

# HISTORICAL FICTION

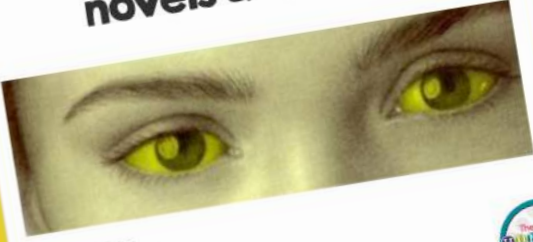
reading unit bundle

**NUMBER THE STARS**  
an upper elementary reading unit  
**THAT DIGS DEEPER**


**THE WATSONS GO TO BIRMINGHAM**  
an elementary reading unit  
**DIGS DEEPER**

**PRISONER B-3087**


**Fever 1793**  
6th grade reading unit  
Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!




**UNIT 10 OF 11**  
martina cahill - the hungry teacher



**A Long Walk To Water**  
6th grade reading unit  
Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!



**UNIT 7 OF 11**  
martina cahill - the hungry teacher



PURCHASE THE BUNDLE  
RESOURCE AND SAVE \$\$\$!

# SIXTH GRADE READING UNITS BUNDLE

**Freak the Mighty**  
6th grade reading unit  
Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!

**AI Capone Does My Shirts**  
6th grade reading unit  
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**Fever 1793**  
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**The Crossover**  
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**Harry Potter and the Sorcerer's Stone**  
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**Ungifted**  
6th grade reading unit  
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**A Long Walk To Water**  
6th grade reading unit  
Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!  
Unit 7 of 11

**The Finest Hours**  
The True Story of a Heroic Sea Rescue  
6th grade reading unit  
Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!  
Unit 8 of 11

**The Hungry Teacher**

Also available in my store:

# Fifth Grade

Reading Units Bundle

\*a growing bundle\*



# The Socratic Seminar

The following information can all be found at [ReadWriteThink.org](http://ReadWriteThink.org)

## **Research Basis**

Socratic seminars are named for their embodiment of Socrates' belief in the power of asking questions, prize inquiry over information and discussion over debate. Socratic seminars acknowledge the highly social nature of learning and align with the work of John Dewey, Lev Vygotsky, Jean Piaget, and Paulo Friere.

Elfie Israel succinctly defines Socratic seminars and implies their rich benefits for students:

*The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly. (89)*

Israel, Elfie. "Examining Multiple Perspectives in Literature." In *Inquiry and the Literary Text: Constructing Discussions in the English Classroom*. James Holden and John S. Schmit, eds. Urbana, IL: NCTE, 2002.

# Strategy in Practice

**Choosing a text:** Socratic seminars work best with authentic texts that invite authentic inquiry.

**Preparing the students:** While students should read carefully and prepare well for every class session, it is usually best to tell students ahead of time when they will be expected to participate in a Socratic seminar. Because seminars ask students to keep focusing back on the text, you may distribute sticky notes for students to use to annotate the text as they read.

**Preparing the questions:** Though students may eventually be given responsibility for running the entire session, the teacher usually fills the role of discussion leader as students learn about seminars and questioning. Generate as many open-ended questions as possible, aiming for questions whose value lies in their exploration, not their answer. Elfie Israel recommends starting and ending with questions that relate more directly to students' lives so the entire conversation is rooted in the context of their real experiences.

**Establishing student expectations:** Because student inquiry and thinking are central to the philosophy of Socratic seminars, it is an authentic move to include students integrally in the establishment of norms for the seminar. Begin by asking students to differentiate between behaviors that characterize debate (persuasion, prepared rebuttals, clear sides) and those that characterize discussion (inquiry, responses that grow from the thoughts of others, communal spirit). Ask students to hold themselves accountable for the norms they agree upon.

