

Education



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

Grade 6: Module 2 Student Workbook

Name: _____

Exit Ticket: 3-2-1

3 Things I Learned about the Middle Ages:

1. _____
2. _____
3. _____

2 Questions I Have about the Middle Ages:

1. _____
2. _____

1 Thing That Surprised Me about the Middle Ages:

1. _____

“Middle Ages” Excerpt 1

1. The medieval period, known as the Middle Ages, covers nearly 1,000 years of European history. According to some historians, the **era** began in A.D. 476 when a German chieftain overthrew the last emperor of the Western Roman Empire. It lasted until about 1500, when the Renaissance, a period of tremendous innovation, became firmly established throughout western Europe.

Medieval Life

2. Although Europe was politically divided in the Middle Ages, daily life did not vary greatly from one realm to the next. Medieval society was tightly structured. Many people lived their entire lives in one village or manor. They were born to a certain social position and stayed in that position. Those who wanted something more had few choices. For all but the wealthiest, life was extremely hard.

The Manorial System

3. Medieval **land holdings** ranged from small estates called manors to huge **fiefs** as big as small countries. The lord of a large fief, such as a baron, might give individual manors to his knights, in exchange for their service. Those knights thus became lords of their own small manors. But they still owed **allegiance** to the baron.
4. A lord’s word was law on his manor. But knights and barons were often away, fighting battles. Much of the daily management of the manor fell to the lord’s wife. She oversaw planting, spinning, weaving, and other activities. She made sure servants did their jobs and ran the household smoothly. Often she also handled the household financial accounts.
5. But despite these responsibilities, women in medieval times had few rights. They were expected to obey their husbands and fathers in all things. Upper-class girls were married off early, as a way for powerful families to form **alliances** and build their wealth.
6. Most of the people on a **feudal** manor were peasants who spent their lives working in the fields. A great many of the peasants were serfs—that is, they were not free. Serfs could not leave their manor to try and find a better place. They belonged to the manor at which they were born and could move or change jobs only if their lord gave permission. The lords did not freely give away their serfs any more than they gave away their land or livestock. When a lord agreed to let one of his serfs marry a serf from another manor, he usually demanded a payment to make up for the loss.
7. Serfs led difficult lives. They had to **till the land** of the lord, as well as the strips in the manor fields in which they grew their own food. They knew little about the world and rarely met anyone from outside their village. They did not travel, nor could they read.

“Middle Ages” Excerpt 1

Glossary:

era – a period of time that has certain qualities or events that happened

land holding – ownership of land

fief – an estate of land owned by someone

allegiance – loyalty

alliance – a union for mutual benefit

feudal – owned by a lord or a baron with peasants and serfs working for him

till the land – work on the land, preparing it for crops, then caring for the crops, then harvesting the crops.

Word-Catcher

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

Digging Deeper into the Text —“Middle Ages” Excerpt 1

Name: _____

Date: _____

I can cite text-based evidence to support an analysis of informational text. (RI.6.1)

I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)

Directions and Questions	Answers. Use evidence from the text.
<p>Read the first paragraph.</p> <p>1. According to some historians, when did the Middle Ages begin? And when did this era end?</p>	
<p>Read this excerpt:</p> <p>“Although Europe was politically divided in the Middle Ages, daily life did not vary greatly from one realm to the next.”</p> <p>2. What does this sentence mean? How would you say this sentence in your own words?</p>	
<p>Read this excerpt:</p> <p>“Many people lived their entire lives in one village or manor. They were born to a certain social position and stayed in that position.”</p> <p>3. What does it mean to be born to certain position and to stay in that position?</p>	

Digging Deeper into the Text —“Middle Ages” Excerpt 1

Directions and Questions	Answers. Use evidence from the text.
<p>Read Paragraph 3.</p> <p>4. If a lord gave a manor to a knight, what would he expect in return?</p>	
<p>Read this excerpt:</p> <p>“Much of the daily management of the manor fell to the lord's wife. She oversaw planting, spinning, weaving, and other activities. She made sure servants did their jobs and ran the household smoothly. Often she also handled the household financial accounts.”</p> <p>5. What responsibilities did the lord's wife have? What did she have to do?</p>	

Digging Deeper into the Text —“Middle Ages” Excerpt 1

Directions and Questions	Answers. Use evidence from the text.
<p>Read this excerpt:</p> <p>“But despite these responsibilities, women in medieval times had few rights. They were expected to obey their husbands and fathers in all things. Upper-class girls were married off early, as a way for powerful families to form alliances and build their wealth.”</p> <p>6. What was expected of women in medieval times?</p>	
<p>Read Paragraphs 6 and 7.</p> <p>7. What was a serf?</p> <p>8. What was difficult about the life of a serf?</p>	

Homework: QuickWrite 1

.....
Name:

.....
Date:
.....

Reread “Middle Ages” Excerpt 1 and answer this focus question:

- “The second paragraph states, ‘Many people lived their entire lives in one village or manor. They were born to a certain social position and stayed in that position. Those who wanted something more had few choices. For all but the wealthiest, life was extremely hard.’ How does this part of the text introduce us to the people of the Middle Ages and prepare us for the ideas in the rest of the excerpt?”

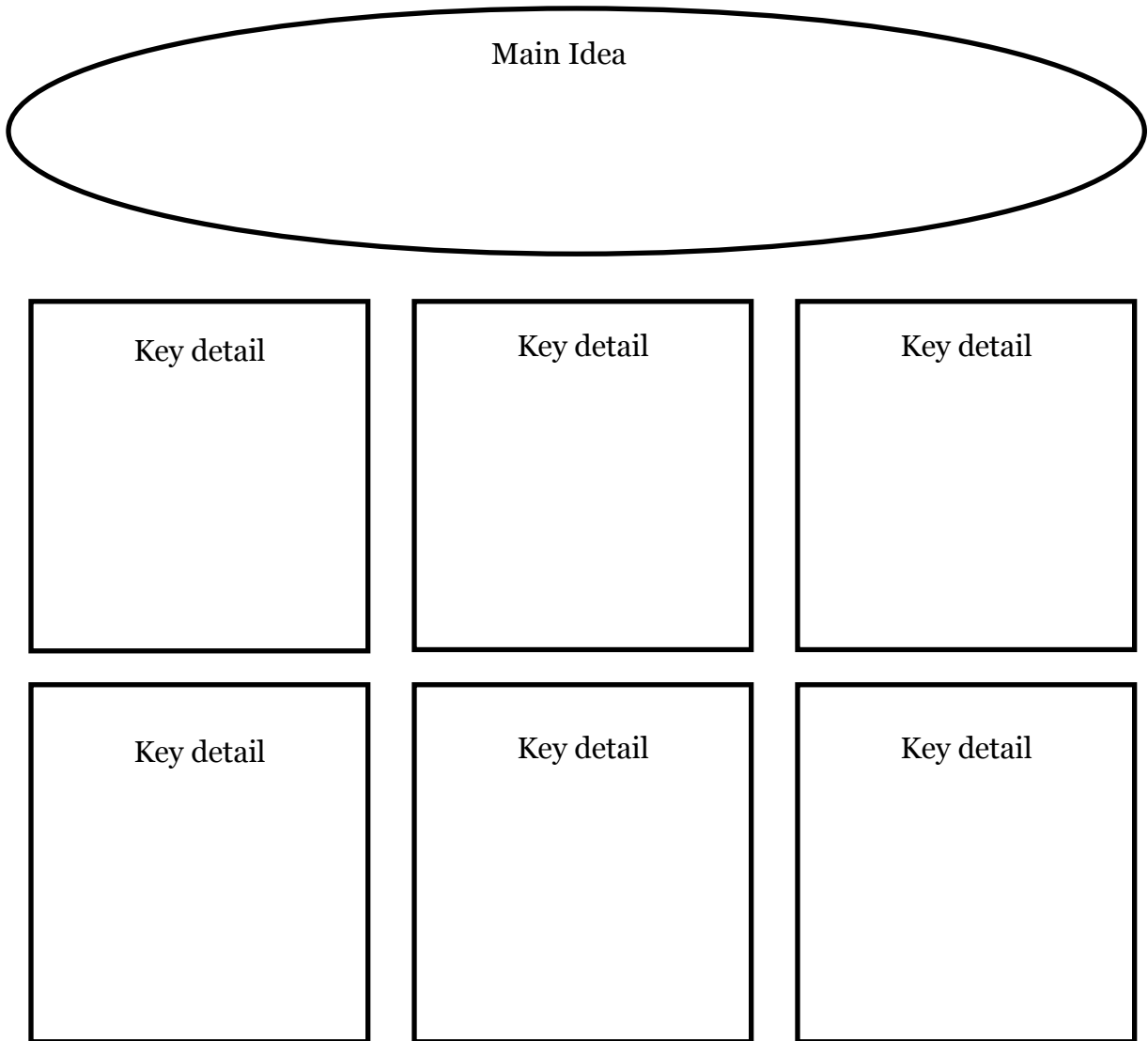
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Summary Writing Graphic Organizer

Name:

Date:

1. Identify the main idea.
2. Figure out the key details.



Homework: Research Ideas

.....
Name:

.....
Date:

Reread “Middle Ages” Excerpt 1. Answer this question:

- Which of the groups of people in this excerpt would you like to do further research on? Which group interests you most so far? Why?

“Middle Ages” Excerpt 2

Town Life

1. There were few towns, particularly in northwestern Europe, during the early Middle Ages. The rule of the **feudal lords** discouraged trade, and towns lived by trade. Each lord collected a **toll**, for “protection,” from all **merchants** who came into his neighborhood. A merchant paid many such tolls in traveling from one land to another. For example, a merchant taking a boatload of goods down the Loire River from Orléans had to pay 74 different tolls. Needless to say, the many tolls made goods expensive and trade difficult even in times of peace. During the frequent private wars trade became still more risky.
2. As private wars became less frequent, trade became easier. Towns grew in both number and size. Townspeople were better off than the serfs, for they were free. But their position was beneath that of the lords. Thus the townspeople became known as the middle class.
3. Most townspeople were merchants and **artisans**. Some merchants were little more than **peddlers** carrying their packs from village to village. Others brought goods by ship, riverboat, or pack train from distant lands to sell in town markets and fairs.
4. As towns grew larger, some people opened shops stocked with goods bought from the traveling merchants. One shopkeeper might sell drugs and spices brought from distant lands. Another shop might have furs or fine cloth and carpets from the East. Towns also had butchers, bakers, and barbers. Artisans manufactured shoes, hats, cloth, ironware, and other goods in their workshops.
5. The right to do business in a town was a guarded privilege. The merchants and artisans banded together in special organizations for each trade or craft, called guilds. Only members of the guilds could sell goods or practice a trade within the town walls. Guild members all charged the same prices for the same quality work, and they limited the number of people permitted to follow a particular **occupation**. The shoemakers’ guild, for example, wanted to make sure that there were never more shoemakers in a particular town than could make a good living there.

“Middle Ages” Excerpt 2

The Role of the Church

6. Every town and almost every village in the Middle Ages had a church, where a priest conducted worship services, baptized babies, married young people, and buried the dead in the churchyard. In addition, the priests taught the children at least the most important Christian prayers and beliefs.
7. The church was also served by monks and nuns. Monks were men who lived together in a house called a monastery. They were under the rule of an abbot, and they devoted their lives mainly to prayer and religious service. The nuns were women who followed a similar life in houses usually called convents. Monks and nuns gave all of their property to the monastery or convent. They vowed never to marry and agreed to live under strict rules.
8. Some monks worked in the monastery’s fields, fed the poor who came to the monastery gate, or took care of travelers who asked for shelter. Others copied books in the monastery scriptorium, or writing room. Since there were no printing presses, all books had to be copied by hand. A few monks conducted schools where they taught boys to read and write **Latin**. It was necessary to learn Latin because both the Bible and the church services were in that language. Poetry and history were also written in Latin.

Glossary:

feudal lord – the master of an area of land and people who worked there

toll – a charge for using a road, river, or bridge

merchant – a businessman who sells things made by others

artisan – a craftsman who makes something useful, like furniture

peddler – someone who travels around selling things

occupation – a job

Latin – an old language

Digging Deeper into the Text —“Middle Ages” Excerpt 2

Name: _____

Date: _____

I can cite text-based evidence to support an analysis of informational text. (RI.6.1)

I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)

Directions and Questions	Answers. Use evidence from the text.
<p>Reread Paragraph 1.</p> <p>1. Why did merchants have to pay tolls to lords?</p>	
<p>Reread Paragraph 2.</p> <p>2. Why were townspeople better off than the serfs?</p>	
<p>Reread Paragraphs 3 and 4.</p> <p>3. What occupation did most townspeople have?</p> <p>4. What other occupations could be found in the towns?</p>	

Digging Deeper into the Text —“Middle Ages” Excerpt 2

Directions and Questions	Answers. Use evidence from the text.
<p>Reread Paragraph 5.</p> <p>5. What were the special organizations of merchants and artisans called?</p> <p>6. What special rights did being a member of the special organizations give merchants and artisans?</p>	
<p>Reread Paragraph 6.</p> <p>7. What jobs did the priests have to do?</p>	
<p>Reread Paragraphs 7 and 8.</p> <p>8. What jobs did the monks and nuns have?</p>	

Homework: QuickWrite 2

Name:

Date:

Reread “Middle Ages” Excerpt 2 and answer this focus question:

- “The second paragraph states, ‘As private wars became less frequent, trade became easier.’ How does this sentence move the excerpt into describing life in the towns?”

Exit Ticket: A Focus Research Group

Name:

Date:

Thinking about the text excerpts you have read, which of these groups most interests you to focus on for research? Remember that you will be researching the adversities that particular group faced.

