

THEMATIC UNIT

Related to ELA Prototypes



Theme: **Common Good**

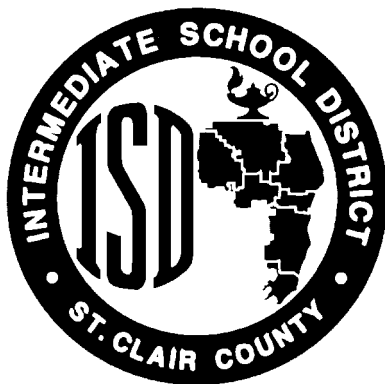
Suggested for: **Middle School**

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~Thematic Units~

Dear Colleagues:

The purpose of this project was to organize thematic units related to previously published MEAP ELA prototypes using best practices in reading and writing.

These were developed by, **real teachers**, just like you! We worked to make them teacher friendly for easy implementation in your classroom. Teachers from school districts across St. Clair County gathered the material. The units are a representation of what each group of teachers thought was important to your grade level and to the themes in the prototypes.

Every packet includes **THEME RELATED TEXT SETS**. These are titles that can be used in a variety of ways to develop a deeper understanding of themes. We have noted the **PAIRED TEXTS** (look for the #2) and **LISTENING TEXT** (#3) that are included in the prototypes. We also noted the title(s) we used for **FRAYER'S MODEL** (#1).

A **PROFUNDITY MATRIX** was developed for each set of paired texts in the prototype to help in identifying possible themes. The matrix also helps look across text to make cross text connections. Blank copies of this chart are included and can be used in your classroom to help students make connections between other texts.

CROSS TEXT QUESTIONS were written and answered to aid in responding to both the multiple choice questions and the provocative question given in the second writing piece of the ELA MEAP assessment.

Many packets include one or more **WRITING MODELS** for the second writing piece. We suggest you use these before or after student writing to exhibit a well written constructed response.

The **TEACHER SUGGESTION PAGE** is a personal response by the individuals involved in the project. Some contain anecdotes from the use of the material in their classrooms. Others contain a plethora of ideas to implement. We hope these help.

OTHER ACTIVITIES (#4) are poems, plays, articles, reader's theater presentations and related suggestions to further develop understanding of the themes.

It is our sincere hope these packets are useful to you and your students.

Happy reading and writing!

ELA Prototype Materials

- **Thematically related texts**
- **Fruyer's Model examples**
- **Writing from knowledge and experience using narrative strategies**
- **Profundity examples**
- **Cross Text Question examples**
- **Writing in Response to Reading example**

These materials were designed to provide examples of instructional approaches that will help you and your students prepare for the ELA assessment. The examples are all possible answers; they are not to be considered the "right" answers. We wanted to provide examples of other teachers' thinking through Fruyer's Profundity and cross text questions to guide you through your own thinking.

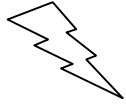
The sequence of instruction would be to introduce the theme through using the Fruyer's Model of concept attainment. Have students write from knowledge and experience. Think through each reading selection using the profundity scale to create a matrix by which cross text questions can be posed and answered. Examples and blank copies are provided to help you in planning instruction.

Thematically Related Text Sets – Common Good

CODE	TITLE	AUTHOR
2	<i>Operation Pigeon Creek</i> – Chapter Two	Molly Cone
2, *	<i>Eleanor Roosevelt</i> – excerpt	William Jay Jacobs
3	The Lorax	Dr. Seuss
	Just A Dream	Chris Van Allsburg
*	The Great Kapok Tree	Lynne Cherry
*	The River Ran Wild	Lynne Cherry
*	“Saving the Planet” One Day at a Time www.teacher.scholastic.com/scholasticnews/indepth/rainforest/planet.asp	Karen Fanning
*	“Tale of the Garbage Barge” Summer Success Reading Magazine Vol. 4, Issue 6	Beverly McLoughland
*	“Quick Response” Summer Success Reading Magazine Vol. 4, Issue 6	Joan Benson
*	Can Kids Save the Earth?	Melvin Berger

Code Key:
Suggested Uses

- 1 – Frayer’s Model/
Brainstorming the Theme
- 2 – Paired Text
- 3 – Listening
- * – Extension Activities



Brainstorming the Theme



Common Good means . . .

- Working together to help others.
- One person making a difference.
- Doing the right thing.
- Thinking about your community.

Note: Accept all reasonable responses from students that focus on the definition of the theme.

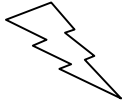
Examples of Common Good . . .

- Helping out at Senior Olympics.
- Working in a soup kitchen.
- Participating in Walk America.
- Eleanor Roosevelt stood up against prejudice on behalf of Marion Anderson.
- Going on a church mission trip to Mexico.
- Collecting can goods for a food drive.
- Dr. Martin Luther King worked for human rights.
- Jimmy Carter builds houses for Habitat for Humanity.

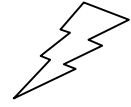
Note: Students should brainstorm events, personal experiences, examples from related text, a person from history, or someone that students know that demonstrate/support the theme.

Circle one example from above that you will write about.

Note: Students select one of the above examples and use as a writing topic. (MEAP Part 1 writing)



Brainstorming the Theme



Common Good means . . .

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Examples of Common Good . . .

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Circle one example from above that you will write about.

