

Yale 2017 PIER Summer Institute: Africa and the World

Title of Lesson: Imagine the Possibilities

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Subject Area(s): English as a Second Language

Grade Level(s): 6-8

Time Allotment: 60 minute period (6 Weeks)

Lesson Description: *Include- why is this important for students to know?*

This unit provides students with a glimpse into another part of the world (Malawi), encourages them to make connections and relate their experiences and ultimately promotes critical thinking around problems and possible solutions. By providing texts whose main character(s) are children around their age, students should also be able to see themselves and recognize themselves as capable participants in positively contributing to and changing the world around them, and as having an important role and responsibility, even at their age, in helping to make their home, community, and world a better place. Constantly employing critical thinking, as we will do around problems and solutions in this unit, is a practice and skill that is beneficial and transferable not only to all subject areas, but all areas of their lives.

Learning Context: *How does this lesson/unit fit within the context of the the larger unit or other units?*

This unit fits into a larger, cross-curricular unit where students will continue to explore ideas and the use of inventions to solve problems. In this larger unit, students will examine how things we typically see as trash and throw away can be used in creative and unusual ways, how imagining possibilities can help solve problems, and how and why asking questions often times leads to solving problems.

Compelling Question(s): *What question(s) will guide student inquiry during the lesson/unit?*

- What does it mean to be responsible?
- How do human beings demonstrate responsibility for their actions and for the well-being of others?
- How do human beings overcome adversity?
- To what extent can we elevate the lives of others in our family and our community?
- How can education influence our ability to transform ourselves and the world in which we live?
- How can developing such qualities as resilience and resourcefulness enhance our ability to respond to challenges and problems in our community and world?
- Why do some people just “tilt at windmills” while others build them?

Content Standards: *What standards are addressed through the teaching of this lesson/unit?*

RL.6-8.1, RL.6-8.4, SL.6-8.1, SL.6-8.4, SL.6-8.5, W.6-8.4, W.6-8.10, L.6-8.1, L.6-8.2, L.6-8.3, L.6-8.4, L.6-8.5, L.6-8.5, L.6-8.6

Lesson Objectives/Learning Intentions:

- **SWBAT compare and contrast the culture of Malawi with their own community and world, identifying specific ways in which both cultures are alike and different**
- **SWBAT explain the ways in which legends and folktales reflect the cultural context in which individuals and groups live.**
- **SWBAT analyze the author’s use of descriptive details and dialogue and how it helps readers connect to Kamkwamba’s experiences and to his culture.**
- **SWBAT determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings**
- **SWBAT engage effectively in a range of collaborative discussions on topics, texts, and issues, building on others’ ideas and expressing their own clearly.**
- **SWBAT write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.**
- **SWBAT conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**
- **SWBAT produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- **SWBAT cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- **SWBAT present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation**
- **SWBAT include multimedia components and visual displays in presentations to clarify information**
- **SWBAT use knowledge of language and its conventions and demonstrate command of the conventions of standard English capitalization, punctuation, spelling, grammar and usage when writing, listening, reading or speaking.**
- **SWBAT analyze how a character develops as he learns about his world and his ability to make a difference within it.**

Lesson Vocabulary:

Content Vocabulary	Skill/Process Vocabulary
Harness, Scorch, Sulk, Pinwheel, Gush, Bearings, Tinker, Gale, Drought, Anemia, Paranoia, Dire, Infrastructure, Entrepreneur, Credible, Skeptical, Kwashiorkor, Famine, Genocide, Mangle, Durable, Shrivel, Magnetize, Generate, Illuminate, Voltage, Polarity, Innovation, Accelerate, Functional, Barter, Deforestation, Deficit, Dynamo,	Know, Understand, Explain, Analyze, Interpret, Synthesize, Contrast, Compare, Construct, Evaluate, Apply, Question, Summarize

Crevice, Turmoil, Fate, Cunning, Disintegrate, Conduit, Windmill

Supporting Questions: *These questions are intended to contribute knowledge and insights to the inquiry behind the compelling question. These questions should provide students with the opportunity to explore content essential to advance the inquiry. Supporting questions should also serve to support development of formative assessment tasks (progress monitoring) and teacher or student selection of resources/teaching materials.*