Serfs and peasants

Lords and ladies

Researcher's Notebook

Name:

Date:

<p>This side will provide specific directions as well as a place to collect your source information.</p>	<p>This side is where you will gather relevant information and summarize your texts.</p>
<p>I. Research question:</p> <p>What adversity did people face in the Middle Ages?</p>	<p>My refined research question:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

<p>II. Research notes</p> <p>Text 1</p> <p>Text Title: _____</p> <p>Author: _____</p> <p>Source: _____</p> <p>Did reading this text make you want to revise or refine your research question?</p> <p>_____ Yes _____ No</p> <p>If yes, how?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Relevant information from this text (bullet points). Remember to copy quotes you might want to use word for word in quotation marks:</p> <p>Summary of the relevant information from the text:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Researcher’s Notebook

Text 2

Text Title: _____

Author: _____

Source: _____

Did reading this text make you want to revise or refine your research question?

_____ Yes _____ No

If yes, how?

Relevant information from this text (bullet points). Remember to copy quotes you might want to use word for word in quotation marks:

Summary of the relevant information from the text:

Researcher's Notebook

<p>Text 3</p> <p>Text Title: _____</p> <p>Author: _____</p> <p>Source: _____</p> <p>Did reading this text make you want to revise or refine your research question?</p> <p>_____ Yes _____ No</p> <p>If yes, how?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Relevant information from this text (bullet points). Remember to copy quotes you might want to use word for word in quotation marks:</p> <p>Summary of the relevant information from the text:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Expository Writing Evaluation Rubric

Name: _____

Date: _____

CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	<ul style="list-style-type: none"> —clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s) 	<ul style="list-style-type: none"> — clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s) 	<ul style="list-style-type: none"> —introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s) 	<ul style="list-style-type: none"> —introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s) 	<ul style="list-style-type: none"> —demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	<ul style="list-style-type: none"> —develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence 	<ul style="list-style-type: none"> —develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety 	<ul style="list-style-type: none"> —partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence inconsistently 	<ul style="list-style-type: none"> —demonstrate an attempt to use evidence but only develop ideas with minimal, occasional evidence that is generally invalid or irrelevant 	<ul style="list-style-type: none"> —provide no evidence or provide evidence that is completely irrelevant

Expository Writing Evaluation Rubric

CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
<p>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<p>—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented</p>	<p>—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented</p>	<p>—exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented</p>	<p>—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented</p>	<p>—exhibit no evidence of organization —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section</p>

Expository Writing Evaluation Rubric

CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

Model Essay: Adversity Faced by Townspeople in the Middle Ages

The Middle Ages, which some historians believe began in A.D. 476 and ended in 1500, was a very difficult time, and many people faced adversity, regardless of their position in society. Townspeople in the Middle Ages were people who lived in towns and included merchants and artisans. Despite being considered to be the middle class (which meant that they were in a socially higher position than serfs and peasants but lower than lords) townspeople still faced many adversities.

During the private wars, before there were many towns, merchants traveled from place to place to trade; however, lords charged merchants tolls for protection whenever they traveled into their neighborhoods, which made going from place to place very expensive and trade very difficult for merchants. Kenneth Cooper provided the example, “A merchant taking a boatload of goods down the Loire River from Orléans had to pay 74 different tolls.”

After the private wars, merchants began to settle, and the number of towns increased. Walls were built to protect the towns, which restricted the amount of land for homes and buildings within the towns. As it says in the *Britannica Student Encyclopedia*, “In the towns the houses were packed together because every town had to be a fortress, with stout, high walls and a moat or river to protect it from hostile nobles, pirates, and robber bands.” This resulted in very tall buildings crammed together and very narrow streets. The streets were unpaved, and people threw all of their garbage into the street, so disease spread very quickly. As a result, a lack of sanitation was another adversity faced by townspeople in the Middle Ages.

Due to the buildings being built from wood and crowded so closely together, another adversity townspeople faced was the possibility of fire destroying their home and their entire town. World Book Online provides the example, “The city of Rouen, in France, burned to the ground six times between 1200 and 1225.” There were no streetlights in those times, so people used torches and candles to light their way in the dark, which caused fires. A fire would spread rapidly between the buildings, and a whole town could be burned to the ground very quickly.

While townspeople in the Middle Ages faced adversities like tolls, a lack of sanitation, and the risk of losing everything in a fire, during the 1200s some towns started to pave the streets with cobblestones and took steps toward increasing sanitation. Trade for merchants was improved with the introduction of guilds to protect them from unfair business practices. The era of the Middle Ages spanned over 1000 years, so as time progressed things got better for people and they faced fewer adversities.

Model Essay: Adversity Faced by Townspeople in the Middle Ages

Works Cited:

Cooper, Kenneth S. "Middle Ages." *The New Book of Knowledge*. Grolier Online, 2013. Web. 20 Aug. 2013.

"Middle Ages." World Book Online InfoFinder. *World Book*, 2013. Web. 21 Aug. 2013.

"Middle Ages." Britannica Student Encyclopedia. Encyclopædia Britannica Online Library Edition. Encyclopædia Britannica Inc., 2013. Web. 20 Aug. 2013.

Assessing the Model Essay

Name: _____

Date: _____

Directions:

3. Reread the model essay and look at Row 1 of the rubric below.
4. Discuss with your partner where you would score the model essay on this rubric. When you have come to an agreement, underline which descriptor on the rubric you would score the model.
5. Justify your score using evidence from the text on the lines below the rubric.
6. Repeat with the next row of the rubric.

CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	— clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task

Assessing the Model Essay

CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	–develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) –sustain the use of varied, relevant evidence	–develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) –sustain the use of relevant evidence, with some lack of variety	–partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant –use relevant evidence inconsistently	–demonstrate an attempt to use evidence but only develop ideas with minimal, occasional evidence that is generally invalid or irrelevant	–provide no evidence or provide evidence that is completely irrelevant

Assessing the Model Essay

Justification (include evidence from the model to justify your scoring)

Row 1: Content and Analysis

Row 2: Command of Evidence

Homework: Three Adversities

Name: _____

Date: _____

Which of the adversities you found through research would you like to focus on in your essay? Why?

1. _____

2. _____

3. _____

Quote Sandwich Guide: Adversity Faced by Townspeople in the Middle Ages

A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A “quote sandwich” is similar; it is how you use evidence in your essay. First, you introduce evidence. Then, you include the evidence. Last, you explain the evidence. Read this example of using a quote from the student model essay, “Adversity in the Middle Ages,” then take a look at the graphic.

Due to the buildings being built from wood and crowded so closely together, another adversity townspeople faced was the possibility of fire destroying their home and their entire town. The World Book Online provides the example, “The city of Rouen, in France, burned to the ground six times between 1200 and 1225.” There were no streetlights in those times, so people used torches and candles to light their way in the dark, which caused fires. A fire would spread rapidly between the buildings, and a whole town could be burned to the ground very quickly.

Introduce the Adversity

Due to the buildings being built from wood and crowded so closely together, another adversity townspeople faced was the possibility of fire destroying their home and their entire town.

Include the Evidence (in quotation marks)

The World Book Online provides the example, “The city of Rouen, in France, burned to the ground six times between 1200 and 1225.”

Explain the Evidence

There were no streetlights in those times, so people used torches and candles to light their way in the dark, which caused fires. A fire would spread rapidly between the buildings, and a whole town could be burned to the ground very quickly.

Quote Sandwich

Name: _____

Date: _____

A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A “quote sandwich” is similar; it is how you use evidence in your essay. First, you introduce evidence. Then, you include the evidence. Last, you explain the evidence.

Introduce the Adversity

Include the Evidence (in quotation marks)

Explain the Evidence

Quote Sandwich

Name: _____

Date: _____

A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A “quote sandwich” is similar; it is how you use evidence in your essay. First, you introduce evidence. Then, you include the evidence. Last, you explain the evidence.

Introduce the Adversity

Include the Evidence (in quotation marks)

Explain the Evidence

Quote Sandwich

Name:

Date:

A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A “quote sandwich” is similar; it is how you use evidence in your essay. First, you introduce evidence. Then, you include the evidence. Last, you explain the evidence.

Introduce the Adversity

Include the Evidence (in quotation marks)

Explain the Evidence

Formal Style Examples

Example 1

Due to the buildings being built from wood and crowded so closely together, another adversity townspeople faced was the possibility of fire destroying their home and their entire town. The World Book Online provides the example, “The city of Rouen, in France, burned to the ground six times between 1200 and 1225.” There were no streetlights in those times, so people used torches and candles to light their way in the dark, which caused fires. A fire would spread rapidly between the buildings, and a whole town could be burned to the ground very quickly.

Example 2

The buildings were like really close together so fire used to burn down towns. The World Book Online said, “The city of Rouen, in France, burned to the ground six times between 1200 and 1225.” There weren’t any streetlights either, so people used torches and candles and stuff to see in the dark, which caused fires. Fire spread super quick between the buildings, so a whole town could be burned to the ground super quick.

Peer Critique Guidelines

1. **Be kind:** Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.
2. **Be specific:** Focus on particular strengths and weaknesses, rather than making general comments like “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.
3. **Be helpful:** The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time.
4. **Participate:** Peer critique is a process to support each other, and your feedback is valued.

Stars and Steps Recording Form

“Clearly introduce a topic in a manner that follows from the task and purpose.”

Star:

Step:

“Provide a concluding statement or section that follows from the topic and information presented.”

Star:

Step:



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

Grade 6: Module 2B: Unit 2
Monologues, Language and
Literary Argument: Voices of
Medieval Village

Conveying Theme in “Barbary, the Mud Slinger”

Name: _____

Date: _____

<p>Thematic statement: Sometimes we make choices we regret, especially when we’re stressed.</p>	
Writing Techniques	Evidence (include page #)
Narrator’s thoughts	
Dialogue between characters	
Action in the story	
Word choice that expresses emotion	
Words the narrator uses to refer to self	
Bonus: Figurative language such as similes or metaphors	

Themes of Adversity Graphic Organizer for “Hugo, the Lord’s Nephew”

Name: _____

Date: _____

Guiding question: How do individuals survive in challenging environments?

Directions: Read the monologue in *Good Masters! Sweet Ladies!* Determine the theme/themes of adversity and the group or groups of people affected. Record the text-based evidence. Include the page number where the evidence was found.

Theme of adversity faced in this monologue and group of people affected	Text-based evidence (include the page number where the evidence was found in the text)	Does this theme of adversity exist today? Explain.

Themes of Adversity Graphic Organizer for “Giles, the Beggar”

.....
Name:

.....
Date:

Guiding question: How do individuals survive in challenging environments?

Directions: Read the monologue in *Good Masters! Sweet Ladies!* Determine the theme/themes of adversity and the group or groups of people affected. Record the text-based evidence. Include the page number where the evidence was found.

Theme of adversity faced in this monologue and group of people affected	Text-based evidence (include the page number where the evidence was found in the text)	Does this theme of adversity exist today? Explain.

Figurative and Literal Language Reference Sheet

Figurative language: words or expressions called “**figures of speech**” that are used in other than ordinary ways to suggest a picture or image or for other special effects

Literal language: words or expressions that match their definitions

Figures of speech	Figurative	Literal
Simile	<p>a figure of speech that compares two things, indicated by some connective, usually “like,” “as,” “than,” or a verb such as “resembles” to show how they are similar</p> <p>Ex: “His cheeks were <i>like roses</i>, his nose <i>like a cherry</i> ... and the beard on his chin was <i>as white as the snow</i>.”</p>	<p>His cheeks and nose were red. He had a white beard.</p>
Metaphor	<p>a figure of speech similar to a simile that does NOT use the words <i>like</i> or <i>as</i> to compare two unlike things</p> <p>Ex: “Her voice was music to my ears.”</p>	<p>Hearing her voice made me happy.</p>
personification	<p>a figure of speech in which human characteristics are given to an animal or an object</p> <p>Ex: The carved pumpkin smiled.</p>	<p>The pumpkin was carved with a smile on its face.</p>

Figurative and Literal Language Reference Sheet

Figures of speech	Figurative	Literal
idiom	<p>groups of words whose meaning is different from the ordinary meaning of the words</p> <p>Context can help you understand what the phrase means.</p> <p>Ex: You drive me up a wall.</p>	You make me mad.
alliteration	<p>the repetition of the first consonant sounds in several words; the repetition of a single letter in the alphabet</p> <p>Ex: “Peter Piper picked a peck of pickled peppers.”</p>	Peter Piper picked a peck of pickled peppers.
onomatopoeia	<p>the use of words that sound like their meaning (thing they refer to) or mimic sounds</p> <p>They add a level of fun and reality to writing.</p> <p>Ex: A snake <i>slithered</i> through the grass.</p> <p>The burgers were <i>sizzling</i> on the grill.</p>	<p>A snake crawled through the grass.</p> <p>The burgers were cooking on the grill.</p>

Figurative and Literal Language Reference Sheet

Figures of speech	Figurative	Literal
hyperbole	<p>exaggeration that emphasizes a point; can have an expressive or comic effect</p> <p>Ex: I'm so hungry, <i>I could eat a horse.</i></p>	<p>I'm so hungry, I could eat a huge meal.</p>
imagery	<p>language that causes people to imagine pictures in their minds; language that suggests how someone or something looks, sounds, feels, smells, or tastes</p> <p>Ex: The eerie silence was shattered by her scream. Her face blossomed when she caught a glance of him.</p>	<p>Her scream disrupted the silence. She was happy to see him.</p>

stanza: a group of lines in a poem

tone: a quality, feeling, or attitude expressed by the words that someone uses in speaking or writing

word choice: choice and use of precise words to convey an author's meaning

connotation: an idea or quality that a word makes you think about in addition to its meaning; an association

denotation: the literal meaning of a word; the definition

nuance: a subtle difference in or shade of meaning, expression, or sound

Figurative Language Graphic Organizer

Name: _____

Date: _____

Title of Monologue: _____

Example of figurative language/ what kind of figurative language is it?	What it means literally	How it adds to my understanding of the scene or character
“My legs were like straw...” (p. 3)		
“I gasped like a fish...” (p. 4)		
“...the green leaves swam in the sky.” (p. 4)		

