

# **Bookmaking Bonanza:**

A literacy unit for 4<sup>th</sup>-6<sup>th</sup> grade students

Mary Grace Miller  
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# Introduction

## Rationale

Why are the skills, content, and concepts presented in this unit important for students to learn?

The skills in this unit center around respectful discussion, collaborating with partners and small groups, building upon others' ideas, formulating an opinion and providing evidence for that opinion, and comparing and contrasting. These skills are essential for student success in both an academic setting and in the workforce later in life. To be successful, students must be able to work well with others and disagree respectfully, which was a large focus in several of these lessons. Students must be able to think deeply about a topic and explain their thinking in order to communicate effectively in any type of academic, personal, or professional setting. Students who may be interested in this unit tend to be quiet and reserved, so these skills are particularly important for them to learn so they can become comfortable going outside their comfort zone and speaking up even when they may feel awkward or uncomfortable.

The content in this unit centers around point of view and perspective, with students discussing their perspectives, identifying the point of view in various texts, analyzing texts and articulating their perspectives on these texts, assuming the point of view of characters in stories, and writing opinion pieces based on texts that they have read. This content is important for AIG students because they have to stretch their thinking and back up their perspectives with evidence from the text, which requires a great deal of critical thinking. Students will also need to communicate effectively in adulthood, and being able to formulate an opinion and speak about and write about that opinion is a huge piece of effective communication. Text analysis is an important skill for students to learn because throughout their lives they will need to be able to read a text and pull evidence from the text to use in discussions and debates.

The concepts in this unit are perspective and creation, and the essential understanding is "Perspective guides creation." These concepts are important for students to learn because they must understand the link between simply having a perspective and showing that perspective to others in an effective way. In particular, students must realize that they have a perspective on social issues and they can create works that convey these perspectives to a designated audience. Many students in this age range are able to identify and articulate their own perspective, but the critical thinking and challenge comes from providing evidence for this perspective and creating a product that effectively articulates their perspective.

## Differentiation

What elements of this unit make it particularly beneficial or appropriate for gifted learners? (Be sure to discuss the dimensions of differentiation: Content, Process, Product, and Learning Environment AND the features of differentiation: Complexity, Challenge, Depth, Creativity, and Acceleration)

The process of this unit in particular makes it beneficial for gifted learners, because each lesson is primarily student-directed with the teacher acting as facilitator rather than leader. For example, the Socratic seminar format has the teacher giving ground rules for respectful discussion and an opening question, but then students are completely in control of the discussion and must examine their discussion styles and step up and step back as necessary.

The learning environment is also appropriate for gifted learners because it presents a variety of work options- whole class discussion, small group work, partner work, and individual work. In their final performance task, students can choose whether to work individually or with a partner, which lends another sense of agency to their learning.

The content of this unit is beneficial for gifted learners because the texts that are used are higher-level texts that hold students to a high standard for reading and comprehension. The products in this unit are authentic and primarily student-driven with just enough teacher direction to get students started, which allows students to take ownership of their learning and contributes to high levels of student engagement since gifted learners are so eager to work on authentic tasks with real-world application.

In terms of the features of differentiation, students are asked to go in depth in the Kohlberg lesson when they analyze Jack's motives in Jack and the Beanstalk and discuss the moral implications of stealing. This lesson will challenge many students to examine lawfulness and morality in ways they have not before. The final performance task, a graphic novel that reflects a perspective on a social issue, involves creativity because students are able to choose their issue and the way in which they will present it; some books will be comical while others will be heart wrenching. The centers in the Bruner lesson also involve creativity because students are asked to write a letter from the perspective of another crayon, create a comic strip about their own lives, and create a political cartoon reflecting the perspective of a character in a book. All of these products involve creativity because students are able to take the assignment and mold it however is best for them and their learning.

**3. Describe the population of gifted children for whom the unit is intended.** Note their socioeconomic background, their interests, achievement level, their common and unique talents, or any other distinguishing characteristics. Also detail their experiences and background that relate to the content and processes of the unit as well as their cultural backgrounds and ages. What are their

needs?

This unit is intended for rising 4<sup>th</sup>-6<sup>th</sup> grade gifted students. These are students who are identified as AIG (Academically and Intellectually Gifted), AG (Academically Gifted), or IG (Intellectually Gifted) in Reading and/or Math. These students attend Durham Public Schools. Many of the students for whom this unit is intended are upper middle class, although some students will qualify for free and reduced lunch.

They tend to be quiet, introverted students who enjoy reading and writing, and many have ambitions to become authors when they grow up. Most of these students are high performing writers and are eager to create their final products, and they often have a strong sense of justice that will help them easily brainstorm ideas for social issues to write about.

