



EXPEDITIONARY
LEARNING

Grade 6: Module 2B: Unit 3: Lesson 5

Introduction: Writing a Narrative of Adversity



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

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.6.3)

I can use correct grammar and usage when writing or speaking. (L.6.1)

Supporting Learning Targets

- I can describe the criteria for writing a narrative about a theme of adversity.
- I can identify first-person pronouns to use for a narrator's voice in a narrative.

Ongoing Assessment

- Reading Tracker and Reviewer's Notes (from homework)
- Narrative of Adversity Structure and Content
- Exit Ticket: Narrative of Adversity Plan Part I



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Independent Reading Discussion (5 minutes) B. Unpacking Learning Targets (3 minutes) 2. Work Time <ol style="list-style-type: none"> A. Introducing Narrative of Adversity and Performance Task (20 minutes) B. Selecting a Theme and Partner Feedback (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Exit Ticket: Narrative of Adversity Plan Part I (2 minutes) 4. Homework <ol style="list-style-type: none"> A. Read independently for your goal. Complete the Reading Tracker and Reviewer's Notes. 	<ul style="list-style-type: none"> • During Unit 2 Lessons 14 and 15, and throughout the first half of Unit 3, students analyzed themes of adversity conveyed in concrete poetry. They looked at evidence, made inferences, examined graphics and language used to describe and bring mood and tone to themes, and compared and contrasted different genres. As they explored these strategies for expressing voice, they also shared their analysis and broadened their perspectives by engaging in discussion guided by CCSS SL.6.1. In this second half of Unit 3, students convey a modern-day adversity by writing and presenting their own narrative: a concrete poem or a monologue. • In this lesson, students are introduced to the task of writing a narrative: a concrete poem or a monologue. They begin by reviewing narrative-based monologues and concrete poems and choosing which of those two genres they will use to express their theme. They look at models of both genres that they have read earlier in the module: the monologue “Jack, the Half-Wit” from <i>Good Masters! Sweet Ladies!</i> and the concrete poem “TyrannosaurBus Rex” from <i>Technically, It's Not my Fault</i> for structure and content. • Also in this lesson, students are introduced to the criteria for writing their narratives and for assessment. • Students select a theme of adversity for their narrative. They review the collection of adversities from Unit 2 and the first half of Unit 3 documented on the Themes of Adversity and the Challenges of Modern Times anchor charts and in their Modern Voices and Themes of Adversity graphic organizers as a guide in selecting their themes. • Student monologues or concrete poems could be accompanied by illustrations. These could be photos, artwork, or if technology is available, students could create visual backdrops to be shown as they read. • In this lesson students will watch a video monologue: The Coach Boone speech in the movie <i>Remember the Titans</i>. This can be found by searching using free online video streaming websites like YouTube with a search for ‘Remember the Titans Coach Boone Speech.’



Agenda	Teaching Notes
	<ul style="list-style-type: none"> In advance: <ul style="list-style-type: none"> Review the Performance Task (in Module overview documents). Search for, review and prepare the video of the Coach Boone speech in <i>Remember the Titans</i>. Add vocabulary to the Academic Word Wall. Post: Learning targets.

Lesson Vocabulary	Materials
adversity, context, narrative, concrete poem, narrator, logical sequence, experience, event, pronoun	<ul style="list-style-type: none"> <i>Remember the Titans</i> video clip (see Teaching Notes; also preview Work Time A) “TyrannosaurBus Rex” (from Unit 2, Lesson 15; one per student) <i>Good Masters! Sweet Ladies!</i> Specifically “Jack, the Half-Wit” (book; from Unit 1; one per student) Narrative of Adversity Structure and Content graphic organizer (For Narratives We Have Read) (one per student and one to display) Narrative of Adversity Structure and Content graphic organizer (For Narratives We Have Read) (answers, for teacher reference) Narrative of Adversity Criteria checklist (for teacher reference) Narrative of Adversity Criteria checklist (one per student and one to display) Themes of Adversity graphic organizers (from Unit 2) Modern Voices graphic organizers (from Unit 2 Lessons 14-15, and Unit 3 Lessons 1-2; one per student) Modern Voices folders (one per student) Challenges of Modern Times anchor chart (begun in Unit 2, Lesson 14) Lined paper (one piece per student) Exit Ticket: Narrative of Adversity Plan Part I (one per student and one to display)



