



EXPEDITIONARY  
LEARNING

# **Grade 6: Module 3B: Unit 1: Lesson 10**

## **Analyzing Author's Point of View: Chapter 5 of *World without Fish***



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can determine an author's point of view or purpose in an informational text. (RI.6.6)  
I can explain how an author's point of view is conveyed in an informational text. (RI.6.6)

**Supporting Learning Targets**

- I can analyze Mark Kurlansky's point of view in an excerpt of Chapter 5.
- I can explain how he conveys his point of view.

**Ongoing Assessment**

- Structured notes for pages 63–69 (from homework)
- Author's Point of View graphic organizer: pages 63–69





| Agenda  | Teaching Notes   |
|---|--|
| <ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Analyzing Kurlansky's Point of View of Fishermen (30 minutes)</li><li>B. Triad and Whole Group Critique (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Self-Assessment (3 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read "The Story of Kram and Ailat: Part 6" (the graphic novel) at the end of Chapter 5. Answer the focus question on your structured notes.</li></ol></li></ol> | <ul style="list-style-type: none"><li>• This is the second of the two-lesson cycle started in Lesson 9. Students analyze the same excerpt they read for the gist in the previous lesson: pages 63–68 of <i>World without Fish</i>. In this lesson, students identify Kurlansky's point of view of fishermen and how he conveyed his point of view.</li><li>• In order to gradually prepare for the end of unit assessment in the next lesson, students work independently to complete their point of view graphic organizer in this lesson.</li><li>• Students also perform a whole group critique of a completed graphic organizer to help them improve their work and their understanding of the process of analyzing point of view. Ensure this is done carefully and sensitively—invite a volunteer who would like to share his or her work and make it clear what the student is volunteering for. Ensure that the focus is on how to improve, rather than what is wrong with the work. The suggested questions in Work Time B help to make it a positive learning experience.</li><li>• Review:<ul style="list-style-type: none"><li>– Author's Point of View: Pages 63–68 (answers, for teacher reference; see supporting materials). Please note that these are just suggestions. Students may have additional ideas.</li><li>– Review Fist to Five in Checking for Understanding techniques (see Appendix).</li></ul></li><li>• Post: Learning targets.</li></ul> |

| Lesson Vocabulary            | Materials  |
|------------------------------|--|
| point of view, convey, infer | <ul style="list-style-type: none"><li>• Author's Point of View graphic organizer: pages 63–68 (one per student)</li><li>• Author's Point of View graphic organizer: pages 63–68 (answers, for teacher reference)</li><li>• <i>World without Fish</i> (book; distributed in Lesson 1)</li><li>• Highlighters (any color; one per student)</li></ul> |





| Opening  | Meeting Students' Needs   |
|--|---|
| <p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the learning targets aloud with you:<ul style="list-style-type: none"><li>* “I can analyze Mark Kurlansky’s point of view in an excerpt of Chapter 5.”</li><li>* “I can explain how he conveys his point of view.”</li></ul></li><li>• Remind students of what <i>point of view</i>, <i>convey</i>, and <i>infer</i> mean.</li></ul> | <ul style="list-style-type: none"><li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul> |





| Work Time   | Meeting Students' Needs   |
|---|---|
| <p><b>A. Analyzing Kurlansky's Point of View of Fishermen (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that for homework they analyzed Mark Kurlansky's point of view of fishermen. Invite students to share their thinking with their triads using their <b>structured notes</b> homework.</li> <li>Distribute the <b>Author's Point of View graphic organizer: pages 63–69</b> and ask students to take out their <b><i>World without Fish</i></b> texts. Remind students that they filled in the same organizer in Lesson 8 using an excerpt from Chapter 4. Invite students to reread the column headings with you.</li> <li>Point out that to get them started there are already two claims, which they need to complete with evidence from the text and by explaining how the author conveys his point of view.</li> <li>Tell students you want them to work independently this time, taking pages 63–69 one paragraph at a time and analyzing for point of view, recording their ideas on the graphic organizer. Remind students that some paragraphs may not contain evidence of Mark Kurlansky's point of view, so they can continue reading if that is the case.</li> <li>Distribute <b>highlighters</b> and circulate to support students as they work. Ask guiding questions and refer to the <b>Author's Point of View graphic organizer: pages 63–69 (answers, for teacher reference)</b> to guide students: <ul style="list-style-type: none"> <li>* "What words or text features led you to make that claim about his point of view?"</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Providing models of expected work supports all learners, but especially supports challenged learners.</li> <li>When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.</li> </ul> |
| <p><b>B. Triad and Whole Group Critique (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Invite students to get into their triads to share their answers and to make revisions/additions as they think necessary.</li> <li>Invite a volunteer to share his or her work with the whole group for a critique. Take each part of the organizer one claim at a time and invite students to help you make suggestions to improve the work. Ask students: <ul style="list-style-type: none"> <li>* "Does this quote support the claim?"</li> <li>* "Are there any other words you would highlight here?"</li> <li>* "Would you add anything to this explanation about how the author conveys his point of view?"</li> </ul> </li> <li>Refer to the Author's Point of View graphic organizer: pages 63–68 (answers, for teacher reference) to make suggestions to improve student work.</li> </ul>  |   |





