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Units *&* Lessons

ENGLISH LANGUAGE ARTS

Grade 7

Grant funded by:

Lesson 6: Justice for All?

Focus Standard(s): RL.7.6

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

Estimated Time: 3-4 days

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

Resources and Materials:

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

Lesson Target(s):

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

Guiding Question(s):

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

Vocabulary

<p>Academic Vocabulary: Add to word wall.</p> <ul style="list-style-type: none"> • Dialogue • Word Choice 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words
<p>In-ConTEXT Vocabulary: Have students search through the text(s) for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section.</p>	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model the CPR context clue strategy. <input type="checkbox"/> Use an Anchor Chart to model how to use context clues to determine the meaning of words.
<p>Direct Instruction Text Vocabulary: Add to word wall.</p> <ul style="list-style-type: none"> • Affection • Delinquent • Isolated • Manipulated 	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words
Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

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

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

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

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

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

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

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

How does the tone reveal the point of view?

Activity 2: Fluency and Vocabulary Practice

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

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

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

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

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

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

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

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

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

After reading, discuss the words circled, including thought about how the words reveal the tone and the characters’ points of view of the relationship between the father and son.

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

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

reader understand the father’s point of view on the life of his son?

Have student groups share their answers.

Activity 4: Fluency and Vocabulary Practice

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

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

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

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

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

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

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

2nd Read: Read the text aloud to students. Tell students to highlight only the dialogue spoken by the main character, Morrie, as they listen. Tell students to also highlight the actions the narrator describes Morrie is doing as he speaks about his children by using a different color highlighter. Have students circle words in the text that give the reader insight into to how Morrie feels about his role as a father.

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

- Based on the way Morrie speaks about his children, what do you think his point of view is on fatherhood? What evidence from the text supports your answer?
- What effect did the author describing Morrie’s movements and actions as he reflected on being a father have on revealing the tone and helping the reader to understand Morrie’s point of view?

Have student groups share their answers.

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

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

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

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

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

Activity 8: Writing Task (20 minutes estimated)

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

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

✓ Check to ensure students know the following:

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

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

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

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

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

Activity 9: L.7.1b Practice

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

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

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

Reflection and Closing:

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

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

Homework

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

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

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

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

How about family?

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

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

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

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

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

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

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

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

He shot me a look.

"Not work," he added.

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

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

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

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

So, you would do it again? I asked.

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

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

He swallowed and put the picture in his lap.

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

"Because I'll be leaving them soon."

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

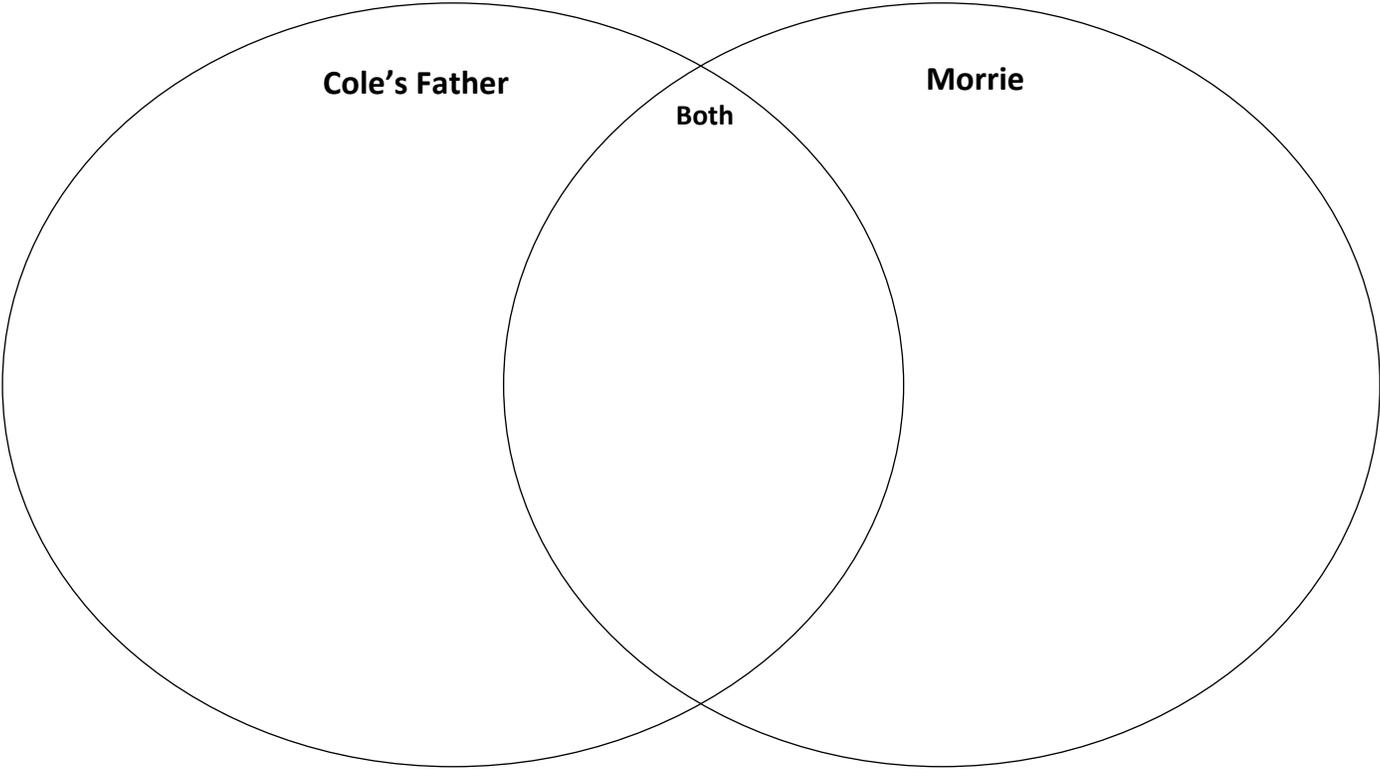
*This excerpt is taken from the book blog and is used for instructional purposes only. Original full text was published in 1997 by Penguin/Doubleday.

Handout 6.2: Venn Diagram Graphic Organizer

Comparing and Contrasting Points of View

Name: _____ Date: _____

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



For training or questions regarding this unit,
please contact:

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