



EXPEDITIONARY
LEARNING

Grade 6: Module 2B: Unit 3: Lesson 8

End of Unit Assessment, Part 2: Drafting Introduction and Conclusion of a Narrative



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

- I can establish a context for my narrative. (W.6.3a)
- I can use transitional words, phrases, and clauses to show passage of time in a narrative text. (W.6.3c)
- I can use precise words and phrases and sensory language to convey experiences and events to my reader. (W.6.3d)
- I can write a conclusion to my narrative that makes sense to a reader. (W.6.3e)
- I can use a variety of sentence structures to make my writing and speaking more interesting. (L.6.3)
- I can maintain consistency in style and tone when writing and speaking. (L.6.3)

Supporting Learning Targets

- I can establish a context and draft the introduction of my narrative.
- I can draft the conclusion of my narrative.

Ongoing Assessment

- Reading Tracker and Reviewer's Notes (from homework)
- End of Unit 3 Assessment, Part 2: Giving Voice to Adversity: Drafting a Modern Narrative of Adversity (introduction and conclusion)
- Self-assessment against the Narrative of Adversity Criteria checklist



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Unpacking Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Establishing Context: Observing and Writing (10 minutes) B. Studying the Model and Drafting an Introduction (15 minutes) C. Studying the Model and Drafting a Conclusion (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Self-assessment against the Narrative of Adversity Criteria Checklist (3 minutes) 4. Homework <ol style="list-style-type: none"> A. Read independently for your goal. B. Complete your Reading Tracker and Reviewer's Notes. C. Finish your narrative draft if needed. 	<ul style="list-style-type: none"> • In Lesson 7, students completed drafts of their “experience” for their narrative. To complete their End of Unit assessment, students compose the draft’s introduction and conclusion. In the next lesson, students will revise their narratives based on your feedback. • In this lesson, students are introduced to establishing a context for their narrative. To understand the importance of context and how authors create a setting, students view a video clip from <i>Pride of the Yankees</i>. In this 1942 clip, Lou Gehrig, played by actor Gary Cooper, delivers a “farewell” monologue to his New York fans in Yankee Stadium. Watching this clip also provides another opportunity for students to see another monologue performance. The video clip can be access here: http://www.monologuedb.com/film/the-pride-of-the-yankees-lou-gehrig/ • Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom. • By the end of this lesson, students should have finished their first complete draft of their narrative. Those students who have not finished their draft by the end of this lesson will benefit from taking it home to finish it for homework. • Students will need feedback in the next lesson to revise and complete their final drafts. Create time to complete this feedback. If you require additional time, consider adding a day of independent reading. • In advance: <ul style="list-style-type: none"> — Preview the excerpt from <i>Pride of the Yankees</i>. — Prepare the Academic Word Wall. — Post: Learning targets.



