



EXPEDITIONARY
LEARNING

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

Carl Hiaasen's Perspective of Florida: Part 1



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can explain how an author's geographic location or culture affects his or her perspective. (RL.6.6a)

Supporting Learning Targets

- I can find the gist of an excerpt of "Five Creative Tips from Carl Hiaasen."
- I can use evidence from the text to answer text-dependent questions.
- I can infer Carl Hiaasen's perspective of Florida.

Ongoing Assessment

- Structured notes: Chapter 8 (from homework)
- Gathering Evidence of Hiaasen's Perspective: Part 1 graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Chapter 8 of <i>Flush</i> (8 minutes) B. Unpacking Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Reading an Excerpt of “Five Creative Tips from Carl Hiaasen” for Gist (12 minutes) B. Text-Dependent Questions: An Excerpt of “Five Creative Tips from Carl Hiaasen” (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Inferring Carl Hiaasen's Perspective of Florida (10 minutes) 4. Homework <ol style="list-style-type: none"> A. Read Chapters 9 and 10 of <i>Flush</i>. As you read, mark the text with evidence flags to help you answer the focus question in your structured notes. B. Record any new vocabulary on your word-catcher. 	<ul style="list-style-type: none"> • In this lesson, students are introduced to an excerpt from an interview titled “Five Creative Tips from Carl Hiaasen: Florida's Cleverest Chronicler.” This introduces students to the two main perspectives of Hiaasen: that he loves Florida, and that he is angry about the development of Florida. • The RL.6.6a standard is a literature standard that asks students to find evidence of how an author's geographic location has influenced his or her perspective in his or her literary writing. This requires students to first determine Hiaasen's perspective of Florida from interviews with him and then to find evidence of this in his novel <i>Flush</i>. • The graphic organizer introduced in this lesson is designed to support students in gathering evidence and inferring Hiaasen's perspective about Florida from an excerpt of an interview with him. Initially this is done with a lot of teacher guidance and modeling, but over the course of the unit, students are gradually released to use the graphic organizer more independently, scaffolding toward the end of unit assessment. • In this unit, due to the connection between standards RL.6.6 and RL.6.6a, point of view and perspective are used synonymously. To address standard RL.6.6 in the first half of the unit, “point of view” is discussed in relation to the narrator of <i>Flush</i>, Noah, and the way he sees objects, people, and events. To address standard RL.6.6a in the second half of the unit, “perspective” is used in relation to how Carl Hiaasen views the world as a result of his geographic location and how we see that perspective come through in the novel <i>Flush</i>. • Students will look for evidence of Carl Hiaasen's perspective in <i>Flush</i> in later lessons. • In advance: <ul style="list-style-type: none"> – Read the excerpt from “Five Creative Tips,” focusing on gist. – Review Gathering Evidence of Hiaasen's Perspective: Part 1 graphic organizer (answers, for teacher reference). • Post: Learning targets; <i>Flush</i> Plot Development anchor chart.