When this unit was taught at SPARK Camp, the class contained 13 girls and 5 boys, and 15 white students and 3 black students. The majority of these students were on the older end of the age range, rising 5<sup>th</sup> and 6<sup>th</sup> grade students. These students were easily able to articulate their own perspective, but often struggled to understand and empathize with the perspectives of others (their classmates or the perspective of people they didn't know, like the homeless population in Durham). These students certainly need to be pushed to understand the perspective of others and to have a respectful discussion in which all members feel safe and heard. The majority of these students have had lots of experiences and traveled extensively, so they have had some interaction with social issues across the nation and world.

# Goals and Outcomes

## Content Goal

1. **To develop understanding of point of view and express their own points of view both verbally and in writing.**

## Outcomes

*Students will be able to:*

1. Identify the point of view of a text and explain how the point of view affects the text.
2. Read complex texts about social issues and identify their own point of view on these issues.
3. Write an opinion piece based on their own point of view on an issue.
4. Engage effectively in a number of collaborative discussions, building upon others' ideas and expressing their own clearly.

(From Common Core Essential Standards)

## Process Goal

**To develop the communication skills to express their own opinions and build upon the ideas of others in a respectful and productive way.**

## Process Outcomes

*Students will be able to:*

1. Listen to and expand upon the ideas of others.
2. Formulate an opinion on a variety of issues and express this opinion clearly.
3. Explore issues from multiple perspectives.
4. Create a piece of persuasive writing.
5. Provide evidence to support their perspectives.

(From Common Core Essential Standards)

## Concept Goal

- 1. To understand the concept of perspective and how it guides creation.**

## Concept Outcomes

*Students will be able to:*

1. Explain how perspective guides creation in the forms of social programs, political cartoons, and fairy tales.
2. Analyze texts to find the perspective of the author and examine these perspectives in larger contexts (morality, social issues)
3. Identify their own perspectives on topics and understand the perspectives of others.
4. Create a piece of writing that expresses their perspective on an issue.

(From Common Core Essential Standards)

# Assessment Plan

What evidence will show that students understand? Describe formative assessments and summative assessment (performance task) that will be used to monitor student progress in meeting established goals throughout unit. Include student work samples (copies and/or photos) that demonstrate student content knowledge, skill development, and understanding of the unit's concept.

## **Formative assessment:**

### *Lesson 1 (Bruner):*

The ticket out the door will be my formal assessment to measure students' understanding of point of view (the content objective). On the reverse of this note card, students will answer the essential question, which will give me a sense of their conceptual understanding and allow me to plan future lessons. Informally, I will circulate while students are browsing the books and ask probing questions to students who are ready for more (example- what connections do you see between these two books? How does the perspective change each one?). This will also allow me to catch misconceptions and adjust for those in the moment and in future instruction. If students do not have a strong understanding of point of view, I can pull those students in a small group and reteach them immediately. Students who already have a strong understanding of point of view and how point of view and imagination impact creation of stories may be ready for questions about their own author's craft, so I will ask them to begin to think about a story they might want to tell and what perspective might be appropriate for that story.

### *Lesson 2 (Socratic Seminar):*

My formative assessment will be anecdotal: I will make sure students have a reasonable understanding of poverty, hunger, social programs, and how perspective and priorities guide the formation of social programs, reteaching as necessary to facilitate student understanding. My summative assessment will be two-fold: a rubric that I complete based on student participation in the inner circle seminar and the same student-completed rubric in which they evaluate their own participation in the inner circle seminar. The political cartoon will allow me to see if students understand how to use their own perspectives to guide creation.

### *Lesson 3 (Kohlberg):*

During the whole-group discussion, I will take anecdotal notes regarding the ways students participate in the group: can they state their opinion and give solid evidence to support that opinion? At what level are students able to listen to and respect the differing opinions? How readily do they re-evaluate their opinions based on the perspective of others? How accepting of differing opinions are they? they able to listen to and respect differing opinions? Are they able to re-evaluate their opinions based on the perspective of others?

*Lesson 4 (VTS):*

Assessment for this lesson will be primarily anecdotal, based on the notes I take during our whole group discussion and the small group discussion. I will be looking for the following: the depth of students' observations, their ability to participate and listen to others, their ability to provide evidence to support their observations, and their ability to connect the artwork to the concept and essential understanding. I will also read each student's art review that they wrote after the Ruby Bridges discussion. This will allow me to assess student's ability to take the perspective of an art critic and write about a piece of art from that perspective. This will allow me to see if they understand the essential understanding of how perspective guides creation.

**Summative assessment (performance task):**

Students will create a comic book or a series of political cartoons to express their perspective on a social issue of their choice. This assignment will be framed to students using the real-world context of a journalistic assignment:

You are a political cartoonist with the Durham Herald-Sun. You have been asked to create a book of EITHER a series of multiple one-page political cartoons (5-10 pages) OR a comic book (5-10 pages) that reflects your perspective on a social issue. Your issue must be a real issue, but your characters, setting, and specific plot can be fiction.