**Establishing your role:** Though you may assume leadership through determining which open-ended questions students will explore (at first), the teacher should not see him or herself as a significant participant in the pursuit of those questions. You may find it useful to limit your intrusions to helpful reminders about procedures (e.g. *"Maybe this is a good time to turn our attention back the text?"* *"Do we feel ready to explore a different aspect of the text?"*). *Resist the urge to correct or redirect, relying instead on other students to respectfully challenge their peers' interpretations or offer alternative views.*

**Assessing effectiveness:** *Socratic seminars require assessment that respects the central nature of student-centered inquiry to their success. The most global measure of success is reflection, both on the part of the teacher and students, on the degree to which text-centered student talk dominated the time and work of the session. Reflective writing asking students to describe their participation and set their own goals for future seminars can be effective as well. Understand that, like the seminars themselves, the process of gaining capacity for inquiring into text is more important than "getting it right" at any particular point.*

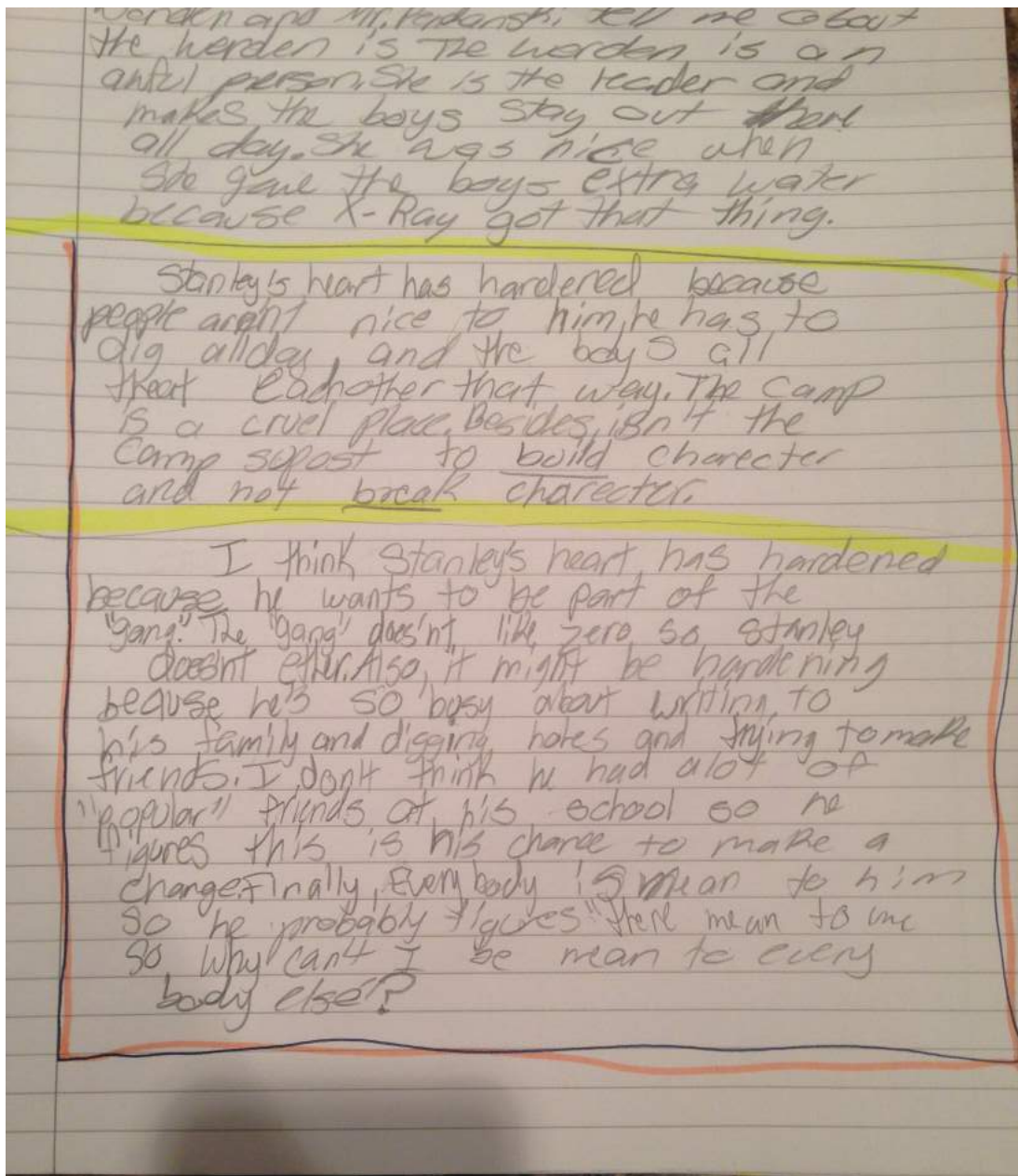
# Reading Notebook Examples

You will not be disappointed with the writing your students produce in their reader's notebooks. Their responses are the reason I love this form of teaching.