Lesson Vocabulary	Materials
context, introduction, conclusion	<ul style="list-style-type: none">• Academic Word Wall (begun in Unit 2, Lesson 14)• Academic Word Wall (from Unit 2, Lesson 14; for Unit 2 Lessons 14 and 15 and all Unit 3 lessons; for teacher reference)• Establishing Context: <i>Pride of the Yankees</i> graphic organizer (one per student)• <i>Pride of the Yankees</i> video clip (see Teaching Notes)• <i>Good Masters! Sweet Ladies!</i> Specifically “Jack, the Half-Wit” (book; distributed in Unit 1)• Equity sticks• “TyrannosaurBus Rex” (from Unit 2, Lesson 15)• Chart paper (one piece for Work Time B and C)• Narrative of Adversity Criteria checklist (from Lesson 5; one per student and one to display)• Narrative of Adversity Writing Rubric (for teacher reference)• Reading Tracker and Reviewer’s Notes (from Unit 2, Lesson 14)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none">* "I can establish a context and draft the introduction of my narrative."* "I can draft the conclusion of my narrative."• Explain that understanding <i>context</i> is important to their success in this lesson and in writing an exemplary narrative.• Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* "What does 'establish a context' mean?"• Cold call a pair to share their thinking. Ideally, students will say: "To build the background or a setting for a narrative."• Share that the formal definition for context is the "interrelated conditions in which something exists or occurs," such as the environment, the setting, or the surroundings.• Ask students:<ul style="list-style-type: none">* "Why do you think it is important to build background or a setting for your narrative?"• Invite volunteers to share their thinking. Guide students toward understanding that building background for our narrative helps the reader have an understanding of the place and time in history. It also provides the reader with knowledge for the purpose of the character sharing his or her voice. It is a way to engage and hook our reader.• Remind students that they will perform their narratives in Lesson 10 for the performance task. Tell them performing a narrative is like acting out a play or movie. Explain that when actors get a role in a historical movie, they often research the period of time in history. They will also research their character to gain background knowledge for their role. This information allows the actor to gain confidence for portraying the character. It also builds an understanding of the character's voice and purpose.	<ul style="list-style-type: none">• 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.• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Establishing Context: Observing and Writing (10 minutes)</p> <ul style="list-style-type: none">• Tell students they will watch a modern-day monologue from the movie <i>Pride of the Yankees</i> performed by Gary Cooper in 1942. Gary Cooper is playing Lou Gehrig, a famous Yankee first baseman. Gary Cooper is delivering a “farewell speech” to his fans. He is leaving baseball because of an illness called Amyotrophic Lateral Sclerosis also known as ALS or Lou Gehrig’s disease. This disease is a neurological disease affecting the body’s muscles, causing muscle weakness.• Distribute and display the Establishing Context: <i>Pride of the Yankees</i> graphic organizer.• Direct students’ attention to the first row on the graphic organizer.• Tell students to pay attention to how the author established a context for the monologue as they watch and listen to the monologue. Ask them to write down what they see in the background and foreground, and also what they hear. This might include the type of language and the tone or mood of the main character’s message.• Play <i>Pride of the Yankees</i> video clip.• Invite students to share what they saw and heard with an elbow partner.• Cold call volunteers to share their thinking. Listen for: The setting included a stadium filled with fans, the baseball teams, sports announcers looking solemnly at each other, Lou Gehrig’s mom wiping her eyes and his dad, and his wife crying. You could hear the fans cheering, applauding, and whistling. You could also hear a deep sadness in his voice, setting a tone for the moment.• Model writing students’ responses on the graphic organizer.• Invite students to add or revise their graphic organizer.• Explain Lou Gehrig, played by Gary Cooper, chose to share his voice in a Yankee Stadium in 1942 in front of 62,000 fans. His theme of adversity was leaving baseball, which was a way of life for him, because of a life-changing illness.• Tell students that establishing context for their narrative will set the stage and “hook” the reader or audience.• Explain that they will have time now to think about how to build an engaging background for their narrative.• Invite them to record what their reader will see and hear in their narrative on the bottom row of their graphic organizers.• Circulate to support students. Encourage them to think about the tone and mood they want to create. Will their narrative be serious or humorous?	<ul style="list-style-type: none">• Providing a model of the performance task supports all students, especially challenged learners.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Reconvene the class.• Invite students to share what they wrote with their elbow partner, encouraging partners to offer a star and step during their discussions.	