Your book must be engaging, interesting, and be a strong reflection of your perspective.



# Lesson 1

TEACHER NAME
Mary Grace Miller

GRADE LEVEL
2nd grade ESL pullout

NC CURRICULUM STANDARDS
<u>CCSS.ELA-LITERACY.RL.2.7</u> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

## CONCEPT

character

## ESSENTIAL UNDERSTANDING

Choices demonstrate character.

## ESSENTIAL QUESTION

How do choices demonstrate character?

## CRITICAL CONTENT - Students will know that...

- that character traits are the aspects of a character's behavior and attitudes that make up that person's personality
- that character traits in books can be identified by the way a character talks or acts
- that character traits influence the choices a character makes

## PROCESS SKILLS - Students will be able to...

- make a list of possible character traits
- give evidence of dialogue or action to show why a trait fits a character
- explain how character traits influence the choices a character makes

## MATERIALS

Last Stop on Market Street by Matt De La Pena, chart paper, chart paper markers

## GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
<ul style="list-style-type: none"><li>• Who are the characters in <u>Last Stop on Market Street</u>?</li><li>• What are character traits? How are they different from emotions?</li><li>• What character traits would you use to describe the characters in <u>Last Stop on Market Street</u>?</li><li>• How do the characters' words and actions demonstrate their character traits?</li></ul>	<ul style="list-style-type: none"><li>• What do you notice about these character traits?</li><li>• How are these character traits related to the characters' choices?</li><li>• How are they similar and different?</li><li>• Which of these traits belong together?</li><li>• Why did you group these traits together?</li><li>• What would you call these groups you have formed?</li><li>• Could some of these items belong in more than one group?</li><li>• Can we put these items in different groups?</li></ul>	<ul style="list-style-type: none"><li>• What did you notice about the way we grouped these character traits?</li><li>• Can someone say something about all of these groups in one sentence?</li><li>• What's one takeaway you have about character traits after doing this activity?</li><li>• How do choices demonstrate character?</li></ul>

## PLANNED LEARNING EXPERIENCES

**Hook/Introduction:** Ask students: What's one character trait you would use to describe yourself? What character trait would you use to describe me? Why? Allow time for student responses. Explain- "today we are going to reread a story and list as many character traits as we can for the main characters in the story."

**Rereading:** Reread Last Stop on Market Street and review the characters, setting, and events of the story. Ask for a few character traits that describe CJ and Nana.

**Listing:** Students will dictate character traits for CJ and Nana and I will record all of these traits on one piece of chart paper. If the students are not able to generate at least 20 character traits for the activity, I will add my own.

**Grouping:** Students will work in partnerships assigned by me to put the character traits into 3, 4, or more groups. They will use the shared chart which will be taped to the front board and record their groups in their journals. There just needs to be one written list per group; each child does not have to write his or her own.

**Labeling:** Pairs will think of categories or labels for their groups and write them in their journals. I will circulate and ask probing questions while students are working, and then we will come back to the carpet as a larger group and discuss our groups and the reasons for those groupings. I will record the group names on a separate piece of chart paper at the front of the room.

**Regrouping/Subsuming:** Pairs will go back to their work spaces and regroup their items into new categories. I will circulate and ask probing questions like "Could some of these belong in more than one group?" and "Why would you group these items that way?." Students will record their new groupings on a new page in their journal and rename those groups.

**Synthesizing:** In a large group on the carpet, I will record their new group titles on the other half of the chart paper. I will ask students what they notice and allow them to talk to their partners about their observations before sharing out in the large group. After we discuss what we notice, I will ask if anyone can say something about all of these groups. To end the lesson, I will ask the essential question: "How do choices demonstrate character?."

## ASSESSMENTS

formative assessment- how well do students understand character traits? do their answers contain actual character traits and are they reasonable to describe the characters based on the information in the text?

summative assessment- exit ticket. Choose a character from Last Stop on Market Street (CJ or Nana). Write a sentence telling how a choice that the character makes demonstrates his or her character. This will show whether the student understands the essential question as well as whether they can identify character traits.

## DIFFERENTIATION

### CONTENT

### PROCESS

Partnerships will be asked to group the traits into differing numbers of categories: one group will be asked to group into 3 categories while the other groups will be asked to group into 4 categories. Picture cues will be used for the group that is sorting into 3 categories; because they are not strong readers I will include a picture of the character that the trait describes next to each character trait. Students that are ready or finish early may be asked to group their traits in a third way to extend their thinking even further. The Taba model is appropriate for gifted learners because it asks them to think critically and flexibly by grouping characteristics and then regrouping them again. This forces students to question their own thinking and think in ways that may be out of their comfort zones.