Lesson Vocabulary	Materials
infer, perspective, satire, emotional attachment, exploitation, development	<ul style="list-style-type: none"> • <i>Flush</i> (book; distributed in Lesson 1; one per student) • <i>Flush</i> Plot Development anchor chart (from Lesson 2) • Equity sticks • <i>Flush</i> word-catcher (from Lesson 1) • “Five Creative Tips from Carl Hiaasen” (one per student and one to display) • Dictionaries (at least one per triad) • Gathering Evidence of Hiaasen's Perspective: Part 1 graphic organizer (one per student and one to display) • Gathering Evidence of Hiaasen's Perspective: Part 1 graphic organizer (answers, for teacher reference) • Structured notes (from Lesson 1; one new blank copy per student) • Evidence flags (at least three per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Chapter 8 of <i>Flush</i> (8 minutes)</p> <ul style="list-style-type: none"> • Invite students to take out <i>Flush</i> and their structured notes homework and discuss the following question with an elbow partner: <ul style="list-style-type: none"> * “What happens in this chapter and how do those events contribute to the plot development?” • Consider using equity sticks to call on a few students to share with the whole class. Direct students' attention to the posted <i>Flush</i> Plot Development anchor chart. Add a summative statement to the Rising Action line based on student responses. Listen for and record a response like: “8—Noah watches the interview with his father, which relieves tension because it wasn't as bad as he thought,” “Mr. Shine visits, which builds tension again because we want to know the news he has,” and “tension builds when Shelly tells Noah she believes Lice may have been killed by Dusty Muleman.” 	<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 (5 minutes)</p> <ul style="list-style-type: none">• Invite students to silently follow along as you read the learning targets aloud:<ul style="list-style-type: none">* "I can find the gist of an excerpt of 'Five Creative Tips from Carl Hiaasen.'"* "I can use evidence from the text to answer text-dependent questions."* "I can infer Carl Hiaasen's perspective of Florida."• Remind students what the word "gist" means (understanding what the text is mostly about).• Ask:<ul style="list-style-type: none">* "What does it mean to <i>infer</i>?"• Ask for volunteers and listen for students to share that to "infer" means to draw a conclusion using both text evidence and your own background knowledge.• Ask:<ul style="list-style-type: none">* "What does <i>perspective</i> mean?"• Consider using equity sticks to select students to share their responses. Listen for: "It means how you see something, based on your background and your previous experiences." Make it clear to students that "point of view" and "perspective" mean something very similar, but when talking about Noah in <i>Flush</i>, they have been using "point of view"; when talking about Carl Hiaasen, they are going to use the word "perspective."• Direct students to define "infer" and "perspective" on their <i>Flush</i> word-catchers.	<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.• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Reading an Excerpt from “Five Creative Tips from Carl Hiaasen” for Gist (12 minutes)</p> <ul style="list-style-type: none"> • Tell students that the cultural background and/or geographic location of an author can often affect his or her perspective and that we can often see evidence of that perspective in the author's writing. Explain to students that in this half of the unit they are going to find out more about Carl Hiaasen—where he is from and how that has affected his perspective. Tell them that they are then going to look for evidence of that perspective in <i>Flush</i>. • Display and distribute “Five Creative Tips from Carl Hiaasen.” • Invite students to follow along silently in their heads as you read the excerpt aloud slowly, fluently, and without interruption. Tell the class to listen for details about his geographic location that have influenced Hiaasen's life and that may have shaped his beliefs, values, and ideas. • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “What did you learn about Hiaasen in this excerpt from ‘Five Creative Tips from Carl Hiaasen’?” • Select students to share their responses. Listen for students to explain that he loves Florida and this helps him write. • Invite students to first pair up with a new person and work together to annotate the gist of the paragraph in the margin of the text and record unfamiliar words on their word-catchers. If students struggle with getting the gist of the whole paragraph, encourage them to separate the text into smaller chunks. • Distribute dictionaries. Remind students that if they aren't sure what a word means after looking for context clues and looking in the dictionary, they should leave the definition to be discussed with the whole group later on. • Circulate and support students as they read. For those who need more support, ask them to practice telling you the gist of a section before they write it down. • Then, invite students to get into their regular triads to compare what they wrote for their gist statements and to help each other with any unfamiliar vocabulary they haven't been able to figure out. • Refocus whole class and invite students to share any unfamiliar vocabulary words they found, along with the definitions. If students were unable to work out the definition from the context or find it in a dictionary, encourage other students to assist them with the meaning. 	<ul style="list-style-type: none"> • Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud. • Allow students to grapple with a complex text before explicit teaching of vocabulary. After students have read for gist, they can identify challenging vocabulary for themselves. • Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Focus students' attention on the word <i>satire</i> in the subheading and in the body of the text. Explain that this is quite an important word when talking about the writing of Carl Hiaasen, but as it isn't easy to figure out the meaning from the context or from the way the word is put together, you are going to need a volunteer to look up this word for the whole class in the dictionary. Make sure students understand that "satire" is humor about weaknesses or bad qualities and that Carl Hiaasen uses a lot of satire in his writing.• Focus students' attention on the words <i>emotional attachment</i>. Ask:<ul style="list-style-type: none">* "What do you think this means? What is an 'emotional attachment'? So what is he saying in this sentence?"• Cold call students to share their responses. Listen for students to explain that emotional attachment is a sense of feeling close to something emotionally—it is special to you and you have a connection with it—and in this sentence it means that there are very few places in Florida that he doesn't feel a special connection to.• Focus students' attention on the word <i>exploitation</i>. Point out that the root of the word is "exploit." As this word isn't easy to figure out from the context, invite a volunteer to look up this word for the whole class in the dictionary. Make sure students understand that when you exploit, you make full use of something or someone.• Tell students that the suffix "tion" at the end of a word means the action of, or the process of, so "exploitation" is "the process of exploiting something."• Invite students to consider other words ending in "tion" and discuss how the suffix is added to the root word to mean the action of, or the process of. Words students may suggest include: motion, action, connection, and communication.• Focus students on the word <i>development</i> and explain that in this context Carl Hiaasen means the building of buildings, housing, roads, etc.	