Supporting Question 1	Supporting Question 2	Supporting Question 3
<p>(Day 1)</p> <p>1.What do you know and wonder about Africa and Malawi?</p> <p>2.What do you think the title of the book suggests about the content, focus, and theme of the book?</p> <p>3.What would you do if you encountered bubblegum on a road on the way to school?</p> <p>4.How could bubblegum result in someone losing his or her life?</p>	<p>(Day 2)</p> <p>1.How does the author’s use of descriptive details and dialogue help readers connect to Kamkwamba’s experiences and his culture?</p> <p>2.What is the narrator saying about the difference between how William views the scrap items and how others view them?</p> <p>3.How does the narrator make the reader see the importance of the small light?</p> <p>4.How do the illustrations expand upon the text? What important changes are depicted through the illustrations on these pages?</p>	<p>(Day 3)</p> <p>1.How do magic and science interact in our world?</p> <p>2.How do myths, folktales, and legends help to explain natural and human phenomena?</p> <p>3.How do the folktales and legends depicted in this chapter reflect key values and beliefs within Kamkwamba’s village and country?</p>
Formative Assessment	Formative Assessment	Formative Assessment
Evaluation of comprehension/understanding through discussion and answering of questions	Evaluation of comprehension/understanding through discussion and answering of questions	<p>1.Response to lesson essential questions (independently in informal writing, reflective journaling or paired discussion)</p> <p>2. Reflect on overarching essential questions and relationship to this chapter</p>
Materials/Resources	Materials/Resources	Materials/Resources
“The Boy Who Harnessed the Wind”	“The Boy Who Harnessed the Wind”	“The Boy Who Harnessed the Wind”

K-W-L chart Bubblemgum Reading Response books Sticky Notes	Reading Response books Sticky Notes	T-Chart Venn Diagram
Supporting Question 4	Supporting Question 5	Supporting Question 6
(Day 4) 1.How do human beings respond to conflict in their lives? 2.How do magic/superstition and science intersect? 3.How does the environment in which we live affect us and our families?	(Day 5) 1. Describe an important father figure you consider memorable. It can be your own, someone else's or even a fictional father figure. What makes such a figure memorable (in both positive and sometimes negative ways)?	(Day 6) 1. What kind of adversity does William's father confront and overcome in chapter two? 2.What are the character traits that support him in this process? 3.What aspects of the setting are especially challenging for William and his family?
Formative Assessment	Formative Assessment	Formative Assessment
Assess student comprehension through discussion, plot sequence/timeline analysis activity and journal assignment	Discussion, Venn Diagram, Essay	Discussion, Illustrations, Textual Evidence/Justification
Materials/Resources	Materials/Resources	Materials/Resources
"The Boy Who Harnessed the Wind" Reading Response books Sticky Notes Journals	"The Boy Who Harnessed the Wind" Venn Diagrams Compare/Contrast Essay Rubric	"The Boy Who Harnessed the Wind" Markers, Crayons, Colored Pencils Unlined paper Journals

Supporting Question 7	Supporting Question 8	Supporting Question 9
(Day 7) 1. What is the scientific method?	(Day 8) 1. How does weather affect us here in the United States? 2.What crops are grown in New Jersey?	(Day 9) 1. What are some ways people can conserve food? 2.How can we use our intelligence and understanding

		to overcome adversity? 3.How does our education shape and influence our relationship to the world?
Formative Assessment	Formative Assessment	Formative Assessment
Evaluation of comprehension/understanding through discussion and answering of questions, reading response books, and scientific method graphic organizer	Design a poster to raise awareness for the drought and famine in Malawi. Include ways that people can help.	Discussion, Journal Responses
Materials/Resources	Materials/Resources	Materials/Resources
“The Boy Who Harnessed the Wind” Scientific Method Graphic Organizer Reading Response books Sticky Notes	“The Boy Who Harnessed the Wind” Computers Unlined Paper Markers, Colored Pencils, Crayons	“The Boy Who Harnessed the Wind”

