Point of View Analysis: Cole vs. Garvey
- [Anchor Chart](#)
- Annotation Strategies: [Annotations Bookmark](#)
- Annotation Strategies: [Informational Text Strategies: Close Read](#)
- Annotation Strategies: [Making Annotation: A User's Guide](#)
- [Clock Buddies explanation and template](#)
- Video Clip from LearnZillion [“Revise by Varying Sentence Patterns”](#)

Lesson Target(s):

- Perform a close read of the excerpt from Chapter 3 of *Touching Spirit Bear* in which Garvey teaches Cole an object lesson using baking ingredients and a cake.
- Compare and contrast Cole’s and Garvey’s perspective (point of view) on life at this point in the story.

Guiding Question(s):

- How is Cole’s view of life different from Garvey’s? How can we tell?
- Is the Cake Analogy an effective metaphor for life? Why or why not?

| Vocabulary | |
|---|---|
| <p>Academic Vocabulary: Add to word wall.</p> <ul style="list-style-type: none"> • Flashback | <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"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words |
| <p>In-ConTEXT Vocabulary: Have students search through the text(s) for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section.</p> | <p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model the CPR context clue strategy. <input type="checkbox"/> Use an Anchor Chart to model how to use context clues to determine the meaning of words. |
| <p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Banishment • Circle Justice • Defiant • Skiff • Vicious | <p>Instructional Strategies for Direct Instruction Text 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"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students 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

Anticipatory Set/Introduction to the Lesson:

Distribute **Handout 4.1: Cake Analogy Reflection**. Have students work independently to complete the handout. This is a quiet, reflective time for students as they consider the “good” ingredients and “bad” ingredients in their own lives. Working with partners or in small groups is not recommended for this activity, because students need to feel comfortable writing their truth, and often that doesn’t occur when early adolescents feel they are being watched and even possibly judged by a peer.

Walk around the room or sit at a small group “table,” to be available to students who need to “talk this out.” Most of the time, students will take this activity very seriously. As with all things, the teacher sets the tone for how this activity will be received.

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

- Provide direct support to students who struggle with expanded comprehension. Complete the graphic organizer in a small, teacher-led group.

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

- Continue the reflection activity by journaling thoughts.
- Have students compare and contrast their ‘good’ and ‘bad’ with that of the main character, Cole. Write a reflection on the effects of their choices versus the effects of Cole’s choices.

Understanding Lesson Purpose and Student Outcomes:

Explain to students that their target in this lesson is to understand additional ways the author develops the point of view of the characters.

Activity 1: Fluency and Vocabulary Practice

Explain to students that fluency and vocabulary are very important to the comprehension of a text. To read effectively, they must be able to incorporate both elements into their understanding.

Before the lesson, determine the sentence(s) or section(s) that your students may struggle to read fluently. Provide a model read of just that sentence or section and have students echo it back right after you read it. Have students discuss why you are reading it in that way (e.g., the dash means the character was interrupted). Repeat the echo read one more time.

Have students search through the text for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section above the instructional plan. If it is a word that contains no context clues, use one of the strategies from the “Instructional Strategies for Direct Instruction Text Vocabulary” listed in the vocabulary section above the instructional plan.

Activity 2: Close Read of Chapter 3 Excerpt

Activity 2a: Comprehension (15-20 minutes)

Give each student a handout of the excerpt from Chapter 3. Tell them their focus is to first understand the text. Tell them to silently perform a close-reading by annotating the text using strategies they have learned in class.

Have students share their annotations and discuss what they comprehended from the text.

Note: Suggested Annotation Strategies: [Making Annotation: A User's Guide](#), [Annotations Bookmark](#), and [Informational Text Strategies: Close Read](#).

Activity 2b: Expert Read (15-20 minutes)

Have students listen to the excerpt from Chapter 3 of *Touching Spirit Bear* read by an expert reader (teacher).

T: Knowing the main characters and their attitudes towards a topic/idea/subject is key to identifying the point of view. You can determine their point of view by looking at the dialogue, their actions, the way they respond to each other and events related to that topic/idea/subject. As you read, use two different colored highlighters to distinguish the difference between Garvey’s and Cole’s individual point of views about life so that you can the following question after reading. Focus on highlighting dialogue, actions, and their responses to each other and the events that reveal their individual points of view.

After the expert read, have conversations about the following question: What did their dialogue, actions, and the way they responded to each other and the events reveal about the and their individual point of views. Have students work in clock partners or in small groups for this activity.

Note: To understand how clock partners work, review [Clock Buddies explanation and template](#).

Note: Close reading is from the anchor text, which is an easily accessible text for all students. The excerpt should be made available in a larger font on a handout, which is helpful to most students while close reading. If students need extra language support, have them listen to the audio, which is linked in the General Notes section.

Activity 2c: Analogy (15-20 minutes)

Have students reread the part in Chapter 3 where Garvey makes Cole eat the parts of a cake. Have student focus on the cake analogy and draw a picture or visual to represent the analogy. Have them discuss how the author used the analogy to reveal the point of view of the characters.

Activity 3: Written Response

Have students individually complete Parts 1 and 2 of **Handout 4.2: Point of View Analysis: Cole vs. Garvey** based on their practice and discussions.

- ✓ Reflect on how well students differentiate between Cole and Garvey’s point of view on life by examining the amount and type of evidence they provide.

Activity 4: L.7.1b Practice

Remind students the discussions about how the author in the anchor text uses varying simple, compound, complex, and compound complex sentences to signal differing relationships among ideas. Look at some additional sentences in the recently-read sections of the anchor text or in other texts to discuss how the author continues to do this. If necessary, have students view the Video Clip from LearnZillion [“Revise by Varying Sentence Patterns”](#) again. Have them return to their writing in Activity 3 to revise their writing, being sure to choose varying simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

- ✓ Check for mastery of standard in their writing. Provide feedback to correct misconceptions and validate understandings.

Reflection and Closing:

Then, have students add to **Handout 1.5: Ideas to Remember for the Performance Task** to record ideas that they have learned from this lesson that will benefit them on their performance task.

Note: Students may need multiple copies of this handout as the unit progresses.

Homework

Continue reading the anchor text as prescribed by the teacher.

Handout 4.1: Cake Analogy Activity and Reflection

Cake: All the individual ingredients such as flour, sugar, eggs make the cake when all mixed together and baked. Without any one of those ingredients, the cake would not be the same.

Life: All the people and events in your life are the ingredients in your life. Some are good and some are bad. Without any one of those ingredients you would be a different person.

What are the ingredients in your cake?

Good Ingredients:

Bad Ingredients:

Reflect on some of the good ingredients - how have they helped make you who you are?

Reflect on some of the bad ingredients - how have they helped make you who you are? You probably wish some of them were never there, but how could those ingredients help you to be a better person? (Use the back of this sheet if you need more space)

Handout 4.2: Point of View Analysis: Cole vs. Garvey

Step 1: Use your highlighted information and discussions to complete the chart.

| Character | Words | Actions | What we know about the character's background |
|------------------|--------------|----------------|--|
| | | | |
| | | | |

Step 2: Draw a conclusion about these characters' points of view about life. On the card, write a response that clearly explains Cole's point of view about life compared to Garvey's point of view about life. Use the evidence you collected in Step 1 to support your response.