Any notebook will work. I have my kids write on a new page each day. After they write their first quick response, they draw a line underneath it. We then have our seminar, I chart their sharing, and then they re-write their response.

Here are some example of notebook responses.

Examples taken from my other reading units, Holes and Ungifted.

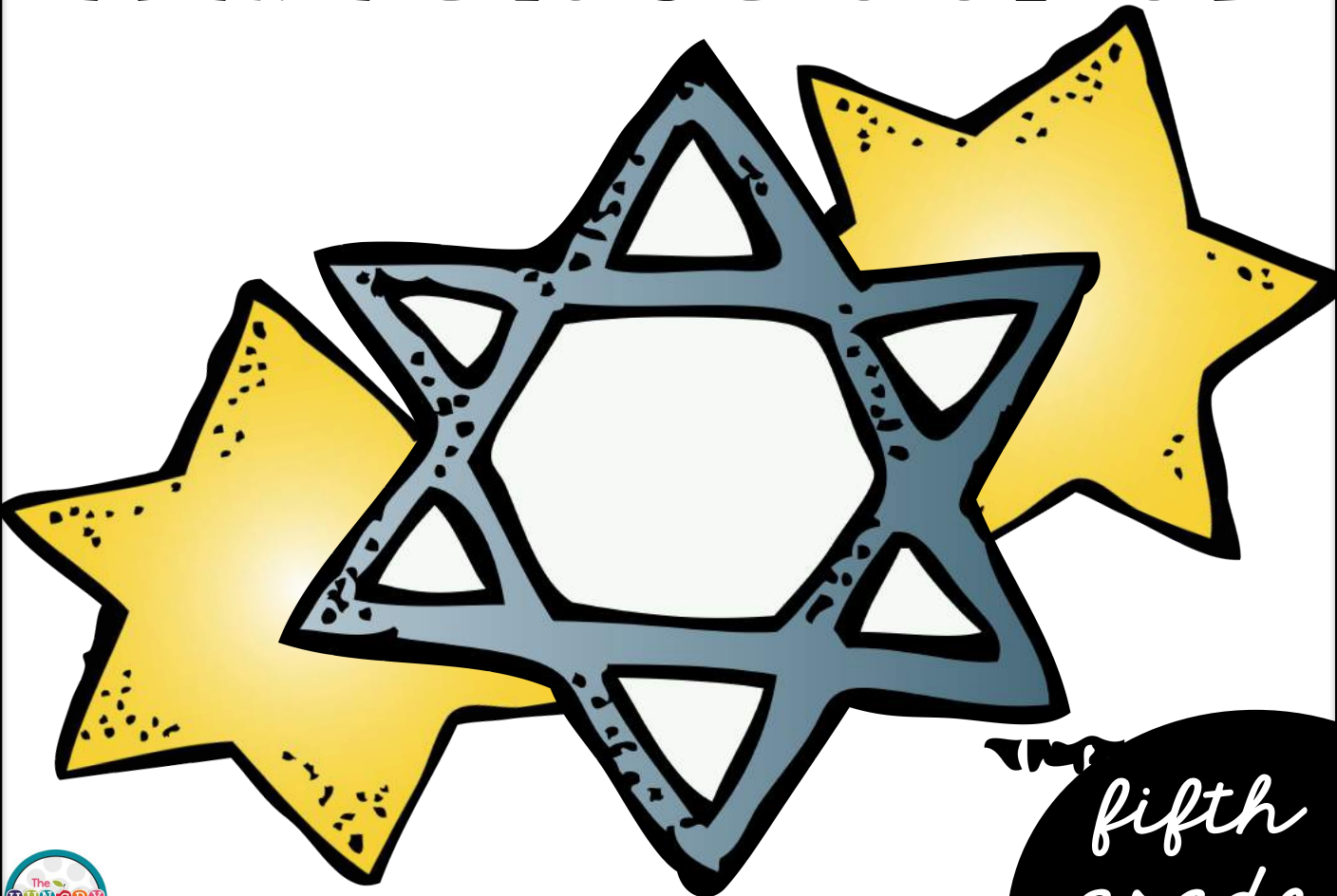


| <i>Reading Literature Standard</i>   | <i>Lessons</i>                            |
|--|---|
| <p><b>5.RL.1</b><br/>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>   | 1, 2, 3, 10                               |
| <p><b>5.RL.2</b><br/>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> | 3, 6, 7, 8, 10, 12                        |
| <p><b>5.RL.3</b><br/>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>  | 5, 7, 8, 11                               |
| <p><b>5.RL.4</b><br/>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>   | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12     |
| <p><b>5.RL.5</b><br/>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>  | 2, 11, 12                                 |
| <p><b>5.RL.6</b><br/>Describe how a narrator's or speaker's point of view influences how events are described.</p>   | 4, 9                                      |
| <p><b>5.RL.7</b><br/>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>                                  | 13  |
| <p><b>5.RL.8</b> <i>(not applicable to literature)</i></p>   | N/A                                       |
| <p><b>5.RL.9</b><br/>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>  | Bonus                                     |
| <p><b>5.RL.10</b><br/>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>                            | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 |

# NUMBER THE STARS

*an upper elementary  
reading unit*

THAT DIGS DEEPER



martina cahill- the hungry teacher

*fifth  
grade*



|                                |   |
|--------------------------------|---|
| <b>Standards</b>               | <ul style="list-style-type: none"> <li>• <b>CCSS 5.RL.4</b> Determine the meaning of words and phrases as they are used in a text.</li> <li>• <b>CCSS 5.RL.6</b> Describe how a narrator's or speaker's point of view influences how events are described.</li> <li>• <b>CCSS 5.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> </ul>  |