Writing From Knowledge and Experience

The English Language Arts MEAP assessment requires students to write from knowledge and experience. Students may choose the style or genre of writing that suites them best. However, the majority of students choose to write personal narratives. Dr. Elaine Weber, Barbara Nelson and Ray Woods, the authors of *Profiles in Writing 2002*, have granted us permission to offer you some information from the book. This information may help you instruct students in personal narratives.

These resources will provide you with:

- Description of the four qualities of writing the MEAP assessment used to evaluate student writing;
- A model for creating writing prompts;
- Examples of well written student papers;
- Attributes of writing that commonly appear at this grade level;
- Strategies used by narrative writers; and
- Examples of student papers with the narratives strategies highlighted.

attributes of **writing**

Note

This year the Profiles Project has reorganized the attributes of writing to align with the 4-trait rubric most widely used by Profiles Network members:

Focus on Content and Ideas

Organization

Voice/Style,

and

Conventions.

focus on content

Focus refers to concentration on the content and ideas of the piece of writing and to the development of the content and major ideas with appropriate details, examples, etc.

or gan i za tion

Organization refers to the structure of a piece of writing with logical sequence; beginning, middle, and end; flow; cohesion, coherence, unity, effective leads; transitions and conclusions; sense of wholeness, etc.

Voice/style

Voice refers to the writer's ability/attempts to engage and interest the reader through stylistic elements and techniques such as: descriptive detail, precise word choice, sentence variety, strong verbs, humor, figurative language, personal reflection, etc.

con·ven·tion(s)

Conventions refer to a writer's presentation of a piece of writing through accurate and effective use of writing form including: directionality, spacing, mechanics (capitalization, punctuation), grammar and usage, spelling, etc.

profiles prompt

Topic

A Special Place

Thinking About The Topic

Do you have a favorite place that is important to you?

- Where or what is this place or space? (indoors, outdoors, your bedroom, closet, tree house, a place you like to visit, etc.)
- What is it like there?
- What do you do there
- Why is it special to you?

Writing About The Topic

Write about a special place.

You might, for example, do one of the following:

- describe in detail a place that is important to you.
- or ■ tell what you like to do in your special place.
- or ■ tell why your special space is important to you.
- or ■ write about the topic in another way.

You may use examples from real life, from what you read or watch, or from your imagination. Your writing will be read by interested adults.

grade six *A Special Place*

A Special Place

If you have a special place, you know why I like the stream near my Grandma's house. Whenever I want to get away from everything and just relax, I go there.

When I am there, I feel relaxed. The endless babble of the water, and the ongoing "conversation" of the treefrogs, blend in perfectly with the rustle of the reeds blowing in the breeze. The aroma of lilacs sweeping in from the yard behind me, settles my worries. Minnows, darting here and there, avoiding the shadow of the kingfisher above, look so timeless. Rocks and pebbles at the bottom

of the water look so shiny in the mid-day sun. Almost like jewels at the bottom of the ocean. Sometimes you can hear a cicada, buzzing in a nearby tree, or see a butterfly, fluttering silently over the surface of the water. Pearly Queen Anne's Lace and lavender Forget-me-Nots litter the grass around me. Visiting each one is a bee or butterfly, pollinating busily. Dragonflies glide cheerfully over the water, landing on cattails or reeds.

Though I love this place I cannot stay there forever. I have to go back home. Yet, I can always return when I feel like it.

focus on content

- ✓ on topic
- ✓ develops with concrete details

organization

- ✓ well-organized and developed with details
- ✓ effective introduction
- ✓ conclusion summarizes

Voice/style

- ✓ voice-speaking to reader
- ✓ strong word choice
- ✓ uses sense – sounds, smells
- ✓ uses figurative language – simile, metaphor, personification

con-ven-tion(s)

- ✓ uses standard writing conventions
- ✓ effective use of quotation marks

attributes **grade six**

focus on content

- ✓ focuses on topic or theme
- ✓ use of creative, insightful detail
- ✓ uses supporting details
- ✓ uses definition with examples
- ✓ clarity of thought
- ✓ message is life lesson
- ✓ develops with a personal experience
- ✓ includes lesson or moral
- ✓ sophisticated and consistent use of narration
- ✓ use of anecdotes
- ✓ develops character

or **gan** **i** **za** **tion**

- ✓ organization unifies writing
- ✓ flow
- ✓ uses logical sequence
- ✓ strong introduction/conclusion
- ✓ comes full circle (end ties in with beginning)
- ✓ uses good transitions
- ✓ uses sophisticated plot structure (ascending, descending action, resolution)
- ✓ effective introduction
- ✓ conclusion summarizes

Voice/**style**

- ✓ engages reader
- ✓ shows sense of audience
- ✓ uses variety of sentence structure and length
- ✓ includes mature thinking/tone
- ✓ uses consistent tone
- ✓ uses conversational tone
- ✓ uses imagery
- ✓ evidence of risk-taking
- ✓ uses writer's voice/personal perspective
- ✓ shows originality in style
- ✓ uses sarcasm
- ✓ includes empathy
- ✓ uses humor/emotional appeal/pathos
- ✓ displays sense of humor
- ✓ includes cynicism
- ✓ appeals to senses
- ✓ uses metaphor/simile/personification
- ✓ selects and uses vocabulary effectively
- ✓ uses onomatopoeia/alliteration
- ✓ uses literary allusions
- ✓ uses dialogue, dialect, exclamatory remarks
- ✓ uses rhetorical question
- ✓ uses foreshadowing
- ✓ uses a variety of speech tags: "explained," "screamed," "recited"
- ✓ is reflective
- ✓ sequencing effective to pull reader into story (suspense)
- ✓ uses asides and parenthesis
- ✓ shows significance of topic to writer
- ✓ objective presentation of information
- ✓ summarizes evidence
- ✓ uses vernacular to be authentic
- ✓ expresses opinion
- ✓ uses sentence fragment effectively

con·**ven**·**tion**(s)