Opening	Meeting Students' Needs
<p>A. Independent Reading Discussion (5 minutes)</p> <ul style="list-style-type: none">• Invite students to join their triads.• Remind them that for homework they were to read their independent reading book to their goal and complete their Reading Tracker and Reviewer's Notes.• Ask triad partners to share what happened in the part of the book they read for homework or to share their responses to the idea they wrote about in their Reviewer's Notes.• Encourage listeners to respond to the person sharing by acknowledging what they heard by paraphrasing and to ask clarifying or probing questions. Each triad member should share. Listening partners should respond.• Circulate to listen in on triads to ensure that all students are participating in the discussion and to assess who is reading their book at home.	
<p>B. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the first learning target and read it aloud:<ul style="list-style-type: none">* "I can describe the criteria for writing a narrative about a theme of adversity."• After reading this learning target, ask students what they think they will do today. Listen for: "Learning what we need to do to write our own narrative about a theme of <i>adversity</i>."• Tell students that as they develop their narratives, there are certain standards or <i>criteria</i> that will help them use their voice to share a challenge or adversity. They will use those criteria to help them create their own narrative.• Invite students to read the second learning target with you:<ul style="list-style-type: none">* "I can identify first-person pronouns to use for a narrator's voice in a narrative."• Ask students what they think <i>pronouns</i> are. Listen for: "Pronouns are words that you use to take the place of nouns."• Ask students:<ul style="list-style-type: none">* "Who will be telling the story in your narrative?"• Responses should indicate that they tell their own story in a narrative.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students:<ul style="list-style-type: none">* “What pronouns could you use to refer to yourselves?”• Listen for pronouns such as “I, me, my, myself, mine ...”• Tell students that as they write their narratives, they will use first-person pronouns to refer to themselves.	