Point of View: Garvey and Cole

Handout 4.2: Point of View Analysis: Cole vs. Garvey - Key

| Character | Words | Actions | What we know about the character's background |
|-----------|---|---|--|
| Cole | <p>"All my life I've been dumped on"</p> <p>"I had to beg my parents to come watch me..."</p> <p>**There are many options!</p> | <p>-turned his back on Garvey</p> <p>-mockingly and defiantly ate the ingredients</p> <p>-cried in anger</p> <p>-blamed his parents</p> | <p>-claims his dad abuses him</p> <p>-neglected by parents</p> <p>-parents divorced</p> <p>=in trouble a lot</p> <p>-violent</p> <p>-bully</p> <p>-disrespectful of others</p> |
| Garvey | <p>"A lot of people can say that..."</p> <p>"I know how you're feeling"</p> <p>"I baked it this morning, using the same ingredients on the table"</p> | <p>-came in on his day off</p> <p>-baked a cake</p> <p>-asked Cole about his feelings</p> <p>-made Cole taste the ingredients AND the finished cake</p> | <p>Spends his life helping others like Cole</p> <p>May have had a similar background to Cole, because he says he "does know" what it's like.</p> |

Lesson 5: Symbolism and Thematic Quotation Analysis – the Feather and the Circle

Focus Standard(s): RL.7.2, SL.7.1

Additional Standard(s): RL.7.1, L.7.1b

Estimated Time: 2-3 days

Texts: *Touching Spirit Bear*, Chapters 4-6

Resources and Materials:

- Chart Paper
- Markers
- Handout 5.1: Socratic Seminar Resource Packet
- [Anchor Chart](#)
- [Frayer](#) Model Template
- How to teach with the Fish Bowl Method: [Middle School Fish Bowl Discussion](#)
- How to teach with the Socratic Method: [Socratic Seminar](#)
- How to use the [Frayer Model](#)
- LearnZillion’s video [“Revise by Varying Sentence Patterns”](#)
- Video: [Symbols and Symbolism Explained](#)

Lesson Target(s):

- Analyze how symbolism develops a theme.
- Participate in a Socratic Seminar (student-led, whole group discussion) in which analysis is made of how the author uses symbolism to reveal or develop the theme. This discussion will create an authentic dialogue, deepening student thinking about the text by forcing them to speak about their thinking and ground it in text-based evidence.

Guiding Question(s):

- What do the feather and the circle symbolize at this point in the novel? How does this symbolism contribute to the theme?

Vocabulary

| | |
|---|---|
| <p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Socratic seminar • Symbolism • 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 <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words |
| <p>In-ConTEXT Vocabulary: Have students search through the text(s) for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section.</p> | <p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model the CPR context clue strategy. <input type="checkbox"/> Use an Anchor Chart <input type="checkbox"/> to model how to use context clues to determine the meaning of words. |
| <p>Direct Instruction Text Vocabulary: Have students search through the text(s) for words that are unfamiliar to them. If it is a word that does not have clear context clue, use one or more of the strategies listed in the “Instructional Strategies for Direct Instruction Text Vocabulary” section.</p> | <p>Instructional Strategies for Direct Instruction Text 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"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words |

| Symbol | Type of Text and Interpretation of Symbol |
|---|---|
|  | <p>Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level</p> |
| <p>✓</p> | <p>Assessment (Pre-assessment, Formative, Self, or Summative)</p> |

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

Students analyze symbolism in the reading and determine how it develops the theme of the text. Participation in a Socratic Seminar will assist students in seeing the relationship between symbolism and the theme. Students will defend their position using text-based evidence.

Anticipatory Set/Introduction to the Lesson: Teacher-Led Discussion

Display an object, such as a ring or a tree, and ask students what idea this object could represent. Once students provide some answers, present different scenarios/contexts and ask students how this may change what the object represents. For example, a ring in a marriage represents love, but in the movie, *Lord of the Rings*, it represents something very different.

Activity 1: Symbolism Mini-Lesson (10-15 minutes)

T: Themes are the author's message about a subject. Symbols are one way the author delivers that message. In other words, symbols both develop and reflect a story's themes and are chosen carefully by the author. Provide students with a copy of the [Frayer Model Template](#). Let's watch this [Symbols and Symbolism Explained](#) video to understand more about symbols and themes. As you watch, take notes on the Frayer model to define and provide facts, examples, and non-examples of symbols.

Note: If students are not familiar with how to use complete a Frayer model, play the video [Frayer Model](#). Have students share and discuss what they learned from the video.

Have students come up with an object and discuss what it could symbolize in different contexts.

Activity 2: Socratic Seminar (65-75 minutes)

Direct students to think about the symbolism used in Chapters 4-6, focusing on the feather that is used in the Healing/Hearing Circle for Cole's case and the image of a circle itself.

Distribute **Handout 5.1: Socratic Seminar Packet**. Tell them that they will prepare for the Socratic Seminar by coming up with a "Plan for Discussion" that includes what they plan to talk about, questions they plan on asking, etc. concerning the symbols of the feather and ring. Display and discuss some of the resources from **Handout 5.1: Socratic Seminar Packet** to be used during the seminar. Tell them some questions they may ask and discuss are the following:

1. What idea/concept do you think the feather represents in the circle? Why?
2. What makes a feather a good object for the speaker of the circle to hold? Why do you think it was originally chosen for this purpose in Healing Circles/Circle Justice?
3. Look carefully at how different people in Cole's circle physically hold or handle the feather. What can that tell us about that character?
4. How does this symbol contribute to the development of a theme?

5. What are some of the ways that “circles” or “rings” appear/feature in our lives and environments? (possible answers: wedding ring, the moon, the sun...)
6. Why do you think the Native Americans chose a circle as the shape to organize this type of meeting around?
7. What could be the deeper implication that this is a Healing Circle or Circle Justice meeting?
8. How does this symbol contribute to the development of a theme?

Have students work with a partner ahead of time to discuss possible answers to these questions.

Have students participate in a 2-circle Socratic Seminar, with each student taking a turn on the inner (discussion) circle and the outer (observing) circle. Have students complete a peer evaluation sheet on one classmate (pre-assigned by the teacher). After the first circle spends 25-30 minutes in discussion about the first symbol, the inner and outer circles will switch places, and the second group will discuss the second symbol for 25-30 minutes.

Note: This activity is predicated on the teacher having explicitly taught Speaking/Listening Skills and Strategies along with Socratic Seminar procedures (or Fishbowl Protocol) earlier in the year. If you are not familiar with them, watch How to teach with the Socratic Method: [Socratic Seminar](#) and How to teach with the Fish Bowl Method: [Middle School Fish Bowl Discussion](#) for insight into how to use these 2 methods.

Activity 3: Symbolism Drawing and Evidence (10-15 minutes)

Have students draw both symbols on two different sheets of paper. Have students locate and record multiple pieces of textual evidence that discuss the symbol. Then, have students use the back to describe how this symbol contributes to the theme.

Activity 4: L.7.1b Practice

Review previous discussions about how the author in the anchor text uses varying simple, compound, complex, and compound complex sentences to signal differing relationships among ideas. Look at some additional sentences in the recently-read sections of the anchor text or in other texts to discuss how the author continues to do this. If necessary, have students view LearnZillion’s video [“Revise by Varying Sentence Patterns”](#) again. Have them return to their writing in Activity 3 to revise their writing, being sure to choose varying simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

- ✓ Check for mastery of standard in their writing. Provide feedback to correct misconceptions and validate understandings.

Reflection and Closing:

Have students complete a self-assessment/evaluation based on feedback from the **Handout 5.2: Socratic Seminar Packet**.

- ✓ Read each student's self-evaluation to check for any struggles or misconceptions that may have gone unobserved during the Socratic Seminar.

Homework

Continue reading the anchor text as prescribed by the teacher.

Handout 5.1: Socratic Seminar Packet

Rules for Socratic Seminar

- Be courteous at all times
- Listen while others are talking
- Support all comments with evidence from the source
- Avoid raising your hand to talk - instead jump in at an appropriate time
- When disagreeing with a previous comment, disagree with the idea rather than attack the person
- Address the group when talking, not the teacher

I am responsible for...