- ✓ evidence of revision/editing
- ✓ uses standard writing conventions
- ✓ uses correct punctuation and grammar
- ✓ control of mechanics
- ✓ demonstrates skill with paragraphing
- ✓ is consistent with verb tenses
- ✓ correct use of quotation
- ✓ correct use of semi-colon
- ✓ effective use of dashes
- ✓ correct use of ellipses
- ✓ experimentation with parenthesis
- ✓ experimentation with "i.e."
- ✓ experimentation with underlining and capitalization for emphasis

strategies used by **narrative writers**

The next step in the Profile process, after selecting the most effective writings and holistically scoring the papers with a rubric, is to identify writing strategies used by the authors of the effective papers. The following list of writers' strategies is a combination of the original list that came from the New Standards Project shared by Sally Hampton and modified by Barbara Nelson to include the writing strategies of Barry Lane. These writing strategies can be taught in focused lessons. It is also a way to talk about narrative writing with students during writing conferences. The list of strategies used by narrative writers follows:

1. forecasting
2. flashback / flash forward
3. foreshadowing
4. compressing - shrink a century
5. naming (specific names of people or objects quantities, number)
6. describing visual details of scenes, objects, or people (size, colors, shapes, feature, dress) binoculars
7. describing sounds or smells of the scene - snapshots
8. narrating specific action (movements, gestures, postures, expressions) snapshots
9. creating dialogues, interior monologues, or expressing remembered feelings or insights at the time of the incident - thoughtshots
10. slowing the pace to elaborate the central moment in the incident - explode a moment
11. using syntax to support meaning
12. creating suspense or tension - explode a moment
13. including the element of surprise
14. comparing or contrasting other scenes or people
15. detailing subjects's routines habits or typical activities - binoculars
16. humor or irony
17. repetition / recurring events, objects, phrases
18. using various characters' voices to narrate a story
19. inserting historical or factual information into a story
20. figurative language - simile, metaphor, personification, onomatopoeia, alliteration
21. effective lead
22. effective conclusion, ending
23. literary allusion
24. creative, insightful word choice/word order (eg. active not passive voice, strong verbs, interesting or unusual use of or combination of words, etc.)
25. transitions
26. engaging audience intentionally and effectively (questioning, conversational tone)

strategies used by narrative writers (cont.)

Sixth Grade

The Secret Valley

Next to the woods on my great-grandma's farm there is a special place for me. The walk to my spot (the first time I went there) was long and hard, but when I finally got there it was worth it. It was the first time I had ever noticed the valley. I had heard my dad talk about it. He said "it's all swamp land," but I decided to look around anyway.

I leapt **strong verb** across a small stream, and landed on both feet. To my right I saw a large patch of plants that looked like bamboo. To my left I saw tall pine trees that looked like soldiers guarding a cave. In front of me I saw a large field with trees speckled **personification** across it like baseball players on a baseball diamond **snapshots, similes**. I walked towards the bamboo. After walking a while I found a small clearing. I stopped to rest on a tree stump. **specific action**

It was so peaceful I could hear the birds chatter and the creek sing **personification**. I could feel the dampness in the air, and the wind on my face. I could smell the blooming flowers, and the apples in the trees. **snapshots: hear, smell, feel**

I got up to go explore again. I found an apple tree and sat down on its low branches. I knew **forecasting** this valley would be my secret place, my secret valley **repetition**. I knew it would be special to me. **thoughtshot** I go there to get away from the world, and to sort out my problems. I love my special place. I love my secret valley.

Using Profundity in Grades 3-12

To get third through twelfth graders to think about books at the theme level we use an activity that is systematic, based on the Profundity Scale, and dependent upon group discussion. The activity must be presented using the to, with and by format. First the teachers model the entire activity to their students. Next, teachers will share the responsibility of the activity with their students. Then teachers will guide students working in small groups through the use of the activity. Finally, students will independently work in small discussion groups to complete the activity or independently complete the activity. Following are the directions we give to teachers to guide students working in small groups. From these directions you should be able to model and share the activity and to help students move to independent use of this activity. The directions will be followed by some hints to help you do that. Depending upon the age of the student, adjust how much direction is needed.

To prepare for the activity you need the following materials for each small group working on the activity; sets of eight different color markers, large sheets of unlined chart paper: two sheets for the teacher and one sheet for each small group. You will also need a great book. There is a list of thematically linked text at the beginning of this unit. If they are books that you and your students have enjoyed over time they are probably good books with good lessons to be learned.

We are going to demonstrate the use of the activity using the book, *Elmer*, by David McKee. *Elmer*, is the story of a patchwork colored elephant. He is always the center of attention until one day he mistakenly gets the notion that the other elephants are laughing at him, not with him. He leaves the herd to find a berry bush that has elephant colored berries. He covers himself in berry juice until he looks like any other elephant. When he rejoins the herd he is unnoticed by the others. He stands there seriously still until he can't stand it any longer and yells, "Booo!" The other elephants think it is a great joke and make the remark that Elmer should have been there to enjoy the joke. In the next moment a rain cloud showers Elmer back to his normal patchwork color. All the elephants think that what Elmer did was his best joke ever and they decide to have a parade each year to celebrate Elmer's best joke. So, every year Elmer comes to the parade looking like a normal elephant and all the other elephants color themselves patchwork.