Supporting Question 10	Supporting Question 11	Supporting Question 12
(Day 10) 1.How do systems function? 2.How does collaboration support the maximization of systems in our world? 3.How does William face adversity and challenge using his intelligence and understanding of technology? 4.What are the challenges William faces with education?	(Day 11) 1.How did the villagers try and conserve food? 2.What was the most effective plan the villagers tried? Explain. 3.Do you have any ideas on what the villagers could have tried differently?	(Day 12) 1. Should all governments provide free education?
Formative Assessment	Formative Assessment	Formative Assessment
Evaluation of comprehension/understanding through discussion and answering of questions, venn	Assess through written responses and oral responses to comprehension questions	Argumentative Essay

diagram activity, reading response books, and exit ticket		
Materials/Resources	Materials/Resources	Materials/Resources
“The Boy Who Harnessed the Wind” Venn Diagram Reading Response books Sticky Notes	“The Boy Who Harnessed the Wind” Reading Response books Sticky Notes	“The Boy Who Harnessed the Wind” Argumentative Essay Rubric Argumentative Essay Outline

Supporting Question 13	Supporting Question 14	Supporting Question 15
(Day 13) 1.Should all governments provide free education?	(Day 14) 1.In a starving village, who is most vulnerable? In one of the more depressing chapters of the novel, is there anything that William can be thankful for?	(Day 15) 1.One thing was certain: No magic could save us now. Starving was a cruel kind of science.” What does this quote mean to you?
Formative Assessment	Formative Assessment	Formative Assessment
Debate	Assess through discussion, writing assignment, and evidence/justification utilized to argue a position during debate.	1.Quote Quilt 2. Reflection on overarching essential questions and relationship to this chapter
Materials/Resources	Materials/Resources	Materials/Resources
“The Boy Who Harnessed the Wind”	“The Boy Who Harnessed the Wind” Reading Response books Sticky Notes	“The Boy Who Harnessed the Wind”

Supporting Question 16	Supporting Question 17	Supporting Question 18
(Day 16) 1.How can necessity serve as a	(Day 17) 1.How can you connect	(Day 18) 1. What’s different about

<p>catalyst for learning?</p> <p>2. How do symbols function in narrative non-fiction?</p> <p>3. What is the significance of the windmill in the book's title?</p> <p>4. How does the famine continue to devastate the characters? In particular, why is it a significant influence on William's education?</p> <p>5. What connections can you make with William's previous education and reading selections?</p> <p>6. What can you predict about how William will use the resources he first encounters in the library?</p> <p>7. How can you connect William's experiences in this chapter to the statement he makes at the beginning of the book?</p>	<p>William's experiences in this chapter to the statement he makes at the beginning of the book?</p> <p>2. Why is the windmill so important to William, his village, and his future?</p> <p>3. What steps in the scientific process does William use in this chapter?</p> <p>4. How does William exhibit traits of an individual with a growth mindset?</p>	<p>William from the beginning of the story to now?</p> <p>How has he changed?</p> <p>Why has he changed?</p>
Formative Assessment	Formative Assessment	Formative Assessment
Assess through discussion and readers response book.	Assess through discussion, oral responses, and written responses to questions	1. Assess through discussion, writing, and plot sequence/timeline analysis activity
Materials/Resources	Materials/Resources	Materials/Resources
<p>"The Boy Who Harnessed the Wind"</p> <p>Short poem or prose passage related to symbolism</p> <p>Reading Response Books</p> <p>Sticky Notes</p>	<p>"The Boy Who Harnessed the Wind"</p> <p>Reading Response books</p> <p>Sticky Notes</p>	<p>"The Boy Who Harnessed the Wind"</p> <p>Character Development</p> <p>Graphic Organizers</p> <p>Plot Sequence/Timeline Analysis</p>

Supporting Question 19	Supporting Question 20	Supporting Question 21
<p>(Day 19)</p> <p>1.How do our dreams motivate us to overcome adversity? 2.What are the major fears that William confronts in chapter 10? 3.Why is education important to William?</p>	<p>(Day 20)</p> <p>1. How did people react when William told them he would demonstrate how his windmill worked? 2.Were the comments from the crowd more negative or more positive? 3.Did the attitude of the crowd change once William demonstrated how the windmill worked? 4. How did William’s family react as he prepared to demonstrate his windmill’s ability to generate electricity?</p>	<p>(Day 21)</p> <p>1. If you were a reporter for a local newspaper, what are some important facts you’d want to mention in an article about William and his accomplishments?</p>
Formative Assessment	Formative Assessment	Formative Assessment
Assess through oral and written responses as well as reflection on overarching essential questions and their relationship to chapters read and our discussion thus far.	Assess through oral and written responses.	Assess through format, style, and information included in news article.
Materials/Resources	Materials/Resources	Materials/Resources
“The Boy Who Harnessed the Wind” Reading Response books Sticky Notes	“The Boy Who Harnessed the Wind” Reading Response books Sticky Notes	“The Boy Who Harnessed the Wind”