- Asking questions about what I have read, heard, and seen.
- Asking for clarification of any passage I have read but which I do not understand.
- Being courteous and respectful of my peers.
- Pausing and thinking before I respond to the facilitator's questions or to a comment made by a peer.
- Giving my opinions clearly.
- Making judgments that I can defend with textual evidence.
- Explaining to others how I have inferred an idea by exploring the passage that has led to this conclusion.
- Locating facts and examples in the text that can be cited as evidence for a particular argument.
- Listening attentively and patiently as peers share their ideas.
- Listening critically to others' opinions and taking issue with inaccuracies or illogical reasoning.
- Clarifying information and lending support to a peer's argument.
- Moving the seminar forward with new concepts.
- Maintaining an open mind to a diversity of opinions.
- Listening acutely to a peer's entire position before taking issue with it.
- Searching for connections with previous readings or prior studies.
- Avoiding repetitiveness by developing stronger listening skills.
- Being willing to change my opinion if more information is given or if my reasoning has been flawed.
- Being prepared by having read the text thoroughly and reflectively.
- Having marked key issues from my text so I can identify the evidence.
- Exhibiting mature behavior with patience and self-control.

Socratic Seminar Observation Checklist

Your Name: _____ Partner's Name: _____

Directions: Each time your partner does one of the following put a check in the box.

Speaks in the discussion

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Makes eye contact with other speakers as he/she speaks

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Refers to the text

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Asks a new or follow-up question

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Responds to another speaker

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Paraphrases and adds to another speaker's idea

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Encourages another participant to speak

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Interrupts another speaker

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Engages in side conversation

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Dominates the conversation

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After the Discussion: What was the most interesting thing your partner said?

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| After the Discussion: What would you have like to have said in the discussion? |

Lesson 6: Justice for All?

Focus Standard(s): RL.7.6

Additional Standard(s): RI.7.1, L.7.4, RL.7.4, W.7.1a, L.7.1b

Estimated Time: 3-4 days

Texts: Informational Text: NEWSELA [Teens Who Expect to Die Young Are More Likely to Commit Crime](#); *Touching Spirit Bear*, Chapters 5 and 6; Excerpt from *Tuesdays With Morrie*: The Fifth Tuesday

Resources and Materials:

- Handout 1.5: Ideas to Remember for the Performance Task
- Handout 6.1: *The Fifth Tuesday We Talk About Family* - an excerpt from *Tuesdays with Morrie* by Mitch Albom
- Handout 6.2: Venn Diagram Graphic Organizer
- [Anchor Chart](#)
- Graphic Organizer: [Argumentative Writing](#)
- LearnZillion's video ["Revise by Varying Sentence Patterns"](#)
- NEWSELA [Teens Who Expect to Die Young Are More Likely to Commit Crime](#)
- Video Clip: [The Spirit Bear](#)

Lesson Target(s):

- Closely read, analyze, and annotate a text for evidence of how an author develops and contrasts the points of view of different characters in a text.
- Provide an analysis of how the author develops and contrasts the points of view of different characters in a text.

Guiding Question(s):

- Does point of view matter?
- How does an author use dialogue and word choice to help the reader understand the character's point of view?

| Vocabulary | |
|---|---|
| <p>Academic Vocabulary: Add to word wall.</p> <ul style="list-style-type: none"> • Dialogue • Word Choice | <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"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words |
| <p>In-ConTEXT Vocabulary: Have students search through the text(s) for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section.</p> | <p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model the CPR context clue strategy. <input type="checkbox"/> Use an Anchor Chart to model how to use context clues to determine the meaning of words. |
| <p>Direct Instruction Text Vocabulary: Add to word wall.</p> <ul style="list-style-type: none"> • Affection • Delinquent • Isolated • Manipulated | <p>Instructional Strategies for Direct Instruction Text 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"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students 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

Understanding Lesson Purpose and Student Outcomes:

Students learn that word choice and tone contribute to point of view. Analysis of dialogue will assist students in determining point of view of characters. Students learn to use graphic organizers to contrast points of view of characters from two texts. Students will compare data gathered in an informational text to that obtained from the novel. Students will write a paragraph that contrasts the points of view of two characters, using evidence to support their claim.

Anticipatory Set/Introduction to the Lesson: Video Clips (10 minutes)

Tell students that they will watch a short informational video clip about [The Spirit Bear](#) to build background knowledge for the lesson. Tell them to list words that describe the bear and its habitat while watching the video.

Activity 1: Word Choice, Tone, and Point of View (15 minutes)

Discuss with students how word choice can convey tone. Provide students with examples of words that reveal tone and a list of tone words from which to identify the tone the word reveals. Ask students:

How does _____ choice contribute to the tone of the text?

After some discussion to answer the question, discuss with students that when the reader identifies the tone, the reader can better identify a point of view. Provide students with examples (using the same examples above) of how identifying the tone can help the reader identify a point of view.

How does the tone reveal the point of view?

Activity 2: Fluency and Vocabulary Practice

Explain to students that fluency and vocabulary are very important to the comprehension of a text and to read effectively, they must attend to those needs.

Note: Before the lesson, determine the sentence(s) or section(s) that your students may struggle to read fluently.

Provide a model read of the sentences or sections that you think students may not be able to read fluently and have students echo it back right after you read it. Have students discuss why you are reading it that way (e.g., the dash means the character was interrupted). Repeat the echo read one more time.

Have students search through the text for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section above the instructional plan. If it is a word that contains no context clues, use one of the strategies from the “Instructional Strategies for Direct Instruction Text Vocabulary” listed in the vocabulary section above the instructional plan.

Activity 3: Close Reading: How Word Choice in Dialogue Contributes to Point of View (30 minutes)

1st Read: Have students read chapter 5 of *Touching Spirit Bear* independently. Allow students to grapple with the text without support from the teacher. Tell students to circle unfamiliar words and underline possible context clues to help them determine the meaning as they are reading.

Have students discuss the meaning of the words and the passage with a partner.

2nd Read: Read the text aloud to the students. Tell students to do the following as the teacher is reading:

- color code the dialogue between Cole and his father by highlighting Cole’s words in one color and his father’s in another.
- circle words in the dialogue that give the reader insight about how Cole and his father feel about each other.

After reading, discuss the words circled and encourage students to think about how the words reveal the tone and the characters’ points of view of the relationship between the father and son.

3rd Read: Have students read the text in small groups of 2-3. Let students work with their groups to answer the following text-based questions:

- How does the author use the conversation between Cole and his father during the Healing Circle to develop Cole’s point of view on the value of his life, Peter’s life, and the life of the Spirit Bear?

- How does the author’s choice of words during the conversation between Cole and his father reveal the tone and help the reader understand the father’s point of view about his son’s life?

Have student groups share their answers.

Activity 4: Fluency and Vocabulary Practice

Explain to students that fluency and vocabulary are very important to the comprehension of a text, and to read effectively, they must attend to those needs.

Note: Before the lesson, determine the sentence(s) or section(s) that your students may struggle to read fluently.

Provide a model read of just that sentence or section and have students echo it back right after you read it. Have students discuss why you are reading it in that way (e.g., the dash means the character was interrupted). Repeat the echo read one more time.

Have students search through the text for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section above the instructional plan. If it is a word that contains no context clues, use one of the strategies from the “Instructional Strategies for Direct Instruction Text Vocabulary” listed in the vocabulary section above the instructional plan.

Activity 5: Close Reading: *The Fifth Tuesday We Talk About Family* (30 minutes)

1st Read: Distribute **Handout 6.1: The Fifth Tuesday We Talk About Family**. Have students read independently the excerpt from the handout. Allow students to grapple with the text without support from the teacher. Tell students to circle unfamiliar words and underline possible context clues to help them determine the meaning while reading.

After reading, hold a brief discussion about some of the unfamiliar vocabulary.

2nd Read: Read the text aloud to students. Tell students to highlight only the dialogue spoken by the main character, Morrie, as they listen. Tell students to use a different color to highlight Morrie’s actions while he speaks about his children. Have students circle words in the text that show how Morrie feels about his role as a father.