### PRODUCT

### LEARNING ENVIRONMENT

## Lesson 2

TEACHER NAME
Mary Grace Miller

GRADE LEVEL
1st grade ESL pullout

NC CURRICULUM STANDARDS
1.G.2 Understand how humans and the environment interact within the local community.  1.G.2.1 Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.).

**CONCEPT**

environments

**ESSENTIAL UNDERSTANDING**

Communities impact environments.

**ESSENTIAL QUESTION**

How do communities impact environments?

### CRITICAL CONTENT - Students will know that...

- Communities are groups of people living in the same area or place.
- Environments are the surroundings or conditions in which people, plants and animals live and operate.
- Humans impact the environments in which they live by planting trees, cutting down trees, recycling, and building homes.
- A gyre is a place where water moves in a circle.
- When garbage comes into the ocean, it is bad for ocean animals and for Earth.
- There are 3 main types of communities: rural, suburban, and urban.

### PROCESS SKILLS - Students will be able to...

- Write a journal entry describing the cause and effect between humans and the ocean.
- Discuss the impact of humans on the ocean environment with a partner.
- Make inferences about what kind of community was in the passage (rural, urban, suburban).
- Answer questions about the long-term impact of garbage on the ocean environment.

### MATERIALS

Garbage in the Ocean ReadWorks passage <https://www.readworks.org/article/Garbage-in-the-Ocean/989b6199-f0f5-4ef8-a1f9-a6689f0f56ba#!articleTab:content/>

The ocean is full of garbage. Most garbage comes from land. How does garbage get into the ocean? Wind blows litter there. Rivers also carry trash to the ocean.

The garbage collects in gyres. A gyre is a place where water moves in a circle. The garbage cannot escape the gyre. It builds up. When that happens, it is called a “garbage patch.”

Fish and birds eat the garbage. Eating the garbage makes them sick. Ocean garbage is bad for animals and Earth.

student journals

chart paper with vocabulary and definitions

chart paper with the question "How does garbage impact the ocean environment?"



## GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
<ul style="list-style-type: none"> <li>• What are communities? What are the different types of communities?</li> <li>• What is an environment? What makes environments similar to and different from each other?</li> <li>• How do humans impact the environment? How do you impact your environment each day?</li> <li>• How do people impact the environment positively? How do people impact the environment negatively?</li> <li>• What are some things that people in a community do together?</li> <li>• What are some different types of environments? Which type of environment might you want to live in the most? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do you think the people in this community allowed garbage to reach the ocean? What do you think they should do to prevent this in the future?</li> <li>• What is a gyre? What creates a gyre?</li> <li>• How do gyres contribute to the problem of garbage in the ocean?</li> <li>• How does the garbage reach the ocean?</li> <li>• How does the garbage in the ocean affect fish and birds?</li> <li>• What would you do to keep fish and birds healthy?</li> <li>• What would happen to the ocean environment if garbage continues to build up in it?</li> <li>• What type of community do you think this is? Why do you think this?</li> <li>• If you were in charge of the community, how would you fix this problem? What would you tell people to do first?</li> <li>• Why do you think the garbage in the ocean affects the birds if they don't live in the ocean? Where do you think the trash is in the ocean?</li> <li>• Why is it a problem that the ocean is full of garbage?</li> <li>• What did you learn about garbage in the ocean?</li> </ul>	<ul style="list-style-type: none"> <li>• What causes communities to impact environments?</li> <li>• What are the positive and negative effects of communities on environments?</li> <li>• How might different types of communities impact environments differently? How are all impacts the same?</li> <li>• How do communities change environments over time?</li> <li>• How do communities impact environments?</li> </ul>

## PLANNED LEARNING EXPERIENCES

- **Anticipatory set:** Students will come into the classroom to find garbage scattered all over the floor. I will ask students what they think is going on and how they think this garbage affects our classroom environment.
- **Statement of objective:** "Today we will talk about communities and how they impact environments. We will read a story about how garbage impacts the ocean environment."
- **Input and Modeling:** I will read the "Garbage in the Ocean" passage and show images of garbage and garbage in the ocean. I will create a chart labeled with the question "How does garbage impact the ocean?" and begin with a model answer: "Fish eat the garbage." I will also pose the pre-lesson questions listed above. Students will use accountable talk moves like adding on to each other's statements, agreeing, and disagreeing when answering the questions.
- **Check for understanding:** I will ask students to think, talk with a partner, and volunteer their own examples of how garbage impacts the ocean environment, eliciting both information from the text like "Birds eat the garbage" and "When animals eat the garbage it makes them sick." as well as inferences like "Animals won't be able to live in that part of the ocean anymore." or "Garbage makes the water unsafe for people to drink and use." I will ask students what type of community (suburban, urban, or rural) they think was in the passage and why.
- **Student Practice:** In their journals, students will write 4-6 sentences describing how humans impact the ocean environment. Some students will do this with partners and some students will do this independently. Students who need even more scaffolding will be able to draw pictures to support their thinking, and students who are ready for more challenge will be asked to think of a different environment (mountain, forest) and write how they think humans and communities might impact that environment. In their writing, they can include both details from the story and predictions about what they think will happen to the ocean environment in the future. During this time, I will monitor student work and pose the during lesson questions listed above.
- **Connections and closure:** After students complete their journal entries, they will reconvene on the carpet as a large group and share their journal responses. I will pose the post-lesson questions and end with the question "How do communities impact environments?"
- **Assessment:** The assessments in this lesson are primarily informal based on anecdotal evidence from the discussions. I will verbally check for understanding to make sure students understand the key vocabulary terms as well as the impact that communities have on the ocean environment. I will, however, use a rubric to grade their writing to evaluate their understanding of the impact of communities on environments.