To begin, hang two sheets of chart paper up where everyone can see them. Devise a way for students to gather the material they need. We usually have them count the number of buttons on their person. The one with the most buttons gets to come up and get the markers and sheet of chart paper. Once everyone is situated in small groups, four to a group seems to be a workable size, and has the materials they need you tell the students to listen for the actions of the main character in the story as you read. Profundity depends on following the actions of one character throughout the story.

Tell the students to listen for the actions of Elmer as you read the story. Remind them that actions are the things Elmer does. Read the story aloud to the class. As a class cooperatively build a list of important actions on the first piece of chart paper. **This list goes along with the Physical Plane: the reader is aware of the physical actions of the character.** Choose the three actions the class feels are the most important being sure that one of them is the turning point of the story (the turning point is often the clearest example of the theme in stories). Then explain that they will be working in co-operative groups, which means we will listen to each person talk and each person will have an opportunity to talk. The person with the most buttons needs to pick up the black marker and draw this shape (a rectangle divided into three equal parts) in the middle of their group chart paper. Then they write one of the three actions chosen by the class in each of the boxes. As they are writing the teacher also draws the boxes and

writes one of the three actions in each of the boxes (on the second sheet of chart paper), as a model.

We always have the students use the markers as their talking sticks. That means when you have the marker in your hand it is your turn to talk and everyone should listen to what you have to say. It is very important to establish this procedure from the very beginning especially if this is the first time the student will be working in cooperative discussion groups. The first student in each group to have a marker is the one with the most buttons on his or her person. We always start there and then have the students exchange the use of the marker by the order they are sitting in, moving clock-wise around the group. So, moving clock-wise around the group the next person needs a red marker to draw a red bubble that connects to the first action box. We are going to use the example for *Elmer* to help explain the next steps. What the group is going to be thinking about is “Why did Elmer think the other elephants were laughing at him?” **This question goes along with the Mental Plane: the reader is aware of the intellectual actions of the character.** The person with the red marker tells why first, then passing the marker clock-wise, everyone gets to share his or her reason why. When everyone is done sharing, the group synthesizes the information and the person with the red marker writes their response in the red bubble. The next person takes a blue marker and draws a blue bubble that connects to the red bubble. What the group is going to be thinking this time is “was it right or wrong for Elmer to think the other elephants were laughing at him and tell why?” **This question goes along with the Moral Plane: the reader is aware of the character in light of an ethical code.** Repeat the process of sharing and writing shared response in the bubble. The next person takes a green marker and draws a green bubble that connects to the blue bubble. What the group is going to be thinking this time is “What did Elmer get from thinking the other elephants were laughing at him?” **This question goes along with the Psychological Plane: the reader is aware of the psychological forces influencing the character.** It is important to remember that Profundity begins with the actions of the character and always goes back to the actions. It is also important to remember that for the third bubble you must stay specific to the action, you can never go beyond the next action. Students repeat this process for the next two actions on their own. As they are working you wander from group to group monitoring the group discussion, giving advice, modeling discussion behavior, prompting for deeper discussion and giving evaluative feedback that students can use to help monitor their own discussion groups.

Next, the teacher explains to the students that they will understand stories and theme better when they attempt to identify with the characters of the story. Every group now turns over their large sheet of chart paper and makes a list of how these are like a character in the story. Think about the ways you are the same as Elmer to make your list. This typically starts out as a list of physical characteristics; such as, we are both animals. Teachers should get students to think deeper by posing situations from the story to consider while they are filling out the chart. One such situation is pointing out that when Elmer was standing with the herd still, quiet and serious, he yelled, “Booo!” If you would do that then you are like Elmer. Teachers want students to see how their thinking is the same as Elmer’s. Do they do the same things as Elmer? Do they think the same things are right or wrong?

An example of the power identifying with characters has in helping students get to the theme level came about one day as while presenting this activity in a third grade classroom in Memphis, Michigan. We walked into the classroom and were immediately able to identify at least one Elmer, in the room. You can always identify the Elmers in classrooms very quickly. He was a very vivacious, very blond boy seated with a group of about 10 students and he was keeping them very entertained as we were preparing for the activity. He did stop long enough to become thoroughly engaged in the activity. However, when we got to the part where they had to think about “Why did Elmer yell, “Booo!” he stood up, threw his arms in the air, in very Elmer fashion, and announced, “Nobody needs to think, I know the answer, Elmer was addicted to

attention, just like me!” It was a very easy jump for him to get from that understanding to the theme of “Be true to yourself.”

Go back to the person with the most buttons and have them turn the chart paper back over to the bubbling side. He or she needs to draw a large brown bubble. What the group is going to be thinking about here is “What is the theme of this story?” **This question goes along with the philosophical plane: the universal truth the author is trying to expound.**

Then you finish up the activity by having everyone draw a square and respond to one of the prompts listed on the three ways reading can transform your thinking page. This illustrates to students that universal truths are generative. This step often takes you beyond the theme level to the ideas in action level. Now that you know this to be true what can or are you going to do about it. This is the social action level that is described well by Terri and Randy Bomer in their book, *Reading and Writing for Social Action*, (1999) and by Paula Rogovin in her book, *The Research Workshop, Bringing the World into Your Classroom* (2001).

