



EXPEDITIONARY
LEARNING

Grade 6: Module 3A: Unit 2: Lesson 6

Mid-Unit 2 Assessment: Analyzing the Author's Point of View: Relief Camps



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

- I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3)
- I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)
- 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 determine the meaning of unfamiliar words and phrases in an excerpt of "Comprehending the Calamity."
- I can explain how Emma Burke introduces, illustrates, and elaborates on the relief camps in "Comprehending the Calamity."
- I can identify Emma Burke's point of view of the relief camps in "Comprehending the Calamity."
- I can explain how Emma Burke conveys her point of view of the relief camps in "Comprehending the Calamity."

Ongoing Assessment

- Mid-Unit 2 Assessment Part A: Determining Word Meaning and How Ideas Are Developed
- Mid-Unit 2 Assessment Part B: Determining the Author's Point of View and How it Is Conveyed



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: First Half of Chapter 10 of <i>Dragonwings</i> (8 minutes)B. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 2 Assessment Part A: Determining Word Meaning and How Ideas Are Developed (15 minutes)B. Mid-Unit 2 Assessment Part B: Determining the Author's Point of View and How it Is Conveyed (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Self-Assessment of Learning Targets: Vote with Your Feet (5 minutes)4. Homework<ol style="list-style-type: none">A. Read <i>Dragonwings</i>, Chapter 10: "Aroused," pages 236–256, starting with, "Three days later, on a Saturday morning ..." There is no new focus question for this reading.	<ul style="list-style-type: none">• In this mid-unit assessment, students read a new excerpt from "Comprehending the Calamity" and analyze word/phrase meaning; the ways the author has conveyed her point of view of the relief camps; and how the author has introduced, illustrated, and elaborated on relief camps. The graphic organizers used for this assessment are the same organizers students have been using throughout the unit so far, so they should be familiar with how to fill them out.• Assess student responses on the mid-unit assessment using the Grade 6 Two-Point Rubric—Short Response.• In advance: Review Back-to-Back, Face-to-Face discussion protocol and Vote with Your Feet protocol (see Appendix). Make signs to post either on the floor or walls for this activity: "Not meeting the learning target," "Approaching the learning target," "Meeting the learning target," and "Exceeding the learning target."• Post: Learning targets and Introducing, Illustrating, and Elaborating anchor chart (begun in Lesson 2).