## ASSESSMENTS

The assessments in this lesson are primarily informal based on anecdotal evidence from the discussions. I will verbally check for understanding to make sure students understand the key vocabulary terms as well as the impact that communities have on the ocean environment. I will, however, use a rubric to grade their writing to evaluate their understanding of the impact of communities on environments. Particularly, I will look for students who completed the extension writing activity to show an understanding of how communities impact environments that transfers from the garbage in the ocean example to other situations.

## DIFFERENTIATION

### CONTENT

### PROCESS

Some students will be allowed to work with partners. This decision will be based upon learning needs and learning styles. Students will have different answers to the questions based on their level of thinking and understanding of the content.

### PRODUCT

Students will produce different products in their journals; the group with the most needs will be allowed to draw pictures in addition to words, and students who need more challenge will write about how humans impact the ocean environment AND think of another environment and how communities might impact it.

### LEARNING ENVIRONMENT

**TEACHER NAME**

Mary Grace Miller

**GRADE LEVEL**

rising 4-6th (Spark Camp)

**NC CURRICULUM STANDARDS**

CCSS.ELA-LITERACY.RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

CCSS.ELA-LITERACY.RL.6.6

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

CCSS.ELA-LITERACY.RL.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**CONCEPT**

creation

**ESSENTIAL UNDERSTANDING**

Perspective guides creation.

**ESSENTIAL QUESTION**

How does perspective guide creation?

### **CRITICAL CONTENT - Students will know that...**

- Perspective guides creation.
- Writers use their imaginations and perspectives to create stories.
- Point of view affects how stories are told and how events are described.
- Point of view is the perspective from which a story is told.
- First person is a narrator telling the story as though he or she were a character and third person is the narrator telling the story through the lens of a character.

### **PROCESS SKILLS - Students will be able to...**

- Compare and contrast books based on their point of view.
- Collaborate with a partner to complete a learning exercise.
- Identify how their own perspective may guide creation.
- Describe how the point of view of the author changes a text.
- Explain how perspective can guide creation of stories.

### **MATERIALS**

paper, pencils, chart paper, chart markers, sticky notes, video interview with Mary Pope Osborne- <https://www.youtube.com/watch?v=e7kFwGLLW9Q>, texts: Diary of a Wimpy Kid, The True Story of the Three Little Pigs, The Day the Crayons Quit, Voices in the Park, Hey Little Ant

## GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
<ul style="list-style-type: none"> <li>• What do authors do?</li> <li>• What steps must authors take before publishing their books?</li> <li>• How do authors decide what point of view to use?</li> <li>• What different perspectives might authors have?</li> <li>• Why might authors use perspective to guide their creation?</li> <li>• How does perspective guide the creation and trajectory of a text?</li> <li>• How do authors imagine worlds to create in their texts?</li> </ul>	<ul style="list-style-type: none"> <li>• What methods does Mary Pope Osborne use in her writing?</li> <li>• What parts of the interview surprised you?</li> <li>• Why do you think authors need to collaborate?</li> <li>• What tools did she use?</li> <li>• How does she come up with her ideas?</li> <li>• What did you notice about the point of view in the books you explored?</li> <li>• Which books were told from a first person point of view and which were from a third person point of view?</li> <li>• How does the point of view affect the flow of the story?</li> <li>• How do you think the authors used their imaginations to create these characters and stories?</li> <li>• Which story uses point of view in the most creative way? Why do you think this?</li> <li>• Which, if any, stories do you think would be better if they were told from a different point of view?</li> <li>• What parallels do you see between the books we explored and the writing process Mary Pope Osborne explained in the video?</li> <li>• How might your own perspective guide your book creation this week?</li> </ul>	<ul style="list-style-type: none"> <li>• What did you learn about what authors do?</li> <li>• What processes do all writers use?</li> <li>• How has your understanding of the job of an author changed as a result of these discussions?</li> <li>• How does point of view and perspective change a story?</li> <li>• How does perspective guide creation?</li> </ul>