Work Time (continued)	Meeting Students' Needs
<p>B. Text-Dependent Questions: An Excerpt of “Five Creative Tips from Carl Hiaasen” (10 minutes)</p> <ul style="list-style-type: none">• Display and distribute the Gathering Evidence of Hiaasen's Perspective: Part 1 graphic organizer.• Focus students' attention on the questions in the first column of the table. Explain that the responses to these questions can be found in the text. Invite students to read through the questions with you.• Work through the first three questions as a class:<ol style="list-style-type: none">1. Ask the question.2. Invite students to refer to the text to find the answer.3. Invite students to discuss the answer in their triads.4. Select students to share their responses.5. Model how to fill out the answer in the Answers column of the graphic organizer. Refer to Gathering Evidence of Hiaasen's Perspective: Part 1 graphic organizer (answers, for teacher reference) for guidance.6. Repeat with the next question.• Tell students that triads will work together to reread the rest of the text-dependent questions in Column 1, review their excerpt, discuss possible answers, and then record their answers to the questions in Column 2, using evidence from the text. Make it clear that for now, they should leave the other columns blank. Clarify directions as needed.• Circulate and observe triads working. While circulating, ask students:<ul style="list-style-type: none">* “Where in the text did you find this answer?”• Refocus whole class after a few minutes. Invite students to share their answers with the whole group. Guide students through each question using the Gathering Evidence of Hiaasen's Perspective: Part 1 graphic organizer (answers, for teacher reference).• Invite students to make revisions to their answers if necessary.	<ul style="list-style-type: none">• Asking students to discuss challenging questions before recording them helps to ensure that all students have an idea about what to write and can give students confidence in their responses.• Some students may benefit from having access to “hint cards”: small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say, “Look in the third line.”• Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.



Closing and Assessment	Meeting Students' Needs
<p>A. Inferring Carl Hiaasen's Perspective of Florida (10 minutes)</p> <ul style="list-style-type: none">• Focus students' attention on the third column of the organizer, "Perspective: From this excerpt, what do you know about how being born and raised in Florida has affected Carl Hiaasen's perspective of the place?" Ask students to discuss this question in triads.• Select volunteers to share their answers with the whole group. Listen for students to explain something like: "As a result of being born and raised in Florida, Carl Hiaasen loves the place and sees it as special. He doesn't like the way it is being developed and exploited."• Record this in the third column of the displayed graphic organizer as a model for students. Invite students to record their ideas in the third column of their own organizers.• Distribute structured notes and evidence flags for homework.	<ul style="list-style-type: none">• Asking students to discuss challenging questions before recording their answer helps to ensure that all students have an idea about what to write and can give students confidence in their responses.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapters 9 and 10 of <i>Flush</i>. As you read, mark the text with at least three evidence flags to help you answer this focus question in your structured notes:<ul style="list-style-type: none">* "What happens in these chapters and how do those events contribute to the plot development?"• Record any new vocabulary on your word-catcher.	



EXPEDITIONARY
LEARNING

Grade 6: Module 3A: Unit 1: Lesson 6

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



“Five Creative Tips from Carl Hiaasen, Florida’s Cleverest Chronicler”

By: Jessica Grose

Expeditionary Learning is seeking permission to reproduce this material. When permission is granted, an updated version of this lesson will be posted at www.engageny.org and commoncoresuccess.elschools.org.

Source (for teacher reference only): <http://www.fastcocreate.com/1683413/5-creative-tips-from-carl-hiaasen-floridas-cleverest-chronicler>



Gathering Evidence of Hiaasen's Perspective: Part 1 Graphic Organizer

Name: _____

Date: _____

Learning Targets:

"I can use evidence from the text to answer text-dependent questions."

"I can infer Carl Hiaasen's perspective of Florida."

QUESTIONS	ANSWERS Use evidence from the text to support your answers.	PERSPECTIVE As a result of what you have read so far, how has being born and raised in Florida affected Carl Hiaasen's perspective of the place?
"Five Creative Tips from Carl Hiaasen"		
1. What affects the way Carl Hiaasen cares about Florida?		
2. Why does Carl Hiaasen have "tremendous affection" for Florida?		
3. According to Hiaasen, why is Florida vulnerable?		



Gathering Evidence of Hiaasen's Perspective: Part 1 Graphic Organizer
(Answers, for Teacher Reference)

QUESTIONS	ANSWERS Use evidence from the text to support your answers.	PERSPECTIVE As a result of what you have read so far, how has being born and raised in Florida affected Carl Hiaasen's perspective of the place?
"Five Creative Tips from Carl Hiaasen"		
4. What affects the way Carl Hiaasen cares about Florida?	<i>The fact that he was born and raised there and has family roots there. "I feel lucky to be born and raised in Florida, and have genuine family roots there."</i>	<i>As a result of being born and raised in Florida, Carl Hiaasen loves and cares about it and sees it as a special place. He doesn't like the way it is being developed and exploited.</i>
5. Why does Carl Hiaasen have "tremendous affection" for Florida?	<i>He was born and raised there, has family roots there, and has grandchildren there. "all my grandkids are here..."</i>	
6. According to Hiaasen, why is Florida vulnerable?	<i>It is vulnerable because it is flat. "When you grow up in Florida where it's completely flat, it's so vulnerable..."</i>	