Work Time (continued)	Meeting Students' Needs
<p>B. Studying the Model and Drafting an Introduction (15 minutes)</p> <ul style="list-style-type: none"> Tell students that in a previous lesson they wrote a first draft of the “event” of their narrative. To finish their narrative, they are going to draft the introduction and conclusion. Explain to students that they will now reread the introductions to “Jack, the Half-Wit” and “TyrannosaurBus Rex” to look closely at how the author establishes a context in each. Invite students to take out their texts, <i>Good Masters! Sweet Ladies!</i> and turn to “Jack, the Half-Wit” copies. Ask students to read along silently as you read aloud the poem’s introduction. Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “What does the reader ‘see’ and ‘hear’ that builds background or context for the narrative?” Use equity sticks to select students to share their responses. Listen for responses that include: The reader hears name-calling such as Lack-a-wit, Numskull, sister Mogg’s words of encouragement, “Don’t listen to them,” and Father’s words, he was “good for nothing.” The reader sees Jack walking in the village, children yelling names, and also sees Mogg supporting Jack. Ask students to take out their “TyrannosaurBus Rex” copies. Ask them to read along silently as you read aloud the introduction. Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “What does the reader ‘see’ and ‘hear’ in the introduction that establishes context for the event?” Cold call pairs. Listen for responses that include: The reader sees a “big” mean bus that resembles a dinosaur. The bus is searching for its prey. Some people are afraid of it while others show appreciation. The reader hears the bus wheels rolling along on the pavement, “hunting” for its next stop. Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “What information do the authors Laura Amy Schlitz and John Grandits include in their introductions?” * “How do the authors establish context?” Cold call pairs to share. Record students’ responses on chart paper. 	<ul style="list-style-type: none"> Providing models of expected work supports all students, especially challenged learners. Allowing students to discuss their thinking with peers before writing helps scaffold student comprehension as well as assist in language acquisition for ELLs. Consider placing students in homogeneous pairs and provide more specific, direct support to students who need it most.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Listen for students to include:<ul style="list-style-type: none">– The main character is introduced.– The problem or situation of the main character is revealed.– The setting is described.– Other characters are launched, and connections are made to the main character.• Tell students that all strong pieces of writing have an introduction that establishes a context for the “experience.” Explain that the first line of the narrative is often called the “hook.” It encapsulates the story. The first line sets up something the main character believes, wants their listener to believe, or wants themselves to believe.• Share that the “hook” in “Jack, the Half-Wit” is the first stanza: “Lack-a-wit, Numskull, Mooncalf, Fool. That’s what they call me. That’s what they yell in the village when I walk through.”• Point out to students that the author has placed the words in a specific order to call attention to the name-calling.• In “TyrannosaurBus Rex,” the “hook” begins with: “I am the vicious TyrannosaurBus Rex. I roam the suburbs, hunting.” The author’s choice of words “vicious,” “roam,” and “hunting” engage the reader through humor by comparing the bus to a dangerous, ancient dinosaur.• With these examples in mind, as well as the notes on the chart paper, ask partners to verbally rehearse their introductions.• Circulate to assist students. Ask:<ul style="list-style-type: none">* “How can you begin the introduction?”* “Who is the main character and what is important for the reader to know right at the beginning?”* “Where will the narrative take place?”* “What is the setting?”* “What is the objective of the main character?”* “What is the situation or problem?”• Now that they have had a chance to talk through their introductions, invite students to begin independently drafting their introductory paragraphs.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Again, circulate to assist students. Ask:<ul style="list-style-type: none">* “How did the authors in the models begin their narratives?”* “How will you introduce the main character?”* “What does the main character want?”* “What is the main character’s objective?”• Refocus the class.• Recognize students for their strong work in partnerships, calling attention to what you noticed.	



Work Time (continued)	Meeting Students' Needs
<p>C. Studying the Model and Drafting a Conclusion (15 minutes)</p> <ul style="list-style-type: none"> When your narrative ends, you do not want the audience to wonder if he or she is pausing or done. The ending must be clear. Often, it is the moment when a character finally accepts something, overcomes an obstacle, figures something out, or comes to a decision. Direct students' attention back to the <i>Pride of the Yankees</i> video clip. Ask students to listen to the monologue again with a new lens: Look at how the writer created tone and mood and how the writer built up to the final line. Play the <i>Pride of the Yankees</i> video clip. Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * "How did the writers and movie director build tone and mood?" * "How did the monologue end?" * "What was the final line?" Cold call students. Listen for responses like: The tone was serious. In the beginning there is happiness created with the audience cheering. But then a sad tone takes over as the monologue continues. We see his wife crying, and his mom wiping her eyes, the announcers looking on quietly. The main character also added to the sadness by looking down, pausing with his words, and blinking back tears. His final line was "People all say that I've had a bad break, but today, today I consider myself the luckiest man on the face of the earth." Remind students that the arc of the narrative should build to a climax. In this monologue, the main character is taking a decisive action, one that will cause him to leave his career as a Yankee first baseman. Ask students to turn their attention back to "Jack, the Half-Wit." Tell them they will now take a closer look at the narrative models to see how the author concluded the monologue. Invite students to read along silently as you read the last stanza of "Jack, the Half-Wit": "After that day, he's been my friend, He doesn't smile, but he hasn't forgotten, and never joins in when the other boys shout: Lack-a-wit, Numskull, Mooncalf, Fool." Point out the arc. The monologue opens with name-calling and ends with the same four words. The reader feels the dramatic ending and the connection between the introduction and conclusion. 	<ul style="list-style-type: none"> During Work Time C, you may want to pull a small group of students to support in finding evidence from the novel. Some students will need more guided practice before they are ready for independent work.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Ask students to turn to “TyrannosaurBus Rex” and read along silently as you read aloud the conclusion: “I’m so tired from hunting. I settle into my nap and dream dreams about 3:30, when I will go to the parking lot next to the school and hunt again.” • Point out that the introduction begins with the hunt, and the conclusion to the narrative begins with the “hunt again.” Explain that the introduction and conclusion show a relationship; the arc is completed. • Ask students to Think-Pair-Share. <ul style="list-style-type: none"> * “How did the writers conclude their narratives?” • Use equity sticks to select students to share their responses. • Record students’ responses on the same piece of chart paper. <ul style="list-style-type: none"> – They concluded with a final line spoken by the main character. – The line brought clear closure to the narrative. – The line completed the arc of the narrative. • With these examples in mind, as well as the notes on the chart paper, ask partners to verbally rehearse their conclusions. • Circulate to assist students in verbally rehearsing their conclusions. Ask: <ul style="list-style-type: none"> * “How can you bring closure to the main character’s situation or problem?” * “How did the authors conclude the model narratives?” * “What is the final line that completes the arc?” • Now that they have had a chance to talk through their introductions, invite students to begin independently drafting their conclusions. • Again, circulate to assist students. Ask: <ul style="list-style-type: none"> * “How can you bring closure to the main character’s situation or problem?” * “How did the authors conclude in the model narratives?” * “What is the final line that completes the arc?” • Reconvene the class. Commend partners for specific positive collaboration that you noticed. 	<ul style="list-style-type: none"> •