Supporting Question 22	Supporting Question 23	Supporting Question 24
<p>(Day 22)</p> <p>1. What step in the scientific process did William disregard in his biogas experiment? 2.Though the water pump and</p>	<p>(Day 23)</p> <p>1.What information did Dr. Mchazime want from William regarding the windmill? 2.Why did Dr. Mchazime</p>	<p>(Day 24)</p> <p>1.What are various types of education that characters experience? How does formal education differ from the</p>

biogas were failures, what can we learn about William from these disappointments?	decide the whole world needed to know about William? 3.How did Dr. Mchazime get the word out about William's invention?	education of life experience? 2.What are the influences that shape William’s development from his childhood to his emergence into adulthood? 3. How can life experience shape and influence our growth as human beings?
Formative Assessment	Formative Assessment	Formative Assessment
Assess through oral and written responses as well as quote quilt	Assess oral and written responses as well as plot sequence/timeline analysis and journal reflection	Assess through oral and written responses
Materials/Resources	Materials/Resources	Materials/Resources
“The Boy Who Harnessed the Wind” Reading Response books Sticky Notes	“The Boy Who Harnessed the Wind” Reading Response books Sticky Notes	“The Boy Who Harnessed the Wind” Reading Response books Sticky Notes

Summative Assessments/Performance Tasks:

- As a group, select an issue or problem in the community, state, country, or world.
- Research information about this issue in order to clearly explain what the problem is, why it is a problem, how it became a problem, when it became a problem, where the problem is, and who is suffering,
- Research organizations or people working to address the issue you selected in order to explain what has or is already being done to solve this problem.
- Think of at least one other viable solution to the problem and create a plan to implement this solution.
- Present your ideas and findings to the class for discussion and feedback.

Lesson Activities:

WEEK 1
Day 1 – 60 minutes

Procedures:
ENGAGE

- Ask students to brainstorm what they think they already know about Africa –

particularly the country of Malawi (its location, culture, geography, etc.) and what they wonder or would like to know/learn using a K-W-L chart.

- Have students brainstorm what they think the title of the book suggests about the content, focus, and theme of the book. Ask them to share their predictions using a think-pair-share strategy.
- Discuss bubble gum. Ask students what they would do if they encountered it on a road on the way to school. Ask them to make predictions: How could bubblegum result in someone losing his or her life? Use this activity to explore the conflict between magic/superstition and science. Where does one end and another begin?

EXPLORE

- Collectively begin reading chapter one aloud, stopping periodically to gauge comprehension and discuss, ask and answer comprehension questions, note and define new vocabulary, highlight and discuss use of figurative language
- As you read, direct students to add examples of figurative language, unknown words, important quotes and character traits to their reading response books using sticky notes.

EXPLAIN

With 15 minutes left in the period, have students turn and talk and use 10 minutes to discuss what they listed in their K-W-L chart, as well as their predictions about the text, and what they have discovered so far based on the reading.

EXTEND

In the last five minutes, students will complete an exit ticket based on the following question. Based on the reading, what additional questions/predictions do you have?

EVALUATE

Evaluate comprehension through discussion and answering of questions.

Day 2 – 60 minutes

ENGAGE

Turn and talk with a partner and answer the following questions orally:

On which continent does William live?

When do the events in the book take place?

Is the time period when the book takes place important?

What is the climate like where William lives?

What is the geography like and why is that an important part of the setting?

Does William live in a prosperous or poor area? How do you know?

How does the place where the Kamkwambas live affect William and his family's lives?

Does the setting influence the mood of the book?

Is the setting almost like another person in the book?

EXPLORE

- Continue reading chapter one aloud as a class, stopping periodically to gauge comprehension and discuss, ask and answer comprehension questions, note and define new vocabulary, highlight and discuss use of figurative language
- As you read, direct students to add examples of figurative language, unknown words, important quotes, and character traits to their reading response books using sticky notes.