3rd Read: Have students read the text in small groups of 2-3. Let students work with their groups to answer the following text based questions:

- Based on the way Morrie speaks about his children, what does he think about fatherhood? What evidence from the text supports your answer?
- How did the author's description of Morrie's movements and actions during his reflection on fatherhood reveal the tone and help the reader understand Morrie's point of view?

Have student groups share their answers.

Activity 6: Analyzing Opposing Points of View (15 minutes estimated)

Distribute **Handout 6.2: Venn Diagram Graphic Organizer**. Have students work with a partner to complete a Venn Diagram comparing and contrasting Cole's father and Morrie's points of view on fatherhood. Remind students to use the texts for close reading and their discussion notes.

Activity 7: Analyzing Opposing Points of View: Real World Perspective (30 minutes estimated)

Have students read independently the informational text, NEWSLA [Teens Who Expect to Die Young Are More Likely to Commit Crime](#). Have students use similar annotation and guiding questions to help compare aspects of the teens' lives featured in the article with aspects of Cole's life revealed in chapters 5 and 6 of *Spirit Bear*.

Tell students to highlight the descriptions the teens gave through dialogue in the article and compare them with dialogue Cole exchanged with his father and Garvey in the Chapters 5-6. Instruct students to create a Venn Diagram comparing aspects of the lives of teens in the video and aspects of Cole's life from the text.

Activity 8: Writing Task (20 minutes estimated)

Have students use information from the readings, notes, and graphic organizers to begin their claim for their performance assessment.

Prompt: In Chapter 5 of *Touching Spirit Bear*, members of the Healing Circle all had different opinions about what should happen to Cole. Using your background knowledge on restorative and retributive justice, along with what the author has revealed about Cole's life, make a claim about what type of justice Cole should face. Then give three reasons based on the text to support your answer.

You may refer to any notes or readings used for this unit.

✓ Check to ensure students know the following:

- A narrator or speaker's point of view influences how events are presented and affects the information revealed about the characters and events.
- A reader should distinguish their own point of view from that of the narrator's point of view or other characters' point of view.
- Point of view is the perspective from which the story is presented.
- There are three major types of point of view: first person, second person, and third person.
- Third person point of view consists of three differing forms: third person omniscient, third person limited, and third person objective.

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

- Work in small guided groups with the teacher after the third read.
- Hold a guided reading small group with selected students while others are reading independently. Select an excerpt from the informational text depending on the students' needs, as well as an excerpt from Spirit Bear for the comparing and contrasting portion. Give assistance to students with a graphic organizer before they begin writing.

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

- Explore what effect Cole's mother's lack of dialogue during the Healing Circle had on the tone of the excerpt.
- Read beyond the excerpt, then create a list of conversation topics to have with Morrie based on what was read.
- Add a third circle to the Venn Diagram and compare/contrast Cole's point of view on fathers with his father's and Morrie's.

Activity 9: L.7.1b Practice

Remind students the discussions about how the author in the anchor text uses varying simple, compound, complex, and compound complex sentences to signal differing relationships among ideas. Look at some additional sentences in the recently-read sections of the anchor text or in other texts to discuss how the author continues to do this. If necessary, have students view LearnZillion's video

[“Revise by Varying Sentence Patterns”](#) again. Have them return to their writing in Activity 8 to revise their writing, being sure to choose varying simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

- ✓ Check for mastery of standard in their writing. Provide feedback to correct misconceptions and validate understandings.

Reflection and Closing:

Have students add to **Handout 1.5: Ideas to Remember for the Performance Task** to record ideas that they have learned from this lesson that will benefit them on their performance task.

Note: Students may need multiple copies of this handout as the unit progresses.

Homework

1. Add the words from the close reads to your vocabulary list in your notebook.
2. If we did not discuss a word you circled, use the context to determine a meaning.
3. Consult a reference source to verify your definition.

Handout 6.1: *The Fifth Tuesday We Talk About Family* - an excerpt from *Tuesdays with Morrie* by Mitch Albom

It was the first week in September, back-to-school week, and after thirty-five consecutive autumns, my old professor did not have a class waiting for him on a college campus. Boston was teeming with students, double-parked on side streets, unloading trunks. And here was Morrie in his study. It seemed wrong, like those foot-ball players who finally retire and have to face that first Sunday at home, watching on TV, thinking, I could still do that. I have learned from dealing with those players that it is best to leave them alone when their old seasons come around. Don't say anything. But then, I didn't need to remind Morrie of his dwindling time. For our taped conversations, we had switched from handheld microphones-because it was too difficult now for Morrie to hold anything that long-to the lavalier kind popular with TV news people. You can clip these onto a collar or lapel. Of course, since Morrie only wore soft cotton shirts that hung loosely on his ever-shrinking frame, the microphone sagged and flopped, and I had to reach over and adjust it frequently. Morrie seemed to enjoy this because it brought me close to him, in hugging range, and his need for physical affection was stronger than ever. When I leaned in, I heard his wheezing breath and his weak coughing, and he smacked his lips softly before he swallowed.

"Well, my friend," he said, "what are we talking about today?"

How about family?

"Family." He mulled it over for a moment. "Well, you see mine, all around me."

He nodded to photos on his bookshelves, of Morrie as a child with his grandmother; Morrie as a young man with his brother, David; Morrie with his wife, Charlotte; Morrie with his two sons, Rob, a journalist in Tokyo, and Ion, a computer expert in Boston.

"I think, in light of what we've been talking about all these weeks, family becomes even more important," he said.

"The fact is, there is no foundation, no secure ground, upon which people may stand today if it isn't the family. It's become quite clear to me as I've been sick. If you don't have the support and love and caring and concern that you get from a family, you don't have much at all. Love is so supremely important. As our great poet, Auden said, 'Love each other or perish.' "

"Love each other or perish." I wrote it down. Auden said that?

"Love each other or perish," Morrie said. "It's good, no? And it's so true. Without love, we are birds with broken wings."

"Say I was divorced, or living alone, or had no children. This disease-what I'm going through-would be so much harder. I'm not sure I could do it. Sure, people would come visit, friends, associates, but it's not the same as having someone who will not leave. It's not the same as having someone whom you know has an eye on you, is watching you the whole time.

"This is part of what a family is about, not just love, but letting others know there's someone who is watching out for them. It's what I missed so much when my mother died-what I call your 'spiritual security'-knowing that your family will be there watching out for you. Nothing else will give you that. Not money. Not fame."

He shot me a look.

"Not work," he added.

Raising a family was one of those issues on my little list-things you want to get right before it's too late. I told Morrie about my generation's dilemma with having children, how we often saw them as tying us down, making us into these "parent" things that we did not want to be. I admitted to some of these emotions myself.

Yet when I looked at Morrie, I wondered if I were in his shoes, about to die, and I had no family, no children, would the emptiness be unbearable? He had raised his two sons to be loving and caring, and like Morrie, they were not shy with their affection. Had he so desired, they would have stopped what they were doing to be with their father every minute of his final months. But that was not what he wanted.

"Do not stop your lives," he told them. "Otherwise, this disease will have ruined three of us instead of one." In this way, even as he was dying, he showed respect for his children's worlds. Little wonder that when they sat with him, there was a waterfall of affection, lots of kisses and jokes and crouching by the side of the bed, holding hands.

"Whenever people ask me about having children or not having children, I never tell them what to do," Morrie said now, looking at a photo of his oldest son. "I simply say, 'There is no experience like having children.' That's all. There is no substitute for it. You cannot do it with a friend. You cannot do it with a lover. If you want the experience of having complete responsibility for another human being, and to learn how to love and bond in the deepest way,

then you should have children."

So, you would do it again? I asked.

I glanced at the photo. Rob was kissing Morrie on the forehead, and Morrie was laughing with his eyes closed.