GRADE 6: MODULE 2B: UNIT 2: LESSON 3

Text-Dependent Questions: “Hugo, the Lord’s Nephew”

Name: _____

Date: _____

Questions	Response with evidence
<p>“When I went back, there was my uncle, rod in hand, but he didn’t strike—I told him, ‘There’s a boar in the forest.’” (ll. 9–12)</p> <p>1. What does it mean that the uncle had “rod in hand”?</p>	
<p>In the monologue, Hugo’s uncle says, “You’ll hunt like a man, or be flogged like a boy.”</p> <p>2. What point is the uncle making by using both the words “man” and “boy”?</p>	
<p>“I could smell my sweat, rank with fear, and then—it was like my dream—the underbrush moved, and the sticks shattered. I saw it—bristling, dark as the devil, huge as a horse—and my bowels turned to water.”</p> <p>3. How does word choice “the sticks <i>shattered</i>” affect the tone of this scene?</p>	

Text-Dependent Questions:
 “Hugo, the Lord’s Nephew”

Questions	Response with evidence
<p>“It charged—my uncle lunged and I behind him—thrust!—felt the spear pierce. Braced myself—end to armpit—shoved. It took a long time, the dogs keening and the boar struggling.”</p> <p>4. What does it mean to “thrust”?</p> <p>5. What does the author mean when he says “<i>It</i> took a long time ...”?</p>	
<p>“At last it was over, and the brute lay still. I almost wept: the joy of it, and the terror. I gasped like a fish, let my head fall back: the green leaves swam in the sky.”</p> <p>6. What does it mean by “the brute lay still”?</p> <p>7. Why is this stanza important for understanding the theme of becoming a man?</p>	

Exit Ticket:
Give One, Get One – Word Choice

.....
Name:

.....
Date:

Skim the monologue, locate at least two words or phrases that convey or suggest fear, and write them on your Exit Ticket.

Word or Phrase that Suggests <i>Fear</i>	Word or Phrase that Suggests <i>Fear</i>

Theme of Adversity Graphic Organizer for “Thomas, the Doctor”

Name: _____

Date: _____

Guiding question: How do individuals survive in challenging environments?

Directions: Read the monologue in *Good Masters! Sweet Ladies!* Determine the theme/themes of adversity and the group or groups of people affected. Record the text-based evidence. Include the page number where the evidence was found.

Theme of adversity faced in this monologue and group of people affected	Text-based evidence (include the page number where the evidence was found in the text)	Does this theme of adversity exist today? Explain.

Themes of Adversity Graphic Organizer for “Taggot, the Blacksmith’s Daughter”

Name: _____

Date: _____

Guiding question: How do individuals survive in challenging environments?

Directions: Read the monologue in *Good Masters! Sweet Ladies!* Determine the theme/themes of adversity and the group or groups of people affected. Record the text-based evidence. Include the page number where the evidence was found.

Theme of adversity faced in this monologue and group of people affected	Text-based evidence (include the page number where the evidence was found in the text)	Does this theme of adversity exist today? Explain.

Themes of Adversity Graphic Organizer for “Mogg, the Villein’s Daughter”

Name: _____

Date: _____

Guiding question: How do individuals survive in challenging environments?

Directions: Read the monologue in *Good Masters! Sweet Ladies!* Determine the theme/themes of adversity and the group or groups of people affected. Record the text-based evidence. Include the page number where the evidence was found.

Theme of adversity faced in this monologue and group of people affected	Text-based evidence (include the page number where the evidence was found in the text)	Does this theme of adversity exist today? Explain.

Figurative Language Graphic Organizer for Taggot, the Blacksmith’s Daughter

Name: _____

Date: _____

Example of figurative language/ what kind of figurative language is it?	What it means literally	How it adds to my understanding of the scene or character
“The morn was clear as glass, and I was happy as a singing bird.” (6)		
“His eyes were dark as rivers.” (7)		
“The glory was his face—” (7)		
“I never did speak. I thought if I opened my mouth he’d know my whole heart.”		

Text-Dependent Questions:
 “Taggot, the Blacksmith’s Daughter”

.....
Name:

.....
Date:

Questions	Response with Evidence
<p>“There’s something else. I’ve stared into the Round Pool and it’s hard to tell—the water’s never still but I think I’m ugly. Big and ugly and shy in the bargain. Mother says I’ll likely not marry at all.”</p> <p>1. What is the meaning of “in the bargain”?</p>	

Text-Dependent Questions:

“Taggot, the Blacksmith’s Daughter”

Questions	Response with Evidence
<p>“There’s no one better to quiet a horse. I lay my big hands on them, and feel them trembling—I know how they feel. They’re like me: big and timid. So I breathe sweet peace to them—not with my lips, but through my fingers—and they hear me, not with their ears but through their skins.”</p> <p>3. The author writes the phrase “I breathe sweet peace to them—not with my lips, but through my fingers—and they hear me.” What does she mean?</p>	
<p>He had brown hair. Not golden like the knights in story, and his eyes were dark as rivers. The glory was his face—the shape of it—I don’t have words.”</p> <p>4. Why did the author choose “glory” in the phrase “The glory was his face—”?</p>	

Text-Dependent Questions:
 “Taggot, the Blacksmith’s Daughter”

Questions	Response with Evidence
<p>“... and he held out a coin—a farthing. I was sudden bold—I reached out my hand and shoved it away—and then (touching him was what did it) my face got hot.”</p> <p>5. What does the phrase “sudden bold” mean?</p>	
<p>“He was gone by then, long gone, and it seems a long life—I may live fifty years, and not see him again.”</p> <p>6. Why were the words “gone” and “long” repeated in this stanza?</p>	

Text-Dependent Questions:
 “Taggot, the Blacksmith’s Daughter”

Questions	Response with Evidence
<p>“Thinking that, I bent my head, and saw, lying on the anvil, a miracle: that sprig of hawthorn—from his cloak, on the anvil. If ’twere on the ground, it might only have fallen—but it was on the anvil.”</p> <p>7. What does the repetition of the words “on the anvil” suggest?</p>	
<p>8. How does this stanza contribute to the development of the theme of Taggot’s view of herself?</p>	

Exit Ticket: Figurative and Literal Language
(Similes and Metaphors)

Name: _____

Date: _____

Similes (use “like” or “as”)	Metaphors (use “are” or “is”)
Your eyes are like sunshine.	You are sunshine.
The noise is like music to my ears.	The noise is music to my ears.
You are as happy as a clown.	You are a clown.

Change the literal language in the sentence below into figurative language. Write a sentence describing the puppy meeting his owner that contains a simile. Then write a sentence describing the puppy meeting his owner that contains a metaphor.

Literal language: “The little puppy ran to meet his owner.”

Simile:

Metaphor:

Theme of Adversity Graphic Organizer for “Jack, the Half-Wit”

Theme of Adversity Graphic Organizer for “Jack, the Half Wit”

Name: _____

Date: _____

Guiding question: How do individuals survive in challenging environments?

Directions: Read the monologue in *Good Masters! Sweet Ladies!* Determine the theme/themes of adversity and the group or groups of people affected. Record the text-based evidence. Include the page number where the evidence was found.

Theme of adversity faced in this monologue and group of people affected	Text-based evidence (include the page number where the evidence was found in the text)	Does this theme of adversity exist today? Explain.

Figurative Language Graphic Organizer:
 “Constance, the Pilgrim”

Name: _____

Date: _____

Example of figurative language/ what kind of figurative language is it?	What it means literally	How it adds to my understanding of the scene or character
“Winifred’s blood was crystal clear and flowed like a wave.”		
“I have known more sorrow than tears can tell.”		

Figurative Language Graphic Organizer:
 “Lowdy, the Varlet’s Child”

Name: _____

Date: _____

Example of figurative language/ what kind of figurative language is it?	What it means literally	How it adds to my understanding of the scene or character
“Fleas leading chases running races on my thighs.”		
“Fleas leaping hurdles— they’re as strong as Hercules.”		
“I’m used to the lice raising families in my hair.”		

Figurative Language Graphic Organizer:
 “Otho, the Miller’s Son”

Name: _____

Date: _____

Example of figurative language/ what kind of figurative language is it?	What it means literally	How it adds to my understanding of the scene or character
“I know the family business—it’s been drummed into my head.”		
“It’s hunger, want and wickedness that makes the world go ’round.”		
“The Mouth of Hell is gaping wide, and all of us are falling.”		

Figurative Language Graphic Organizer:
 “Will, the Plowboy”

.....
Name:

.....
Date:

Example of figurative language/ what kind of figurative language is it?	What it means literally	How it adds to my understanding of the scene or character
“The fields have a right to rest when people don’t.”		
“Our harvest wasn’t worth a rotten apple.”		
“And under his smock, he had a hare ‘most as big as a fox’—still warm.”		

Theme of Adversity Graphic Organizer for “Jacob Ben Salomon, the Moneylender’s Son and Petronella, the Merchant’s Daughter”

Name: _____

Date: _____

Guiding question: How do individuals survive in challenging environments?

Directions: Read the monologue in *Good Masters! Sweet Ladies!* Determine the theme/themes of adversity and the group or groups of people affected. Record the text-based evidence. Include the page number where the evidence was found.

Theme of adversity faced in this monologue and group of people affected	Text-based evidence (include the page number where the evidence was found in the text)	Does this theme of adversity exist today? Explain.

Text-Dependent Questions for “Constance, the Pilgrim”
(For Jigsaw, Part 2)

1. How do the words “magical spring” help you understand what “Saint Winifred’s well” is?

2. How does “Endnote 1” help the reader understand Constance’s feelings and what it means to be “crookbacked” in medieval times?

Text-Dependent Questions for “Constance, the Pilgrim”
(For Jigsaw, Part 2)

3. In Stanza 3, what happened to Caradog? Cite and explain evidence to support your answer.

4. Look closely at these two sentences: “I have known more sorrow than tears can tell. There are times I wish I had never been born.” What do these two sentences add to the theme?

Text-Dependent Questions for “Lowdy, the Varlet’s Child”
(For Jigsaw, Part 2)

- 1. How does the author’s use of rhyme and rhythm add to the theme of battling fleas?

- 2. The author has structured each stanza in two different ways. In what ways is the second part of each stanza different? Explain your answer and cite evidence from the text.

Text-Dependent Questions for “Lowdy, the Varlet’s Child”
(For Jigsaw, Part 2)

- 3. What words and phrases in the first and second stanzas create a whimsical or comical tone about the fleas? How do these words and phrases contribute to the theme? Cite evidence from the text to help explain your answer.

- 4. What evidence from the text shows that Lowdy and his father had their needs (for food and warmth) met?

Text-Dependent Questions for “Otho, the Miller’s Son”
(For Jigsaw, Part 2)

1. Why does Laura Amy Schlitz repeat, “God makes the water, and the water makes the river, and the river turns the mill wheel” five times in the monologue?

2. How does the last line, “And someday I will have a son—and God help him!” contribute to the theme of abuse and wrongdoing?

Text-Dependent Questions for “Otho, the Miller’s Son”
(For Jigsaw, Part 2)

- 3. Select five words or phrases that help convey a tone of dishonesty in the monologue and five words or phrases that convey a tone of abuse.

Text-Dependent Questions for “Will, the Plowboy”
(For Jigsaw, Part 2)

1. How was the “three field system” a hardship for Will and his father? Cite and explain evidence to support your answer.

2. The author writes, “It took half the day to get there, and I couldn’t keep up.” How does “I couldn’t keep up” help the reader to understand what the walk was like?

Text-Dependent Questions for “Will, the Plowboy”
(For Jigsaw, Part 2)

- 3. Will promises his dad when he lay dying that he would take care of his mother and sisters—he says, “even if I died of working.” Why did the author choose “died” in this phrase?

- 4. The author writes, “I always did everything he told me, and I always will, so long as I live.” How does this sentence help us to understand Will’s promise to his father and add to a theme of the monologue?

Exit Ticket:

How Has the Author Helped Us Get to Know the Children of Medieval Times?

Name:

Date:

How has the author, Laura Amy Schlitz, helped us to get to know children of medieval times? What writing techniques does she use in her monologues that help the reader step directly into the shoes and lives of children from this era? Cite and explain evidence.

Are We Medieval?:
A Literary Argument Essay Prompt

Learning Targets

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)

Focus question: Do we still struggle with any of the same adversities as the people of *Good Masters! Sweet Ladies!*?

In *Good Masters! Sweet Ladies!*, the character monologues describe the adversities faced by different kinds of people in the Middle Ages.

In this assessment, you are going to write a literary argument essay in which you will establish a claim about whether we struggle today with the same adversities as those faced by the people in *Good Masters! Sweet Ladies!* You will establish your claim in an introduction. Then to support your claim, you will choose two adversities that are either the same as those experienced by children in the Middle Ages or different, and use examples from life today and from *Good Masters! Sweet Ladies!* Finally, you will provide closure to your essay with a conclusion.

In your essay, be sure to:

- Write an introduction that presents your claim (either yes we do still struggle with some of the same adversities, or no we don't).
- Use two adversities faced by the people in the Middle Ages to support your claim.
- Use relevant and specific text evidence, including direct quotations from *Good Masters! Sweet Ladies!* to support each adversity.
- Support your claim with examples from life today for each adversity.
- Explain how your text and examples from life today support your claim.
- Use transitional words and phrases to make your writing cohesive and logical.
- Write a conclusion that provides further thinking on the subject.