Closing and Assessment	Meeting Students' Needs
<p>A. Self-assessment against the Narrative of Adversity Criteria Checklist (5 minutes)</p> <ul style="list-style-type: none">• Display and distribute a clean copy of the Narrative of Adversity Criteria checklist.• Invite students to read the criteria and to check star or step.• Remind students to be honest when self-assessing because identifying where there are problems with their work will help them improve.• Circulate to ask questions and encourage students to think carefully about their checks.• Students who finish quickly can begin revising their narrative drafts based on their checklist steps.• Tell students that now that they have written the introduction and conclusion, they have completed the first draft of their narrative for their End of Unit 3 Assessment. Make it clear that they will revise their narrative in Lesson 9 once they have received feedback.• Collect the first drafts and the self-assessments.• This draft is the students' best draft that should be used as an assessment of narrative writing standards. Use the Narrative of Adversity Writing Rubric as the basis for assessment. This rubric contains the same components of the Narrative of Adversity Criteria checklist, but is part of a larger rubric that will be used in Lesson 9.• Students who have not finished will benefit from being able to take their narrative home to finish the first draft.• Distribute a copy of the Reading Tracker and Reviewer's Notes for homework.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all students, but research shows it supports struggling learners most.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read independently for your goal.• Complete your Reading Tracker and Reviewer's Notes.• Finish your narrative draft if needed.	



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Supporting Materials



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Establishing Context: *Pride of the Yankees*
(A Monologue Delivered by Actor Gary Cooper Portraying Lou Gehrig)

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

Date:
.....

How does an author establish context or background?

What Do You See? (in the Video Clip)	What Do You Hear? (in the Video Clip)
What Do You See? (in Your Narrative)	What Do You Hear? (in Your Narrative)



Narrative of Adversity Writing Rubric

Name: _____

Date: _____

Points	1	2	3	4
Content	Needs Improvement	Fair	Good	Excellent
The introduction introduces the narrator and context in first person	The modern theme of adversity is unclear in the evidence and details and lacks personal pronouns	The modern theme of adversity is somewhat clear and some pronouns are used correctly	The modern theme of adversity is clear and pronouns are used correctly	The modern theme of adversity is clear in the evidence and details throughout the narrative
Organization includes a beginning, middle, and end that connect the theme of adversity	Lacks organization and a theme of adversity	Has a beginning, middle, and end but the theme of adversity is unclear at times	Has a beginning, middle, and end that build the theme of adversity	Has a beginning, middle, and end that flow smoothly and naturally through the events, building the theme of adversity
Descriptive details, precise words, sensory language	Lacks descriptive details, precise words, and sensory language	Uses minimal descriptive details, precise words, and sensory language to develop evidence and details	Uses some descriptive details, precise words, and sensory language to develop evidence and details	Consistently uses descriptive details, precise words, and sensory language to develop evidence and details



Narrative of Adversity Writing Rubric

Points	1	2	3	4
Content	Needs Improvement	Fair	Good	Excellent
Conclusion includes a final line and brings closure	Lacks a final line and a clear ending	Has a final line but an unclear ending	Has a final line and a clear ending	The final line is dramatic and the ending is very clear
Punctuation	Many spelling, capitalization, and punctuation errors that distract from the meaning	Some spelling, capitalization, and punctuation errors that distract from the meaning	Few spelling, capitalization, and punctuation errors that distract from the meaning	Use of correct spelling, capitalization and punctuation contributes to the meaning
Formatting, such as paragraphs, stanzas, or shape.	Format is unclear	Some formatting is used	Formatting is consistently used	Formatting is used and enhances the meaning of the narrative