## Big Idea / Unit Goal:
- The goal for this unit is to explore and analyze the theme of Triumph over Imperfection, Shame, and Loss across literary and informational texts with an in-depth focus on GSE priority standards. In studying this unit, we will begin to understand how people cope with and overcome adversity.

## Length of Unit
- 9 Weeks

## Unit Essential Question(s):
- How does adversity help build a stronger character?
- How do different people handle inequality and/or adversity and what does this show about their character?

## Priority Standards:
- RL2, RL3, RL4
- RI1, RI4, RI5, RI6, RI9
- W2

## Support Standards:
- RL1, RL5, RL6, RL7
- RI3
- L1, L2

## Reading Focus: Literary

### Text Resources: Extended Text
(Choose one of the following as your extended text):
- *Freak the Mighty*, Lexile 1000
- *Maniac Magee*, Lexile 820

### Short Texts (Mixture of Literary and Informational thematically connected texts)
- *The Gold Cadillac*, novella
- “Brother” from *I Know Why the Caged Bird Sings* by Maya Angelou
- “Olympic Glory”
- “Storm” from *Woodsong* by Gary Paulsen, p. 508
- “Canine Courage” from ReadWorks
- “The Mysterious Mr. Lincoln” by Russell Freedman
- Excerpt from Martin Luther King’s “Letter from Birmingham Jail” from ReadWorks
- “Letter from Jackie Robinson on Civil Rights” from ReadWorks
- “Too Much Trash” from ReadWorks
- “A Ton of Trash” from ReadWorks
- “Ronald Reagan’s Proclamation of Women’s History Month” from ReadWorks
- Excerpt from *New York Times* Article: “Suffrage Wins Senate; Now Goes to States” from ReadWorks
- “Blanca Flor,” p. 754
- “In the Fog,” p. 777
- “The Hitchhiker,” p. 791

## Writing Focus: Informative/Explanatory

### Primary Writing Tasks (at least 3 of these should be in the unit focus):
- Define how a character overcame adversity and explain his or her triumph. Support your discussion with evidence. (W2)
- We’ve met several characters that have encountered a person in their life who was cruel. Explain the best way to handle a situation involving encountering someone who is cruel. Use good reasons to support your stance to make your recommendations plausible. (W2)
- What qualities in a person did Maya Angelou value when she was a child? What kind of person do you think she wanted to be? Cite evidence from the text to support your answer. (Constructed response)

### Narrative Writing Tasks:
- Based on your reading about characters facing adversity and overcoming it, think of a time when you faced adversity and triumphed. Write a personal narrative in which you explain how your journey was similar to that of a character you have read about. Cite evidence from the text. (W3)

### Research Connections:

#### Routine Writing (Notes, summaries, process journals, and short responses across all genres):
- After reading “Storm”, explain how this story would be different if Paulsen’s purpose had been to explain dog behavior scientifically by using Storm as an example?
Sample Lessons (all lessons are hyperlinked below)

- **ELA6.4.1**: Focus on analyzing text structure (RI5)
- **ELA6.4.2**: Focus on comparing and contrasting authors’ presentations of events, determining meanings of words and phrases, analyzing structure, and determining author’s point of view or purpose (RI9, RI4, RI5, RI6)
- **ELA6.4.3**: Focus on writing informative/explanatory texts, analyzing structure, and demonstrating command of standard English capitalization, punctuation, and spelling (W2, RI5, L2)
- **ELA6.4.4**: Focus on determining meanings of words and phrases and citing textual evidence (RL4, RL1)
- **ELA6.4.5**: Focus on determining author’s point of view or purpose, determining meanings of words and phrases, and demonstrating command of standard English (pronouns) (RI6, RI4, L1)
- **ELA6.4.6**: Focus on determining and tracing theme and/or central idea and citing textual evidence to support analysis (RL2, RL1)
- **ELA6.4.7**: Focus on comparing and contrasting authors’ presentations of events, determining meanings of words and phrases, and determining author’s point of view or purpose (RI9, RI4, RI6)
- **ELA6.4.8**: Focus on describing how plot unfolds and characters respond, citing textual evidence, determining themes, summarizing, determining meanings of words and phrases, analyzing impact of structure, and comparing and contrasting different modes through reading drama (RL3, RL1, RL2, RL4, RL5, RL7)
- **ELA6.4.9**: Focus on determining themes, summarizing, describing how plot unfolds and characters respond, citing textual evidence, determining meanings of words and phrases, analyzing impact of structure, and explaining point of view development through reading extended text (RL2, RL3, RL1, RL4, RL5, RL6)
- **ELA6.4.10**: Focus on citing textual evidence, determining meanings of words and phrases, and analyzing presentation of events (RI1, RI4, RI3)