| <b>Learning Target</b>         | <ul style="list-style-type: none"> <li>• I can describe how a narrator's or speaker's point of view influences how events are described.</li> </ul>   |
| <b>Guiding Question</b>        | <ol style="list-style-type: none"> <li>1. Tell a portion of chapter four, from Ellen's point of view.</li> </ol>  |
| <b>Interpretive Question</b>   | <ol style="list-style-type: none"> <li>1. Tell a portion of chapter four, from one of the Rosen's (Ellen's parents) points of view.</li> </ol>  |
| <b>Hook Question</b>           | <ol style="list-style-type: none"> <li>1. What would you be willing to do to protect your friends?</li> </ol>   |
| <b>Comprehension Questions</b> | <ol style="list-style-type: none"> <li>1. Why doesn't Kirsti like the shoes her mom got her? Do you think Kirsti should be acting this way? Why or Why not?</li> <li>2. How does Ellen help the shoe situation? What does this make you think about the type of person that Ellen is?</li> <li>3. How does Mama make the girls feel better about the loud explosions that were happening near Kirsti's birthday?</li> <li>4. What did the king do to their naval fleet? Why did he make this decision? Why did Mama and Papa say he must be proud and sad about this choice?</li> <li>5. What were you thinking when Mama told the girls Ellen was staying with them? Why do you think Ellen is staying with them?</li> <li>6. What do you think "relocation" means?</li> </ol> |
| <b>Learning Period</b>         | <ol style="list-style-type: none"> <li>1. Present the guiding question.</li> <li>2. Read chapter 4 together as a class.</li> <li>3. Cover important vocabulary while reading.</li> <li>4. Have students do a 5 minute quick write to the interpretive question.</li> <li>5. Students present their ideas in a Socratic Seminar.</li> </ol>  |

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|------------------------|---|
| <b>Learning Period</b> | 6. Students return to their reading response notebooks and write their response adding more reasons to their paragraph expressing themselves clearly. |
| <b>Closing</b>         | 1. Ask students to share their thinking aloud.  |