Model Essay: “Are We Medieval?
Opportunities in the Middle Ages and Today”

Focus question: Did children in the Middle Ages have similar opportunities to those available to us today?

I think the opportunities available to children in the Middle Ages were very different from the opportunities available to us today. In some ways, children in the Middle Ages had employment and work opportunities that are no longer an option today. However, today we have educational opportunities that were not available to some children in the Middle Ages.

Although many of the children in the Middle Ages weren't able to go to school, they learned useful work skills and were guaranteed jobs in the future. This is an opportunity that isn't available for us today. For example, Thomas, the doctor's son in *Good Masters! Sweet Ladies!*, learned the skills to be a doctor from his father. He said, “And I am bound to carry on tradition. With every patient that my father cures, I learn more medicine” (page 18). It is no longer possible to become a doctor just by having a father who is a doctor and by working with him and learning from him from a young age. Today, if I wanted to become a doctor I would have to do very well in school and study at college for many years.

Another difference in opportunity is that today we all have the opportunity of education. This means we are able to make choices about what we want to do in the future. The work children did with their parents or as apprentices limited them in their choices for their future. They were unable to change their social position because they had to follow in their parents' footsteps and do the same work. Otho, the miller's son, described how being a miller is something the males in his family have done for a few generations and how he would automatically become the miller after his father. He said, “Father is the miller, as his father was of old, and I shall be the miller, when my father's flesh is cold” (page 27). It seems that being a miller isn't what he would like to do and he says at the very end, “And someday I will have a son—and God help him!” (page 29) as if he feels sorry for any sons that he may have because they will also have to be millers like him. Today, if I would like to be a teacher, when I graduate I can go to college to study education.

I selected two differences in opportunities available to children in the Middle Ages and children today: an opportunity that children in the Middle Ages had that we don't have, and an opportunity available to us today that wasn't available to children back then. Overall, I think that we have more opportunities today than children did in the Middle Ages. We can choose our future based on what we are interested in, and we can change our social position.

Themes of Adversity Graphic Organizer for “Simon, the Knight’s Son”

Name: _____

Date: _____

Guiding question: How do individuals survive in challenging environments?

Directions: Read the monologue in *Good Masters! Sweet Ladies!* Determine the theme/themes of adversity and the group or groups of people affected. Record the text-based evidence. Include the page number where the evidence was found.

Theme of adversity faced in this monologue and group of people affected	Text-based evidence (include the page number where the evidence was found in the text)	Does this theme of adversity exist today? Explain.

Literary Argument Essay Rubric

Name: _____

Date: _____

Criteria	CCSS	4	3	2	1	0
CLAIM AND REASONS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author’s argument	W.2 R.1–9	—clearly introduces the text and the claim in a manner that is compelling and follows logically from the task and purpose —claim and reasons demonstrate insightful analysis of the text(s)	—clearly introduces the text and the claim in a manner that follows from the task and purpose —claim and reasons demonstrate grade-appropriate analysis of the text(s)	—introduces the text and the claim in a manner that follows generally from the task and purpose —claim and reasons demonstrate a literal comprehension of the text(s)	—introduces the text and the claim in a manner that does not logically follow from the task and purpose —claim and reasons demonstrate little understanding of the text(s)	—claim and reasons demonstrate a lack of comprehension of the text(s) or task

Literary Argument Essay Rubric

Criteria	CCSS	4	3	2	1	0
<p>COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support the author’s argument</p>	<p>W.9 R.1–9</p>	<p>—develops the claim with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustains the use of varied, relevant evidence —skillfully and logically explains how evidence supports ideas</p>	<p>—develops the claim with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustains the use of relevant evidence, with some lack of variety —logically explains how evidence supports ideas</p>	<p>—partially develops the claim of the essay with the use of some textual evidence, some of which may be irrelevant —uses relevant evidence inconsistently —sometimes logically explains how evidence supports ideas</p>	<p>—demonstrates an attempt to use evidence but develops ideas with only minimal, occasional evidence that is generally invalid or irrelevant —attempts to explain how evidence supports ideas</p>	<p>—provides no evidence or provides evidence that is completely irrelevant —does not explain how evidence supports ideas</p>

Literary Argument Essay Rubric

Criteria	CCSS	4	3	2	1	0
<p>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<p>W.2 R.1–9</p>	<p>—exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provides a concluding statement or section that is compelling and follows clearly from the claim and reasons presented</p>	<p>—exhibits clear organization, with the use of appropriate transitions to create a unified whole —establishes and maintains a formal style using precise language and domain-specific vocabulary —provides a concluding statement or section that follows from the claim and reasons presented</p>	<p>—exhibits some attempt at organization, with inconsistent use of transitions —establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provides a concluding statement or section that generally follows the claim and reasons presented</p>	<p>—exhibits little attempt at organization, or attempts to organize are irrelevant to the task —lacks a formal style, using language that is imprecise or inappropriate for the text(s) and task —provides a concluding statement or section that is illogical or unrelated to the claim and reasons presented</p>	<p>—exhibits no evidence of organization —uses language that is predominantly incoherent or copied directly from the text(s) —does not provide a concluding statement or section</p>

Literary Argument Essay Rubric

Criteria	CCSS	4	3	2	1	0
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrates grade-appropriate command of conventions, with few errors	—demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrates emerging command of conventions, with some errors that may hinder comprehension	—demonstrates a lack of command of conventions, with frequent errors that hinder comprehension	—demonstrates minimal command of conventions, making assessment of conventions unreliable

Are We Medieval?:
Forming Evidence-Based Claims Graphic Organizer

Focus question: Did children in the Middle Ages have similar opportunities to those available to us today?

<p>The Claim Children in the Middle Ages had very different opportunities than those available to us today</p>	
Opportunity 1	Opportunity 2
Opportunity 1 text evidence (T)	Opportunity 2 text evidence (T)
Opportunity 1 examples from life today (L)	Opportunity 2 examples from life today (L)
Explaining the thinking about this evidence ... (E)	Explaining the thinking about this evidence ... (E)

Theme of Adversity Graphic Organizer for “A Little Background: The Crusades”

Name: _____

Date: _____

Guiding question: How do individuals survive in challenging environments?

Directions: Read the monologue in *Good Masters! Sweet Ladies!* Determine the theme/themes of adversity and the group or groups of people affected. Record the text-based evidence. Include the page number where the evidence was found.

Theme of adversity faced in this monologue and group of people affected	Text-based evidence (include the page number where the evidence was found in the text)	Does this theme of adversity exist today? Explain.

Name: _____

Theme of Adversity Graphic Organizer for “Isobel, the Lord’s Daughter”

Date: _____

Guiding question: How do individuals survive in challenging environments?

Directions: Read the monologue in *Good Masters! Sweet Ladies!* Determine the theme/themes of adversity and the group or groups of people affected. Record the text-based evidence. Include the page number where the evidence was found.

Theme of adversity faced in this monologue and group of people affected	Text-based evidence (include the page number where the evidence was found in the text)	Does this theme of adversity exist today? Explain.

Literary Argument Essay Rubric

Name: _____

Date: _____

Criteria	CCSS	4	3	2	1	0
CLAIM AND REASONS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author’s argument	W.2 R.1–9	—clearly introduces the text and the claim in a manner that is compelling and follows logically from the task and purpose —claim and reasons demonstrate insightful analysis of the text(s)	—clearly introduces the text and the claim in a manner that follows from the task and purpose —claim and reasons demonstrate grade-appropriate analysis of the text(s)	—introduces the text and the claim in a manner that follows generally from the task and purpose —claim and reasons demonstrate a literal comprehension of the text(s)	—introduces the text and the claim in a manner that does not logically follow from the task and purpose —claim and reasons demonstrate little understanding of the text(s)	—claim and reasons demonstrate a lack of comprehension of the text(s) or task

Literary Argument Essay Rubric

Criteria	CCSS	4	3	2	1	0
<p>COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support the author’s argument</p>	<p>W.9 R.1–9</p>	<p>—develops the claim with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustains the use of varied, relevant evidence —skillfully and logically explains how evidence supports ideas</p>	<p>—develops the claim with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustains the use of relevant evidence, with some lack of variety —logically explains how evidence supports ideas</p>	<p>—partially develops the claim of the essay with the use of some textual evidence, some of which may be irrelevant —uses relevant evidence inconsistently —sometimes logically explains how evidence supports ideas</p>	<p>—demonstrates an attempt to use evidence but develops ideas with only minimal, occasional evidence that is generally invalid or irrelevant —attempts to explain how evidence supports ideas</p>	<p>—provides no evidence or provides evidence that is completely irrelevant —does not explain how evidence supports ideas</p>

Literary Argument Essay Rubric

Criteria	CCSS	4	3	2	1	0
<p>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<p>W.2 R.1–9</p>	<p>—exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provides a concluding statement or section that is compelling and follows clearly from the claim and reasons presented</p>	<p>—exhibits clear organization, with the use of appropriate transitions to create a unified whole —establishes and maintains a formal style using precise language and domain-specific vocabulary —provides a concluding statement or section that follows from the claim and reasons presented</p>	<p>—exhibits some attempt at organization, with inconsistent use of transitions —establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provides a concluding statement or section that generally follows the claim and reasons presented</p>	<p>—exhibits little attempt at organization, or attempts to organize are irrelevant to the task —lacks a formal style, using language that is imprecise or inappropriate for the text(s) and task —provides a concluding statement or section that is illogical or unrelated to the claim and reasons presented</p>	<p>—exhibits no evidence of organization —uses language that is predominantly incoherent or copied directly from the text(s) —does not provide a concluding statement or section</p>

Literary Argument Essay Rubric

Criteria	CCSS	4	3	2	1	0
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrates grade-appropriate command of conventions, with few errors	—demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrates emerging command of conventions, with some errors that may hinder comprehension	—demonstrates a lack of command of conventions, with frequent errors that hinder comprehension	—demonstrates minimal command of conventions, making assessment of conventions unreliable

Model Essay: “Are We Medieval?
Opportunities in the Middle Ages and Today”

Focus question: Did children in the Middle Ages have similar opportunities to those available to us today?

I think the opportunities available to children in the Middle Ages were very different from the opportunities available to us today. In some ways, children in the Middle Ages had employment and work opportunities that are no longer an option today. However, today we have educational opportunities that were not available to some children in the Middle Ages.

Although many of the children in the Middle Ages weren't able to go to school, they learned useful work skills and were guaranteed jobs in the future. This is an opportunity that isn't available for us today. For example, Thomas, the doctor's son in *Good Masters! Sweet Ladies!*, learned the skills to be a doctor from his father. He said, “And I am bound to carry on tradition. With every patient that my father cures, I learn more medicine” (page 18). It is no longer possible to become a doctor just by having a father who is a doctor and by working with him and learning from him from a young age. Today, if I wanted to become a doctor I would have to do very well in school and study at college for many years.

Another difference in opportunity is that today we all have the opportunity of education. This means we are able to make choices about what we want to do in the future. The work children did with their parents or as apprentices limited them in their choices for their future. They were unable to change their social position because they had to follow in their parents' footsteps and do the same work. Otho, the miller's son, described how being a miller is something the males in his family have done for a few generations and how he would automatically become the miller after his father. He said, “Father is the miller, as his father was of old, and I shall be the miller, when my father's flesh is cold” (page 27). It seems that being a miller isn't what he would like to do and he says at the very end, “And someday I will have a son—and God help him!” (page 29) as if he feels sorry for sons that he may have because they will also have to be millers like him. Today, if I would like to be a teacher, when I graduate I can go to college to study education.

I selected two differences in opportunities available to children in the Middle Ages and children today: an opportunity that children in the Middle Ages had that we don't have, and an opportunity available to us today that wasn't available to children back then. Overall, I think that we have more opportunities today than children did in the Middle Ages. We can choose our future based on what we are interested in, and we can change our social position.

Lesson Theme of Adversity Graphic Organizer for “Nelly, the Sniggler”

Name: _____

Date: _____

Guiding question: How do individuals survive in challenging environments?

Directions: Read the monologue in *Good Masters! Sweet Ladies!* Determine the theme/themes of adversity and the group or groups of people affected. Record the text-based evidence. Include the page number where the evidence was found.

Theme of adversity faced in this monologue and group of people affected	Text-based evidence (include the page number where the evidence was found in the text)	Does this theme of adversity exist today? Explain.

