



EXPEDITIONARY  
LEARNING

# **Grade 6: Module 2A: Unit 1: Lesson 7**

## **Text-Dependent Questions and Choosing Details to Support a Claim: Digging Deeper into Paragraphs 6–8 of Steve Jobs' Commencement Address (and connecting to Chapter 7)**



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**Text-Dependent Questions and Choosing Details to Support a Claim:**  
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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can cite text-based evidence to support an analysis of informational text. (RI.6.1)

I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)

**Supporting Learning Targets**

- I can read Paragraphs 6–8 of the Steve Jobs speech closely in order to answer text-dependent questions.
- I can choose details from Paragraphs 6–8 of the Steve Jobs speech to support a claim.
- I can connect the events described by Steve Jobs in Paragraphs 1–8 of his speech to those experienced by Bud in the novel *Bud, Not Buddy*.

**Ongoing Assessment**

- Forming Evidence-Based Claims graphic organizer
- Connecting Events in the Steve Jobs Speech to Those in *Bud, Not Buddy* graphic organizer

**Agenda**

1. Opening
  - A. Unpacking Learning Targets (2 minutes)
2. Work Time
  - A. Text-Dependent Questions, Paragraphs 6–8 (20 minutes)
  - B. Forming Evidence-Based Claims: Paragraphs 6–8 (15 minutes)
3. Closing and Assessment
  - A. Connecting the Steve Jobs Speech to *Bud, Not Buddy* (8 minutes)
4. Homework
  - A. Read Chapter 8 of *Bud, Not Buddy*.

**Teaching Notes**

- This is the second of the two-lesson cycle started in Lesson 6 that will be repeated until students have finished closely reading all of the Steve Jobs commencement speech. In this lesson, students dig deeper into paragraphs 6–8 in order to answer text-dependent questions.
- They then practice using the Forming Evidence-Based Claims graphic organizer (from Odell Education) by recording details to support a claim that is given to them.
- At the end of the lesson, students suggest connections between Steve Jobs and Bud on an anchor chart. This anchor chart will help to form the basis of their end of unit assessment and will be added to at the end of the second lesson in each cycle (Lessons 7, 9, and 11).
- In advance: Read the Close Reading Guide for this lesson (see supporting materials) and familiarize yourself with the text-dependent questions students will be asked and the suggested answers.
- Post: Learning targets.



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Lesson Vocabulary	Materials
claim	<ul style="list-style-type: none"> <li>Stanford University Commencement Address: Steve Jobs (from Lesson 6)</li> <li>Paragraphs 6–8 of the Steve Jobs Speech—Text-Dependent Questions (one per student)</li> <li>Close Reading Guide—Paragraphs 6–8 of the Steve Jobs Speech (for Teacher Reference)</li> <li>Forming Evidence-Based Claims graphic organizer (one per student and one to display)</li> <li>Document camera</li> <li>Connecting Events in the Steve Jobs Speech to those in <i>Bud, Not Buddy</i> graphic organizer (one per student)</li> <li>Connections between Steve Jobs and Bud anchor chart (new; co-created with students in Closing A)</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 with you:             <ul style="list-style-type: none"> <li>* “I can read Paragraphs 6–8 of the Steve Jobs speech closely in order to answer text-dependent questions.”</li> <li>* “I can choose details from Paragraphs 6–8 of the Steve Jobs speech to support a claim.”</li> <li>* “I can connect the events described by Steve Jobs in Paragraphs 1–8 of his speech to those experienced by Bud in the novel <i>Bud, Not Buddy</i>.”</li> </ul> </li> <li>Remind students that they did a lot of work on making claims about a text in Module 1.</li> </ul>	<ul style="list-style-type: none"> <li>Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>Posting learning targets allows students to reference them throughout the lesson to check their understanding. They 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>



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Work Time	Meeting Students' Needs
<p><b>A. Text-Dependent Questions, Paragraphs 6–8 (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to sit in their triads. Tell them that now that they have got the gist of Paragraphs 6–8, they are going to dig deeper into this section of the text in order to understand it fully and get out their copies of <b>Stanford University Commencement Address: Steve Jobs</b>.</li><li>• Distribute <b>Paragraphs 6–8 of the Steve Jobs Speech—Text-Dependent Questions</b>. Students work through this handout in concert with the <b>Close Reading Guide</b> (for Teacher Reference).</li></ul>	<ul style="list-style-type: none"><li>• Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.</li></ul>