# PRISONER B-3087

*an upper elementary  
reading unit*  
**THAT DIGS DEEPER**



martina cahill- the hungry teacher

*fifth  
grade*



|                                |   |
|--------------------------------|---|
| <b>Standards</b>               | <ul style="list-style-type: none"> <li>• <b>CCSS 5.RL.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>• <b>CCSS 5.RL.6</b> Describe how a narrator's or speaker's point of view influences how events are described.</li> <li>• <b>CCSS 5.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>• <b>CCSS 5.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> </ul> |
| <b>Learning Target</b>         | <ul style="list-style-type: none"> <li>• I can describe how a narrator's or speaker's point of view influences how events are described.</li> <li>• I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> </ul>  |
| <b>Guiding Question</b>        | 1. Who was the man they recognized? Why is he a prisoner now?   |
| <b>Interpretive Question</b>   | 1. Write this portion of the book from the Judenrat policemen's point of view (explaining why he did what he did and how he feels now).   |
| <b>Hook Question</b>           | 1. Would you be willing to be a German soldier if it kept you alive?  |
| <b>Comprehension Questions</b> | <ol style="list-style-type: none"> <li>1. Why didn't anyone help Yanek up in the barracks?</li> <li>2. What did they boys do under the floor board? Why?</li> <li>3. How does Yanek's thinking keep the three boys alive?</li> <li>4. Why was Yanek one of the men being moved?</li> <li>5. Who was the man they recognized? Why is he a prisoner now?</li> <li>6. What happened to the Judenrat policeman? Why do you think this happened?</li> <li>7. How does Yanek explain, the common idiom, "rubbing salt in his wounds?"</li> </ol>  |
| <b>Learning Period</b>         | <ol style="list-style-type: none"> <li>1. Present the guiding question.</li> <li>2. Read chapters 12-13 together as a class.</li> <li>3. Cover important vocabulary while reading.</li> <li>4. Have students do a 5 minute quick write to the interpretive question.</li> </ol>   |

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| <b>Learning Period</b> | <ol style="list-style-type: none"><li>5. Students present their ideas in a Socratic Seminar.</li><li>6. Students return to their reading response notebooks and write their response adding more reasons to their paragraph expressing themselves clearly.</li></ol> |
| <b>Closing</b>         | <ol style="list-style-type: none"><li>1. Ask students to share their thinking aloud.</li></ol>   |

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| <b>Standards</b>               | <ul style="list-style-type: none"> <li>• <b>CCSS 5.RL.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</li> <li>• <b>CCSS 5.RL.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>• <b>CCSS 5.RL.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</li> <li>• <b>CCSS 5.W.1</b> Write opinion pieces on topics supporting a point of view with reasons and information.</li> <li>• <b>CCSS 5.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> </ul>                                      |
| <b>Learning Target</b>         | <ul style="list-style-type: none"> <li>• I can compare and contrast two or more settings, or events, in a story, drawing on specific details in the text.</li> <li>• I can explain how a series of chapters, fits together to provide the overall structure of a particular story.</li> </ul>  |
| <b>Guiding Question</b>        | <ol style="list-style-type: none"> <li>1. Why does the author include the titles of the concentration camps and the years? What do the section titles tell us?</li> </ol>  |
| <b>Interpretive Question</b>   | <ol style="list-style-type: none"> <li>1. How is the Trzebinia concentration camp different than other camps he has worked at?</li> </ol>  |
| <b>Hook Question</b>           | <ol style="list-style-type: none"> <li>1. Have you ever been on a train?</li> </ol>  |
| <b>Comprehension Questions</b> | <ol style="list-style-type: none"> <li>1. How are Yanek's feeling and actions different in how he deals with the German soldiers making him move rocks back and forth? What does this tell us about Yanek?</li> <li>2. Why is Yanek angry at the other prisoners?</li> <li>3. What makes Yanek realize that they can't "win" and that they shouldn't fight back?</li> <li>4. Why was it better to die silently and quietly? What was the cost of fighting back when you were being killed?</li> <li>5. Why does Yanek vow "never to forget?"</li> <li>6. How do they treat the prisoners when they transport them?</li> <li>7. What was the world like for Non-Jews? Is this surprising to you?</li> <li>8. How do the young children treat the Jews when they stop at the train station? How do you think they learned this?</li> </ol> |

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| <b>Learning Period</b> | <ol style="list-style-type: none"><li>1. Present the guiding question.</li><li>2. Read chapters 14-15 together as a class.</li><li>3. Cover important vocabulary while reading.</li><li>4. Have students do a 5 minute quick write to the interpretive question.</li><li>5. Students present their ideas in a Socratic Seminar.</li><li>6. Students return to their reading response notebooks and write their response adding more reasons to their paragraph expressing themselves clearly.</li></ol> |
| <b>Closing</b>         | <ol style="list-style-type: none"><li>1. Ask students to share their thinking aloud.</li></ol>  |