Here are some helpful hints to help you manage the activity in the classroom. This activity takes a few hours to do with the children so think of creative ways to break it down and spread the instruction over several days. You could do all the red bubbles one day, the blue bubbles the next day and then the green bubbles another day or you could do the first action one day or you could do the first action one day the second action the next day and then the third action another day. We recommend that the book be reread each day before resuming the activity. Since it takes a great deal of time to complete the activity, be sure to select text carefully. The teachers we have worked with always stress that they would never have students complete this activity with a book they themselves had not personally analyzed. They want to make sure they are able to help students through the tough spots and they want to make sure that the theme the students infer is reasonable and justifiable given the evidence in the story.

Here are some helpful suggestions to help you present this activity in a to, with, and by format. When modeling the activity the teacher will do all the talking and will be demonstrating how to draw the boxes and bubbles and how to think about the questions before filling in the bubbles. A time or two of modeling should be enough for most classes. When sharing the activity the teacher will share the talking and thinking about the questions with the students. The teacher still draws the boxes and bubbles and fills them in with synthesized answers. It looks and sounds like this when a teacher is sharing, the teacher draws the red bubble and poses the question, “Why did Elmer think the other elephants were laughing at him?” He or she then asks for responses from several students. The teacher then shares their own response and shows the children how to synthesize the several responses into a statement that can be written into the bubble. The teacher continues to share the talking and thinking until the activity is completed. Again, a time or two of sharing should be enough for most classes. When independently completing the activity, the students are to work alone. The teacher’s job becomes one of facilitator and evaluator. As they are working, you wander from group to group, monitoring discussion, giving advice, modeling discussion behavior, prompting for deeper discussion, and giving evaluative feedback that students can use to help monitor their own discussion groups. The ultimate goal is to have kids either using the Profundity Scale in small discussion groups or individually to understand text at a deeper level.

It is very helpful to repeat this process with a second thematically related book. A book that I often pair with *Elmer* is *Stand Tall Molly Lou Mellon*, by Patty Lovell. The theme of both stories is “Be true to yourself,” however; both characters accomplish this through entirely different means. By repeating the process with thematically related books students can compare and contrast one character’s understanding of the theme with the other character’s understanding of the theme and with their own understanding of the theme. It also demonstrates to students that theme is inferred. It is the teacher in this case who is inferring the theme of both books,

declaring them thematically related and then asking students if they agree or disagree with the theme that the teacher has inferred. To answer that question effectively students will need to provide clear examples from the text to support their position. Looking at two thematically linked books will lead students to a deeper understanding of both texts.

As mentioned before, our ultimate goal is to have kids either using the Profundity Scale in small discussion groups or individually to understand text at a deeper level. We hope, by now, that it is becoming clear to you how useful the Profundity Scale is in helping students discuss and think about text. Hopefully, students will be able to choose text about which they are curious, get with interested others and successfully start and sustain a discussion group around that text. Hopefully, individual students will have enough experience with thinking this way that it will become internalized and students will think this way about all text. One teacher during a workshop remarked, "Now I have all the questions I need to discuss texts with my students." She was referring to the questions asked at each plane during the bubbling activity.

Another adaptation was to use the Profundity Scale Matrix as shown on the next page. Teachers should read two thematically linked texts. Then on a greatly enlarged version of the matrix they would lead children through a group discussion about each box of the matrix. You complete the matrix one book at a time. When you have completed the matrix for both books you can then lead discussions that compare and contrast the two characters' understanding of the theme to your own understanding of the theme. Students then can agree or disagree if the theme of both stories really is the same. Of course, to effectively answer that question, they will need to provide clear examples from the texts to support their position. Using this matrix truly helps students develop a deeper understanding of both texts.

Thematically Related Text Sets

Titles of paired texts	List three important actions of one character	Why did the character act this way?	Was it right or wrong for the character to act this way?	What did the character get from acting this way?	How am I like the characters in this story?	What is the lesson learned from this story?	How has this lesson learned changed the way I think?
<p>"Come Back Salmon"</p> <p>Chapter 2: <u>Operation Pigeon Creek</u></p>	<p>Students gather litter from creek.</p> <p>Students "adopt" creek continue to fight to keep it clean.</p> <p>Students initiate public recognition and support to block building of log storage facility.</p>	<p>To bring salmon back to Pigeon Creek</p> <p>People continued to pollute the creek.</p> <p>To assure the success of keeping Pigeon Creek clean for salmon</p>	<p>Right, they were taking care of the environment.</p> <p>Right, they were supporting their dream.</p> <p>Right, they were learning to develop public awareness & support for the creek.</p>	<p>Students learned to work together for a common dream.</p> <p>Students learned perseverance.</p> <p>They learned the power of community support for a common good.</p>		<p>When we work together doing what is best for our community, we can make a difference.</p>	
<p>An excerpt from <u>Eleanor Roosevelt</u> By: William Jay Jacobs</p>	<p>Eleanor gets involved in Politics.</p> <p>Eleanor fights for world reform/social change.</p> <p>Eleanor has Marion Anderson sing for the DAR.</p>	<p>To keep Franklin in the public eye during his recovery</p> <p>Eleanor becomes aware of the conditions of the poor.</p> <p>To fight against racial prejudice</p>	<p>Right, she thought it was her "duty" as his wife.</p> <p>Wrong, it wasn't her job.</p> <p>Right, because she was trying to make a difference in the world.</p> <p>Right, she stood up for the rights of others.</p>	<p>Eleanor became the president's conscience.</p> <p>Eleanor receives recognition for her efforts and the resulting reforms.</p> <p>The rights of blacks became a national priority.</p>		<p>One person can have a great impact toward helping others.</p>	