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• <i>Dragonwings</i> (book; one per student distributed in Unit 1)• Structured notes (homework note-catcher distributed in Unit 1)• Mid-Unit 2 Assessment Part A: Determining Word Meaning and How Ideas Are Developed (one per student)• Introducing, Illustrating, and Elaborating anchor chart (begun in Lesson 2; one for display)• Mid-Unit 2 Assessment Part A: Determining Word Meaning and How Ideas Are Developed (answers, for teacher reference)• Mid-Unit 2 Assessment Part B: Determining Author's Point of View and How It Is Conveyed (one per student)• Mid-Unit 2 Assessment Part B: Determining the Author's Point of View and How It Is Conveyed (answers, for teacher reference)• Grade 6 Two-Point Rubric—Short Response (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: First Half of Chapter 10 of <i>Dragonwings</i> (8 minutes)</p> <ul style="list-style-type: none">Remind students that for homework they read pages 223–236 of Chapter 10 of <i>Dragonwings</i>, stopping at, “All in all, it was a fine evening and we were sorry it had to come to an end.” Ask students to Think-Pair-Share:<ul style="list-style-type: none">* “What happens in the beginning of Chapter 10?”Cold call students to share their responses with the whole group. Listen for students to explain that Moon Shadow and Windrider join the rest of the Company in convincing Uncle to leave the Company Building to find safety in Oakland. San Francisco was in ruins as fires raged and the Army demolished the remains of half-collapsed buildings. Once they arrived in the tent city full of earthquake refugees, Moon Shadow and the Company hosted Miss Whitlaw and Robin, and the members of the Company enjoyed meeting them and getting to know each other some.Invite students to use their structured notes to participate in a Back-to-Back, Face-to-Face discussion.Back-to-Back, Face-to-Face:<ol style="list-style-type: none">Invite students to find a partner and stand back-to-back.Remind students of the homework point of view focus question, “How does Moon Shadow view the demons after the earthquake?”Allow 1 minute for students to refer to their structured notes to think about how they will answer the question.Ask students to turn face-to-face and share their answers.After students share, give the signal for them to find a new partner and repeat the process two or three more times.Select volunteers to share something new they learned or a question they have.	<ul style="list-style-type: none">Opening the lesson by asking students to share their homework makes them accountable for completing it. It also gives you the opportunity to monitor which students are not doing their homework.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets with you:<ul style="list-style-type: none">* “I can determine the meaning of unfamiliar words and phrases in an excerpt of ‘Comprehending the Calamity.’”* “I can explain how Emma Burke introduces, illustrates, and elaborates on the relief camps in ‘Comprehending the Calamity.’”* “I can identify Emma Burke’s point of view of the relief camps in ‘Comprehending the Calamity.’”* “I can explain how Emma Burke conveys her point of view of the relief camps in ‘Comprehending the Calamity.’”• Remind students that these are the same learning targets they have been working with across the previous five lessons, just with a new excerpt. Tell students that today they will show how well they can demonstrate these targets independently in an assessment.	<ul style="list-style-type: none">• Learning targets are a research-based strategy that helps all students, especially challenged learners.• 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.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 2 Assessment Part A: Determining Word Meaning and How Ideas Are Developed (15 minutes)</p> <ul style="list-style-type: none"> • Distribute the Mid-Unit 2 Assessment Part A: Determining Word Meaning and How Ideas Are Developed to each student. • Invite students to read through the learning targets and the prompts with you. Remind them that the graphic organizer on the assessment handout is the same as the Introducing, Illustrating, and Elaborating anchor chart they have been adding to as a class since Lesson 2 of this unit, so they are to fill it out in the same way. Direct students' attention to the posted Introducing, Illustrating, and Elaborating anchor chart. • Remind the class that because this is an assessment, it is to be completed independently. However, if students need assistance, they should raise their hand to speak with a teacher. Explain that although Emma Burke doesn't say it directly, this excerpt is about the relief camps that were set up in parks in San Francisco for people to live in when their homes were destroyed or were unsafe for them to live in. Tell students that people lived in the parks, sometimes in tents and sometimes without tents. • Circulate and support students as they work. During an assessment, your prompting should be minimal. • Collect the Mid-Unit 2 Assessment Part A. 	<ul style="list-style-type: none"> • For some students, this assessment may require more than the 30 minutes allotted. Consider providing students time over multiple days if necessary. • If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.
<p>B. Mid-Unit 2 Assessment Part B: Determining the Author's Point of View and How It Is Conveyed (15 minutes)</p> <ul style="list-style-type: none"> • Distribute the Mid-Unit 2 Assessment Part B: Determining the Author's Point of View and How It Is Conveyed to each student. • Invite students to read through the learning targets and the prompts with you. Remind them that the graphic organizer on the assessment handout is the same as the graphic organizer used throughout this unit to analyze point of view. • Remind the class that because this is an assessment, it is to be completed independently. However, if students need assistance, they should raise their hand to speak with a teacher. • Circulate and support students as they work. During an assessment, your prompting should be minimal. • Collect the Mid-Unit 2 Assessment Part B. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Self-Assessment of Learning Targets: Vote with Your Feet (5 minutes)</p> <ul style="list-style-type: none"> Remind students of the Vote with Your Feet discussion protocol where they move around the room depending on how closely they feel they have met the learning target on today's mid-unit assessment. Invite students to read the learning targets with you: <ul style="list-style-type: none"> * "I can determine the meaning of unfamiliar words and phrases in an excerpt of 'Comprehending the Calamity.'" * "I can explain how Emma Burke introduces, illustrates, and elaborates on the relief camps in 'Comprehending the Calamity.'" * "I can identify Emma Burke's point of view of the relief camps in 'Comprehending the Calamity.'" * "I can explain how Emma Burke conveys her point of view of the relief camps in 'Comprehending the Calamity.'" <p>Vote with Your Feet:</p> <ol style="list-style-type: none"> Either post sheets of paper with "Not meeting the learning target," "Approaching the learning target," "Meeting the learning target," and "Exceeding the learning target" on the walls or lay them on the floor. Read the first learning target. Invite students to move around the room according to their perceived ability to meet the first learning target on today's mid-unit assessment. Ask students to turn and talk to a partner and explain why they are standing in that particular location. Listen for explanations such as: "I am standing near 'Meeting the learning target' because I was able to determine the meaning of difficult words by using relevant context clues." <ul style="list-style-type: none"> After both partners share, repeat the process until students have self-assessed and discussed all four learning targets. 	<ul style="list-style-type: none"> The debrief after the assessment can help build a culture of achievement in your classroom.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Read <i>Dragonwings</i>, Chapter 10: "Aroused," pages 236–256, starting with, "Three days later, on a Saturday morning ..." There is no new focus question for this reading. <p><i>Note: To assess students' performance on the mid-unit assessment, you will use the Mid-Unit 2 Assessment Part A: Determining Word Meaning and How Ideas Are Developed, the Mid-Unit 2 Assessment Part B: Determining the Author's Point of View and How It Is Conveyed, and the Grade 6 Two-Point Rubric—Short Response.</i></p>	