Work Time	Meeting Students' Needs
<p>A. Introducing Narrative of Adversity and Performance Task (20 minutes)</p> <ul style="list-style-type: none">• Tell students they will begin creating their own modern-day narrative of adversity. They will choose one of two formats—either a written monologue or a concrete poem. As they develop their narrative, they will be preparing to present their story as well. Explain options for the narrative presentation.• Explain that before selecting their theme of adversity and the format they will use to write it, they will watch a video of a monologue and then look closely at two monologues they have read. They will look at how those monologues are structured and what is included that helps share their messages.• Tell students that when sharing their adversity it is important to put that experience or event in <i>context</i>.• Ask students:<ul style="list-style-type: none">* “What does the word <i>context</i> mean?”• Responses should indicate that <i>context</i> is the situation in which something happens or the conditions that exist where and when something happens.• Before showing the video clip, provide context for the monologue. Explain that this monologue is from a movie about a football team who is struggling with racial conflict. Some of the players are white; some are black. Their ability to succeed as a team is challenged because the players are not able to let go of their prejudices and work together. The narrator, or person speaking, is the team’s coach.• Explain that Gettysburg was the place of a battle during the Civil War, a war that ended slavery in our country. As they watch the video, ask students to think about how that conflict and the setting contributes to the message the football coach is giving his team.• Show the <i>Remember the Titans</i> video clip.• Then ask students to turn and talk:<ul style="list-style-type: none">* “What is the main purpose of the monologue?”• Listen for: “To tell the players to be a team; to respect each other and act like men.”• Ask students to turn and talk:<ul style="list-style-type: none">* “How did the information about the Gettysburg battleground contribute to the monologue?”	<ul style="list-style-type: none">• Reading the medieval monologue and the modern concrete poem aloud helps build awareness of the structure and content that is used in both formats to convey a message.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Listen for responses that indicate that the challenge of blacks and whites respecting each other has been destructive for a long time. The coach wanted the players to learn from the past so they wouldn't destroy themselves as a football team. • Tell students to consider both the <i>structure</i> and <i>content</i> of the monologue. Explain that the content was structured or built in a particular order; the team stopped in the battlefield, then background information about that setting was shared. Finally, the coach presented the challenge the team faced at that moment. By putting things in that <i>sequence</i>, or order, the coach was able to deliver a strong and critical message about the challenge the team faced. Ask students to consider what the message might have been if the background information about the battlefield was presented last. Point out that when developing a narrative, it is important to <i>structure</i>, or arrange, their information, or <i>content</i>, in a logical sequence, a way that makes the most sense. • Tell students they will look more closely at structure and content in two narratives they have already read. • Distribute copies of “TyrannosaurBus Rex” and “Jack, the Half-Wit” to students. • Call on a student to identify the format of each story. • Students should recognize “TyrannosaurBus Rex” as a concrete poem and “Jack, the Half-Wit” as a monologue. • Explain that both stories convey challenges and have similar parts, but use different ways to express their themes. • Ask students: <ul style="list-style-type: none"> * “What did you notice about the <i>structure</i> of ‘TyrannosaurBus Rex’ and how that arrangement helps convey the message or theme?” • Listen for responses that identify the graphics as part of the message. • Ask students: <ul style="list-style-type: none"> * “What do you notice about the <i>structure</i> of ‘Jack, the Half-Wit’?” • Responses should indicate that the monologue is expressed with words arranged in paragraphs or stanzas. • Tell students that if they choose concrete poetry as their format for writing their narrative, that the graphics or word arrangement are important and must match the message they are sharing. • Before reading, tell students that both narratives have introductions and conclusions. They also, perhaps most importantly, include an <i>experience</i> or <i>event</i> that the story is built around and brings the theme to life. As you read, invite students to listen for how the experience is introduced, what the experience or event is, and how the narrative ends or concludes. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Distribute and display the Narrative of Adversity Structure and Content (For Narratives We Have Read) graphic organizer.• Invite students to read along as you read “TyrannosaurBus Rex” aloud. Ask them to make note of:<ul style="list-style-type: none">– How “TyrannosaurBus Rex” is introduced– The event or experience described in the poem (this should be the longest part)– How it ends• Invite students to record their ideas on the Narrative of Adversity Structure and Content (For Narratives We Have Read) graphic organizer in the left-hand column.• Ask students to share their notes with an elbow partner.• Cold call students to share their notices about the introduction, the event, and the conclusion.• As students respond, refer to the Narrative of Adversity Structure and Content (For Narratives We Have Read) graphic organizer (answers, for teacher reference).• Tell students that as they develop their narrative of adversity to consider how to structure their message. If they write a concrete poem, the graphics and word arrangement plays an important part in conveying their message.• Invite students to read along as you read aloud the monologue “Jack, the Half-Wit.” Ask them to make note of the introduction, experience or event, and conclusion.• Invite students to record their ideas on the Narrative of Adversity Structure and Content (For Narratives We Have Read) graphic organizer in the right-hand column.• Ask students to discuss their notices with their elbow partner.• Call on student volunteers to share with the whole class. Refer to the Narrative of Adversity Structure and Content (For Narratives We Have Read) graphic organizer (answers, for teacher reference) as students respond.• Distribute and display the Narrative of Adversity Criteria checklist.• Invite students to review the checklist with you. Ask students to notice the difference between the Monologue and the Concrete Poem criteria. Remind students that if they use the concrete poem format, the form of the poem is important for sharing its topic.	