Thematically Related Text Sets

Titles of paired texts	List three important actions of one character	Why did the character act this way?	Was it right or wrong for the character to act this way?	What did the character get from acting this way?	How am I like the characters in this story?	What is the lesson learned from this story?	How has this lesson learned changed the way I think?
<p style="text-align: center;">Come Back <u>Salmon</u></p> <p style="text-align: center;">Chapter 2: <i>Operation Pigeon Creek</i></p>							
<p style="text-align: center;">An excerpt from <u>Eleanor Roosevelt</u> By: William Jay Jacobs</p>							

CROSS TEXT QUESTIONS FOR “COME BACK SALMON” AND “ AN EXCERPT FROM ELEANOR ROOSEVELT”

Q. Did Eleanor and the fifth grade students do the same kinds of things? How were their actions different?

A. Eleanor showed how one woman could make a difference in the world. The fifth grade students worked together for a common goal.

Q. How are their reasons for acting the way they did similar?

A. They both wanted to make a difference. The fifth grade students wanted to clean up the creek, while Eleanor Roosevelt tried to make the rights of blacks a national priority.

Q. Did you agree more with the way that Eleanor acted or the way that the fifth grade students acted? Why?

A. We agree with both because they both worked hard to make a positive difference for others.

Q. Did Eleanor and the fifth grade students get the same thing for their actions? Why or why not?

A. They both brought about positive change.

Q. If both of the characters learned the same lesson what was the lesson?

A. They learned that everyone could make a difference.

Q. Do you agree or disagree that the theme of these two stories is “common good?”

A. We agree.

Related Language Arts Activities:

Before, During and After Prototypes

Extension Activities

The following suggestions provide additional ways to use the theme related text.

- Do a Reader's Theater with "Quick Response".
- Use the cross text questions for *The Great Kapok Tree* and *Saving the Planet*. Then practice scenario writing using the scenario and question provided. Use the "House" organizer to help students organize the paragraph.
- Use reading strategy questions for *A River Ran Wild*. Have students complete a "chart" with their responses.
- Read *Can Kids Save the Earth?* Have students complete the multiple-choice questions. Afterwards, review and discuss multiple-choice test-taking strategies. An answer key is provided.
- After reading "Tale of the Garbage Barge" and *Can Kids Save the Earth?*, introduce the Position Paragraph Activity. A rubric has been provided for the students. (This is practice for the Social Studies Extended Response.) Grade these paragraphs using a 5-point rubric. One point for each item on the organizer. When students have finished their paragraphs divide them into their viewpoints and have them debate the issue, or have students share their paragraphs with the class.
- Have students complete a Character "T" using the *Excerpt from Eleanor Roosevelt*.

What is Reader's Theater?

Reader's Theater is minimal theater in support of literature and reading. There are many styles of Reader's Theater, but nearly all share these traits:

No full memorization. Scripts are held during performance.

No full costume. If used at all, costumes are partial and suggestive, or neutral and uniform.

No full stage sets. If used at all, sets are simple and suggestive. Narration provides the framework for dramatic action. Reader's Theater was developed as a convenient and effective means to present literary works in dramatic form. This is still its primary use, though many scripts now published are original dramatic works rather than literary adaptations.

Originally popular on college campuses, Reader's Theater has now moved to the lower grades, where it is seen as a key tool for creating interest in reading. Kids love to do it, and they give it their all – more so because it's a team effort, and they don't want to let down their friends! And if the script is based on an available book, they of course want to read it. What's more, reader's theater is a simple activity for the teacher, since it requires no setup apart from the reproduction of scripts.

Reader's Theater has been found effective not only for language arts, but for social studies as well. Performing multicultural literature is one of the best ways for students to become interested in and familiar with other cultures.

Internet Resources:

www.lisablau.com

www.aaronshep.com

Everyone Joins In Everyone must help to keep our Earth clean!

Characters:

Katy
Justin
Mason
Mayor Wesley
Grandma Emily
Grandpa Dan

Setting:

Last week the kids and their Grandmother went hiking in a part of the woods that was not far from town. It was an area that Grandma Emily used to play in when she was a little girl. She wanted to show her Grandchildren the natural beauty just outside of their neighborhood.

Scene one:

Katy: I wonder why there are no birds singing today.

Justin: Wow! This is not good, look at all of the dead raccoons in the brush over there (as he points downriver). There must be a whole family together. (They walk in that direction). Look at the trees they are all slimy and the leaves are bumpy. Look at all the junk in the water. There's paper and someone's garbage bag. (As he pokes the bag with a stick)

Katy: (Sniffing the air) what is that smell? Something is really wrong with this area Grandma Emily.

Grandma Emily: It's obvious that someone has been throwing their junk into the woods. I think that some of the factories in town are dumping chemicals and waste into the ground too. I'm going to take some soil samples.