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Supporting Materials



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Mid-Unit 2 Assessment Part A:
Determining Word Meaning and How Ideas Are Developed

Name: _____

Date: _____

**I can analyze how key individuals, events, or ideas are developed throughout a text.
(RI.6.3)**

**I can use a variety of strategies to determine word meaning in informational texts.
(RI.6.4)**

Read the excerpt and then answer the questions on the next page.

1. I gave them food, and hastened to the Park through the gathering twilight. My husband and son had spread a mattress under the protecting branches of some bushes, with a great eucalyptus tree towering over us. We crawled in, sleeping crosswise of the mattress, and my long coat kept me snug and warm.
2. The immense fires started by the earthquake now made such a ruddy glow that it was easy to see everything, although the flames were two miles away. No lights were allowed in the Park, and all was soon quiet except the wail of a baby, the clang of an ambulance, and the incessant roll of wheels and tramp of feet as the people constantly sought refuge. People were all about us in huddled groups, sleeping the sleep of exhaustion on the lawns and under the shrubbery.
3. Late in the night I heard a cry, “Bakers wanted! Bakers wanted!” over and over—the first cry of a stricken people for bread. Later came another through the silent night—“Union telegraphers wanted”—to tell the world our awful plight.
4. Morning came, and my husband was detailed to take charge of the water distribution at the entrance to the Park. Water was now more precious than gold, and not a drop must be wasted. Many of the mains were broken, and no one knew how the reservoirs were.
5. A large iron cauldron was secured from the engineer of the Park, and two stone-masons volunteered their aid. Stone was hauled from the fallen chimneys of the Park Lodge, and the cauldron soon set, and a fire roaring under it to boil water for tea or coffee. Do you imagine the post of water-distributor to be an easy one?
6. The day came on dusty and hot. The wind had changed, showering us with ashes and stinging our eyes with smoke from the ever-increasing fire. The line formed for cold water. Each had his turn. A man would argue for a drink for his wife, and look down the long line of Americans, Japanese, Negroes, Chinese, and all sorts and degrees of men, women, and children.



Mid-Unit 2 Assessment Part A:
Determining Word Meaning and How Ideas Are Developed

7. “Just one cupful. It only takes a moment, and she's almost famished.” “Yes, but that moment belongs to some one else,” replied my husband, with that fierce look from his old military days that I knew covered the softest heart in the world. And the man went to the foot of the line, and it was just an hour and a half before he came to the faucet for his pitcherfull.

Glossary

- Hastened: went quickly
- Immense: large
- Refuge: safety
- Shrubbery: plants
- Stricken: scared
- Detailed: tasked
- Famished: extremely hungry
- Faucet: tap



Mid-Unit 2 Assessment Part A:
Determining Word Meaning and How Ideas Are Developed

1. Reread Paragraph 2. Look at the word *incessant*. Read the sentence around the word. From the context, what do you think incessant means?
 - a. stopping and starting
 - b. continuous and nonstop
 - c. occasional
 - d. noisy and loud

2. Reread Paragraph 3. Look at the word *plight*. Based on the way Emma Burke uses this word, which of the following has a similar meaning to plight?
 - a. luck
 - b. troubles
 - c. earthquake
 - d. story



Mid-Unit 2 Assessment Part A:
Determining Word Meaning and How Ideas Are Developed

3. Emma Burke uses the figurative language, “Water was now more precious than gold.” What does she mean by this? How do you know?

4. How does Emma Burke introduce, illustrate, and elaborate on the relief camps? How does she explain the relief camps so that we have a clear idea of what it was like? How does she add more detail? Fill out the table.

Introducing	Illustrating	Elaborating



Mid-Unit 2 Assessment Part B:
Determining Author's Point of View and How It Is Conveyed

Name: _____

Date: _____

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)

- * What is Emma Burke's point of view of the relief camp? How do you know? How does she convey that point of view?

What is Emma Burke's point of view of the relief camp?	How do you know? (specific words, phrases, and sentences from the text)	How does the author convey her point of view? (Does she state it directly? Is it inferred from her descriptions of her actions? Is it inferred from her use of language? etc.)