Work Time (continued)	Meeting Students' Needs
<p>B. Selecting a Theme and Partner Feedback (15 minutes)</p> <ul style="list-style-type: none">• Explain to students that they will choose a theme of adversity for their narrative. As they make their selection, they will consider the challenges they connected to as they read and listened to narratives.• Ask students to retrieve their Themes of Adversity graphic organizers and Modern Voices graphic organizers from their Modern Voices folders.• Direct students' attention to the Challenges of Modern Times anchor charts.• Point out that these references provide a guide to look back at the challenges they read about and ones that they may have experienced themselves. Some of the adversities are very challenging, while others are not so difficult. The important thing is to select a theme that you want to give your voice to.• Tell students they should select a theme and think of at least two experiences that they have had that represent that theme. For example, in "Jack, the Half-Wit," one of the themes of adversity is being bullied. Ask students what experiences Jack had with bullying. Listen for:<ul style="list-style-type: none">– "The kids in the village called him names."– "Jack's father was a drunk. He hit him and told him he was good for nothing."– "Another boy, Otho, was beaten up by the bullies. Jack understood and helped him. Jack felt he was his friend."• Ask students:<ul style="list-style-type: none">* "Which of those experiences was spoken about most in the monologue?"• Responses should identify the incident with Otho.• Probe deeper by asking students:<ul style="list-style-type: none">* "How did that experience contribute to sharing the challenge of bullying?"• Encourage students to consider the details used to describe the incident and the dialogue.• Responses may include how Otho looked when Jack found him, the sounds he made, what Jack said, what wasn't said, and what happened afterward.• Explain that when students select their theme, it is important to have experiences or events that they know well and can be brought to life with evidence, details, and the words they choose to share the challenge.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Use the example of “TyrannosaurBus Rex.” The theme of riding the bus to and from school was treated very differently than “Jack, the Half-Wit”; it was presented in a light-hearted, humorous tone.• Ask students:<ul style="list-style-type: none">* “What events were shared by the bus that was personified as the narrator?”• Listen for:<ul style="list-style-type: none">– “The bus notices a group of children at a corner, so it stops and eats them up.”– “The bus keeps stopping on its route and eats more children.”– “The bus gets so full it barfs out the kids.”• Point out that all of the events in the daily bus ride were told in a logical order or sequence that was important for developing the theme of that concrete poem.• Ask students:<ul style="list-style-type: none">* “How did the graphics and word arrangement contribute to expressing the event or the bus trip?”• Responses should indicate that the graphics showed the route and the stops the bus made and the word arrangement showed what was happening with the kids in the bus.• Commend students for their insights. Explain that when they select their theme of adversity, it is important to have experiences or events that they can express with different writing techniques. If they are choosing to create a concrete poem, the graphics must also help convey their message.• Give students a few minutes to jot down their theme and at least two experiences or events representing that theme.• Circulate and guide students as they work.• Refocus students whole group.• Ask students to share the experiences or events that they have chosen to represent their theme with an elbow partner. Listening partners should offer feedback on which incidence is most engaging.• Circulate and encourage partners to paraphrase what they heard and ask clarifying and probing questions to help provide meaningful feedback.	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Narrative of Adversity Plan Part I (2 minutes)</p> <ul style="list-style-type: none">• Distribute and display the Exit Ticket: Narrative of Adversity Plan Part I.• Tell students they are each going to write a beginning plan for their narratives. Encourage students to use the graphic organizers in their folder and to refer to the anchor charts and the Academic Word Wall as they consider their theme of adversity and how they will convey their story.• Ask students to complete the exit ticket.• Circulate and support students as they independently complete their plan.• Collect students' exit tickets.	<ul style="list-style-type: none">• Collecting exit tickets allows you to review students' initial narrative plans so that instruction and support can be adjusted or tailored to students' needs.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read independently for your goal. Complete the Reading Tracker and Reviewer's Notes. <p><i>Note: Before Lesson 6, look over Exit Ticket: Narrative of Adversity Plan Part I. Add comments to provide feedback. This could include: ensuring students chose an appropriate and meaningful theme to write about, chose a moment in time that truly captures their intended them, and thought carefully about their authentic audience. This is also an opportunity to identify how many students chose each form of narrative, monologue vs. concrete poem, and make instructional decisions based on this data.</i></p>	