Katy: What are we going to do with the samples once we get them Grandma Emily?

Grandma Emily: I think it would be a good idea to take them to the Health Department and have them tested.

Mason: They could tell us what's killing all of the animals and damaging the trees. Let's go get Grandpa Dan.

Scene two:

Three days later, Grandma Emily, the children and Grandpa Dan are sitting in the DNR office waiting for someone to talk to them but everyone was in a meeting.

Justin: Grandma, what do you think they can do about all of the animals and the trees?

Grandma Emily: Oh Justin, I think a lot of people care about the environment and these people will do what's best, I'm sure.

Ranger Wesley: (apologetic) Sorry, I got tied up in a meeting; you know how it is. (Then he shakes Grandma Emily and Grandpa Dan's hand before sitting down. Ranger Wesley is printed on his shirt). What can I do for you folks?

Mason: Hello, Ranger Wesley. The other day while we were hiking we saw dead animals and garbage in the woods. The smell was terrible.

Katy: We took some samples of the soil to the health department. They told us that there are dangerous chemicals in the ground.

Justin: Those chemicals are killing the trees along with the animals and can make us really sick.

Grandma Emily: (Hands the test results to the Ranger before grabbing her husband's arm) here are the results of the testing. You can see every one of the chemicals they found. Most of them are dangerous like those found in household cleaners and pesticides. Just like the ones they make in town.

Grandpa Dan: Not to mention everything that people are dumping.

Ranger Wesley: Yes, I know about all of the things that have been dumped, we were just having a meeting with the authorities. All of this dumping is destroying the oxygen in the area that the wildlife needs to live. Not to mention the animals eat the fish from surrounding rivers that have also been contaminated.

Mason: What can we do to stop all of the pollution?

Ranger Wesley: We have groups of people that are working together to clean up the woods and bring in new soil and get rid of the bad soil. I'll be talking with the factory owners and we can get more people to help clean up. Are you ready to help?

Children: Yes!

Ranger Wesley: Let's meet again in two weeks and by then the woods should be clean again.

Grandpa Dan: (seeing the kids through the door, he says to the Ranger) we'll see you in a couple of weeks. (And gives the Ranger a thumbs up.)

The children and the grown ups bring out a banner that reads " Together We'll Keep Our Earth Clean"

CROSS TEXT QUESTIONS FOR “THE GREAT KAPOK TREE” AND “SAVING THE PLANET”

After reading the two selections use the following cross text question with your students. Suggested answers are provided, but all reasonable responses should be accepted.

Q. What is a common theme in both selections?

A. The Common Good is the responsibility of all people.

Q. How are both selections different?

A. In *The Great Kapok Tree* one man makes a decision to preserve the rainforest. In “Saving the Planet” people are working together worldwide to preserve our planet.

Q. What is one purpose of these selections?

A. To provide a better understanding of our impact on the environment.

Q. Why do you think these selections are included in this theme, common good?

A. Both are stories of community, working together for the common good.

Q. In your community what could you do to protect the environment?

A. Acceptable responses could include: saving electricity, turning down the thermostat, saving water, be aware of Ozone Action Days, participate in Earth Day and Arbor Day, recycle and reuse...

Q. What lesson could you learn from these selections?

A. Everyone can make a difference and contribute to the common good of our environment.

Applying Ideas to a Task: A Practice Scenario

Answer the question in the following scenario. You may use personal experience that supports your ideas, but you must use key ideas and generalizations from the two reading selections, *The Great Kapok Tree* and “Saving the Planet”. Support your response using the theme of these two selections, common good.

Scenario: Your Student Council has organized two activities for the student body to participate in “Make A Difference Day”. Your two choices are:

1. To pick up trash in a nearby park

Or

2. To participate in a pop can drive to raise money for saving the Rainforest.

Scenario Question: Which activity will you support with your participation? State your choice and your reasons for participating in this activity.

Use examples from the text to support your position.

When finished writing fill out this checklist:

_____ Did I take a position on the question?

_____ Did I tell why I took this position?

_____ Did I use examples from the two reading selections to support my thinking?

_____ Did I show how the selections are connected or alike?

“House” Organizer

Use the graphic organizer below to organize your response to the scenario question.

The graphic organizer is shaped like a house. The roof is a triangle containing three horizontal lines. An arrow labeled "State your position" points to the roof. The main body of the house is a rectangle divided into two vertical columns. The left column is labeled "Support from selection #1" with an arrow pointing to it. The right column is labeled "Support from selection #2" with an arrow pointing to it. Both columns contain five horizontal lines each. Below these columns is a single wide section labeled "Connect both selections" containing five horizontal lines.

Teacher Edition

A River Ran Wild

An Environmental History

By Lynne Cherry

1. Pg. 5. What connection to yourself, other text, or the world can you make?

2. Pg. 7. What question do you have about this page?

3. Pg. 11. How do you think the Indians feel now?

4. Pg. 26. What would you do if you read this page and didn't understand it?

Possible responses could

include: rereading, visualizing,

looking for context clues,

making connections,

questioning.

5. Pg. 17. What do you think of the river now?

6. Pg. 19. What is the most important idea on this page and tell why?

7. Pg. 26. Draw on the reverse side of this paper, or write what you would draw, to show the author's words.

Hint: Rereading this page

to your students without

showing them the

illustration.