"Would I do it again?" he said to me, looking surprised. "Mitch, I would not have missed that experience for anything. Even though . . ."

He swallowed and put the picture in his lap.

"Even though there is a painful price to pay," he said. "Because you'll be leaving them."

"Because I'll be leaving them soon."

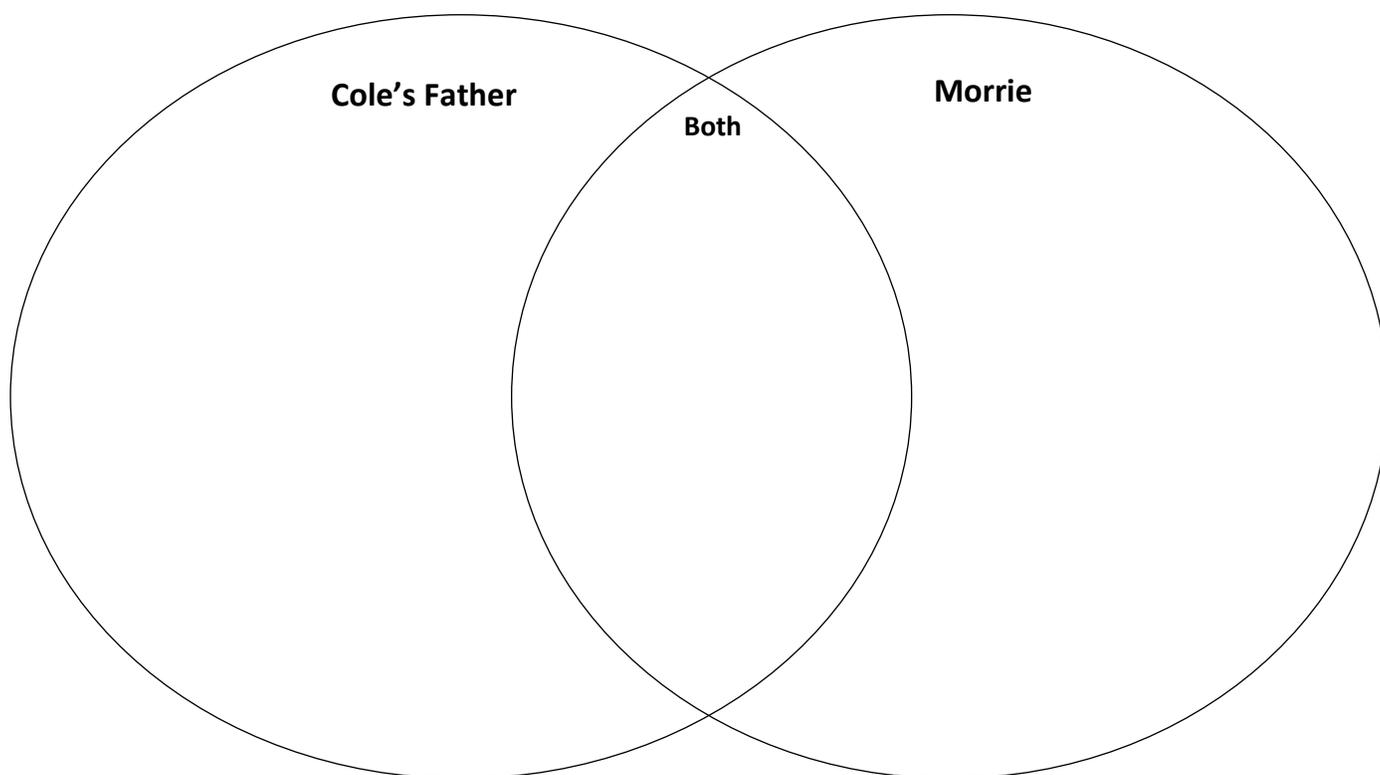
He pulled his lips together, closed his eyes, and I watched the first teardrop fall down the side of his cheek.

*This excerpt is taken from the book blog and is used for instructional purposes only. Original full text was published in 1997 by Penguin/Doubleday.

Handout 6.2: Venn Diagram Graphic Organizer**Comparing and Contrasting Points of View**

Name: _____ Date: _____

Directions: Compare and contrast Cole's father and Morrie's points of view on being a man. Be sure to use the text to aid in your answers.



Lesson 7: How Authors Use Character Thoughts and Reflections to Develop Point of View

Focus Standard(s): RL.7.6, W.7.1a-b

Additional Standard(s): RI.7.1, L.7.4a, L.7.1b

Estimated Time: 1 day

Texts: *Touching Spirit Bear*, Chapters 7 and 8; *Touching Spirit Bear*, Excerpt from Chapter 8 prepared for close reading; “Hurt”, Johnny Cash

Resources and Materials:

- Handout 1.5: Ideas to Remember for the Performance Task
- [Anchor Chart](#)
- Annotation Strategies: [Annotations Bookmark](#)
- Annotation Strategies: [Informational Text Strategies: Close Read](#)
- Annotation Strategies: [Making Annotation: A User's Guide](#)
- ✓ Audio Reading: [Chapter 7 in Touching Spirit Bear](#)
- ✓ LearnZillion’s video of [“Revise by Varying Sentence Patterns”](#)
- ✓ Video: [Victim's Perspective on Circle Justice](#)

Lesson Target(s):

- ✓ Read closely, analyze, and annotate a text for evidence of how an author develops and contrasts the points of view of different characters or narrators in a text.

Guiding Question(s):

- ✓ How does the author develop and contrast the point of view of different characters in the text?

Vocabulary

Academic Vocabulary: Add to word wall.

- Reflection

Instructional Strategies for Academic Vocabulary:

- 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"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words |
|--|---|
| In-ConTEXT Vocabulary: Have students search through the text(s) for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section. | Strategies for Teaching How to Determine Meaning from Context Clues: <input type="checkbox"/> Model the CPR context clue strategy. <input type="checkbox"/> Use an Anchor Chart to model how to use context clues to determine the meaning of words. |
| Direct Instruction Text Vocabulary: Add to word wall. <ul style="list-style-type: none"> • Brazen • Convulse • Rivulet | Instructional Strategies for Direct Instruction Text Vocabulary: <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"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students 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 | |
| Understanding Lesson Purpose and Student Outcomes: Students analyze lyrics to see how authors use reflection to develop point of view. Students learn to annotate text to document points they intend to claim in a writing. Students make inferences about using information read. | |

Anticipatory Set/Introduction to the Lesson: Video Clips (7 minutes)

Show the video [Victim's Perspective on Circle Justice](#) about a crime victim reflecting on his experience with circle justice. At the end of the clip, have students make a claim about whether they think forgiveness is a part of justice. Remind them to support their claim with text based evidence. Tell students they may use any text presented during the unit so far to support their claim.

Activity 1: Audio Reading of Chapter 7 of *Touching Spirit Bear* (15 minutes)

Play an audio reading of [Chapter 7 in *Touching Spirit Bear*](#) (start at 16:15). Have students draw thumbnail sketches to represent what happened in this chapter. Have students discuss the following question: How do you think the character will feel about the actions in this chapter later on?

Activity 2: Close Reading Excerpt from Chapter 8 of *Touching Spirit Bear* (30 minutes)

1st Read: Have students read an excerpt from chapter 8 of the text, *Touching Spirit Bear*, independently. Allow students to grapple with the text without support from the teacher. Tell students to circle unfamiliar words and underline possible context clues to help them determine the meaning while reading.

After reading, lead a brief discussion of some of the unfamiliar vocabulary.

2nd Read: Read the text aloud to students. Tell students to use an annotation method (selected by the teacher) to record instances of reflection by the main character. Have students discuss their annotations whole group with the teacher facilitating the discussion.

Note: Suggested Annotation Strategies: [Making Annotation: A User's Guide](#), [Annotations Bookmark](#), and [Informational Text Strategies: Close Read](#).