Rows 1 and 3 of Literary Argument Essay Rubric

Name: _____

Date: _____

	Criteria	
	<p>CLAIM AND REASONS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author’s argument</p>	<p>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>
CCSS	<p>W.2 R.1–9</p>	<p>W.2 R.1–9</p>
4	<ul style="list-style-type: none"> clearly introduces the text and the claim in a manner that is compelling and follows logically from the task and purpose claim and reasons demonstrate insightful analysis of the text(s) 	<ul style="list-style-type: none"> exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice provides a concluding statement or section that is compelling and follows clearly from the claim and reasons presented

Rows 1 and 3 of Literary Argument Essay Rubric

Criteria		
	CLAIM AND REASONS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author’s argument	COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language
3	<ul style="list-style-type: none"> clearly introduces the text and the claim in a manner that follows from the task and purpose claim and reasons demonstrate grade-appropriate analysis of the text(s) 	<ul style="list-style-type: none"> exhibits clear organization, with the use of appropriate transitions to create a unified whole establishes and maintains a formal style using precise language and domain-specific vocabulary provides a concluding statement or section that follows from the claim and reasons presented
2	<ul style="list-style-type: none"> introduces the text and the claim in a manner that follows generally from the task and purpose claim and reasons demonstrate a literal comprehension of the text(s) 	<ul style="list-style-type: none"> exhibits some attempt at organization, with inconsistent use of transitions establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary provides a concluding statement or section that generally follows the claim and reasons presented

Rows 1 and 3 of Literary Argument Essay Rubric

Criteria	
CLAIM AND REASONS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author’s argument	COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language
<p>1</p> <ul style="list-style-type: none"> • introduces the text and the claim in a manner that does not logically follow from the task and purpose • claim and reasons demonstrate little understanding of the text(s) 	<ul style="list-style-type: none"> • exhibits little attempt at organization, or attempts to organize are irrelevant to the task • lacks a formal style, using language that is imprecise or inappropriate for the text(s) and task • provides a concluding statement or section that is illogical or unrelated to the claim and reasons presented
<p>0</p> <ul style="list-style-type: none"> • claim and reasons demonstrate a lack of comprehension of the text(s) or task 	<ul style="list-style-type: none"> • exhibits no evidence of organization • uses language that is predominantly incoherent or copied directly from the text(s) • does not provide a concluding statement or section

Self-Assessment:
Rows 1 and 3 of Literary Argument Essay Rubric

Row 1.

Row 3.

Theme of Adversity Graphic Organizer for “Drogo, the Tanner’s Apprentice”

Name: _____

Date: _____

Guiding question: How do individuals survive in challenging environments?

Directions: Read the monologue in *Good Masters! Sweet Ladies!* Determine the theme/themes of adversity and the group or groups of people affected. Record the text-based evidence. Include the page number where the evidence was found.

Theme of adversity faced in this monologue and group of people affected	Text-based evidence (include the page number where the evidence was found in the text)	Does this theme of adversity exist today? Explain.

CHOOSING BOOKS USING THE GOLDILOCKS RULE

In order to become a better reader, you need to spend lots of time independently reading books that are NOT TOO EASY and NOT TOO HARD... just like Goldilocks.

The Five Finger Rule	The Page 2 Check	The Page 5 Check
<p>Read the first two pages. Every time you come to a word that you can't define, put one finger up. If you get to five fingers before the end of the first page, STOP! You can read this book with help from a, but it is probably not a good book for you to read on your own.</p>	<p>Read the first two pages. At the end of the second page, stop yourself and check for understanding. First try to summarize what you have read so far. Then try to connect to the bigger picture: Does what you read make sense in the context of your schema about the book? If not, STOP! You can read this book with help from an adult, but it is probably not a good book for you to read on your own.</p>	<p>Read the first five pages. At the end of the fifth page, stop and ask yourself: "Is this book making me think?" If you have not had to stop and think ... if you have not had to do ANY clarifying ... STOP! You can read this book outside of school, but for IR you should choose a more challenging book to take your skills to the next level.</p>

PRACTICE!

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CHOOSING BOOKS USING THE GOLDILOCKS RULE

1. The 5 Finger Rule:

How many words that you didn't know were on the first 2 pages? _____

2. The Page 2 Check:

Summarize:

Can you connect to the bigger picture? _____

3. The Page 5 Check:

Are you thinking? _____

Did you have to clarify? _____

When did you have to clarify, and what strategies did you use?

So, is this book good for you?

_____ No, because it's too hard.

_____ No, because it's too easy.

_____ Yes, because it's just right.

_____ No, because it's just right—but I'm not interested!

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Notice and Wonder Graphic Organizer

Name:

Date:

Notice	Wonder

Modern Voices Graphic Organizer

Name: _____

Date: _____

Theme	Evidence from the Text	Inference (What this makes me think)

Explain how you or the modern voices of today connect to this poem.

Reading Tracker and Reviewer's Notes

Name: _____

Date: _____

Book Title: _____

Please complete one entry for each reading check-in.

Choices for Reviewer's Notes: Choose one idea to respond to for each entry.

- The most interesting/funniest/scariest scene was ... because ...
- A connection between this part of the book and what we are studying at school is ... which helps me understand that ...
- This part of the book reminds me of (other text, movie) because ... which helps me understand that ...
- A character I identify with/don't understand is ... because ...
- Something I learned about the world by reading this part of the book is ... which seems important because ...

Goal:	Reading Tracker <i>Briefly explain what happened in this part of the book.</i>	Reviewer's Notes <i>Respond to one of the ideas above.</i>
Date: page _____ to page _____ Minutes: _____		

Reading Tracker and Reviewer's Notes

<p>Goal:</p>	<p>Reading Tracker <i>Briefly explain what happened in this part of the book.</i></p>	<p>Reviewer's Notes <i>Respond to one of the ideas above.</i></p>
<p>Date: page _____ to page _____</p> <p>Minutes: _____</p>		
<p>Date: page _____ to page _____</p> <p>Minutes: _____</p>		
<p>Date: page _____ to page _____</p> <p>Minutes: _____</p>		
<p>Date: page _____ to page _____</p> <p>Minutes: _____</p>		

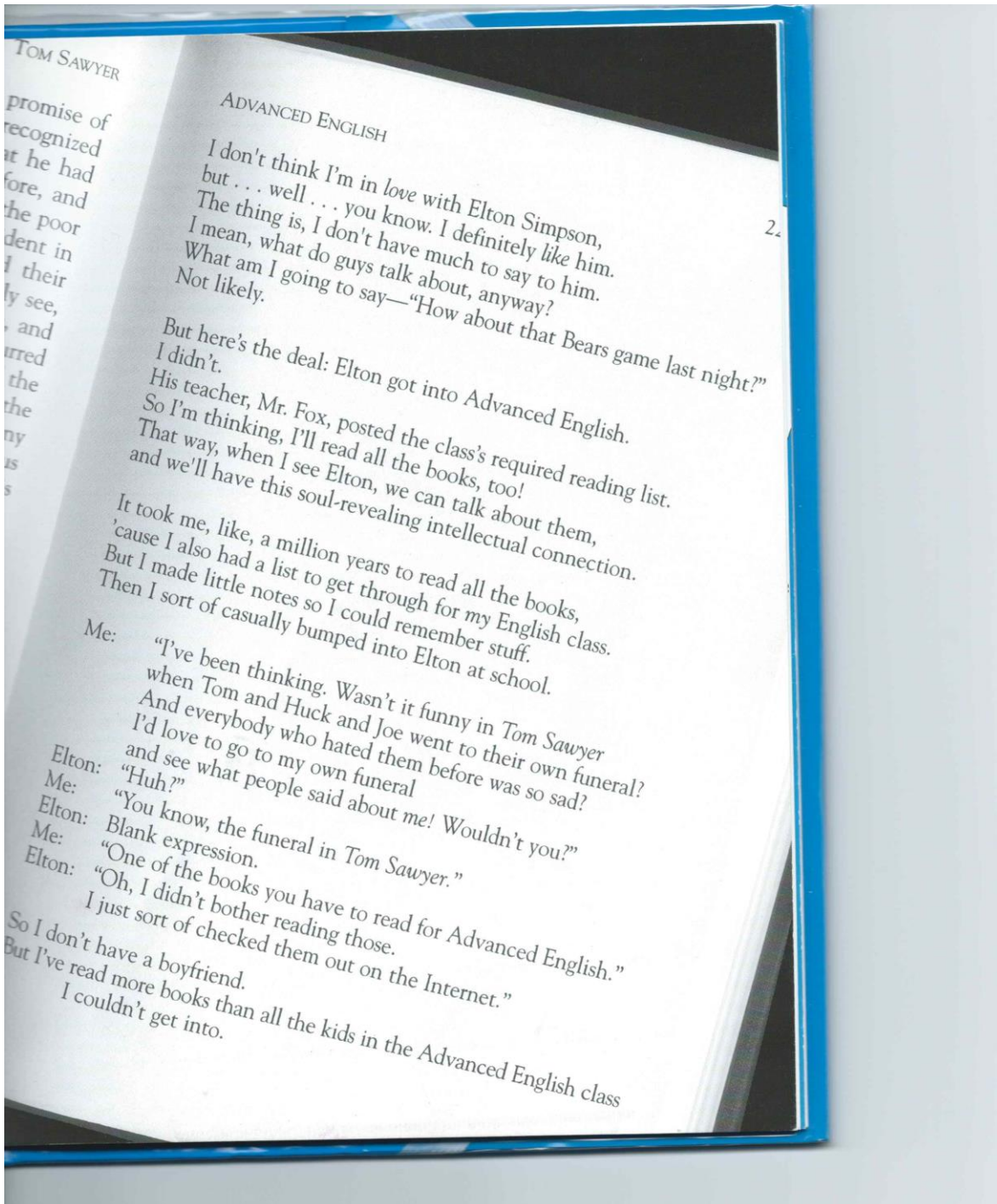
Modern Voices Graphic Organizer
 “Advanced English”

Name: _____

Date: _____

Theme	Evidence from the Text	Inference (What this makes me think)

Explain how you or the modern voices of today connect to this poem.

“Advanced English” from *Blue Lipstick*

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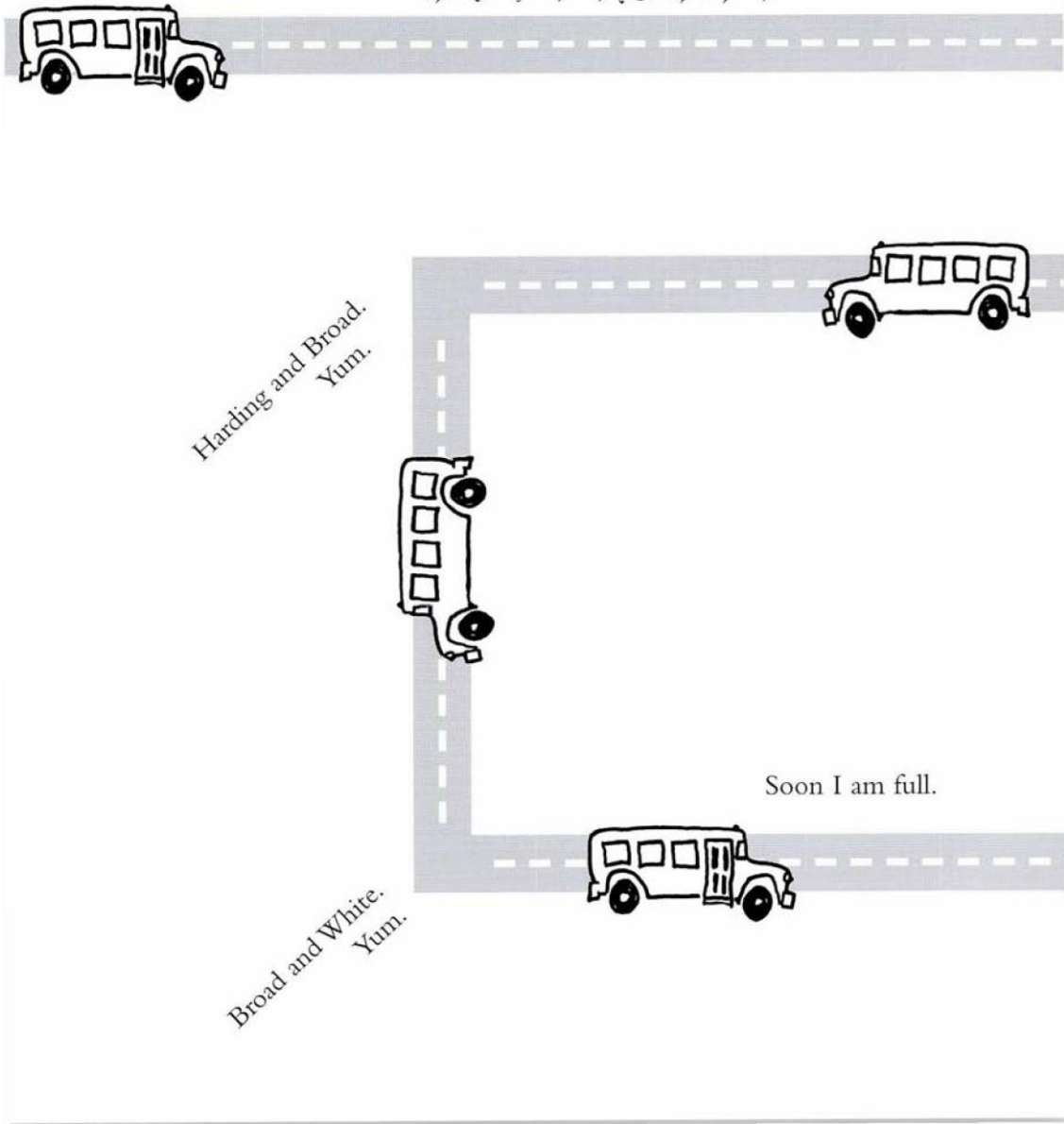
This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
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“TyrannosaurBus Rex”