<table>
<thead>
<tr>
<th>Georgia Standards of Excellence (GSE)</th>
<th>Essential Questions</th>
<th>Vocabulary</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELAGS6E6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Why is evidence important to support my analysis of a text?</td>
<td>Cite</td>
<td>ELAGS6E6RL1:</td>
</tr>
<tr>
<td>ELAGS6E6RL2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
<td>How can I determine the theme of a text and how can I write a summary free of personal opinion or judgment?</td>
<td>Theme (universal, stated, implied)</td>
<td>ELAGS6E6RL2:</td>
</tr>
<tr>
<td>ELAGS6E6RL3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</td>
<td>How does a particular story’s or drama’s plot progress to a resolution and how do the characters change?</td>
<td>Plot sequence – Exposition, Rising Action, Climax, Falling Action, Resolution / Conclusion</td>
<td>ELAGS6E6RL3:</td>
</tr>
<tr>
<td>ELAGS6E6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</td>
<td>How do figurative language and connotative meanings impact the specific meaning and tone of a text?</td>
<td>Denotation</td>
<td>ELAGS6E6RL4:</td>
</tr>
<tr>
<td>ELAGS6E6RL5: Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot.</td>
<td>How does a particular sentence, chapter, scene, or stanza contribute to the development of the theme, setting, or plot?</td>
<td>Analyze</td>
<td>ELAGS6E6RL5:</td>
</tr>
<tr>
<td>ELAGS6E6RL6: Explain how an author</td>
<td>How does the author develop the point of view?</td>
<td>Point of view</td>
<td>ELAGS6E6RL6:</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Examples</td>
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<tr>
<td>ELAGSE6RL7</td>
<td>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version.</td>
<td>How is reading a story, drama, or poem, similar and/or different from an audio, video, or live version?</td>
<td></td>
</tr>
<tr>
<td>ELAGSE6RI1</td>
<td>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Why is evidence important to support my analysis of a text?</td>
<td></td>
</tr>
<tr>
<td>ELAGSE6RI3</td>
<td>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</td>
<td>How is a key individual, event, or idea introduced, illustrated, and elaborated through the use of techniques such as examples or anecdotes?</td>
<td></td>
</tr>
<tr>
<td>ELAGSE6RI4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</td>
<td>How do figurative, connotative, and technical meanings impact the specific meaning of words and phrases in a text?</td>
<td></td>
</tr>
<tr>
<td>ELAGSE6RI5</td>
<td>Analyze how a particular sentence, chapter, scene, or stanza contributes to the structure and development of the ideas.</td>
<td>How does a particular sentence, chapter, scene, or stanza contribute to the structure and development of the ideas?</td>
<td></td>
</tr>
<tr>
<td>ELAGSE6RI6</td>
<td>Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</td>
<td>How does the author develop the point of view or purpose in a text?</td>
<td></td>
</tr>
<tr>
<td>ELAGSE6RI9</td>
<td>Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</td>
<td>How is one author’s presentation similar to and different from that of another?</td>
<td></td>
</tr>
<tr>
<td>ELAGSE6W2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
<td>How can I write in effective informative/explanatory text that clearly conveys ideas, concepts, and information?</td>
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<tr>
<td>TCSS</td>
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</tr>
</tbody>
</table>
| quotations, or other information and examples.  
  c. Use appropriate transitions to clarify the relationships among ideas and concepts.  
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
  e. Establish and maintain a formal style.  
  f. Provide a concluding statement or section that follows from the information or explanation presented. |  |
| c. Use appropriate transitions to clarify the relationships among ideas and concepts.  
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
  e. Establish and maintain a formal style.  
  f. Provide a concluding statement or section that follows from the information or explanation presented. |  |

**ELAGSE6L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
 a. Ensure that pronouns are in the proper case (subjective, objective, possessive).  
 b. Use intensive pronouns (e.g., myself, ourselves).  
 c. Recognize and correct inappropriate shifts in pronoun number and person.*  
 d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*  
 e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

**How do I ensure that I use pronouns correctly to demonstrate command of standard English grammar and usage?**

- Conventions  
  - Pronouns (subjective, objective, possessive, intensive)  
  - Antecedents

**ELAGSE6L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
 a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*  
 b. Spell correctly.

**How do I use correct capitalization, punctuation, and spelling to demonstrate command of standard English?**

- Standard English  
  - Capitalization  
  - Punctuation  
  - Spelling  
  - Comma  
  - Parentheses  
  - Dash  
  - Nonrestrictive/parenthetical elements

**ELA6.4.3**
Lessons for 6th ELA Unit 4

The following pages are the sample lessons for the unit that have been linked at the beginning of the document. These lessons are based on identified GSE high priority standards and incorporate unit texts and resources.
**TCSS**  
**ELA6.4.1**

<table>
<thead>
<tr>
<th>Learning Target(s):</th>
<th>I can:</th>
</tr>
</thead>
</table>
|                     | • describe the overall structure of a text  
|                     | • explain how the overall structure of the text relates to the development of ideas  
|                     | • describe the contribution to the whole message made by a specific section of text (e.g., sentence, paragraph, chapter, or section) |