Mid-Unit 2 Assessment Part A:
Determining Word Meaning and How Ideas are Developed
(Answers, for Teacher Reference)

**I can analyze how key individuals, events, or ideas are developed throughout a text.
(RI.6.3)**

**I can use a variety of strategies to determine word meaning in informational texts.
(RI.6.4)**

1. Reread Paragraph 2. Look at the word *incessant*. Read the sentence around the word. From the context, what do you think incessant means?
 - a. stopping and starting
 - b. continuous and nonstop**
 - c. occasional
 - d. noisy and loud
2. Reread Paragraph 3. Look at the word *plight*. Based on the way Emma Burke uses this word, which of the following has a similar meaning to plight?
 - a. luck
 - b. troubles**
 - c. earthquake
 - d. story
3. Emma Burke uses the figurative language, “Water was now more precious than gold.” What does she mean by this? How do you know?

She means that people needed water more than they needed gold so it was more valuable. I know because she says, “not a drop must be wasted. Many of the mains were broken ...”



Mid-Unit 2 Assessment Part A:
Determining Word Meaning and How Ideas are Developed
(Answers, for Teacher Reference)

4. How does Emma Burke introduce, illustrate and elaborate on the relief camps? How does she explain the relief camp so that we have a clear idea of what it was like? How does she add more detail? Fill out the table.

Introducing	Illustrating	Elaborating
She introduces the relief camps by explaining that she went to the park to sleep as soon it started to get dark.	She describes the things she saw and heard at the relief camp throughout the night to give the reader a good idea of what it was actually like.	She uses descriptive language like “wail of a baby,” and “clang of an ambulance bell” and figurative language like “water was now more precious than gold” to elaborate on what it was like in the relief camp. She describes her husband’s role in distributing water to people at the relief camp to elaborate on how all kinds of people regardless of culture were affected, how little they had, and how desperate everyone was.



Mid-Unit 2 Assessment Part B:
Determining Author's Point of View and How It Is Conveyed
(Answers, for Teacher Reference)

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)

- * What is Emma Burke's point of view of the relief camp? How do you know? How does she convey that point of view?

What is Emma Burke's point of view of the relief camp?	How do you know? (specific words, phrases, and sentences from the text)	How does the author convey her point of view? (Does she state it directly? Is it inferred from her descriptions of her actions? Is it inferred from her use of language? etc.)
<i>It was comfortable.</i>	<i>"My husband and son had spread a mattress under the protecting branches of some bushes ..." "... my long coat kept me snug and warm" "all was soon quiet"</i>	<i>It is inferred from her use of language. She describes the branches as "protecting;" she describes how her long coat "kept me snug and warm;" and she describes how "all was soon quiet"—all of which suggest comfort.</i>



Mid-Unit 2 Assessment Part B:
Determining Author's Point of View and How It Is Conveyed
(Answers, for Teacher Reference)

What is Emma Burke's point of view of the relief camp?	How do you know? (specific words, phrases, and sentences from the text)	How does the author convey her point of view? (Does she state it directly? Is it inferred from her descriptions of her actions? Is it inferred from her use of language? etc.)
The disaster made people work together.	"Late in the night I heard a cry, 'Bakers wanted! Bakers wanted!' over and over—the first cry of a stricken people for bread. Later came another through the silent night—'Union telegraphers wanted'—to tell the world our awful plight." "Morning came, and my husband was detailed to take charge of the water distribution at the entrance to the Park." "A large iron caldron was secured from the engineer of the Park, and two stone-masons volunteered their aid."	It is inferred from the details she provides about the actions of others.



Mid-Unit 2 Assessment Part B:
Determining Author's Point of View and How It Is Conveyed
(Answers, for Teacher Reference)

What is Emma Burke's point of view of the relief camp?	How do you know? (specific words, phrases, and sentences from the text)	How does the author convey her point of view? (Does she state it directly? Is it inferred from her descriptions of her actions? Is it inferred from her use of language? etc.)
Regardless of culture or background, everyone in the relief camp was in a similar situation of being desperate for necessary resources like food and water.	"A man would argue for a drink for his wife, and look down the long line of Americans, Japanese, Negroes, Chinese, and all sorts and degrees of men, women, and children." "Just one cupful. It only takes a moment, and she's almost famished."	She says it directly when describing the different people in the line for water. It is also inferred from her use of language. For example, "stricken people," and in the quotes of things people said.



2-Point Rubric: Writing from Sources/Short Response¹
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.