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Supporting Materials



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Narrative of Adversity Structure and Content Graphic Organizer
(For Narratives We Have Read)

	Introduction	Experience or Event:	Conclusion:
“Tyrannosaur Bus Rex”	<p>Who’s telling the story?</p> <p>What do you know about the narrator?</p> <p>What pronouns are used to identify the narrator?</p>		<p>How does the experience or event end or wrap up?</p>



Narrative of Adversity Structure and Content Graphic Organizer
(For Narratives We Have Read)

	Introduction	Experience or Event:	Conclusion:
“Jack, the Half-Wit”	<p>Who’s telling the story?</p> <p>What do you know about the narrator?</p> <p>What pronouns are used to identify the narrator?</p>		<p>How does the experience or event end or wrap up?</p>



Narrative of Adversity Structure and Content Graphic Organizer
(For Narratives We Have Read)
(Answers, for Teacher Reference)

	Introduction	Experience or Event:	Conclusion:
“TyrannosaurBus Rex”	<p>Who’s telling the story? TyrannosaurBus Rex</p> <p>What do you know about the narrator?</p> <p>It’s a vicious bus that roams the suburbs, hunting children.</p> <p>What pronouns are used to identify the narrator?</p> <p>I, me</p>	<p>Starts hunting early in the morning for little children. It stops at several places and eats kids until it’s full.</p>	<p>How does the experience or event end or wrap up?</p> <p>The bus barfs the kids out, then takes a rest until it’s time to hunt again.</p>



Narrative of Adversity Structure and Content Graphic Organizer
(For Narratives We Have Read)
(Answers, for Teacher Reference)

	Introduction	Experience or Event:	Conclusion:
“Jack, the Half-Wit”	<p>Who’s telling the story? Jack</p> <p>What do you know about the narrator? He’s bullied by kids in the village.</p> <p>What pronouns are used to identify the narrator? Me, I, I’m</p>	Finds Otho, a boy who has been beaten and bullied, and helps him.	<p>How does the experience or event end or wrap up?</p> <p>Jack considers Otho his friend.</p>



Narrative of Adversity Criteria Checklist
(For Teacher Reference)

Monologue:

- Includes clear theme of adversity facing modern adolescents
- Written in first person
- Organized in a logical sequence
- Includes narrative techniques such as dialogue and description
- Uses precise word and phrases, descriptive details, and sensory language
- Correct punctuation
- Appropriate formatting
- Appropriate pacing

Concrete Poem:

- Includes clear theme of adversity facing modern adolescents
- Form of poem matches the content of poem
- Written in first person
- Organized in a logical sequence
- Includes narrative techniques such as dialogue and description
- Uses precise word and phrases, descriptive details, and sensory language
- Correct punctuation
- Appropriate formatting



Narrative of Adversity Criteria Checklist

Name:

Date:

Monologue	Star	Step
Includes clear theme of adversity facing modern adolescents		
Written in first person		
Organized in a logical sequence		
Includes narrative techniques such as dialogue and description		
Uses precise words and phrases, descriptive details, and sensory language		
Correct punctuation		
Appropriate formatting		
Appropriate pacing		

Concrete Poem	Star	Step
Includes clear theme of adversity facing modern adolescents		
Form of poem matches the content of poem		
Written in first person		
Organized in a logical sequence		
Includes narrative techniques such as dialogue and description		
Uses precise words and phrases, descriptive details, and sensory language		
Correct punctuation		
Appropriate formatting		



Exit Ticket:

Narrative of Adversity Plan Part I

.....
Name:
.....

Date:
.....

My theme of adversity: _____

Format:

Monologue _____

Concrete poem _____

- Form of poem _____
- Rough sketch

Whose voice is sharing the adversity? _____

Language:

Formal _____

Informal _____

Audience:



Exit Ticket:

Narrative of Adversity Plan Part I

In two or three sentences, describe the experience or event that you will use to convey your theme of adversity.