<table>
<thead>
<tr>
<th>Priority Standards:</th>
<th>Priority Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Support Standards</td>
<td>• <strong>ELAGSE6RI5</strong>: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</td>
</tr>
</tbody>
</table>
| • Pre-requisite Learning | Pre-requisite:  
|                        | • compare and contrast text structure across two texts |

| Resources for Instruction | “Olympic Glory: Victories in History,” pg. 309  
|                          | [Venn Diagram](#) |

| Time Allocated | 1 day |

| EQ | How does a particular sentence, chapter, scene, or stanza contribute to the structure and development of the ideas? |

| Activator/Connection/Warm Up | Turn and talk with a partner about what you know about the Olympics or Journal: Write a narrative in which the theme of Triumph over Imperfection, Shame, and Loss could relate to the Olympics.  
|                            | View [Jessie Owens video](#) from the 1936 Olympics.  
|                            | Alternatively, you could have students view the trailer from the movie [Race](#). |

| Instructional Delivery | Introduce the theme of the unit which is Triumph over Imperfection, Shame, and Loss. Have students consider how the Jessie Owens video fits with this theme.  
|                       | Review text structure with your class and let them know we will be focusing on a text that uses compare/contrast. In previewing the text “Olympic Glory: Victories in History,” go over the structural components (e.g., sentence, paragraph, chapter, or section) of various types of texts and the role of each in the overall text. Also remind students that authors use text structures (e.g., chronology, sequence, description, cause/effect, problem/solution) to organize information for a purpose. You might also want to remind students of transitional words and phrases that indicate comparisons (e.g., likewise, similarly, as well as, in addition to) and contrasts (e.g., instead of, on the other hand, but).  
|                       | Use appropriate reading strategies to have students read “Olympic Glory: Victories in History.” While reading, students should make notes on a Venn Diagram to record similarities and differences between ancient and modern games. You may want to start by reading out loud and finding the first information. Then you may have students read |
| TCSS     | silently or work with a partner to find additional evidence.  
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>CR:</td>
<td>In what ways are the Olympics today still like the Games that were held in ancient Greece? In what ways are they different? Write a paragraph in which you compare and contrast today’s Olympics with the Games in ancient Greece.</td>
</tr>
<tr>
<td><strong>Summarizer/Closure/Evaluation of Lesson</strong></td>
<td>Teacher will evaluate CR to determine whether students understand the structure of compare/contrast. Refer to 2 point rubric.</td>
</tr>
</tbody>
</table>
## Learning Target(s):

**I can:**
- compare and contrast the presentation of the same event by two different authors
- distinguish between fact and opinion
- student must recognize differing viewpoints
- explain why one author's presentation of events differs from that of another author

## Priority Standards:

**Support Standards**

**ELAGSE6RI9:** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**Support Standards**

- **ELAGSE6RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **ELAGSE6RI5:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- **ELAGSE6RI6:** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

## Resources for Instruction

- **Vocabulary Worksheet**
- **Frayer Diagram**
- **Paired Text Sets**
  - Dog Articles:
    - “Storm” from *Woodsong* by Gary Paulsen, p. 508
    - “Canine Courage” from ReadWorks with Vocabulary in Context
  - Trash Articles:
    - “Too Much Trash”
    - “A Ton of Trash” with questions
    - Paired Questions for “Too Much Trash” and “A Ton of Trash”
  - Women’s Rights Articles:
    - “Ronald Reagan’s Proclamation of Women’s History Month” with answer key
    - Excerpt from *New York Times* Article: “Suffrage Wins Senate; Now Goes to States”
    - Paired Questions for Women’s Rights articles

## Time Allocated

2-3 days (May be extended depending on the resources selected)

## EQ

How is one author's presentation similar to and different from that of another?

## Activator/Connection/Warm Up

Teacher will bring several items or show pictures of items students may or may not be familiar with. Each student will determine how he/she would personally use that item. Each student will then share his/her answers with an elbow partner to share varying perspectives.
## Remind students of a previous lesson in which they examined the effects of word meanings and language on mood of a passage. We will continue to look at this, along with examining author’s purpose and techniques.

Vocabulary: Select 3-5 key vocabulary words from the selections you are using. For example, if you choose the selections on trash, you could select *convert*, *recycle*, and *pollute*. Students should complete the [Vocabulary Worksheet](#) or a [Frayer Diagram](#) on the words. You may want to model how they should do this using a different word.

**Before reading, point out that:**
- an author’s point of view is the perspective (opinions and beliefs) an author shares with the reader through text
- different authors often have different beliefs about the same topic or person
- two presentations about the same topic may be different in content and focus

Have students read the paired selections using appropriate reading strategies (independent, partner, whole class, or small group). Allow students to work together to discuss and answer the questions on the articles. Let students know that they will complete an informative/explanatory writing assignment based on these texts in the next lesson.

## CR TOTD: Which author **MOST** effectively develops the topic according to his/her purpose using reasoning and evidence? Use details from **BOTH** passages to support your answer.
**Learning Target(s):**

<table>
<thead>
<tr>
<th>I can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• determine the organizational structure that is most appropriate for the topic and purpose</td>
</tr>
<tr>
<td>• organize ideas, new information, and prior knowledge to clearly explain the topic</td>
</tr>
<tr>
<td>• analyze relevant content</td>
</tr>
<tr>
<td>• determine which text structure to use to effectively organize ideas, concepts, and information (e.g., cause/effect, compare/contrast)</td>
</tr>
<tr>
<td>• determine when to include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension</td>
</tr>
<tr>
<td>• determine when facts, quotes, details, and examples are relevant to a topic</td>
</tr>
<tr>
<td>• determine which transitions are appropriate to clarify relationships among ideas and concepts</td>
</tr>
<tr>
<td>• determine which transitions best support text structure and purpose</td>
</tr>
<tr>
<td>• determine where to add transitions in informative and explanatory texts</td>
</tr>
<tr>
<td>• write information and explanations that use precise language and/or domain-specific language appropriately</td>
</tr>
<tr>
<td>• determine which grade-level vocabulary words help inform or explain the topic</td>
</tr>
<tr>
<td>• determine when to define domain-specific words for their audience</td>
</tr>
<tr>
<td>• determine the formal style of writing that is best suited for task and purpose.</td>
</tr>
<tr>
<td>• determine how to effectively conclude a topic</td>
</tr>
<tr>
<td>• determine which information to use when formulating a conclusion</td>
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</tbody>
</table>