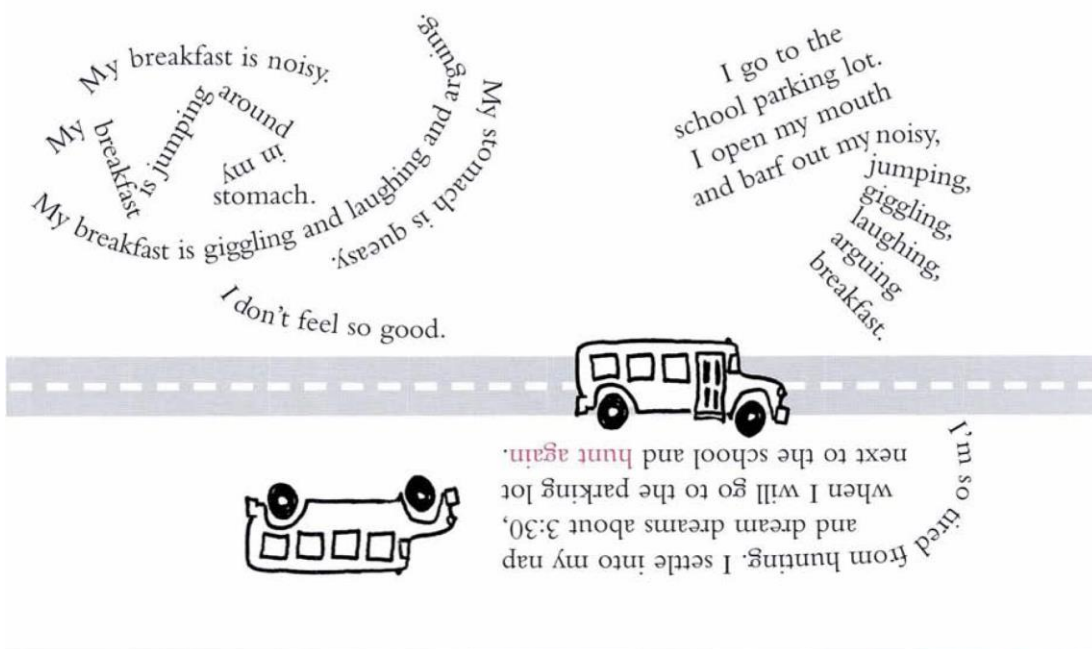
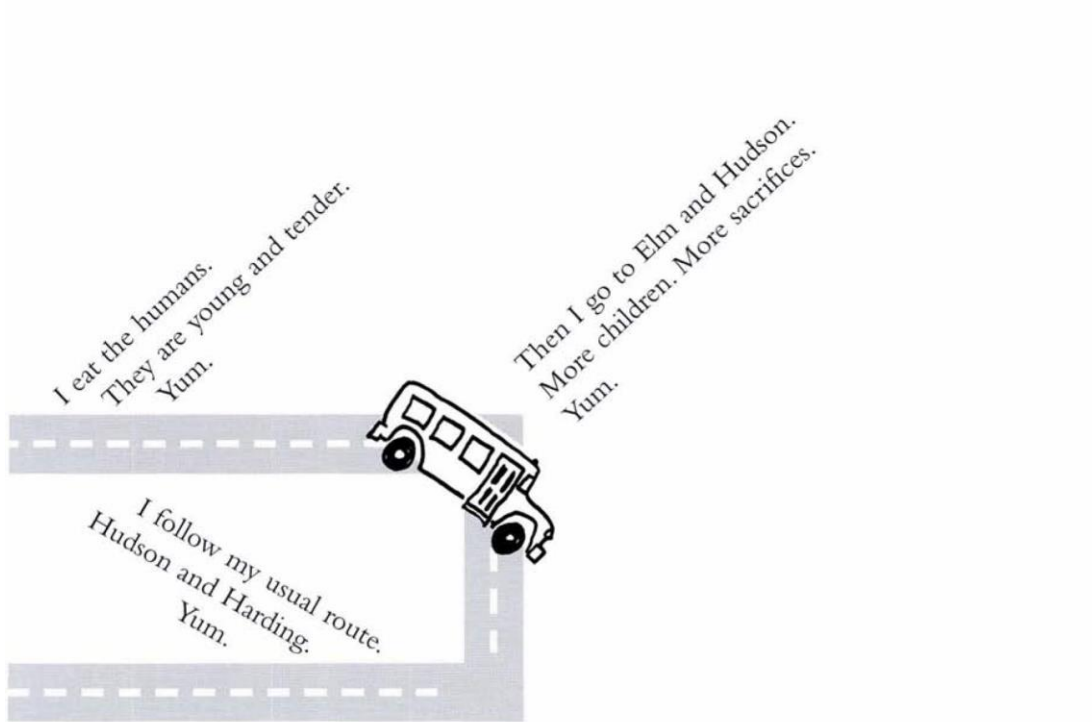
TyrannosaurBus Rex

I am the vicious TyrannosaurBus Rex.
 I roam the suburbs, hunting.
 Those who see me gaze in terror.
 Those who are spared are grateful.

Early in the morning, I spy
 a group of small human children
 standing on the corner of Elm and Spring.
 I slam on my brakes.
 I open my mouth.
 “Come in, little children,” I say.
 They don’t want to, but they must.
 Their parents have delivered them to me.
 Human sacrifices.



“TyrannosaurBus Rex”



Grandits, John. Technically, It's Not My Fault: Concrete Poems. New York: Clarion, 2004. Print.

Modern Voices Graphic Organizer
 “TyrannosaurBus Rex”

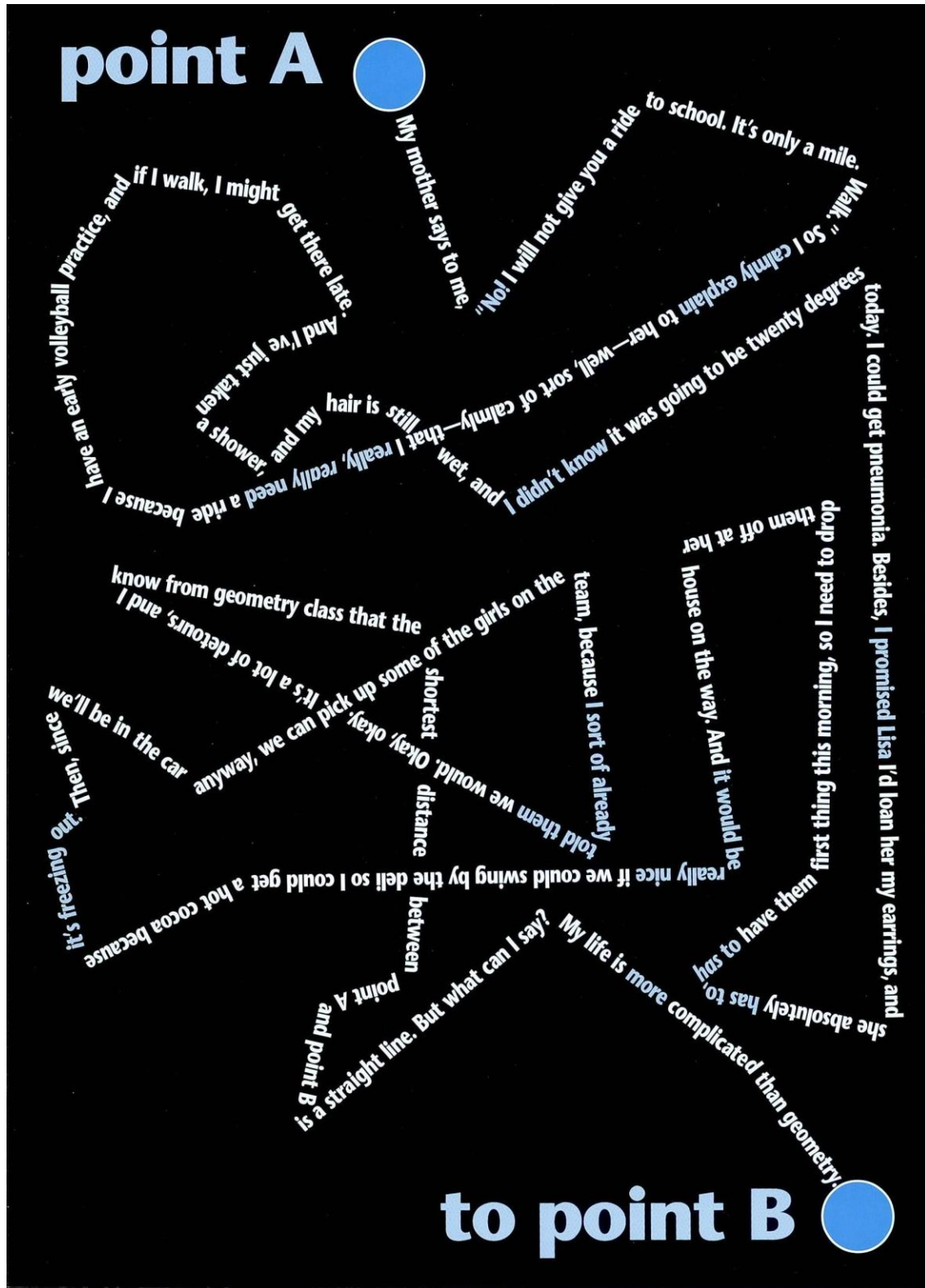
Name: _____

Date: _____

Theme or Challenge	Evidence from the Text	Inferences (What this make me think)

Explain how you or the modern voices of today connect to this poem.

“Point A to Point B”



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Modern Voices Graphic Organizer
"Point A to Point B"

Name:

Date:

Theme	Evidence from the Text	Inference (What this makes me think)

Explain how you or the modern voices of today connect to this poem.

Speaking and Listening Criteria:
Discussion Tracker

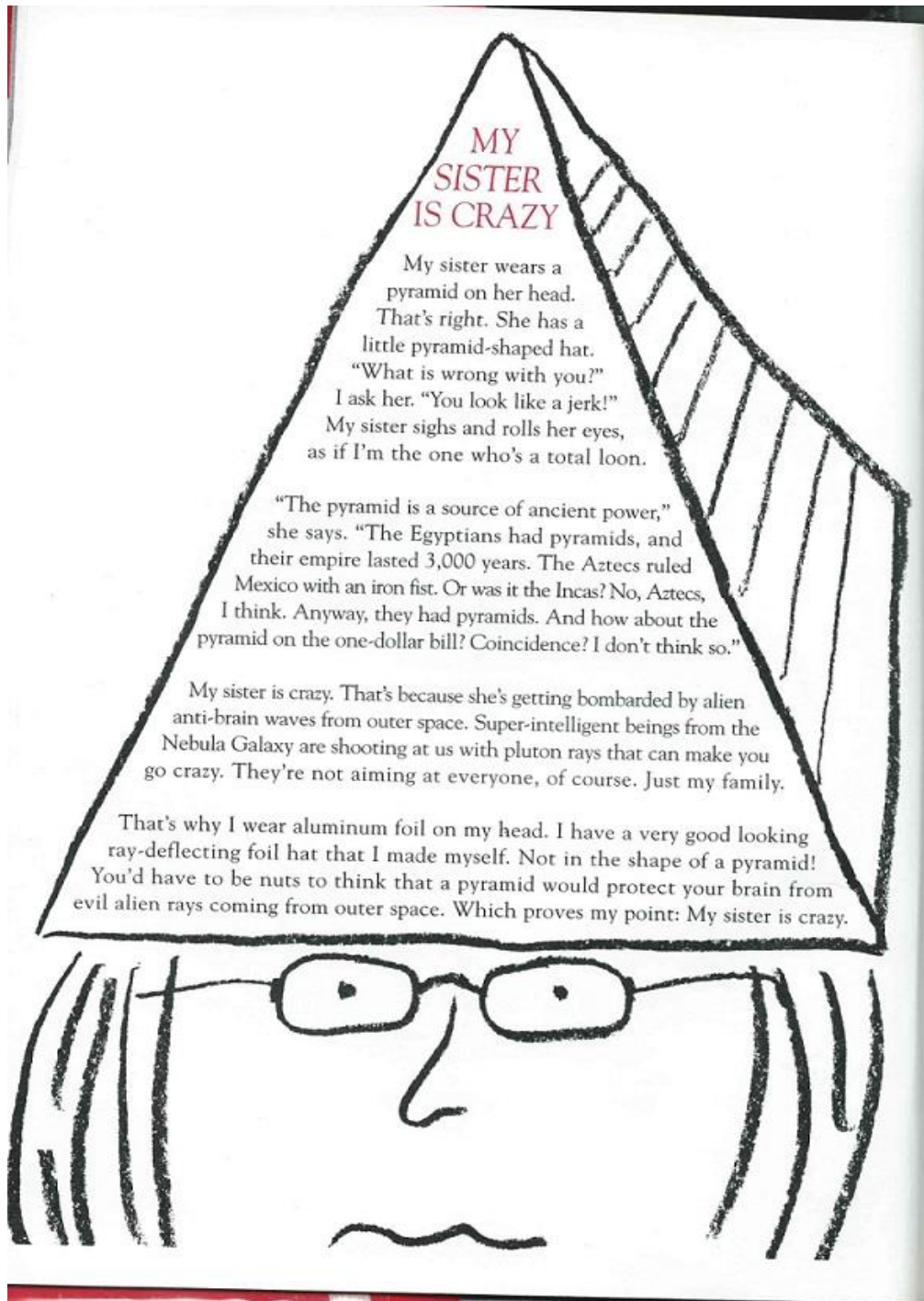
Name: _____

Date: _____

Criteria	Stars	Steps
Paraphrases ideas and questions		
Asks clarifying questions		
Asks probing questions		
Clearly explains own ideas		
Responds to questions with details		
Seeks out different peer perspectives and backgrounds		
Acknowledges different peer perspectives and backgrounds		
Respectfully compares own perspective with someone else's		

Notes/Comments
Star:
Next step:

"My Sister Is Crazy"



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Modern Voices Graphic Organizer
"My Sister is Crazy"

Name:

Date:

Theme or Challenge	Evidence from the Text	Inferences (What this make me think)

Explain how you or the modern voices of today connect to this poem.

Stars and Steps Recording Form

Name:

Date:

“Develops the claim with relevant facts, definitions, details, quotations, or other information and examples from the text(s).”

