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EXEMPLAR

Units *&* Lessons

ENGLISH LANGUAGE ARTS

Grade 7

Grant funded by:



Lesson 9: The Spirit Bear

Focus Standard(s): RL.7.6

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

Estimated Time: 1-2 days

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

Resources and Materials:

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

Lesson Target(s):

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

Guiding Question(s):

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

Vocabulary

Academic Vocabulary:

Instructional Strategies for Academic Vocabulary:

<ul style="list-style-type: none"> • Dialogue • Reflection • Spirit Bear 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words
<p>In-ConTEXT Vocabulary: Have students search through the text(s) for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section.</p>	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model the CPR context clue strategy. <input type="checkbox"/> Use an Anchor Chart to model how to use context clues to determine the meaning of words.

Symbol	Type of Text and Interpretation of Symbol
	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 read Chapters 11 and 12 independently and watch a video. Students will work in pairs or small groups to answer text-dependent questions about the song, “Hurt” and the text, *Touching Spirit Bear*.

Anticipatory Set/Introduction to the Lesson: Chalk Talk (15 minutes)

All students must have completed reading chapters 11 and 12 before beginning this activity.

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

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

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

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

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

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

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

Have students answer the following guiding questions about the video:

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

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

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

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

Activity 3: L.7.1b Practice

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

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

Reflection and Closing:

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

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

Homework

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

JOHNNY CASH LYRICS

"Hurt"

(originally by Nine Inch Nails)

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

[Chorus:]

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

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

[Chorus:]

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

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

For training or questions regarding this unit,
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