**Priority Standards:**

**Support Standards**

**ELAGSE6W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

**Pre-requisite Learning**

**Support Standards**

- **ELAGSE6RI5:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- **ELAGSE6L2:** Demonstrate command of the conventions of
TCSS

<table>
<thead>
<tr>
<th>Standard English capitalization, punctuation, and spelling when writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</td>
</tr>
<tr>
<td>b. Spell correctly.</td>
</tr>
</tbody>
</table>

**Pre-requisite:**
- determine when it is appropriate to use new information, prior knowledge, and definitions to further develop a topic
- analyze writing to determine where to effectively add new information and prior knowledge within an organizational structure to enhance a topic or purpose
- compare and contrast text structure across two texts

**Resources for Instruction**
- Writing Effective Hooks
- Examples of Effective Hooks
- Writing Posters for Informative/Explanatory Writing and Teacher’s Guide
- Checklist for Informative/Explanatory Writing
- Types of Writing PowerPoint
- Transition Words
- Peer Editing Checklist

**Time Allocated**
- 5 days

**EQ**
- How can I write in effective informative/explanatory text that clearly conveys ideas, concepts, and information?

**Activator/Connection/Warm Up**
- Turn and talk with a partner: What are the components of a good informational/explanatory essay?

**Instructional Delivery**
- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
  - Review Informational/Explanatory writing information with your students. You may want to use the Types of Writing PowerPoint. Students should know the following information that is also covered in the final six slides of the PowerPoint:
  - informative text structures (e.g., problem/solution, cause/effect, sequential)
  - explanatory text structures (e.g., description or definition with causes, motives, or reasons)
  - relevant content that supports or explains a topic
  - a topic is a general category or class of ideas
  - how to introduce a topic clearly and concisely
  - that informative and explanatory texts are composed of relevant facts, definitions, concrete details, quotations and examples
  - how to accurately cite information
  - the difference between quoting information and paraphrasing information
  - precise language is the most accurate word to describe or explain
  - domain-specific words are those that have a precise meaning in a subject (foot in biology and foot in math)
  - style is the way an author uses language (e.g., formal, poetic, direct, fast-paced, down-to-earth)
  - style should remain consistent throughout a piece
  - transitions connect ideas and concepts to create cohesion
TCSS

- transitions clarify relationships among ideas and concepts
- transitions can be individual words, phrases or sentences
- a concluding statement reinforces the ideas presented in the text
- a concluding statement can be one or more sentences (e.g., a concluding paragraph)
- a conclusion summarizes or reflects on the information presented

Assign students to complete an Extended Written Response/Essay: Choose one of the paired text sets from the previous lesson. Write an informational essay using one of the following prompts.

**Dog Articles:**
- Compare and contrast how each writer uses literary techniques to support his or her purpose. Support your answer with details from BOTH texts.

**Trash Articles:**
- “Too Much Trash!” mentions that many people are working to solve the trash problem. Based on both texts, describe the trash problem that people today face. Use evidence from BOTH texts.

**Women’s Rights Articles:**
- Contrast the ways in which the Senate’s passage of the Susan Anthony amendment and Reagan’s proclamation of Women’s History Month aimed to affect women’s position in society. Support your answer with details from BOTH texts.

Provide opportunities for students to write and provide peer feedback. You may want to have them use the Peer Editing Checklist. Teachers will refer to the 7-point rubric and the writing conversion chart for scoring.

| Summarizer/Closure/Evaluation of Lesson | Teacher will evaluate the essays. |
# TCSS
## ELA6.4.4

### Learning Target(s):

**I can:**
- determine how the author’s use of words and phrases controls the meaning/tone of the text
- explain how the author’s use of figurative language further illustrates/expands the meaning and tone of the text
- explain how the author’s use of connotative meanings conveys the author’s stance/tone within a text

### Priority Standards:
- **Support Standards**
- **Pre-requisite Learning**

#### Priority Standards:

**ELAGSE6RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**Support Standards:**
- **ELAGSE6RL1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Prerequisites:
- determine the meaning of words and phrases as they are used in text by using reading strategies such as context clues
- identify examples of figurative language in text and determine what they mean distinguish between literal meaning and figurative meaning in text

### Resources for Instruction

- What are the Sounds of Poetry? pgs. 644-645
- How Does Poetry Make you See? pgs. 646-647
- What Helps You Read a Poem? pgs. 650-651
- **Literary Devices in Songs**
- “The Sea Is a Hungry Dog,” pgs. 652-653
- “The Sneetches,” pgs. 658-663 (if not read in Unit 1)
- “John Henry,” pgs. 666-670 (if not read in Unit 1)
- “Yes, It Was My Grandmother,” pgs. 684
- “In a Neighborhood in Los Angeles,” pgs.. 695-696
- “Hard on the Gas,” pg. 697
- “Motto,” pg. 702
- “Haiku,” pg. 706
- “Forty-one Seconds on a Sunday in June, in Salt Lake City Utah” by Quincy Troupe, pg. 732
- **Figurative Language in Pop Culture 2015 video**
- **Poetry Matching Cards**

### Time Allocated

5 days

### EQ

How do figurative language and connotative meanings impact the specific meaning and tone of a text?