3rd Read: Have students read the text in small groups of 2-3. Have them work within their groups to answer text-based questions.

Guiding Questions for Chapter 8:

1. Describe Spirit Bear's attack on Cole.
2. As Cole lays bleeding, he thinks to himself "What luck... to end up on an island with a stupid bear that didn't have brains enough to run away." Has Cole realized his responsibility for what has happened?
3. Cole states he would rather be in a prison cell than on the island. What are his reasons?
4. What does Cole's crushing of the caterpillar indicate about his personality, even in his beaten state?

5. Look back to Peter's comments at the Circle on page 50. What parallels are there between what Peter wanted for Cole and what has happened to him?

Activity 3: Writing Task (20 minutes)

Have students make a claim and support it with text-based evidence. Have them reflect on writing from a previous lesson (lesson 6) to write to the following prompt:

In Lesson 6, you made a claim about what type of justice Cole should face. How has learning more of Cole's experiences on the island impacted your point of view on the type of justice Cole deserved?

- ✓ Be sure students know the following:
- A narrator or speaker's point of view influences how events are presented and affects the information revealed about the characters and events.
 - A reader should distinguish their own point of view from that of the narrator's point of view or other characters' points of view.
 - Point of view is the perspective from which the story is presented.
 - There are three major types of point of view: first person, second person, and third person.
 - Third person point of view consists of three differing forms: third person omniscient, third person limited, and third person objective.

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

- Provide a paper copy with enlarged print or smaller chunked section of the text when students need it or during the reading time.

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

- Let a student act as the expert reader during the second read.

Activity 4: L.7.1b Practice

Remind students the discussions about how the author in the anchor text uses varying simple, compound, complex, and compound complex sentences to signal differing relationships among ideas. Look at some additional sentences in the recently-read sections of the anchor text or in other texts to discuss how the author continues to do this. If necessary, have students view LearnZillion's video

of [“Revise by Varying Sentence Patterns”](#) again. Have them return to their writing in Activity 3 to revise their writing, being sure to choose varying simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

- ✓ Check for mastery of standard in their writing. Provide feedback to correct misconceptions and validate understandings.

Reflection and Closing:

Have students add to **Handout 1.5: Ideas to Remember for the Performance Task** to record ideas that they have learned from this lesson that will benefit them on their performance task.

Note: Students may need multiple copies of this handout as the unit progresses.

Homework

Review guided notes and create 1-3 questions about point of view based on the notes.

Lesson 8: The Sparrows

Focus Standard(s): W.7.2

Additional Standard(s): RL.7.1, L.7.1b

Estimated Time: 2-3 days

Texts: *Touching Spirit Bear*, Chapters 9 and 10

Resources and Materials:

- Sticky Notes (optional)
- Handout 1.5: Ideas to Remember for the Performance Task
- Handout 8.1: Close Reading Guide for Chapters 9 and 10
- Handout 8.2: Writing Assignment
- Strategies for Close Reading Power Point: [Notice and Note Annotation Guide](#)

Lesson Target(s):

- Read a challenging section of the text (Chapters 9 and 10) closely, annotating for specific elements.
- Compare and contrast the sparrows from this section of the text with Cole, using a Venn diagram followed by a structured writing assignment.

Guiding Question(s):

- Why does the author repeat the image of the sparrows throughout these two chapters? What can we learn from that?
- In what ways is Cole like the baby sparrows? In what ways is he different? Why is this important?

Vocabulary

Academic Vocabulary: Add to word wall.

- Symbolism

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

| | <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words |
|--|---|
| In-ConTEXT Vocabulary: Have students search through the text(s) for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section. | Strategies for Teaching How to Determine Meaning from Context Clues: <input type="checkbox"/> Model the CPR context clue strategy. <input type="checkbox"/> Use an Anchor Chart to model how to use context clues to determine the meaning of words. |
| Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> • Detonated • Grueling • Haphazard • Squandered • Stupor | Instructional Strategies for Direct Instruction Text Vocabulary: <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"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students 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 | |
| Understanding Lesson Purpose and Student Outcomes: Students practice annotating according to a reading guide then use a Venn Diagram to organize thoughts. Students independently write a compare/contrast piece based on the text. | |
| Anticipatory Set/Introduction to the Lesson: Close Read (15-20 minutes) | |

Describe a scene in which two people (e.g., student and another student, parent and a child, or sibling with sibling) are arguing about a topic. Provide context on the situation, being sure to state facts and remain objective. Have students think through the point of view of one person and describe how that person would explain the situation. Then, have them take on the point of view from the other person and explain how that person would explain the conflict.

Have students discuss the following concepts related to this scenario:

- Point of view is the perspective from which the story is presented.
- The point of view of the person telling the events/story (the narrator/speaker) influences how events are presented and affects the information revealed about the characters and events.

Activity 1: Fluency and Vocabulary Practice

Explain to students that fluency and vocabulary are very important to the comprehension of a text, and to read effectively, they must attend to those needs.

Note: Before the lesson, determine the sentence(s) or section(s) that your students may struggle to read fluently.

Provide a model read of just that sentence or section students may struggle with and have students echo it back right after you read it. Have students discuss why you are reading it that way (e.g., the dash means the character was interrupted). Repeat the echo read one more time.

Have students search through the text for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section above the instructional plan. If it is a word that contains no context clues, use one of the strategies from the “Instructional Strategies for Direct Instruction Text Vocabulary” listed in the vocabulary section above the instructional plan.

Activity 2: Guided Close Reading (30 minutes)

Distribute **Handout 8.1: Close Reading Guide for Chapters 9 and 10**. Have students perform a close-read of Chapters 9 and 10 of *Touching Spirit Bear* using the prompts from the handout for marking the text.

Guide students in a whole-class discussion about why it's significant that the sparrows showed up repeatedly throughout these chapters. Ask students to discuss other observations derived from the close-reading instructions (such as the possible implications of Cole's out-of-character behavior).

This guided close-read is based on the principles found in [Notice and Note](#) by Kylene Beers and Robert Propst, which are found in a Signposts protocol that asks students to look for "Again and Again," "Tough Questions," and "Contrasts and Contradictions." If the class is already familiar with these protocols and use them regularly, the Close Reading Guide is not necessary.

Activity 3: Venn Diagram to Compare/Contrast (10 minutes)

Have students complete a Venn Diagram comparing/contrasting Cole with the sparrows. Move around the room to monitor for understanding and clearing up any misconceptions as needed. This activity is a pre-writing for Activity 4.

✓ Be sure students know the following:

- A narrator, speaker, or character's point of view influences how events are presented and affects the information revealed about the characters and events.
- A reader should distinguish their own point of view from that of the narrator's point of view or other characters' point of view.
- Point of view is the perspective from which the story is presented.
- There are three major types of point of view: first person, second person, and third person.
- Third person point of view consists of three differing forms: third person omniscient, third person limited, and third person objective.

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

- Provide direct teacher support to students who are struggling with expanded comprehension.
- Use small teacher-led groups to complete the first part of the graphic organizer.

Activity 4: Writing Assignment

Distribute **Handout 8.2: Writing Assignment**. Tell students to use the Venn Diagram completed in Activity 3 to complete the handout.

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

- Provide sentence starters or stems.
- Provide a model example the expected type of writing. Have students highlight sentence starters or parts of the sentence that they can use in their writing. Have students label the parts of the example and discuss how they can do something similar in their own writing.

Reflection and Closing:

Have students add to **Handout 1.5: Ideas to Remember for the Performance Task** to record ideas that they have learned from this lesson that will benefit them on their performance task.

Note: Students many need multiple copies of this handout as the unit progresses.

Homework

Students should have the next two chapters read before the next lesson.