# THE WATSONS GO TO BIRMINGHAM

*an upper elementary  
reading unit*

## THAT DIGS DEEPER



*fifth  
grade*

martina cahill- the hungry teacher





|                                |   |
|--------------------------------|---|
| <b>Standards</b>               | <ul style="list-style-type: none"> <li>• <b>CCSS 5.RL.4</b> Determine the meaning of words and phrases as they are used in a text.</li> <li>• <b>CCSS 5.RL.6</b> Describe how a narrator's or speaker's point of view influences how events are described.</li> <li>• <b>CCSS 5.W.1</b> Write opinion pieces on topics supporting a point of view with reasons and information.</li> <li>• <b>CCSS 5.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>• <b>CCSS 5.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> </ul> |
| <b>Learning Target</b>         | <ul style="list-style-type: none"> <li>• I can describe how a narrator's or speaker's point of view influences how events are described.</li> </ul>   |
| <b>Guiding Question</b>        | <ol style="list-style-type: none"> <li>1. How does the Kenny's point of view influence how the story is being told?</li> </ol>  |
| <b>Interpretive Question</b>   | <ol style="list-style-type: none"> <li>1. Tell part of this chapter from Byron's point of view.</li> </ol>  |
| <b>Hook Question</b>           | <ol style="list-style-type: none"> <li>1. What is something you have done, even though you knew you shouldn't have done it? Why did you still do it?</li> </ol>   |
| <b>Comprehension Questions</b> | <ol style="list-style-type: none"> <li>1. How does the Kenny's point of view influence how the story is being told?</li> <li>2. Why does Momma have such a strong aversion to fire?</li> <li>3. Why do you think Byron chooses not to listen?</li> <li>4. Why does Momma say she has to burn Byron to teach him a lesson?</li> <li>5. Do you think he deserved the punishment?</li> </ol>   |
| <b>Learning Period</b>         | <ol style="list-style-type: none"> <li>1. Present the guiding question.</li> <li>2. Read chapter 5 together as a class.</li> <li>3. Cover important vocabulary while reading.</li> <li>4. Have students do a 5 minute quick write to the interpretive question.</li> <li>5. Students present their ideas in a Socratic Seminar.</li> <li>6. Students return to their reading response notebooks and write their response adding more reasons to their paragraph expressing themselves clearly.</li> </ol>   |
| <b>Closing</b>                 | <ol style="list-style-type: none"> <li>1. Ask students to share their thinking aloud.</li> </ol>  |

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| <p><b>Standards</b></p>               | <ul style="list-style-type: none"> <li>• <b>CCSS 5.RL.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</li> <li>• <b>CCSS 5.RL.4</b> Determine the meaning of words and phrases as they are used in a text.</li> <li>• <b>CCSS 5.W.1</b> Write opinion pieces on topics supporting a point of view with reasons and information.</li> <li>• <b>CCSS 5.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> </ul> |
| <p><b>Learning Target</b></p>         | <ul style="list-style-type: none"> <li>• I can determine a theme of a story, from details in the text, including how characters in a story respond to challenges.</li> </ul>   |
| <p><b>Guiding Question</b></p>        | <ol style="list-style-type: none"> <li>1. What lessons can we learn from how Kenny deals with Byron's antics?</li> </ol>   |
| <p><b>Interpretive Question</b></p>   | <ol style="list-style-type: none"> <li>1. What lessons can we learn from the bird scene with Byron?</li> </ol>   |
| <p><b>Hook Question</b></p>           | <ol style="list-style-type: none"> <li>1. If you have siblings, have you ever covered for them to keep them from getting in trouble? What made you cover for them?</li> </ol>  |
| <p><b>Comprehension Questions</b></p> | <ol style="list-style-type: none"> <li>1. What is Welfare?</li> <li>2. Why is Kenny so upset that Momma is sending him to get Welfare food?</li> <li>3. What does Byron feel about the food after they sign for it? Could this be foreshadowing of some sort?</li> <li>4. How does Byron get the cookies?</li> <li>5. Do you think Byron thinks before he acts?</li> <li>6. What happens after Byron kills the bird? What does this tell us about Byron?</li> <li>7. Why do you think the author included the bird scene about Byron?</li> </ol>   |
| <p><b>Learning Period</b></p>         | <ol style="list-style-type: none"> <li>1. Present the guiding question.</li> <li>2. Read chapter 6 together as a class.</li> <li>3. Cover important vocabulary while reading.</li> <li>4. Have students do a 5 minute quick write to the interpretive question.</li> <li>5. Students present their ideas in a Socratic Seminar.</li> <li>6. Students return to their reading response notebooks and write their response</li> </ol>  |