### Activator/Connection/Warm Up

Show video on **Literary Devices in Songs**
### TCSS

<table>
<thead>
<tr>
<th>Instructional Delivery</th>
<th>Summarizer/Closure/Evaluation of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)</td>
<td>• create examples of figurative language independently or with an elbow partner</td>
</tr>
<tr>
<td>• Guided Instruction/ Differentiated Instruction (We Do)</td>
<td>• analyze the figurative language in a teacher chosen poem</td>
</tr>
<tr>
<td>• Independent Practice (You Do)</td>
<td>• identify examples of figurative language within a poem or passage and explain how it impacts the author’s tone</td>
</tr>
<tr>
<td>Review the following information with the students.</td>
<td>Have students either:</td>
</tr>
<tr>
<td>• figurative language in text (such as similes, metaphors and personification)</td>
<td></td>
</tr>
<tr>
<td>• words have connotations (associations or secondary meanings) as well as denotations (the dictionary definition of a word) (e.g., stingy, scrimping, economical, unwasteful, thrifty)</td>
<td></td>
</tr>
<tr>
<td>• every text has a tone, and that an author’s choice of words and phrases impact the tone of the text</td>
<td></td>
</tr>
<tr>
<td>• tone is the author’s attitude toward the topic conveyed through words and phrases</td>
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<tr>
<td>Select 3-4 poems to read and analyze. You may want to read one together and model the thinking that goes into analyzing poetry. You can then provide opportunities for students to read and analyze using strategies such as Jigsaw and/or Gallery Walk.</td>
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</tr>
<tr>
<td>Teachers should include checkpoints for comprehension and mastery.</td>
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</tr>
<tr>
<td>You may want to use parts of the <a href="#">Figurative Language in Pop Culture 2015 video</a> to check for student recognition of figurative language.</td>
<td></td>
</tr>
<tr>
<td>Learning Target(s):</td>
<td>I can:</td>
</tr>
<tr>
<td>---------------------</td>
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</tr>
<tr>
<td></td>
<td>• analyze the author’s relationship to the topic or central idea</td>
</tr>
<tr>
<td></td>
<td>• determine the point of view from which the author has written</td>
</tr>
<tr>
<td></td>
<td>• determine the author’s purpose for writing a text</td>
</tr>
<tr>
<td></td>
<td>• explain how authors use different positions or viewpoints to advance their purpose</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority Standards:</th>
<th>Priority Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Support Standards</td>
<td>ELAGSE6RI6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</td>
</tr>
<tr>
<td>• Pre-requisite Learning</td>
<td>Support Standards:</td>
</tr>
<tr>
<td></td>
<td>• ELAGSE6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</td>
</tr>
<tr>
<td></td>
<td>• ELAGSE6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td></td>
<td>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</td>
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<tr>
<td></td>
<td>b. Use intensive pronouns (e.g., myself, ourselves).</td>
</tr>
<tr>
<td></td>
<td>c. Recognize and correct inappropriate shifts in pronoun number and person.*</td>
</tr>
<tr>
<td></td>
<td>d. Recognize and correct vague pronouns</td>
</tr>
<tr>
<td></td>
<td>e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources for Instruction</th>
<th>“Brother” by Maya Angelou, p. 471</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Allocated</td>
<td>1-2 days</td>
</tr>
<tr>
<td>EQ</td>
<td>How does the author develop the point of view or purpose in a text?</td>
</tr>
<tr>
<td>Activator/Connection/Warm Up</td>
<td>Journal or Think-Pair-Share: How does having a close family member or friend influence your life?</td>
</tr>
</tbody>
</table>

**Instructional Delivery**

- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
  
  Review point of view and autobiography. Explain that the excerpt you will be reading in this lesson is from Maya Angelou’s autobiography so the point of view is first person. Talk about the advantages of first person point of view in providing first-hand information about the topic or situation. Remind students that:
  - authors write from a unique perspective or point of view
  - point of view can be determined by examining the author’s relationship to the topic or event
  - the objectivity of a text can be influenced by an author’s purpose or personal bias
  - authors structure their texts to best achieve their purpose in writing

  This also provides an opportunity to review pronouns with the students. Ask students to read the first paragraph and determine which pronouns signal that the passage is written in first person. Depending on your students’ needs, you may want to include additional work on pronouns and usage.