Handout 8.1: Close Reading Guide for Chapters 9 and 10

Read Chapters 9 and 10 carefully. If you've read them once already, read them again. In your text, look for:

- All of the times the “sparrows” are mentioned. (Underline each reference or mark it on a sticky note if you're not allowed to write in your text.)
 - Times where Cole asks himself a “tough question”—a question that doesn't have an easy or a right answer. (Mark this in your text or on a sticky note with a question mark.)
 - A time where Cole acts in a way that is out of character for how he normally acts. (Place a star beside this in your text or on a sticky note.)
-

Read Chapters 9 and 10 carefully. If you've read them once already, read them again. In your text, look for:

- All of the times the “sparrows” are mentioned. (Underline each reference or mark it on a sticky note if you're not allowed to write in your text.)
 - Times where Cole asks himself a “tough question”—a question that doesn't have an easy or a right answer. (Mark this in your text or on a sticky note with a question mark.)
 - A time where Cole acts in a way that is out of character for how he normally acts. (Place a star beside this in your text or on a sticky note.)
-

Read Chapters 9 and 10 carefully. If you've read them once already, read them again. In your text, look for:

- All of the times the “sparrows” are mentioned. (Underline each reference or mark it on a sticky note if you're not allowed to write in your text.)
 - Times where Cole asks himself a “tough question”—a question that doesn't have an easy or a right answer. (Mark this in your text or on a sticky note with a question mark.)
 - A time where Cole acts in a way that is out of character for how he normally acts. (Place a star beside this in your text or on a sticky note.)
-

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- A time where Cole acts in a way that is out of character for how he normally acts. (Place a star beside this in your text or on a sticky note.)

Handout 8.2: Writing Assignment

Analysis of Cole and The Sparrows--Symbolism

Instructions: Use your Venn Diagram to help you explain

- 1) what the baby sparrows represent and
- 2) how the author uses this symbol to develop/reveal the theme.

Be sure to use evidence from the text to support your ideas.

Lesson 9: The Spirit Bear

Focus Standard(s): RL.7.6

Additional Standard(s): RL.7.1, RL.7.3, L.7.1b

Estimated Time: 1-2 days

Texts: *Touching Spirit Bear*, Chapters 11 and 12; “Hurt”, Johnny Cash

Resources and Materials:

- [Anchor Chart](#)
- Handout 1.5: Ideas to Remember for the Performance Task
- Handout 9.1: “Hurt” Lyrics
- Music Video: [Hurt by Johnny Cash](#)
- Video Viewing Guide and Questions
- Computer/laptop and video projector
- Guidelines for [Chalk Talk Protocol](#)
- Guidelines for [Chalk Talk](#)
- LearnZillion’s video of [“Revise by Varying Sentence Patterns”](#)

Lesson Target(s):

- Analyze the author’s stylistic choices in Chapters 11.
- Write about how the author develops Cole’s point of view through the use of reflection and dialogue in Chapters 11 and 12.

Guiding Question(s):

- How does a character’s internal reflection and dialogue give us insight into his point of view?

Vocabulary

Academic Vocabulary:

Instructional Strategies for Academic Vocabulary:

| | |
|---|--|
| <ul style="list-style-type: none"> • Dialogue • Reflection • Spirit Bear | <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"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words |
|---|--|

| | |
|---|---|
| <p>In-ConTEXT Vocabulary: Have students search through the text(s) for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section.</p> | <p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model the CPR context clue strategy. <input type="checkbox"/> Use an Anchor Chart to model how to use context clues to determine the meaning of words. |
|---|---|

| Symbol | Type of Text and Interpretation of Symbol |
|---|---|
|  | <p>Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level</p> |
| <p>✓</p> | <p>Assessment (Pre-assessment, Formative, Self, or Summative)</p> |

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:
 Students read Chapters 11 and 12 independently and watch a video. Students will work in pairs or small groups to answer text-dependent questions about the song, “Hurt” and the text, *Touching Spirit Bear*.

Anticipatory Set/Introduction to the Lesson: Chalk Talk (15 minutes)
 All students must have completed reading chapters 11 and 12 before beginning this activity.

Open the class with a white board “Chalk Talk.” (Review [Chalk Talk Protocol](#) before Instructional Plan.) Explain that a Chalk Talk is a class discussion that occurs without speaking a word. Have students take turns coming to the white board and writing a word (or a

very few at most) that describe their impressions or takeaways from chapters 11 and 12 of the text. Some anticipated responses are gross, violent, bloody, scary, disgusting.

After 5-10 minutes, depending on class size, end the Chalk Talk. Lead the class in a discussion of why these particular words were selected. Make sure that students understand that these are the reactions that the author intended for readers to have during these chapters. This is intended to be shocking to us as an audience.

Activity 1: How Authors Use Reflection to Help the Reader Understand Point of View (20 minutes)

Distribute **Handout 9.1: “Hurt” by Johnny Cash**. Have students read the lyrics. Instruct students to do a quick write on what they think the author wants the reader to understand through the lyrics.

Show the music video for the song, [Hurt by Johnny Cash](#) . Once the video is finished, have students briefly discuss their impressions of the video. Talk to students about reflection in text. Note that often in text the author reveals a lot about a character through the character’s thoughts. Many times, after a traumatic or action sequence happens during the plot, an author writes so that the character thinks back on the event, or on life events that led him or her to that point.

Using a Think Aloud, give some back story on the “Hurt” video. Mention how the singer had recently experienced a traumatic life event (the loss of his wife, and his failing health), and how in the video he reflects on the life circumstances that brought him to that point.

Have students answer the following guiding questions about the video:

1. How do you think the writer views himself? What evidence from the song supports your answer?
2. What do you think the author means by the lines, “And you could have it all, my empire of dirt?”
3. Which lines from the song indicate that the singer is reflecting on his life?
4. Based on the lyrics of the song, “Hurt,” what do you think the writer’s point of view is on relationships? Which lines from the song helped you to make this conclusion?

Activity 2: How Authors Use Reflection to Help the Reader Understand Point of View in the Anchor Text

T: How does the author use the events and reflective moments to reveal/develop the character’s point of view? Write a response to answer this question and use evidence from the text to support your answer.

- ✓ Look for evidence of understanding of the use of dialogue and reflection in shaping and revealing Cole’s point of view in these chapters.

Activity 3: L.7.1b Practice

Remind students of ways in which the author in the anchor text uses varying simple, compound, complex, and compound complex sentences to signal differing relationships among ideas. Look at some additional sentences in the recently-read sections of the anchor text or in other texts to discuss how the author continues to do this. If necessary, have students view LearnZillion’s video of [“Revise by Varying Sentence Patterns”](#) again. Have them return to their writing in Activity 2 to revise their writing, being sure to choose varying simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

- ✓ Check for mastery of standard in their writing. Provide feedback to correct misconceptions and validate understandings.

Reflection and Closing:

Have students add to **Handout 1.5: Ideas to Remember for the Performance Task** to record ideas that they have learned from this lesson that will benefit them on their performance task.

Note: Students many need multiple copies of this handout as the unit progresses.

Homework

Read the anchor text as assigned. If reading the anchor text is done only in-class, then no homework will be assigned for this lesson.