Star:


Step:



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

Grade 6: Module 2B: Unit 3
Analyzing, Comparing, Sharing:
Modern Voices of Adversity

Angels



Bountiful blessings Devoted attention Remarkable results
Unconditional love Good news
Glorious visions Celestial dreams Rare opportunities
Unexplained kindness
Caring gestures Rapturous experiences
Spiritual guidance Divine intervention
Magical moments Mystical messages
Sublime happiness Triumphant truth

Metaphysical mysteries Unconditional forgiveness
Charitable actions Friendly attitudes Good will
Gentle reminders Helpful advice Unusual tolerance
Tender mercy Surprising consideration
Favorable reviews Compassionate concern
Unexpected tenderness
Astonishing events
Sympathetic thoughts
Amazing grace

I know guardian angels exist. I've seen some unbelievable things, and that's the only explanation. Robert says no way. He says it's either coincidence or the work of aliens that secretly live among us. But I know I'm right, and I've got proof. Like this time in phys. ed., Lisa is climbing the knotted rope, and she's nearly at the top, and then she loses it. So she's falling, like, a mile straight down, and Ms. Kaufman just happens to be standing there and—get this—catches her! That's the work of a smart angel. Another time, Michael Workman, the dork, is showing off in the school parking lot and almost gets creamed by a toilet-paper delivery truck. I swear, it looks like someone pushes him out of the way at the last second. But there's no one there! Now that's a stupid angel. The world would be a better place with Michael Workman in a full body cast for a year or two. But still, it's evidence: Guardian angels really exist. There's no way that aliens live among us. Unless Robert is one of them.

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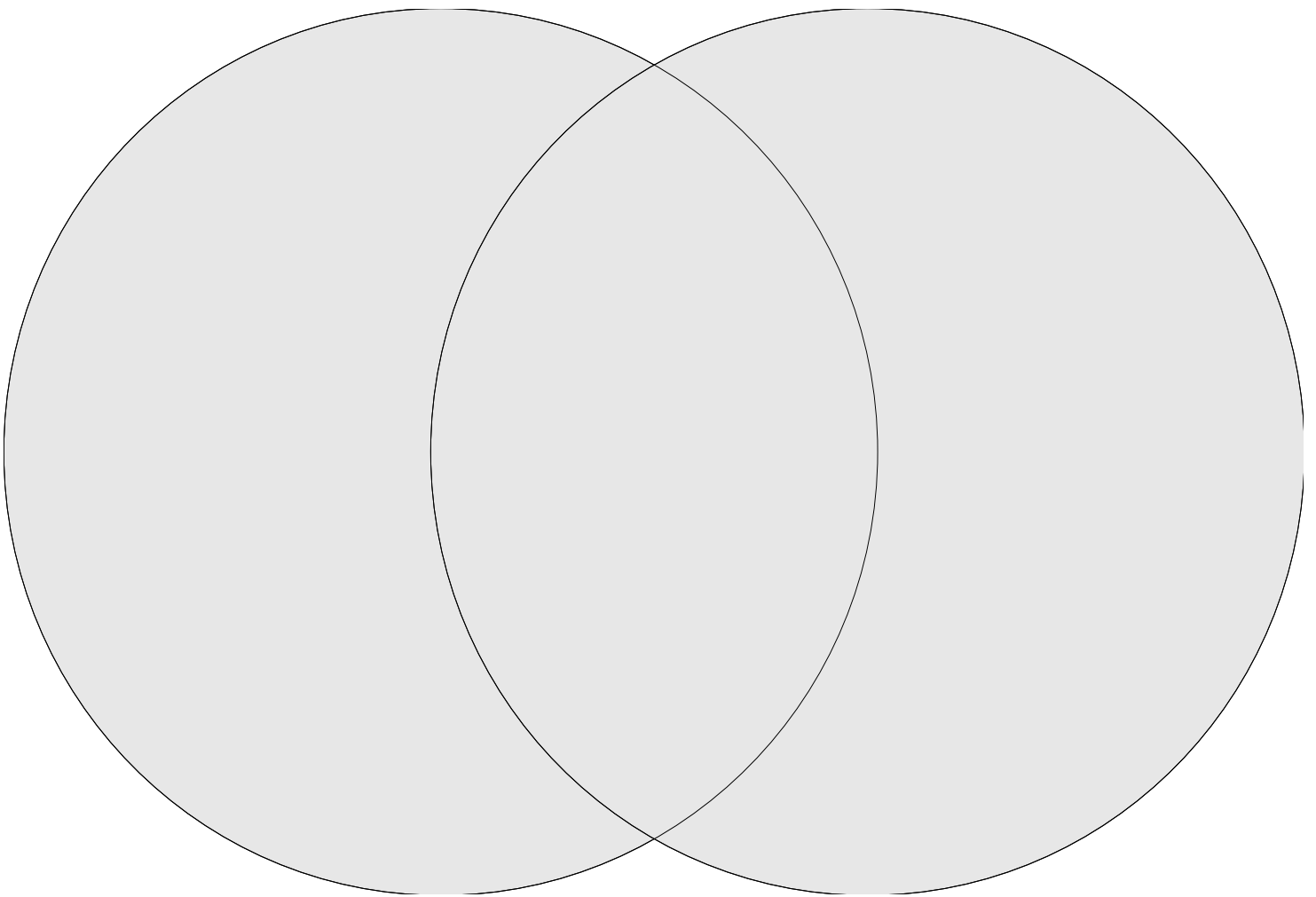
Venn Diagram:
Comparing and Contrasting “Angels” and Audio Version

Name:

Date:

“Angels” visual

“Angels” audio



Utah 15-Year-Old Suspended after Dyeing Her Hair a “Distracting” Red

Rylee MacKay learned last week she was in violation of a Hurricane Middle School policy that hair “should be within the spectrum of color that grows naturally.”

BY ADAM EDELMAN / NEW YORK DAILY NEWS

Talk about a bad hair day.

A student at a Utah middle school was suspended last week after administrators deemed her new hair color “too distracting.”

Rylee MacKay, a 15-year-old student at Hurricane Middle School in Southwestern Utah, was punished Wednesday with an in-school suspension for sporting a new red hair color.

Unbeknownst to her, she was in violation of a school policy.

A rule in the Washington County School District, which includes Hurricane Middle School, says, “Hair color should be within the spectrum of color that grows naturally.”

MacKay says she’d been sporting that same shade for months and was shocked that the school disciplined her.

“They brought me into the office and told me (my hair) had to be changed by the next day,” MacKay told *The Spectrum* (of St. George, Utah).

“They told me I could finish my week’s worth (of schoolwork) in the office so nobody could see me,” she added.

But when MacKay wasn’t able to get an appointment at the salon that night, school administrators doubled down, demanding that MacKay either “go to Walmart or dye it myself” or not return to school, she said.

MacKay’s mother Amy asked if her daughter could have two more days to have the color fixed, but they balked.

“They told me (they) would allow her to come to school and do her work in a room in the office where nobody could see her,” she said. “I didn’t like that option, so he said she cannot return to school until it is fixed.”

Principal Roy Hoyt told *The Spectrum* that all parents in the district sign a form that confirms they have reviewed the district’s policies with their children before the school year begins.

“We try to consistently and fairly uphold district policies,” Hoyt said. “When students are out of compliance with the dress code, we attempt to find a resolution. Students are welcome to return to class when the issue has been satisfactorily resolved.”

In the end, Hoyt told the family that they could file a grievance with the school district or have the hair re-colored by Monday, which is what MacKay decided.

She returned to class Monday morning with a similar shade dulled by repeated washes after administrators decided it would not be “distracting.”

Comparing and Contrasting Genres Graphic Organizer

<p>Text 1</p> <p>Title:</p> <p>Genre:</p>	<p>Comparing and Contrasting Genres Graphic Organizer</p>	<p>Text 2</p> <p>Title:</p> <p>Genre:</p>
	<p>Point of View</p> <ul style="list-style-type: none"> - Whose voice is speaking? 	
	<p>Author's Purpose</p> <ul style="list-style-type: none"> - Why did the author write this? - Who was the author's intended audience? 	
	<p>Language and Style</p> <ul style="list-style-type: none"> - Is this written in formal or informal English? 	

Comparing and Contrasting Genres Graphic Organizer

<p>Text 1</p> <p>Title:</p> <p>Genre:</p>	<p>Comparing and Contrasting Genres Graphic Organizer</p>	<p>Text 2</p> <p>Title:</p> <p>Genre:</p>
	<p>Point of View</p> <ul style="list-style-type: none"> - Whose voice is speaking? 	
	<p>Author's Purpose</p> <ul style="list-style-type: none"> - Why did the author write this? - Who was the author's intended audience? 	
	<p>Language and Style</p> <ul style="list-style-type: none"> - Is this written in formal or informal English? 	

Comparing and Contrasting Genres Graphic Organizer

<p>Text 1</p> <p>Title:</p> <p>Genre:</p>	<p>Comparing and Contrasting Genres Graphic Organizer</p>	<p>Text 2</p> <p>Title:</p> <p>Genre:</p>
	<p>Point of View</p> <ul style="list-style-type: none"> - Whose voice is speaking? 	
	<p>Author's Purpose</p> <ul style="list-style-type: none"> - Why did the author write this? - Who was the author's intended audience? 	
	<p>Language and Style</p> <ul style="list-style-type: none"> - Is this written in formal or informal English? 	

Kyle's Story

Blog Post

Tuesday, September 13, 2011

One day, when I was a freshman in high school, I saw a kid from my class was walking home from campus. His name was Kyle. It looked like he was carrying all of his books. I wondered why anyone would bring home all their books on a Friday? He must really be a nerd. I shrugged my shoulders and went on.

As I was walking, I saw a bunch of kids run toward him. They knocked all his books out of his arms and tripped him so he would land in the dirt. His glasses went flying into the grass about 10 feet from him. He looked up and I saw this terrible sadness in his eyes. My heart went out to him. So, I jogged over to him as he crawled around looking for his glasses. As I handed him his glasses, I said, "Those guys are jerks. They haven't evolved past Neanderthal yet." He looked at me and said, "Thanks!" He tried to smile a bit but only managed a half-grin. I could see the gratitude in his eyes, though.

I helped him pick up his books, and asked him where he lived. As it turned out, he lived near me, so I asked him why I had never really seen him around before. He said he had gone to private school before moving to our town and was quite the loner.

I would have never hung out with someone like him before but something compelled me to that day.

We talked all the way home, and I carried some of his books. He turned out to be a pretty nice guy. I asked him if he wanted to come over to my house and play some video games with me. He said yes. We hung out all weekend and the more I got to know Kyle, the more I liked him, and my friends started to think the same of him.

Monday morning came, and there was Kyle with the huge stack of books again. I stopped him and said, "You're going to wreck your back with all these books!" He just laughed and handed me half the books ...

Over the next four years, Kyle and I became best friends ...

Kyle's Story

Blog Post

When we were seniors, we began to think about college. Kyle decided on Georgetown and I was going to Duke. I knew that we would always be friends. The miles would never be a problem. He was going to be a doctor and I was going for business on a scholarship.

Kyle was valedictorian of our class. I teased him all the time about being a nerd. He had to prepare a speech for graduation. I was so glad it wasn't me having to get up there and speak.

There was Kyle on graduation day. Now so different than the bookworm I met four years prior, yet still the same in many ways. He was one of those guys that really found himself during high school. He had gained so much confidence and self-esteem. I think I may have been a little jealous of that but I was happy for him.

I could see that he was nervous about his speech. So, I smacked him on the back and said, "Hey, you'll do just fine." He looked at me gratefully. "Thanks ..." he said. He cleared his throat and started his speech.

"Graduation is a time to thank those who helped you make it through all the years. Your parents, your teachers, your siblings, maybe a coach ... but mostly your friends.... I am here to tell all of you that being a true friend to someone is the best gift you can give them. I am going to tell you a story."

I just looked at him with disbelief as he told the crowd of the first day we met.

He had planned to kill himself that weekend.

He talked of how he had cleaned out his locker so his Mom wouldn't have to do it later and was carrying everything home. He looked at me and gave me a little smile. "Thankfully, I was saved. My friend saved me from doing the unspeakable." The crowd was quiet and hung on every word. I could see some people with tears running down their faces.

I saw his mom and dad looking at me and smiling. It all gave me chills. Not until that moment did I realize just how much I had made a mark.

Never underestimate the power of your actions. With one small gesture, you can change a person's life.

"The Thank-You Letter"

The Thank-You Letter¹

Dear Aunt Hildegard,

Thank you² for the amazing gifts.³ It was terrific⁴ getting your package!⁵ I grabbed it immediately.⁶ But when my parents saw it,⁷ they said⁸ I shouldn't open it until my birthday. You can imagine how I felt when I found two gifts!⁹ The sweater was totally awesome.¹⁰ It's amazing how well you know me.¹¹

Then there was the poster you got for my room.¹² You're in luck; I don't already have a Polka Hall of Fame poster.¹³ I'm putting it right under my World Wrestling Federation poster.¹⁴

Thanks,¹⁵ thanks,¹⁶ and thanks again.¹⁷ I'm already planning when to wear my new sweater.¹⁸

Your 11-year-old¹⁹ nephew,

Robert

1. with Footnotes

2. For nothing!

3. Do you have the slightest clue what an 11-year-old boy likes?

4. I almost croaked when I saw the package. I still remember last year's gift. "Oh, no! Not again!" I screamed.

5. I was in luck. Mom didn't see the mailman.

6. I hid the package in the garage under the hose.

7. What were the chances that Dad would decide to wash the car *that* day?

8. "What's this?" they said. "When did this come?"