  Use appropriate strategies to read the selection. You may have students answer the following text-dependent questions while they read.
<table>
<thead>
<tr>
<th><strong>TCSS</strong></th>
</tr>
</thead>
</table>
| **(We Do)** or you may want to discuss them.  
  - The author describes her brother and herself in the first paragraph. What are the facts provided and where are Angelou’s opinions present? What attitude does she reveal concerning her brother and herself? Compare and contrast her descriptions using text evidence.  
  - How does Bailey defend his sister and what does that reveal about their relationship?  
  - The narrator and her brother enjoy their time to play. What were the children’s games they played?  
  - Describe the situation in which Bailey steals pickles from his Uncle Willie’s store.  
  - The narrator says “My pretty black brother was my “Kingdom Come”. What does she mean by this statement? What evidence supports this meaning?  
  - Describe Maya Angelou’s relationship with her brother. How did this relationship contribute to her life? |
| **Independent Practice** | **(You Do)**  
  - After reading and discussing the selection through the questions, ask students to consider what this selection reveals about Maya Angelou’s point of view. Have students complete the following CR:  
    - What qualities in a person did Maya Angelou value when she was a child? What kind of person do you think she wanted to be? Cite evidence from the text to support your answer.  
    (Constructed response) |
<p>| <strong>Summarizer/Closure/Evaluation of Lesson</strong> | Teacher will evaluate CR using a 2 point rubric. RACES model may be used here. |</p>
<table>
<thead>
<tr>
<th>Learning Target(s):</th>
<th>I can:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• infer the theme or central idea of a text based on the details in a text</td>
</tr>
<tr>
<td></td>
<td>• explain which details in the text support a given theme</td>
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<tr>
<td></td>
<td>• determine the main ideas from a text and use them in an objective summary</td>
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<tr>
<th>Priority Standards:</th>
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<tbody>
<tr>
<td>• Support Standards</td>
<td>ELAGSE6RL2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
</tr>
<tr>
<td>• Pre-requisite Learning</td>
<td>Support Standards:</td>
</tr>
<tr>
<td></td>
<td>• ELAGSE6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<thead>
<tr>
<th>Resources for Instruction</th>
<th>Equality Anticipation Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Novel Ideas Only Activity Protocol</td>
</tr>
<tr>
<td></td>
<td>“The Gold Cadillac,” p. 28</td>
</tr>
<tr>
<td></td>
<td>Excerpt from “The Gold Cadillac”</td>
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<td></td>
<td>“The Gold Cadillac” Text-Dependent Questions with Answers</td>
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<td></td>
<td>“The Gold Cadillac” Text-Dependent Questions with Dyad Supports</td>
</tr>
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<td></td>
<td>Ben Carson and Race Relations Video Clip</td>
</tr>
</tbody>
</table>

| Time Allocated | 2-3 days |
| EQ | How can I determine the theme of a text? |

| Activator/Connection/Warm Up | Complete Equality Anticipation Guide by checking agree or disagree with each of the statements. Then work with a partner (teacher may want to assign a partner for this lesson as students will work in pairs several times) to discuss using the format and Language frames at the bottom of the guide. |

<table>
<thead>
<tr>
<th>Instructional Delivery</th>
<th>After students have discussed the anticipation guide, bring them back together as a class to discuss their ideas about equality overall. Remind students that the theme of this unit is Triumph over Imperfection, Shame, and Loss and that the Unit Essential Questions are:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• How does adversity help build a stronger character?</td>
</tr>
<tr>
<td></td>
<td>• How do different people handle inequality and/or adversity and what does this show about their character?</td>
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<tr>
<td></td>
<td>Students will want to consider these questions and the theme as they read the selection, “The Gold Cadillac.” Introduce the term novella and explain that it is longer than a short story, but shorter than a novel. Sometimes novellas are published with other works, but they can be published as short books.</td>
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<tr>
<td></td>
<td>Have students preview the text by looking at the title, the pictures, and the pulled out quotes. Ask the students to predict what this story is about. With their partners or with groups of 4, students will generate a list of predictions and share with the class so that the teacher can check for understanding and clarify misconceptions. You may want to use a format like the Novel Ideas Only Activity Protocol.</td>
</tr>
</tbody>
</table>
| TCSS                                                                                                                                                                                                 | Students will read in assigned pairs. Hand out copies of the text dependent questions and have students turn in their books to page 31. The questions divide the novella into 7 sections, so the students will read a section, stop and answer questions, and then discuss with a partner. The teacher should model reading Section 1 to the students. After reading this section out loud, allow students time to answer the questions for that section. Provide an opportunity for class discussion and model a class response that would go in the final column of the answer sheet.

If students need additional guidance, read section 2 and have students produce answers individually; then allow them to collaborate with a partner. Ask students to identify how their understandings and answers have changed based on their partner’s responses. For students who are struggling with collaboration, you may want to use the “The Gold Cadillac” Text-Dependent Questions with Dyad Supports as this document will help to guide their discussion. Students should continue reading section 3 and then stop to answer questions and discuss with their partner. This activity may take 2 class periods, so the teacher may want to find a stopping point at the end of the first day and allow some time to review predictions the students made at the start of class and modify predictions based on what they have read. You may want to revisit these predictions at the end of the novella.

