Jan. My Brother Sam is Dead Unit

Content Area: **English**
Course(s):
Time Period: **January**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Students will do a novel study of the Book, "My Brother Sam is Dead".

Enduring Understandings

There are many complex ideas in novels that we can learn to analyze and understand.

Essential Questions

How can we best understand and improve our reading skills by studying a novel?

Instructional Strategies & Learning Activities

Day 1 _____

Obj.: students will participate in a pre-reading discussion for the novel MBSID

Mat.: novels, scans of timeline and maps, Chapters 1-3 vocabulary sheet

Proc.:

1. read “About the Authors”
2. pass out novels – make predictions- how does the title of the book build suspense?
3. discuss the setting by viewing the maps and timeline of events leading up to the war
4. pre-reading discussion questions:
5. Hand out vocabulary sheet – chapters 1-3 – may begin

Assess: discussion

Day 2 _____

Obj.: to create definitions by using context clues

Mat.: if not passed out yesterday, hand out chapters 1-3 vocab. sheet

Proc.:

1. Students need to look up definitions by finding them on the appropriate pages – figure out part of speech and definition by using context clues. Do the first one together - finish at home

Assess: definitions

Homework: finish vocabulary

Day 3 _____

Obj.: analyze chapter 1 by deciding and debating which side students would choose: father or brother

Mat.: My Brother or My Father? sheet, response questions sheet (scanned)

Proc.:

1. go over vocabulary

2. read chapter 1 together – discuss events and vocabulary and review terms from social studies: Tories, Loyalists, Patriots, Rebels, Lobsterbacks

3. complete My Brother or My Father? share

Assess: answers

Homework: in journal, on response sheet, respond to Chapter 1

Day 4_____

Obj.: read chapter 2 and recognize point of view

Mat.:

Proc.:

1. share journal entries

2. read or listen to chapter 2 – discuss how the story is told from Tim's point of view (first person) and how we will get to know the feeling and thoughts of Tim the best throughout the story

3. then have students pick a scene from what you've read so far and re-write it in another character's point of view (must be a character in the scene)

4. share work and try to guess the point of view

Assess: written work

Homework: finish point of view if needed

Day 5_____

Obj.: defend a position on whether they would be a Patriot or Loyalist if they lived in colonial times

Mat.: Patriot or Tory sheet

Proc.:

1. read chapter 3, review any vocabulary

2. complete Patriot or Tory sheet – must cite quotes found in book

3. go over sheet as a class

Assess: answers

Homework: in journal, respond to chapter 3 from response sheet

Day 6 _____

Obj.: review chapters 1 -3

Mat.: Quiz time chapters 1 – 3 (may use as a review or as a quiz)

1. give out quiz time, complete and collect or go over

2. begin reading chapter 4

assess: Quiz time

homework: finish reading chapter 4

Day 7 _____

Obj.: analyze characters

Mat.: character chart

Proc.:

1. go over what happened in the rest of chapter 4

2. hand out character chart and have students fill out what they know so far about each of the five characters – may use their books

3. go over chart when finished and assign chapter 4 journal response from response question sheet

Assess: chart

Homework: finish journal entry for chapter 4

Day 8 _____

Obj.: create definitions using context clues; make connections to main character

Mat.: 4-6 vocab. sheet

Proc.:

1. dicuss journal entry

2. hand out vocabulary sheet – find in context; write down part of speech and definition

3. read chapter 5

Assess: definitions

Homework: finish reading chapter 5; answer journal response question for chapter 5, study vocab. for upcoming quiz

Day 9 _____

Obj.: analyze Tim's actions

Mat.: Quiz time chapters 4 -6

Proc.:

1. discuss chapter 5 and share journal responses

2. read or listen to chapter 6

3. discuss what was meant by "If this message is received, we will know that the messenger is reliable."Also, what does this tell you about communication in this time period?

Assess: responses

Homework: Quiz time chapters 4 – 6; study vocab.

Day 10 _____

Obj.: read chapter 7 and discuss why there is a shortgage of supplies during the war

Mat.:

Proc.:

1. collect or go over quiz time for chapters 4 -6

2. review vocabulary - quiz on vocabulary and chapters 1-6 tomorrow

3. read or listen to chapter 7 – dicuss reasoning for shortages

4. Answer in journal: response question for chapter 7 – share if finish; if not assign for homework

Assess: discussion, answers

Homework: finish journal response if not done in class.

Day 11 _____

Obj.: demonstrate knowledge of vocab. and chapters 1-6

Mat.: quiz

Proc.:

1. administer chapters 1-6 quiz

2. share response question if not done yesterday

Assess: quiz

Day 12 _____

Obj.: analyze trip to Verplanks Point by reading and discussing

Mat.: chapters 7-9 quiz time

Proc.:

1. read or listen to chapters 8 & 9 – discuss the major events that occurred along the journey to Verplanks Point

Assess: discussion

Homework: Quiz time for chapters 7-9

Day 13 _____

Obj.: analyze Tim's actions and feelings

Mat.:

Proc.:

1. go over or collect quiz time

2. Discuss response questions from sheet for chapters 8 & 9

3. read chapter 10

4. answer: response question for chapter 10 – finish at home

Assess: answers

Homework: chapter 10 response question if not done in class

Day 14 _____

Obj.: analyze how the main character has developed throughout the novel

Mat.: character changes sheet

Proc.:

1. read chapter 11 – discuss how Tim has grown up after his father's disappearance. In what ways does Tim show that he's grown up?

2. fill in the Character Changes sheet to show how Tim's character develops over time

Assess: character changes chart

Homework: chapter 11 response

Day 15 _____

Obj.: analyze character's feelings toward the execution

Mat.: chapters 10 – 12 quiz time

Proc.:

1. share chapter 11 response

2. read chapter 12

3. chapters 10 – 12 quiz time – finish at home

Assess: discussion, quiz time

Homework: finish quiz time if needed

Day 16 _____

Obj.: read and interpret

Mat.:

Proc.:

1. go over or collect quiz time

2. In journal, do chapter 12 response question and then share

3. read chapter 13

Assess: answers

Homework: chapter 13 response question

Day 17 _____

Obj.: read and interpret the remainer of book and discuss the element of irony

Mat.:

Proc.:

1. discuss chapter 13 response question

2. read chapter 14, the Epilogue, and "How much of this book is true?"

3. Answer chapter 14 and Epilogue response questions – finish for homework

Assess: anwers

Homework: finish journal questions

Day 18 _____

Obj.: review material

Mat.:

Proc.:

1. share journal responses
2. review for test – pair up with quiz times and journal entries

Day 19 _____

Obj.: demonstrate knowledge of book

Mat.: MBSID test

Proc.:

1. administer test

Assess: test

Integration of Career Readiness, Life Literacies and Key Skills

Students will be working collaboratively throughout the unit.

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Technology and Design Integration

Students will interact with the novel through the use of the Smartboard.

	Shared features allow for common troubleshooting strategies that can be effective for many systems.
8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Interdisciplinary Connections

Students wil be using vocabulary, point of view writing, map skills, compare and contrast, and knowledge of the social studies unit on the American Revolution.

6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

will be offered support or enrichment based on needs.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

See assessments listed above.

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

See assessments listed above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

See assessments listed above.

Instructional Materials

Class set of "My Brother Sam is Dead"

See materials listed above.

Standards

LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LA.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.