## PLANNED LEARNING EXPERIENCES

- **Anticipatory Set:** Students will be asked to pretend they are authors. They will write quick "a day in the life" journal entry of all the things they think authors do in one day.
- **Statement of Objective:** I will tell students that today we will learn about the job of an author, including how they use their imaginations to come up with story ideas. We will also learn about an author's point of view and how it affects the telling of a story.
- **Input and Modeling:** On chart paper, I will record student responses about what they think authors' jobs are. After this, I will show the video interview with Mary Pope Osborne and ask the questions from the "during lesson" section that relate to the video- What methods does Mary Pope Osborne use in her writing?, What parts of the interview surprised you?, Why do you think authors need to collaborate?, What tools did she use?, How does she come up with her ideas?, Do you think these are good reasons to write about a topic? Why/why not? After the discussion, I will add to our shared chart and ask if students have changed their minds or have new understandings about an author's role after watching the video. We will also have a brief discussion about point of view and I will make sure they all understand the difference between third and first person point of view. I will post these vocabulary words so students can reference them.
- **Check for Understanding:** I will have students turn to a partner and share what they learned about author's process and methods. They will also share an example of one first person text and one third person text that they are familiar with and how the perspective might have guided the creation of these texts.
- **Student practice (guided and independent):** After the video and discussion, I will have students browse the texts *Diary of a Wimpy Kid*, *The True Story of the Three Little Pigs*, *The Day the Crayons Quit*, *Voices in the Park*, *Hey Little Ant*. (These are texts with varying points of views and of various genres to give students a wide range of background.) While they browse, they will use sticky notes to mark the point of view that the story seems to be told from (first or third person, from the POV of a certain character, etc) and informally discuss their observations with their classmates. During this time, I will circulate and make sure that students understand the assignment and are writing appropriate observations on the sticky notes (they should be focused on point of view and not other features). I will ask the during lesson questions during this time and gauge whether students are beginning to understand that perspective guides creation.
- **Connections and Closure:** I will bring students back together large group to discuss their observations of the texts. During this time, I will ask the post-lesson questions and see if students can connect perspective and creation. If students are able to do this, I will know they are ready to take this on in their own writing. I will close this discussion by asking the essential question: How does perspective guide creation?
- **Assessment:** Ticket out the door- students will write their definition of point of view on a note card and answer the essential question "How does perspective guide creation?" on the back of the note card.

## ASSESSMENTS

The ticket out the door will be my formal assessment to measure students' understanding of point of view (the content objective). On the reverse of this note card, students will answer the essential question, which will give me a sense of their conceptual understanding and allow me to plan future lessons.

Informally, I will circulate while students are browsing the books and ask probing questions to students who are ready for more (example- what connections do you see between these two books? How does the perspective change each one?). This will also allow me to catch misconceptions and adjust for those in the moment and in future instruction. If students do not have a strong understanding of point of view, I can pull those students in a small group and reteach them immediately. Students who already have a strong understanding of point of view and how point of view and imagination impact creation of stories may be ready for questions about their own author's craft, so I will ask them to begin to think about a story they might want to tell and what perspective might be appropriate for that story.



# DIFFERENTIATION

<b>CONTENT</b>

<b>PROCESS</b>
<p>Students are self-paced in their book exploration and in their writing assignment and are allowed to spend as much or as little time as they choose exploring each book. Students who need additional teacher support during independent work will be retaught as necessary. Students will be able to infer how authors use point of view and imagination to create and students who are ready may begin thinking of ways that they can use the tools of point of view and imagination in their own writing.</p> <p>The Bruner model is appropriate for gifted learners because it allows them to see themselves as authors and gives them an authentic glimpse into the life of an author.</p>

<b>PRODUCT</b>

<b>LEARNING ENVIRONMENT</b>

**TEACHER NAME**

Mary Grace Miller

**GRADE LEVEL**

rising 4th-6th (practicum)

**NC CURRICULUM STANDARDS**

CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.6.1

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

**CONCEPT**

creation

**ESSENTIAL UNDERSTANDING**

Perspective guides creation.

**ESSENTIAL QUESTION**

How does perspective guide creation?

### **CRITICAL CONTENT - Students will know that...**

- Point of view is the writer's perspective.
- Evidence is specific support for a point of view.
- Opinion writing must be supported with sufficient evidence that may persuade the reader.
- Their own sense of morality will guide their creation of an opinion piece.
- Morality guides creation.

### **PROCESS SKILLS - Students will be able to...**

- Explore issues from multiple perspectives.
- Formulate opinions based on a sense of morality.
- Analyze characters' actions and reactions.
- Analyze a text.
- Revise and revisit an opinion after hearing multiple perspectives.
- Create a piece of persuasive writing.