Re-read pages 36-37 from “But then my father said he was going to drive the car south…” until “…I’ll be going too.” You may also click on this excerpt to project, so that you can model close reading with the students. Additionally, have students view the Ben Carson and Race Relations Video Clip. After reading and viewing these texts, have students write a paragraph CR responding to one of the following prompts:

- How do different people handle inequality and/or adversity and what does this show about their character?
- How are events from this novella similar to or different from events of our time?
- How have the rights of individuals changed over time?

Possible extension to lesson: Narrative writing

- Based on your reading about characters facing adversity and overcoming it, think of a time when you faced adversity and triumphed. Write a personal narrative in which you explain how your journey was similar to that of a character you have read about. Cite evidence from the text. (W3)  

| Summarizer/Closure/Evaluation of Lesson | Teacher will evaluate the paragraphs using the 2 point rubric.                                                                                                                                                                                                 |
**Learning Target(s):**

I can:
- compare and contrast the presentation of the same event by two different authors
- distinguish between fact and opinion
- student must recognize differing viewpoints
- explain why one author’s presentation of events differs from that of another author

**Priority Standards:**
- **Support Standards**
- **Pre-requisite Learning**

**Priority Standard:**
**ELAGSE6RI9:** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**Support Standards:**
- **ELAGSE6RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **ELAGSE6RI6:** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**Resources for Instruction**
- Excerpt from Martin Luther King’s “Letter from Birmingham Jail” from ReadWorks
- “Letter from Jackie Robinson on Civil Rights” from ReadWorks
- Paired Questions for “Letter from Birmingham Jail” and “Letter from Jackie Robinson on Civil Rights”

**Time Allocated**
2-3 days

**EQ**
How is one author’s presentation similar to and different from that of another?

**Activator/Connection/Warm Up**
From what you have learned about the inequality of the past, how have things changed and how have they remained the same? What is your hope for the future?

**Instructional Delivery**
- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
  After students have written a journal prompt or had think-pair-share discussion on the activator, discuss these ideas in class. Let them know that we will be looking today at articles from two men who were influential in making changes.

- **Guided Instruction/ Differentiated Instruction (We Do)**
  Students will read the articles and work together to answer the paired questions on MLK and Jackie Robinson. Provide opportunities to discuss the articles in small group and whole class.

- **Independent Practice (You Do)**

**Summarizer/Closure/Evaluation of Lesson**
Take out the Equality Anticipation Guide from the previous lesson. Students should answer the questions under “Opinion After Reading” and provide supporting textual evidence from the texts used within the past 2 lessons to support the opinions that they have stated.
**Learning Target(s):**

I can:
- determine how the plot of a drama unfolds
- analyze how the characters in a drama change as the plot progresses
- analyze the overall structure of a drama (stage directions, dialogue, etc.)
- understand the differences between reading a drama and watching a drama
- understand the structural differences between a drama, poem, and novel (story)

**Priority Standards:**

- **Support Standards**
  - ELAGSE6RL3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **Support Standards**
  - ELAGSE6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - ELAGSE6RL2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
  - ELAGSE6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
  - ELAGSE6RL5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
  - ELAGSE6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

**Resources for Instruction**

Drama selection from Textbook:
- *The Fly*, p. 748
- *Blanca Flor*, p. 754
- *In the Fog*, p. 774
- *The Hitchhiker*, p. 788

**Time Allocated**

5-8 Days

**EQ**

How does the plot of a drama unfold?

What are the structural features of a drama?

What are the differences between reading a drama and watching a drama (play)?

**Activator/Connection/Warm Up**

Teacher will ask the class what the word “drama” means. There will be a quick class discussion of the meaning of the word. (Example- Does this word mean the same thing as the “drama” that you and your friends might have in middle school? Friend drama? Boy drama? Girl drama?). Explain that “drama” in literature means simply “a play”.

Conduct another brief (no more than 5 minutes) class discussion and
have students share times when they have actually performed in a play (at school, church, with friends, etc.). Have students also share if they’ve had the experience of going and watching a play at a theater. Discuss similarities and differences with watching/reading a play versus other forms of fiction.

### Instructional Delivery

- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
  - Go over terms in bold and definitions on page 742-743. Make sure students see examples of each term. (teacher may select examples of each to show on the promethean board). Analyze the visuals on page 744 and have students work in pairs to answer the questions on page 744-745. These will be shared afterwards with the class.

- **Guided Instruction/ Differentiated Instruction (We Do)**
  - Assign student roles for each character in the play “The Fly” (p. 748). This is the reading model for this unit. Have the selected students read the play aloud as the class follows along in their books. Students should note the stage directions and read their dialogue accordingly. Teacher should point out the focus highlights that are throughout the play. Explain that these model important elements that the student has just learned and needs to pay attention to. If desired, go over questions together as a class to monitor comprehension.

- **Independent Practice (You Do)**
  - After reading the play, students will write a constructed response on one of the dramas that you have read during this lesson.
  - How does reading the drama __________ (insert title here) help readers to visualize how it would be performed on the stage? Use at least two details from the text to support your answer.
  - How do the stage directions at the beginning of “In the Fog” help readers determine the mood of the play? Use specific examples from the text to support your answer.
  - How do the stage directions at the beginning of “The Hitchhiker” build suspense? Use a specific example from the text. Find another example during the play that builds suspense in the same manner. Make sure to cite your textual evidence in your answer.