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Work Time	Meeting Students' Needs
<p><b>B. Forming Evidence-Based Claims: Paragraphs 6–8 (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Forming Evidence-Based Claims graphic organizer</b> and display it using a <b>document camera</b>. Remind students that they used this organizer when making evidence-based claims about themes in myths in Module 1.</li> <li>• Explain that they are going to use the organizer in a slightly different way today. You are going to give them the claim, and they are going to choose appropriate evidence from Paragraphs 6–8 to support how a reader could make that claim. They will record this evidence on their organizer.</li> <li>• Write this claim on the board and invite students to copy it into the claim box on their organizer:             <ul style="list-style-type: none"> <li>* “You have to trust that the dots will somehow connect in your future.”</li> </ul> </li> <li>• Invite students to discuss in triads:             <ul style="list-style-type: none"> <li>* “What do you think was the question that prompted this claim?”</li> <li>* “How will having an idea of the question help you to find details to support the claim?”</li> </ul> </li> <li>• Cold call students to share their triad discussions with the whole group. Record question suggestions on the board. Suggestions should be something along the lines of: “What message is Steve Jobs trying to give us in Paragraphs 6–8?”</li> <li>• Invite students to record this question at the top of their Forming Evidence-Based Claims graphic organizer to refer to as they search for details.</li> <li>• Listen also for students to explain that if they have the question, they can look for details that specifically answer that question in relation to the claim, whereas if they don't have a question, it will be harder to know what to look for.</li> <li>• Pair students up. Tell them that they are going to have 5 minutes to work together to underline details in Paragraphs 6–8 that support the claim and to annotate their thinking on those details in the margin next to text they have underlined.</li> <li>• Display the Steve Jobs speech and model how to do this. Underline: “I decided to take a calligraphy class to learn how to do this. I learned about serif and san serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great.” Annotate in the margin next to the underlined text: “Connects to his future.”</li> <li>• Give pairs 5 minutes to do this.</li> <li>• Circulate to assist students in identifying details that support the claim and making connections between the evidence. Ask:             <ul style="list-style-type: none"> <li>* “How does that detail answer the question and support the claim? What is your thinking behind choosing that detail?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers and recording forms engage students more actively and provide the scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.</li> <li>• When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing.</li> <li>• Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow them to have more meaningful discussions and clarify points in their native language.</li> </ul>



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Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Refocus the group and remind students that on this organizer, they need to record three details from Paragraphs 6–8 to support the claim in the top three boxes on the organizer and then record their thinking about each detail in the boxes underneath.</li><li>• Display the organizer and model how to do this using the detail you underlined and the annotation you made when modeling earlier.</li><li>• Remind students that once they have recorded their details and their thinking about those details, they need to look across the details and consider how they are connected to make the claim. They then need to record how they are connected in the appropriate box on the organizer (above the claim).</li><li>• Invite pairs to work on their organizers. Make it clear that they do not need to record the same details as their partner.</li><li>• Circulate to assist students in identifying details that support the claim and making connections between the evidence. Ask:<ul style="list-style-type: none"><li>* “How does that (individual) detail answer the question and support the claim? What is your thinking behind choosing that detail?”</li><li>* “How are the three details connected?”</li></ul></li><li>• Invite students to get into triads to share their work. Tell them that they may make revisions to their Evidence-Based Claim organizer based on what they learn from their peers.</li><li>• Refocus the group. Invite students to help you to fill out the displayed organizer as a class, choosing connecting details to support the claim.</li></ul>	



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Closing and Assessment	Meeting Students’ Needs
<p><b>A. Connecting the Steve Jobs Speech to Bud, Not Buddy (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Connecting Events in the Steve Jobs Speech to those in Bud, Not Buddy graphic organizer</b>. Give students 30 seconds to read through the events from the Steve Jobs speech in the left-hand column.</li><li>• Tell students to work in pairs to identify how those two events are similar in some way to Bud’s experiences in the novel <i>Bud, Not Buddy</i>. Tell them that they are to record details from the novel in the right-hand column to show evidence of this event in the book.</li><li>• Refocus the group. Focus students’ attention on the <b>Connections between Steve Jobs and Bud anchor chart</b>.</li><li>• Give students a couple of minutes to think about how to answer this question:<ul style="list-style-type: none"><li>* “After reading this part of the speech, what connections can you see between Steve Jobs and Bud? How are their experiences similar? How are they similar as people?”</li></ul></li><li>• Record student suggestions on the anchor chart. Tell them that they will use these connections for an assessment later in the unit. Suggestions from this part of the speech could include:<ul style="list-style-type: none"><li>• Follow rules</li><li>• Didn’t live with or have contact with their biological mother</li><li>• Gave up on school to follow their dreams</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Anchor charts serve as note-catchers when the class is co-constructing ideas.</li></ul>
Homework	Meeting Students’ Needs
<p>A. Read Chapter 8 of <i>Bud, Not Buddy</i>. After reading Bud’s description of Hooverville, draw a picture of what you think it looks like. In the next lesson, you will be asked to share the descriptive language details about Hooverville from the text that you read in Chapter 7. You should annotate your drawing with details from the text, showing which specific aspect of Hooverville you are trying to portray.</p>	



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# Grade 6: Module 2A: Unit 1: Lesson 7