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| <b>Closing</b> | 1. Ask students to share their thinking aloud. |
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# Fever 1793

*6<sup>th</sup> grade reading unit*

**Dig deeper into ALL of the  
CCSS reading & writing  
standards with engaging  
novels & lessons!**



UNIT  
10 OF 11

martina cahill-  
the hungry teacher



|                                |  |
|--------------------------------|--|
| <b>Standards</b>               | <ul style="list-style-type: none"> <li>• <b>CCSS 6.RL.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• <b>CCSS 6.RL.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>• <b>CCSS 6.RL.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.</li> <li>• <b>CCSS 6.W.1</b> Write arguments to support claims with clear reasons and relevant evidence.</li> <li>• <b>CCSS 6.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.</li> </ul> |
| <b>Learning Target</b>         | <ul style="list-style-type: none"> <li>• I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• I can explain how an author develops the point of view of the narrator or speaker in a text.</li> </ul>  |
| <b>Guiding Question</b>        | <ol style="list-style-type: none"> <li>1. Based on how the story is being told, what is the point of view that the story is being told from? (first person, narrative).</li> </ol>   |
| <b>Interpretive Question</b>   | <ol style="list-style-type: none"> <li>1. How does the point of view influence how we learn information about the time period and how does it influence how the story is told?</li> </ol>  |
| <b>Hook Question</b>           | <ol style="list-style-type: none"> <li>1. What do you know about yellow fever?</li> </ol>  |
| <b>Vocabulary</b>              | <p>rouse (1) bedchamber (1) abhorred (3) dawdling (3) embroidered (3) teemed (4) masts (4) wharves (4) grippe (6) dosed (6) hearth (6) respectable (7) spirits (7) victuals (8) lather (9) disreputable (11) Swoon (12)</p>  |
| <b>Comprehension Questions</b> | <p>Chapter 1</p> <ol style="list-style-type: none"> <li>1. What is the meaning of the quote at the start of chapter one? Why do you think the author starts the novel this way?</li> <li>2. What is the weather like where Matilda lives? How do you think this will influence the plot of the story? (It's hot and there are mosquitos flying around early in the mornings).</li> <li>3. What is Matilda's mother like? Why do you think she is like this?</li> </ol>   |

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|---|--|
| <p><b>Compre-<br/>hension<br/>Questions</b></p> | <ol style="list-style-type: none"> <li>4. What are some details that give us information on the time period she lived in (the washbasin-taking baths after others).</li> <li>5. Why do you think Matilda has to work for her mother?</li> </ol> <p>Chapter 2</p> <ol style="list-style-type: none"> <li>1. What helped improve business for Matilda's family business?</li> <li>2. What happened to Matilda's father?</li> <li>3. Why is Eliza so important to the family business?</li> <li>4. Why is Philadelphia the best place for Eliza to live? (She is a free African American).</li> <li>5. How were the Quakers different than most people when it came to slaver and black people? (didn't hold with slavery as it was against God's will).</li> <li>6. How and why is Eliza so important to Matilda?</li> <li>7. What had happened to Polly?</li> </ol> |
| <p><b>Learning<br/>Period</b></p>               | <ol style="list-style-type: none"> <li>1. Present the guiding question.</li> <li>2. Read chapters 1-2 together as a class.</li> <li>3. Cover important vocabulary while reading.</li> <li>4. Have students do a 5 minute quick write to the interpretive question.</li> <li>5. Students present their ideas in a Socratic Seminar.</li> <li>6. Students return to their reading response notebooks and write their response adding more reasons to their paragraph expressing themselves clearly</li> </ol>  |
| <p><b>Closing</b></p>                           | <ol style="list-style-type: none"> <li>1. Ask students to share their thinking aloud.</li> </ol>   |