9. You monster.

10. In the history of sweaters, there has never been an uglier waste of yarn.

11. Where did you *ever* find a sweater that not only has Barney on it but also is two sizes too big for me?

12. I'm old enough to decorate my own room.

13. Just what I need—a picture of an old guy with an accordion.

14. And I do mean UNDER.

15. For trying to embarrass me in front of my friends.

16. For the lectures from my parents.

17. For making me waste an hour of my life writing this stupid thank-you letter.

18. I know they'll make me wear it the next time you come to visit. I just hope nobody sees me.

19. I'm 11!!! Get it!?!?

Grandits, John. *Technically, It's Not My Fault: Concrete Poems*. New York: Clarion, 2004. Print.

Modern Voices Graphic Organizer
 “The Thank-You Letter”

Name: _____

Date: _____

Theme or Challenge	Evidence from the Text	Inferences (What this make me think)

Explain how you or the modern voices of today connect to this poem.

“The Wall”

The Wall

MY SIDE

Lisa—only
my best
friend in the
universe

Mom
and
Dad

My little
cousin
Natalie

Robert
(half of the
time)

My cat,
Boo-Boo
Kitty

Life is simpler if
you have a wall.
It keeps away
people who drag
you down, like
this girl I knew
in seventh grade.
Agnes. We were
sort of friendly.
I told her I liked
her tank top.
She insisted,
she *insisted* that I
borrow it. It sort of
got ruined.
An accident.
She insisted,
she *insisted* that I
pay her for it.
I paid her for it.
Then she forgot
I'd paid her for it.
She conveniently
forgot I'd paid!
My mother said,
“It's not worth
the grief” and went
over to Agnes's
house and paid
her mother—even
though I'd already
paid Agnes.
And that was that.
You've got to be
careful who you
make friends with.
So now I've got
this wall . . .

THE OTHER SIDE

Fast-food chains
that cook their
french fries in
animal fat

Smokers
(of anything)!

Talented
12-year-old
pop stars

Rich girls who
spend more on
one pair of shoes
than I spend on
clothes in a year

Meat
eaters

Kids who cut
the cafeteria
line

Mr. Holt,
my English
teacher

People
with
totally
boring
karma

Cheerleaders

Robert
(the other half
of the time)

The school
bus driver
(yuck!)

Parents
If you're
three
to you're
grown-ups
who talk

Guy
jocks

Everybody
on the
school bus,
near the
school bus,
or even
that shade
of yellow

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“I Think ... What Do You Think?”
Scavenger Hunt

Name: _____

Date: _____

Question	I think ...	Partner thinks ...
* What is the theme or challenge of “The Wall”?		
What words tell you whose voice is speaking?		
* Why do you think Jessie has a wall?		
Who is someone Jessie trusts?		
Identify three groups of people Jessie keeps away from.		
Who is someone Jessie doesn't care for?		
* What is one thing you can infer about Jessie and the wall she has created?		
* Share something you can relate to in the wall or on either side of the wall.		

“How I Taught My Cat to Love Poetry”

HOW I TAUGHT MY

Totally Lame
English Assignment #2?:
Create a poem for
someone you love;
then read it out loud
to him or her.

Give me a break! Who was I going to write an I-love-you poem to?

Mom or Dad? Boring. Robert? Puh-lease. Lisa or Elton? No way.

So I wrote a poem for BooBoo Kitty.

I put a lot into it, and I was very pleased with the way it turned out.

But when I read it to her, she just yawned.

That was disappointing. Nobody wants to be disses, even by a cat.

I tried again. She turned her back on me. I kept trying. She fell asleep.

That's when I had a brilliant idea.

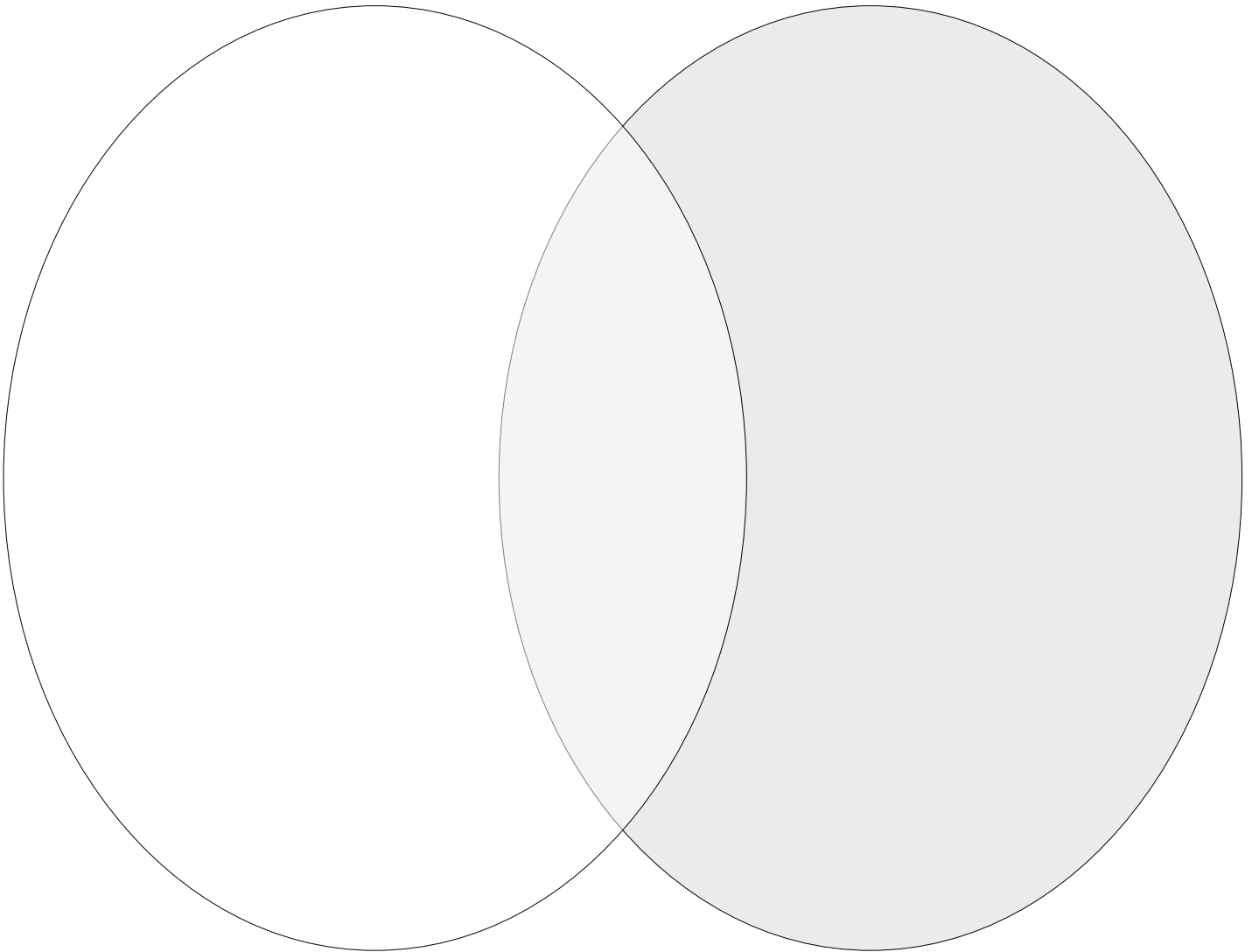
Venn Diagram:
Comparing and Contrasting: “The Thank-You Letter” and Audio Version

Name: _____

Date: _____

“The Thank-You” Letter visual

“The Thank-You Letter” audio



President Ronald Reagan's Letter

My fellow Americans,

I have recently been told that I am one of the millions of Americans who will be afflicted with Alzheimer's disease.

Upon learning this news, Nancy and I had to decide whether as private citizens we would keep this a private matter or whether we would make this news known in a public way.

In the past, Nancy suffered from breast cancer and I had cancer surgeries. We found through our open disclosures we were able to raise public awareness. We were happy that as a result many more people underwent testing. They were treated in early stages and able to return to normal, healthy lives.

So now we feel it is important to share it with you. In opening our hearts, we hope this might promote greater awareness of this condition. Perhaps it will encourage a clear understanding of the individuals and families who are affected by it.

At the moment, I feel just fine. I intend to live the remainder of the years God gives me on this earth doing the things I have always done. I will continue to share life's journey with my beloved Nancy and my family. I plan to enjoy the great outdoors and stay in touch with my friends and supporters.

Unfortunately, as Alzheimer's disease progresses, the family often bears a heavy burden. I only wish there was some way I could spare Nancy from this painful experience. When the time comes, I am confident that with your help she will face it with faith and courage.

In closing, let me thank you, the American people, for giving me the great honor of allowing me to serve as your president. When the Lord calls me home, whenever that may be, I will leave the greatest love for this country of ours and eternal optimism for its future.

I now begin the journey that will lead me into the sunset of my life. I know that for America there will always be a bright dawn ahead.

Thank you, my friends. May God always bless you.

Sincerely,

Ronald Reagan

Courtesy of the Ronald Reagan Presidential Foundation

Comparing and Contrasting Genres Graphic Organizer

Text 1 Title: Genre:	Comparing and Contrasting Genres Graphic Organizer	Text 2 Title: Genre:
	Point of View - Whose voice is speaking?	
	Author's Purpose - Why did the author write this? - Who was the author's intended audience?	
	Language and Style - Is this written in formal or informal English?	

Speaking and Listening Criteria
Discussion Tracker/Assessment Questions

Name: _____

Date: _____

Criteria	Stars	Steps
Paraphrases ideas and questions		
Asks clarifying questions		
Asks probing questions		
Clearly explains own ideas		
Responds to questions with details		
Seeks out different peer perspectives and backgrounds		
Acknowledges different peer perspectives and backgrounds		
Respectfully compares own perspective with someone else's		

Star: _____

Next Step: _____

Narrative of Adversity Structure and Content Graphic Organizer
 (For Narratives We Have Read)

	Introduction	Experience or Event:	Conclusion:
“TyrannosaurBus Rex”	Who’s telling the story? What do you know about the narrator? What pronouns are used to identify the narrator?		How does the experience or event end or wrap up?

Narrative of Adversity Criteria Checklist

Name: _____

Date: _____

Monologue	Star	Step
Includes clear theme of adversity facing modern adolescents		
Written in first person		
Organized in a logical sequence		
Includes narrative techniques such as dialogue and description		
Uses precise words and phrases, descriptive details, and sensory language		
Correct punctuation		
Appropriate formatting		
Appropriate pacing		

Concrete Poem	Star	Step
Includes clear theme of adversity facing modern adolescents		
Form of poem matches the content of poem		
Written in first person		
Organized in a logical sequence		
Includes narrative techniques such as dialogue and description		
Uses precise words and phrases, descriptive details, and sensory language		
Correct punctuation		
Appropriate formatting		

Exit Ticket:
Narrative of Adversity Plan Part I

.....
Name:

.....
Date:

My theme of adversity: _____

Format:

Monologue _____

Concrete poem _____

- Form of poem _____
- Rough sketch

Whose voice is sharing the adversity? _____

Language:

Formal _____

Informal _____

Audience:

Narrative of Adversity Plan Part II Graphic Organizer

Name: _____

Date: _____

Title of narrative: _____

Theme of adversity: _____

Experience or event that brings the theme to life: _____

Narrator: _____

Setting: _____

Other characters: _____

I. Introduction – Setting the Context

A. Event: _____

1. Detail: _____

2. Detail: _____

3. Detail: _____

II. Experience – Heart of the Narrative

A. Event: _____

1. Detail: _____

2. Detail: _____

3. Detail: _____

Narrative of Adversity Plan Part II Graphic Organizer

B. Event: _____

1. Detail: _____

2. Detail: _____

3. Detail: _____

C. Event: _____

1. Detail: _____

2. Detail: _____

3. Detail: _____

III. Conclusion – Wrapping It Up

A. Event: _____

1. Detail: _____

2. Detail: _____

3. Detail: _____

Narrative of Adversity Plan Part II Graphic Organizer

Name:

Date:

Title of narrative: _____

Theme of adversity: _____

Experience or event that brings the theme to
life: _____

Narrator: _____

Setting: _____

Other characters: _____

I. Introduction – Setting the Context

A. Event:

1. Detail:

2. Detail: _____

3.

Detail: _____

II. Experience – Heart of the Narrative

A. Event: _____

1. Detail: _____

2. Detail: _____

3. Detail: _____

Narrative of Adversity Plan Part II Graphic Organizer

B. Event: _____

1. Detail: _____

2. Detail: _____

3. Detail: _____

C. Event: _____

1. Detail: _____

2. Detail: _____

3. Detail: _____

III. Conclusion – Wrapping It Up

A. Event: _____

1. Detail: _____

2. Detail: _____

3. Detail: _____

Narrative of Adversity Criteria Checklist:
Monologue

Name:

Date:

Narrative Monologue	Star	Step
Includes clear theme of adversity facing modern adolescents		
Written in first person		
Organized in a logical sequence		
Includes narrative techniques such as dialogue and description		
Uses precise words and phrases, descriptive details, and sensory language		
Correct punctuation		
Appropriate formatting		

Star:

Step:

Narrative of Adversity Criteria Checklist:

Concrete Poem

Name: _____

Date: _____

Concrete Poem	Star	Step
Includes clear theme of adversity facing modern adolescents		
Form of poem matches the content of the poem		
Written in first person		
Organized in a logical sequence		
Includes narrative techniques such as dialogue and description		
Uses precise words and phrases, descriptive details, and sensory language		
Correct punctuation		
Appropriate formatting		

Star:

Step:

Establishing Context: *Pride of the Yankees*
(A Monologue Delivered by Actor Gary Cooper Portraying Lou Gehrig)

.....
Name:

.....
Date:

How does an author establish context or background?

What Do You See? (in the Video Clip)	What Do You Hear? (in the Video Clip)
What Do You See? (in Your Narrative)	What Do You Hear? (in Your Narrative)