Handout 9.1: "Hurt" by Johnny Cash

"Hurt" lyrics

JOHNNY CASH LYRICS**"Hurt"****(originally by Nine Inch Nails)**

I hurt myself today
 To see if I still feel
 I focus on the pain
 The only thing that's real
 The needle tears a hole
 The old familiar sting
 Try to kill it all away
 But I remember everything

[Chorus:]

What have I become
 My sweetest friend
 Everyone I know goes away
 In the end
 And you could have it all
 My empire of dirt
 I will let you down
 I will make you hurt

I wear this crown of thorns
 Upon my liar's chair
 Full of broken thoughts
 I cannot repair
 Beneath the stains of time
 The feelings disappear
 You are someone else
 I am still right here

[Chorus:]

What have I become
 My sweetest friend
 Everyone I know goes away
 In the end
 And you could have it all
 My empire of dirt
 I will let you down
 I will make you hurt

If I could start again
 A million miles away
 I would keep myself
 I would find a way

<http://www.azlyrics.com/lyrics/johnnycash/hurt.html>6/22/16, 11:46 PM
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Lesson 10: Claims and Counterclaims

Focus Standard(s): W.7.1, W.7.1a, W.7.1b

Additional Standard(s): RL.7.6, L.7.1b

Estimated Time: 3-4 days

Texts: *Touching Spirit Bear*, Chapters 13 and 14; [Our Opinion: Restorative Justice Produces Transformations](#) from News Tribune

Resources and Materials:

- [Anchor Chart](#)
- Audio: [Touching Spirit Bear Chapters 13 - 15](#)
- LearnZillion’s video of [“Revise by Varying Sentence Patterns”](#)
- Student Copies of Alternate Mentor Text: (Pages 213-215) “We Need the League” [In Common: Effective Writing for All Students Collection of All Argument/Opinion Samples, K---12](#)
- Student Copies of Mentor Text: [Our Opinion: Restorative Justice Produces Transformations](#)
- Video: [Circle Justice at Work](#)
- Video: [Parts of an Argument](#)

Lesson Target(s):

- Provide an introductory claim statement about a topic, idea, or issue under study.
- Write a statement of the alternative or opposing claim(s) in a way that helps to strengthen your argument.

Guiding Question(s):

- What should happen to Cole?

| Vocabulary | |
|---|---|
| <p>Academic Vocabulary: Add to word wall.</p> <ul style="list-style-type: none"> • Claim • Counterclaim • Evidence | <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"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words |
| <p>In-ConTEXT Vocabulary: Have students search through the text(s) for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section.</p> | <p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model the CPR context clue strategy. <input type="checkbox"/> Use an Anchor Chart to model how to use context clues to determine the meaning of words. |
| <p>Direct Instruction Text Vocabulary: Add to word wall.</p> <ul style="list-style-type: none"> • Monotonous • Prosecution • Relinquish • Trauma • Vengeance | <p>Instructional Strategies for Direct Instruction Text 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"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students 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

Understanding Lesson Purpose and Student Outcomes:

Students explore claim and counterclaim, inclusive of supportive text-based evidence, after preparation via highlighting key details, reading a mentor text, and discussing information gathered. Students sift through all their writings and accumulated work in this unit prior to writing their own claim and counterclaim. Students draft an argument, then revise it after receiving feedback to make it quality work.

Remind students of their performance task:

You have read Part 1 (Chapters 1-16) of Ben Mikaelson’s novel *Touching Spirit Bear* and informational texts concerning the different interpretations people have of justice as well as healing as a goal of justice. Pretend you are a member of Cole’s Healing Circle who is deciding his fate. Thinking through the point of view of one of Cole’s Healing Circle members, write a formal response to the other members of the Healing Circle about which path you feel will lead to justice: the criminal justice system (and jail) or Native American circle justice (and banishments for a time). Use evidence from both the story and the informational texts to support your argument. Be sure to use various details to develop a clear point of view on the topic.

Anticipatory Set/Introduction to the Lesson: Video Clips (10 minutes)

Show video [Circle Justice at Work](#). Lead a discussion focusing on student opinions of circle justice.

Activity 1: Mini Lesson on Claim and Counterclaim (10 minutes)

Present a mini-lesson on claim and counterclaim. Have students think of real life examples of claim and counterclaim.

Note: For a description of claims and counter claims, watch the video [Parts of an Argument](#).

Activity 2: Argument for Restorative Justice (30 minutes)

Divide students into partners to read the mentor text. Distribute copies of the mentor text, [Our Opinion: Restorative Justice Produces Transformations](#) from News Tribune.

Note: As an alternative to the model text above, consider using Alternate Mentor Text: (Pages 213-215) “We Need the League” [In Common: Effective Writing for All Students Collection of All Argument/Opinion Samples, K---12](#) as the model text because it provides a sample (with annotations) of a student-written argument from the point of view of another person/character, which correlates

with the requirements of this task.

Guide students to highlight the text in color. Tell them to highlight the claim and three to five pieces of supporting evidence in one color, the counterclaim in another color, and evidence refuting the counterclaim in a third color. Lead a discussion about how the highlighted evidence made for a stronger argument.

Have students compare the information they gathered throughout the unit on their graphic organizers to the mentor text. Have them identify the parts of the arguments they have already written.

Activity 3: Touching Spirit Bear Audio Read (Chapters 13 and 14): What Should Happen to Cole? (20 minutes)

Present the guiding question: What should happen to Cole?

Have students listen to the audio of [Touching Spirit Bear Chapters 13 - 15](#). Have students draw thumbnail-sketches or act out the events in this part of the text to help them build comprehension of this section.

Provide time for students to journal their opinions based on the guiding question. Be sure students understand that they are not making a prediction of what WILL happen to Cole, but rather they are beginning to develop a claim on what should happen to Cole.

After giving students time to journal and discuss their writing, introduce the performance assessment and explain the checklist.

Activity 4: Drafting the Argument (45-60 minutes)

Tell students to access and use the information they have already written from their **Handout 1.5: Ideas to Remember for the Performance Task**, graphic organizers, journals, and reflections, as well as informational texts students have already annotated from previous lessons and the anchor text. Provide time for students to begin to draft their arguments independently. Assist as needed but students should work primarily on their own as this is a performance assessment.

Cycle the writing through the writing process. Provide timely feedback and allow for revisions if time permits. Have students assess/revise their own writing or work with a partner to assess/revise using the checklist.

Note: Be sure students know the following:

- ✓ Claims are introduced to present the writer’s opinion or position on a topic, idea or issue.
- ✓ A counterclaim is an alternative or opposing claim; the opposite side of the writer’s claim.
- ✓ Some claims attempt to convince the reader that the position the writer takes is correct.

- ✓ A writer presents an argument (point, reason, detail) or several arguments (points, reasons, details) to provide support for his claim.
- ✓ Evidence is introduced to provide support for the writer’s claim.

Have students annotate their own texts much like the student sample in Alternate Mentor Text: (Pages 213-215)“We Need the League” [*In Common: Effective Writing for All Students Collection of All Argument/Opinion Samples, K--12*](#).

Have individual conferences with students on an ongoing basis during this lesson to assist students in improving their final product. The conferences should include their discussions of their annotations. Provide feedback and instruction as needed.

Activity 5: L.7.1b Practice

Remind students of ways in which the author in the anchor text uses varying simple, compound, complex, and compound complex sentences to signal differing relationships among ideas. Look at some additional sentences in the recently-read sections of the anchor text or in other texts to discuss how the author continues to do this.

If necessary, have students view LearnZillion’s video [“Revise by Varying Sentence Patterns”](#) again. Have them return to their writing in Activity 4 to revise their writing, being sure to choose varying simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

- ✓ Check for mastery of standard in their writing. Provide feedback to correct misconceptions and validate understandings.

Activity 6: Individualized Conventions of Standard English Revision Mini-Lesson

Based on your ongoing observation of students’ writing, determine specific areas of need in Standard English or ways to improve their conventions (Ex.: adding a colon), provide feedback on the most pressing area of need, and provide students with the opportunity to view online tutorials on the concepts and skills they need for improvement.

Tell students they will view a tutorial about a particular skill to improve a specific Standard English skill and concept. Tell students the tutorial should help, but to ask for assistance if they still have questions.

Note: Look for common areas of need amongst students writing and group students based on areas of need.

Have students write a short summary of what they learned with examples. Students should then apply what they have learned to their research paper. Have students attach their summary to their revised writing and submit for a grade, if desired.

- ✓ 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.

Reflection and Closing:

Have students write and/or discuss a final reflection about how they can use their understanding of point of view to help them in real life.