### **MATERIALS**

Jack and the Beanstalk leveled books for student reading, journals

## GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
<ul style="list-style-type: none"> <li>• What is a dilemma?</li> <li>• What is morality?</li> <li>• How do you think morality and creation are connected?</li> <li>• In what situations is it alright to steal?</li> <li>• What constitutes fairness and justice?</li> <li>• What is a point of view?</li> <li>• How do people support their points of view?</li> <li>• How does an individual's morality guide his or her creations?</li> <li>• How does an individual's perspective guide his or her creations?</li> </ul>	<ul style="list-style-type: none"> <li>• How did Jack feel when he sold the cow for the magic beans?</li> <li>• Why do you think Jack planted the beans?</li> <li>• What motivated Jack to steal from the giant?</li> <li>• In what situations would it be moral for Jack to steal?</li> <li>• How did Jack and his mother's poverty impact their lives?</li> <li>• What would you do if you were Jack?</li> <li>• What would you do if you were the giant?</li> <li>• What moral principles do you think Jack and his mother abided by in the story?</li> <li>• What, if any, moral principles did the giant have?</li> <li>• How would you punish Jack (or would you) if you were a member of law enforcement?</li> <li>• What is your point of view on Jack's decisions?</li> <li>• What evidence can you give to support your point of view?</li> <li>• What, if anything, would cause you to change your opinion of Jack's actions?</li> </ul>	<ul style="list-style-type: none"> <li>• How did it feel to hear other people's points of view?</li> <li>• What perspectives changed your point of view or give you new evidence to support your opinion?</li> <li>• How did your sense of morality guide your creation of this opinion piece?</li> <li>• What examples of creation guided by morality do you see in your own community?</li> <li>• How does morality guide creation?</li> </ul>

## PLANNED LEARNING EXPERIENCES

### Engage:

I will begin the lesson by showing the following video:

<https://www.youtube.com/watch?v=jlYJrcDrnY>

After watching the video, I will have students briefly turn and talk with a partner or two about what they think Heinz would do in the situation and come up with some strong reasons why. We will come together as a large class and I will gather a few student responses. I will explain that we will be exploring another moral dilemma, but this time through literature. I will ask several of the pre-lesson questions, including

- How does an individual's morality guide his or her creations?
- How does an individual's perspective guide his or her creations?

### Explore:

I will distribute leveled readers of Jack and the Beanstalk so that students independently read the text on their level. After they read, in their journals, they will independently complete a story map with characters, setting, problem, and solution. At the bottom of the same journal entry, I will have students identify the issues involved in the story and the alternative choices that Jack could have made. I will ask students to individually decide their opinion on what Jack should have done in the story (should he have stolen from the giant or not?) and quickly record one or two good reasons for that decision. During this time, I will ask some of the during lesson questions:

- How did Jack feel when he sold the cow for the magic beans?
- Why do you think Jack planted the beans?
- What motivated Jack to steal from the giant?
- In what situations would it be moral for Jack to steal?
- How did Jack and his mother's poverty impact their lives?

### Explain:

After this, I will divide students into small groups of 3-4 students based on their opinions, grouping students with like opinions together as long as this is possible. In these small groups, students will write the best reasons they can think of for making the choices that they did. As a group, they will decide on the best 2 reasons to support their opinions and will be prepared to share these reasons with the large group.

### Elaborate:

After the small group discussion, students will return to the large group and sit in a circle. They will share their opinions and the best two reasons for their opinions. During this time, I will ask more of the during lesson questions, focusing particularly on the following questions:

- What is your point of view on Jack's decisions?
- What evidence can you give to support your point of view?
- What, if anything, would cause you to change your opinion of Jack's actions?

During this discussion, I will take anecdotal notes regarding the ways students participate in the group: can they state their opinion and give solid evidence to support that opinion? Are they able to listen to and respect differing opinions? Are they able to re-evaluate their opinions based on the perspective of others?

**Evaluate:**

Following the small group and large group discussions, I will ask students to reevaluate their original positions individually, answering the questions "Now what do you think Jack should do?" and "What are the two most important reasons for this action?" I will pose the post-lesson questions to get students thinking deeply about their answers and end with the essential question "How does morality guide creation?" Students will individually write an opinion piece on what they think Jack should do and support that opinion with at least two reasons. This writing will be assessed with a rubric that I will post on the board during student work time.

**ASSESSMENTS**

**formative assessment:** During the whole-group discussion, I will take anecdotal notes regarding the ways students participate in the group: can they state their opinion and give solid evidence to support that opinion? Are they able to listen to and respect differing opinions? Are they able to re-evaluate their opinions based on the perspective of others? This formative assessment will allow me to see where students are in their moral development and what causes them to form the opinion that they do. This will allow me to see who is in which stage and how I can group students accordingly in future lesson plans.