# A Long Walk To Water

6<sup>th</sup> grade reading unit



**Dig deeper  
into ALL of  
the CCSS  
reading &  
writing  
standards  
with  
engaging  
novels &  
lessons!**

**unit  
7 of 11**

martina cahill- the hungry teacher



|                                |  |
|--------------------------------|--|
| <b>Standards</b>               | <ul style="list-style-type: none"> <li>• <b>CCSS 6.RI.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• <b>CCSS 6.RI.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</li> <li>• <b>CCSS 6.RI.6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</li> <li>• <b>CCSS 6.W.1</b> Write arguments to support claims with clear reasons and relevant evidence.</li> <li>• <b>CCSS 6.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.</li> </ul> |
| <b>Learning Target</b>         | <ul style="list-style-type: none"> <li>• I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• I can determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</li> </ul>  |
| <b>Guiding Question</b>        | <ol style="list-style-type: none"> <li>1. How does the author convey her point of view/purpose in the text?<br/>What type of persuasive techniques does the author use?</li> </ol>   |
| <b>Interpretive Question</b>   | <ol style="list-style-type: none"> <li>1. What is the author's purpose in chapter one? What information do you think she is trying to teach us?</li> </ol>   |
| <b>Hook Question</b>           | <ol style="list-style-type: none"> <li>1. What do you know about Sudan?</li> </ol>   |
| <b>Comprehension Questions</b> | <ol style="list-style-type: none"> <li>1. Why do you think the author includes a map of "Sudan, 1985" at the beginning of the book?</li> <li>2. Why do you think the author has the dates before each section of the chapter?</li> <li>3. Why do you think the first section is so much shorter than the second section?</li> <li>4. What important information do we learn about the character Salva (i.e. school, his government, his language, his family, the difference between girls and boys)?</li> <li>5. What is the author's purpose in chapter one?</li> </ol>  |
| <b>Learning Period</b>         | <ol style="list-style-type: none"> <li>1. Present the guiding question.</li> </ol> <p style="text-align: right;">©mar+ina cahill</p>   |



**Learning Period**

2. Read chapter 1 together as a class.
3. Cover important vocabulary while reading.
4. Have students do a 5 minute quick write to the interpretive question.
5. Students present their ideas in a Socratic Seminar.
6. Students return to their reading response notebooks and write their response adding more reasons to their paragraph expressing themselves clearly.

**Closing**

1. Ask students to share their thinking aloud.

|                                |  |
|--------------------------------|--|
| <b>Standards</b>               | <ul style="list-style-type: none"> <li>• <b>CCSS 6.RI.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• <b>CCSS 6.RI.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</li> <li>• <b>CCSS 6.RI.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</li> <li>• <b>CCSS 6.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> </ul> |
| <b>Learning Target</b>         | <ul style="list-style-type: none"> <li>• I can integrate information presented in different formats as well as in words to develop a coherent understanding of a topic or issue.</li> </ul>  |
| <b>Guiding Question</b>        | <ol style="list-style-type: none"> <li>1. How is Salva changing Sudan?</li> </ol>  |
| <b>Interpretive Question</b>   | <ol style="list-style-type: none"> <li>1. Write from the point of view of a young child in South Sudan whose village has been changed because of the work Salva is doing.</li> </ol>   |
| <b>Hook Question</b>           | <ol style="list-style-type: none"> <li>1. How can we learn more about Salva's non-profit?</li> </ol>   |
| <b>Comprehension Questions</b> | <ol style="list-style-type: none"> <li>1. What other information do you learn from the videos and Salva's website?</li> </ol>  |
| <b>Learning Period</b>         | <ol style="list-style-type: none"> <li>1. Present the guiding question.</li> <li>2. Go to <a href="http://www.waterforsouthsudan.org">http://www.waterforsouthsudan.org</a> together as a class. We watched Salva's story and the Water for South Sudan video.</li> <li>3. You could also watch some of the other videos.</li> <li>4. Cover important vocabulary while reading or watching the video</li> <li>5. Have students do a 5 minute quick write to the interpretive question.</li> <li>6. Students present their ideas in a Socratic Seminar.</li> <li>7. Students return to their reading response notebooks and write their response adding more reasons to their paragraph expressing themselves clearly.</li> </ol>                                     |
| <b>Closing</b>                 | <ol style="list-style-type: none"> <li>1. Ask students to share their thinking aloud.</li> </ol>   |

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