### Summarizer/Closure/Evaluation of Lesson

Use tickets out the door and evidence from student CRs to monitor student understanding.
### Learning Target(s):

- I can:
  - cite textual evidence to support analysis of what the text says explicitly as well as inferences
  - describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
  - determine meanings of words and phrases from the text (figurative language and connotative meanings)
  - determine how the point of view is developed in a text

### Priority Standards:

**Support Standards**

- ELAGSE6RL2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- ELAGSE6RL3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**Support Standards**

- ELAGSE6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- ELAGSE6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

- ELAGSE6RL5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

- ELAGSE6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.

### Resources for Instruction

**Extended Text** (Choose one of the following as your extended text):

- *Freak the Mighty*, Lexile 1000
- *Maniac Magee*, Lexile 820

[Main Events for any Novel](#)

### Time Allocated

- 2-3 Weeks

### EQ

- How is the point of view developed in the text?
- How does figurative language or a specific word affect the meaning or the tone?
- What is the theme?
- How does a particular chapter help develop the plot or lead to the resolution?

### Activator/Connection/Warm Up

- Use an anticipation guide to introduce the major concepts in the novel.
### Instructional Delivery

- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
- **Guided Instruction/ Differentiated Instruction (We Do)**
- **Independent Practice (You Do)**

Lessons will be developed

Writing options:
- Define how a character overcame adversity and explain his or her triumph. Support your discussion with evidence. (W2)
- We’ve met several characters that have encountered a person in their life who was cruel. Explain the best way to handle a situation involving encountering someone who is cruel. Use good reasons to support your stance to make your recommendations plausible. (W2)

### Summarizer/Closure/Evaluation of Lesson

Summarizers for daily lessons could include: Students should write a summary of a teacher chosen chapter free of personal opinions and judgments.
<table>
<thead>
<tr>
<th>Learning Target(s):</th>
<th>I can:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Cite textual evidence</td>
</tr>
<tr>
<td></td>
<td>● Determine central idea</td>
</tr>
<tr>
<td></td>
<td>● Provide a summary distinct from personal opinions and judgments</td>
</tr>
<tr>
<td></td>
<td>● Analyze how a key individual is introduced, illustrated, and elaborated in a text</td>
</tr>
<tr>
<td></td>
<td>● Determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings.</td>
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<tr>
<th>Priority Standards:</th>
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<tbody>
<tr>
<td>● Support Standards</td>
<td>ELAGSE6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>● Pre-requisite Learning</td>
<td>ELAGSE6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</td>
</tr>
<tr>
<td></td>
<td>Support Standards:</td>
</tr>
<tr>
<td></td>
<td>● ELAGSE6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources for Instruction</th>
<th>“The Mysterious Mr. Lincoln” by Russell Freedman, p. 516</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Guided Reading for “The Mysterious Mr. Lincoln”</td>
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<table>
<thead>
<tr>
<th>Time Allocated</th>
<th>1-2 Days</th>
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<tbody>
<tr>
<td>EQ</td>
<td>How do I cite evidence from the text with supporting evidence?</td>
</tr>
<tr>
<td></td>
<td>How do I determine central idea?</td>
</tr>
<tr>
<td>Activator/Connection/Warm Up</td>
<td>Have students make a T- chart with one side titled “What I know about President Lincoln” and the other side titled “What I learned after reading the text.” Students should list 3-5 facts with an elbow partner about him in the first column. This should be revisited at the end of the lesson.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Delivery</th>
<th>Use appropriate strategies to introduce and read the text. After students have read, remind them of previous work with using context clues and with denotation and connotation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Using the text as a reference, use your own words to create definitions for the following words:</td>
</tr>
<tr>
<td></td>
<td>● homely</td>
</tr>
<tr>
<td></td>
<td>● listless</td>
</tr>
<tr>
<td></td>
<td>● angular</td>
</tr>
<tr>
<td></td>
<td>● gestures</td>
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<td></td>
<td>● humble</td>
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<td></td>
<td>● homespun</td>
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<td>● ambitious</td>
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<td>● origins</td>
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<td></td>
<td>● eloquent</td>
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<td>● vast</td>
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<td></td>
<td>● rollicking</td>
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<td></td>
<td>● melancholy</td>
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</tbody>
</table>
Use a dictionary to help if necessary, but write the definitions in your own words. Students may work with a partner or independently, but should be using context clues to determine word meanings. The focus should be on using the text to determine meanings, not copying definitions. After completing this activity, you may want to have the students complete the Guided Reading for “The Mysterious Mr. Lincoln” as it focuses on word meanings.

Have students refer on the text to provide answers to the following questions. This can be done in whole group, small group, partners, or independently. The emphasis should be on using the text to support student responses.

- Why did Lincoln’s own friends insist that no photograph of Lincoln ever did him justice?
- According to the author, how is Abraham Lincoln’s reputation different from the real man? Be sure to cite evidence from the text to support your answer.
- As President of the United States, Lincoln was both condemned and admired. He faced a great deal of adversity. Was his Presidency a success or failure? Cite evidence from the text to support your answer.

| Summarizer/Closure/Evaluation of Lesson | Students should complete the second column of the T-chart, citing 3-5 pieces of evidence they have learned about Abraham Lincoln. |