**summative assessment:** The summative assessment will be the opinion writing that students do at the end of the lesson. I will use the posted rubric to make sure students are able to state a clear opinion and support that opinion with reasons. This will allow me to see if students have grown in their moral development and I will record these stages for my own records, not sharing them with students.

# DIFFERENTIATION

## CONTENT

Students will be given leveled versions of Jack and the Beanstalk to make sure that they are able to access the appropriate text level.

## PROCESS

Kohlberg's model forces all students to think critically and evaluate multiple perspectives. In the initial opinion-forming phase, I will quickly note where students are in their moral development and group students with classmates that are within one stage of their own development to foster moral development through discussion (for example, I might group students in stage 2 and 3 together to encourage the stage 2 student to move to a stage 3).

Students who struggle to support their opinions with reasons will be pulled in a small group during independent writing time for additional support.

## PRODUCT

Students who are easily able to write about their opinion and support it with evidence will be given a twist question to consider: we just learned that the valuable items in the giant's house were stolen from Jack's family generations ago. Does this change anything? Students who are ready for more challenge will write about their opinions given this new situation and support this opinion with evidence as well.

Students will be able to write a unique and self-selected opinion piece at the end of this unit.

## LEARNING ENVIRONMENT

## Unit Resources

Provide a listing of books, Web sites, videos, and/or other instructional materials that are intended to supplement the unit. Include resources intended for both teacher and student use. Be sure to use APA style for books/articles and provide a brief (1-2 sentence) annotation for Web sites and instructional materials.

### Books

Castellucci, C., Pimienta, J., & Piekos, N. (2017). *Soupy leaves home*. Milwaukie, OR: Dark Horse Books.

Dami, E. (2016). *Away in a star sled*. New York, NY: Scholastic.

Daywalt, D. (2016). *The day the crayons quit*. New York: Philomel Books.

DeFilippis, N., Weir, C., & Lewis, J. (2012). *Play ball*. Portland, OR: Oni Press.

Jenkins, P., Ramos, H., Olazaba, V., & Olea, L. (2015). *Fairy Quest*. Los Angeles, CA: Boom Studios.

Kinney, J. (2018). *Diary of a wimpy kid*. S.I: Amulet Books.

Scott, J., & Scott, L. (2012). *Alex and the Amazing Lemonade Stand*. Paje Pub.

### Websites

This cartoon can be used for student analysis during learning centers in the Bruner lesson. Students will be asked to interpret this cartoon and identify the cartoonist's perspective.

<https://annemariebarton.wordpress.com/2016/01/27/blog-post-3/>

This website can be used for student research for the performance task. It contains several global issues and facts about each issue.



<http://www.kidsgoglobal.net/the-issues>

### Videos

This video interview with a journalist is a great way to start this unit. It gets students thinking about their role and what it looks like in the real world.

<https://www.youtube.com/watch?v=p2R4DfW4Tok>

This video interview with kids about child hunger is a way to begin the Socratic Seminar lesson since students will be reading an article about combating hunger in the community.

<https://www.youtube.com/watch?v=OwIuOVJAn-0>

This slideshow of modern art pieces can be used to begin the Visual Thinking Strategies lesson because it gets students thinking about various forms of art.

<https://www.youtube.com/watch?v=kFVBlsW0XLc>

This is a film clip from the movie *Into the Woods* and features the song "Giants in the Sky." This can be used to begin the Kohlberg lesson since students will be debating the morality of Jack and the giant.

[https://www.youtube.com/watch?v=H5Xqv9h\\_pm8](https://www.youtube.com/watch?v=H5Xqv9h_pm8)

### Other Instructional Materials

Carter, Kristy D. (2018, May 25). Summer feeding program offered for local youth. The Sampson Independent.

This website features an advanced version of the fairy tale Jack and the Beanstalk. This can be used for student reading and reference during the Kohlberg lesson.

<http://www.authorama.com/english-fairy-tales-15.html>

This photograph shows Ruby Bridges on her first day attending an integrated school. Students can view this photograph and discuss it during their Visual Thinking Strategies lesson.

<https://rarehistoricalphotos.com/ruby-bridges-1960/>

This website features an article in Spanish about how ocean pollution affects wildlife. The image of the turtle in the ocean can be used for discussion during the Visual Thinking Strategies lesson.

<https://www.utadeo.edu.co/es/noticia/emisora/emisora-oyeme-ujtl/7451/residuos-de-basura-en-el-mar-causan-la-muerte-del-26-de>

This is an article about water shortage around the world. The image can be used for student discussion during the Visual Thinking Strategies lesson.

<https://news.nationalgeographic.com/2016/07/world-aquifers-water-wars/>