A River Ran Wild

An Environmental History

By Lynne Cherry

4. Pg. 5. What connection to yourself, other text, or the world can you make?

5. Pg. 7. What question do you have about this page?

6. Pg. 11. How do you think the Indians feel now?

8. Pg. 26. What would you do if you read this page and didn't understand it?

9. Pg. 17. What do you think of the river now?

10. Pg. 19. What is the most important idea on this page and tell why?

11. Pg. 26. Draw on the reverse side of this paper, or write what you would draw, to show the author's words.

Can Kids Save the Earth?

By Melvin Berger

Directions: Mark only the **BEST** answer for each multiple-choice question. You may look back at the text at any time.

1. These children acted responsibly by
 - a. being honest.
 - b. talking to their parents about the things they do.
 - c. helping clean their environment.
 - d. being respectful to their parents.

2. An important lesson from this selection is
 - a. only children can make the environment better.
 - b. we must work together to make the environment better.
 - c. we must accept that people are not going to take care of the earth that they live on.
 - d. we must be respectful of other people.

3. According to this story, all of these are ways that people destroy the environment **EXCEPT:**
 - a. throwing wastes in the river.
 - b. leftover chemicals are poured into streams.
 - c. oil spills occur from tankers.
 - d. people pour oil on birds.

4. The children's actions in this story
 - a. helped their parents out.
 - b. helped them stay healthier.
 - c. helped make the world a better place.
 - d. earned them good grades in school.

5. The author includes many examples of how children can take care of the earth in order to
 - a. show his pride in their actions.
 - b. show how dirty the earth is.
 - c. persuade readers to recycle.
 - d. persuade readers to do similar things.

6. On page 3, what do the words "reforestation project" mean?
 - a. A project that tears trees down.
 - b. A project that plants new trees.
 - c. A project that studies forests.
 - d. A project that sells forests.

7. Since more people make more waste, what does the book suggest should happen?
 - a. We should limit how many babies are being born.
 - b. We should work together to keep the earth clean.
 - c. We should check the rivers for water quality more often.
 - d. We should refuse to use anything that is not recycled.

8. Which of the following is an example of a way that humans create air pollution?
 - a. driving a car to school.
 - b. riding a bicycle to school.
 - c. hanging wet laundry on a clothesline to dry.
 - d. testing air quality.

9. According to this story,
 - a. children all over the world are concerned with the cleanliness of the environment.
 - b. only children in the United States are concerned with the cleanliness of the environment.
 - c. children can do nothing to make the earth a better place.
 - d. children must get parents to help them find ways to make the world a better place.

10. Recycling helps the environment because
 - a. companies save money.
 - b. People save money.
 - c. We increase waste.
 - d. we reduce waste.

Answer Key

Can Kids Save the Earth?

By Melvin Berger

1. C
2. B
3. D
4. C
5. D
6. B
7. B
8. A
9. D
10. D

The Tale of a Garbage Barge

By Beverly McLoughland

Listen to the tale of a barge named *Mobro*
That was heading out from New York's shore.
It was hitched to a tug and was loaded down with garbage
Since the landfills couldn't hold any more.
Heave ho and the fair winds blow;
Where in the world will the garbage go?
North Carolina had agreed to take it.
So the captain, the crew, and all the flies
Were jolly as can be as they sailed the rolling sea.
But when they docked, they were in for a surprise.
The governor of the state had changed his mind of late
And was holding his nose from the smell.
He said: "Thank you, everyone, but we've got garbage by the ton,
And we don't need your garbage here as well."
They sailed to Georgia and they sailed to Florida,
But all they ever heard was: "No!"
It was "No!" in Mississippi, it "No!" in Louisiana.
It was "No!" again in Mexico.
After two months at sea, the *Mobro* headed home-
The captain, all the flies, and the crew.
They docked on New York's shore where they waited three months more
While the courts decided what to do.
"Burn the garbage," they said. This caused pollution
And left behind tons of ash.
It was buried somewhere in the landfills there,
Which already overflowed with trash.
That's the end of the tale of the barge named *Mabro*,
But it is the start for planning what to do.
Recycling garbage is one big answer,
Yet we need other answers, too.
Heave ho and the fair winds blow;
Where in the world will the garbage go?



Paragraph Research Activity

After reading the poem "Tale of the Garbage Barge" and "Can Kids Save the Planet?" respond to the following question:

Should people be forced to recycle?

To respond to this question you must:

1. State your position by restating the question in a positive or negative form.
2. Select a Core Democratic Value and explain how it supports your position.
3. Support your position with economics (money) or civics (government). Ask yourself how is money or government related to this issue?
4. Further support your position with facts and/or personal opinion.

1. State your position:

2. Select a CDV: _____

3. Support with economics or civics: _____

4. Support with facts: _____

5. Conclusion sentence: _____

Character “T”

To say that something fits a person to a “T” means that it fits them just right. When you describe someone to a “T” you use **character traits** that describe him or her just right.

Think about a character in the story you are reading. Write the **character traits** that describe your character on the left of the **T** below. Then support each trait with an example from the text where you found the example on the right side of the **T**.

Character: Eleanor Roosevelt

Character Trait	Support (example) from Text
1.	
2.	
3.	

Character Trait List		
Ambitious	Caring	Dependable
Friendly	Happy	Patient
Responsible	Reliable	Sociable
Strong-willed	Trusting	Egotistical
Honest	Conceited	Thoughtful
Unreasonable	Persistent	Intelligent
Self-confident	Supportive	Persuasive