| Closing and Assessment  | Meeting Students' Needs |
|---|-------------------------|
| <p><b>A. Self-Assessment (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Read each learning target. Invite students to show a Fist to Five for how confident they feel about each one. Make a note of those students who are still unsure and be sure to make time to address their concerns before the assessment in the next lesson.</li><li>• Preview homework and distribute the <b>structured notes</b>.</li></ul> |                         |
| Homework  | Meeting Students' Needs |
| <ul style="list-style-type: none"><li>• Read “The Story of Kram and Ailat: Part 6” (the graphic novel) at the end of Chapter 5. Answer this focus question on your structured notes in your journal:<ul style="list-style-type: none"><li>– “What do we learn about fishing from the graphic novel? How does Mark Kurlansky illustrate and elaborate on the idea of fish depletion here?”</li></ul></li></ul>                       |                         |





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## Supporting Materials



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Author's Point of View Graphic Organizer: Pages 63–68

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning Targets:**

“I can analyze Mark Kurlansky’s point of view in an excerpt of Chapter 5.”

“I can explain how the text evidence conveys his point of view.”

| <b>What is Mark Kurlansky’s point of view of fishermen?</b>                    | <b>How do you know?</b><br>(Quote specific words, phrases, and sentences.) | <b>How does the text evidence convey Kurlansky’s point of view?</b><br><br>1. Highlight the text clues in the middle column.<br><br>2. Note whether these text clues tell you directly or if they led you to infer Kurlansky’s point of view. |
|--|--|---|
| 1. <i>He is smug/proud that the fishermen were right.</i>                      |  |   |
| 2. <i>He is frustrated and disappointed that fishermen still blame others.</i> |  |   |





Author's Point of View Graphic Organizer: Pages 63–68

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|--|--|--|





Author's Point of View Graphic Organizer: Pages 63–68

Answers for Teacher Reference

| What is Mark Kurlansky's point of view of fishermen?                    | How do you know?<br><br>(Quote specific words, phrases, and sentences.)   | How does the text evidence convey Kurlansky's point of view?<br><br>1. Highlight the text clues in the middle column.<br><br>2. Note whether these text clues tell you directly or if they led you to infer Kurlansky's point of view. |
|---|---|--|
| 1. He is smug/proud that the fishermen were right.                      | <i><b>"Once again,"</b> it was the fishermen and not the scientists where were expressing concern."</i> (page 65)   | <i>The use of the words "once again" shows a sense of smugness and pride.</i>  |
| 2. He is frustrated and disappointed that fishermen still blame others. | <i>"The <b>only problem</b> was that most fishermen thought of overfishing as something that was done by fishermen in other countries. <b>Even today,</b> most fishermen in the world, no matter where they live, will say the worst fishing practices are those done by foreigners."</i> (page 65) | <i>Inferred from the words "the only problem," which suggests a sense of frustration and disappointment.</i>   |





Author's Point of View Graphic Organizer: Pages 63–68

Answers for Teacher Reference

|  |   |   |
|--|---|---|
| 3. <i>He seems almost amused that fishermen blame each other.</i>  | <b><i>“His answer was clear:</i> ‘The biggest problem we have is the Spanish.’ ... which meant they couldn’t have been responsible for the overfishing in his water, he thought in silence for a moment and then said: ‘Yes, the Scots used to overfish.’” (pages 66 and 67)</b>  | <i>Inferred from the words “His answer was clear,” which sounds almost mocking.</i>   |
| 4. <i>He is angry with the English fishermen because he feels bad for the hardships faced by the Icelandic people and the Icelandic fishermen.</i> | <b><i>“But Iceland is an unusual place: an island of volcanoes and glaciers in a harsh climate where neither trees nor grains will grow, and children took a small piece of cod to school for a snack because there was no bread for sandwiches. One of their few natural resources was their sea full of fish, and they could not risk losing their main food supply.”</i></b> (page 68) | <i>Inferred because he highlights the hardships faced by the Icelandic people after explaining how the English moved in to fish in their waters. The large and colored font in capital letters emphasizes this at the end of the quote.</i> |
| 5. <i>He thought the British fishermen were unfair to the Icelandic people.</i>  | <b><i>“The British, although they were trying to do the same thing to other Europeans in their own waters, claimed that having their fishing boats banned from Icelandic waters was an act of war.”</i></b> (page 69)   | <i>Inferred by mentioning that the British were trying to do the same thing themselves.</i>   |