## Supporting Materials



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Name:		Date:	
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Directions and Questions	Notes
<p>In Paragraph 6 he says: “It wasn’t all romantic. I didn’t have a dorm room, so I slept on the floor in friends’ rooms, I returned Coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple.”</p> <p>1. What does he mean when he says, “It wasn’t all romantic?”</p>	
<p>At the end of Paragraph 7, he says: “Of course, it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.”</p> <p>2. What are the “dots” that Steve Jobs connected between his post-college experiences and his designing of the first Mac computer?</p>	



Directions and Questions	Notes
<p>At the beginning of Paragraph 8, he says, “Again, you can’t connect the dots looking forward; you can only connect them looking backwards.”</p> <p>3. What do you think he means by this?</p>	
<p>In the previous lesson, you determined that at the end of Paragraph 8, he gives us a rule to live by: “You have to trust in something—your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.”</p> <p>4. After reading Paragraphs 6–8, where do you think this rule came from? How did the experiences he described show that this rule didn’t let him down in this part of his life?</p>	



**Time:** 15 minutes

Directions and Questions	Notes
<p>In Paragraph 6 he says: “It wasn’t all romantic. I didn’t have a dorm room, so I slept on the floor in friends’ rooms, I returned Coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple.”</p> <p>1. What does he mean when he says, “It wasn’t all romantic?”</p>	<p><b>(3 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the extract with you.</li><li>• Ask them to discuss Question 1 in triads and then record their answers, using evidence from the text to support them, in the Notes column of their text-dependent questions sheet.</li><li>• Select volunteers to share their answers with the class.</li></ul> <p><i>Listen for students to explain that even though he described it as “one of the best decisions” he ever made, it wasn’t an easy time for him because he didn’t really have anywhere to live or money to live on.</i></p> <ul style="list-style-type: none"><li>• Direct students’ attention to the next couple of sentences: “I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on.”</li><li>• Ask:<ul style="list-style-type: none"><li>• “What does he mean by <i>stumbled</i> here? Did he literally stumble into those things?”</li></ul></li></ul> <p><i>Listen for students to explain that he didn’t literally stumble, he metaphorically stumbled, meaning that he didn’t go out looking for those things, he just happened upon them and his curiosity and intuition led him to participate.</i></p>



Directions and Questions	Notes
<p>At the end of Paragraph 7, he says: “Of course, it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.”</p> <p>2. What are the “dots” that Steve Jobs connected between his post-college experiences and his designing of the first Mac computer?</p>	<p><b>(5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to reread Paragraphs 6 and 7. They are then to read Question 2, discuss the answer in their triads, and record their answer, using evidence from the text to support it, in the Notes column of their text-dependent questions sheet.</li><li>• Select volunteers from each triad to share their discussion and their answers with the class.</li></ul> <p><i>Listen for students to explain that Steve Jobs realized looking back that the calligraphy class he took after dropping out of college led to him to designing the first Mac with multiple typefaces and fonts, which led to the typefaces and fonts that we see on computers today.</i></p>



Directions and Questions	Notes
<p>At the beginning of Paragraph 8, he says, “Again, you can’t connect the dots looking forward; you can only connect them looking backwards.”</p> <p>3. What do you think he means by this?</p>	<p><b>(6 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to reread Paragraph 8. They are then to read Questions 3 and 4, discuss the answers in their triads, and record the answers, using evidence from the text to support them, in the Notes column of their text-dependent questions sheet.</li><li>• Select volunteers from each triad to share their discussion and their answers with the class.</li></ul>
<p>In the previous lesson, you determined that at the end of Paragraph 8, he gives us a rule to live by: “You have to trust in something—your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.”</p> <p>4. After reading Paragraphs 6–8, where do you think this rule came from? How did the experiences he described show that this rule didn’t let him down in this part of this life?</p>	<p><i>Listen for students to explain that looking forward, you can’t see what is going to happen, so you can’t see how the decisions you make will have affect your future. Looking back, you can see how one decision led to something else, which led to something else, and how that one decision had a big effect.</i></p> <p><i>For Question 4, listen for students to explain that by reading Paragraphs 6–8, we can see that his decision to drop out of college and then take the calligraphy class led to him designing the first Mac, which led to him being very successful, which proves the rule didn’t let him down in this part of his life.</i></p>

# FORMING EVIDENCE-BASED CLAIMS

Name ..... Date .....

FOCUSING QUESTION		
DETAIL FROM NOVEL	DETAIL FROM NOVEL	DETAIL FROM NOVEL
MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL
HOW I CONNECT THESE DETAILS		
CLAIM		

Adapted from Odell Education's "Forming EBC Worksheet" and developed in partnership with Expeditionary Learning



**GRADE 6: MODULE 2A: UNIT 1: LESSON 7**  
**Connecting Events in the Steve Jobs Speech to those in**  
***Bud, Not Buddy* Graphic Organizer**

.....  
**Name:**  
.....

.....  
**Date:**  
.....

<b>Steve Jobs</b>	<b>Bud from Bud, Not Buddy</b>
Put up for adoption by his biological mother.	
Left school to pursue his dreams.	