EXPLAIN

- In pairs answer the following questions in writing (using the text as necessary):
- Thinking Within the Text: How does the author’s use of descriptive details and dialogue help readers connect to Kamkwamba’s experiences and his culture? (pages 10-11)
- Thinking About and Beyond the Text: Cite the simile that is used to highlight the value of the scraps William finds. What is the narrator saying about the difference between how William views these items and how others view them? (page 16)
- Thinking Within and Beyond the Text: How does the narrator make the reader see the importance of the small light? (pages 24-25)
- Thinking About and Beyond the Text: How do the illustrations expand upon the text? What important changes are depicted through the illustrations on these pages? (pages 28-29)

EXTEND

In the last 5-6 minutes have students complete an exit ticket listing at least one similarity and one difference between William and themselves, and one similarity and one difference between Malawi and either their home country or the United States.

EVALUATE

Evaluate comprehension through discussion and answering of questions.

Day 3 – 60 minutes

ENGAGE

Select three character traits to describe William. Use text evidence to support the traits you have chosen. Consider his thoughts, feelings, actions, and words. Write your name and the trait on one side of a sticky note, the text evidence on the back and place the sticky notes on the “Character Traits” wall.

EXPLORE

Discuss orally with a partner:

- 1.How do magic and science interact in our world?
- 2.How do myths, folktales, and legends help to explain natural and human phenomena?
- 3.How do the folktales and legends depicted in this chapter reflect key values and beliefs within Kamkwamba’s village and country?

EXPLAIN

- Work with a partner and use a T-Chart to list details about the time and the place where William grew up, citing textual evidence
- Work with a partner and use a Venn Diagram to compare Malawi to the United States citing evidence from the text.

EXTEND

Review and reflect on overarching essential questions and relationship to this chapter.

EVALUATE

Use oral discussion, written responses, and graphic organizers to assess understanding

Day 4 – 60 Minutes

ENGAGE

Select one of the following questions to journal about:

- How do human beings respond to conflict in their lives?
- How do magic/superstition and science intersect?
- How does the environment in which we live affect us and our families?

Then, partner up with someone or a small group who answered your same question and spend 5-7 minutes discussing.

Each group will share out with the class their responses to the question they chose. The class will reflect upon the responses and add on if there is more they feel can be contributed to a thoughtful consideration of the questions.

EXPLORE

- Begin reading chapter two aloud as a class, stopping periodically to gauge comprehension and discuss, ask and answer comprehension questions, note and define new vocabulary, highlight and discuss use of figurative language
- As you read, direct students to add examples of figurative language, unknown words, important quotes and character traits to their reading response books using sticky notes.

EXPLAIN

- Guide students in using what they have read, discussed and learned to construct a plot sequence/timeline analysis, highlighting key events and conflicts presented in Kamkwamba's narrative.
- In any time remaining, students will present and discuss timelines justifying choices they made in selecting certain events or journal and include their thoughts on chapter two.

EVALUATE

Assess student comprehension through discussion, plot sequence/timeline analysis activity and journal assignment

Day 5 – 60 minutes

ENGAGE

Journal Assignment:

Chapter two focuses upon a rich and detailed portrait of William's father, who has an enormous and enduring influence upon his life. Describe an important father figure you consider memorable. It can be your own, someone else's or even a fictional father figure. What makes such a figure memorable (in both positive and sometimes negative ways)?

EXPLORE

Define and discuss foreshadowing. Review chapter two highlighting certain passages which provide a warning or indication of future events. Identify and discuss these passages with students. (William's ingenuity in building a bird trap, William and Geoffrey fearing that difficult times were on the way).

EXPLAIN

- Review format, instructions and rubric for compare/contrast essay.
- Provide students with venn diagram. Students will use Venn Diagram to compare and contrast William and his father citing evidence from the text, then use this venn diagram to organize an essay analyzing their similarities and differences.

EVALUATE

Assess comprehension through discussion, venn diagram, and essay.

WEEK 2

Day 6 – 60 minutes

ENGAGE

Respond in writing to the following questions:

What kind of adversity does William's father confront and overcome in chapter two?

What are the character traits that support him in this process?

What aspects of the setting are especially challenging for William and his family?

EXPLORE

Use the vivid descriptions in the text to illustrate the setting of the story. Attach specific quotes to justify the choices in your illustration.

EXPLAIN

Students will share what they drew providing justification for their artistic choices using evidence from the text.

EXTEND

Journal Assignment: Once again, the conflict between magic and science continues to challenge William. How does he react to his first-and only-direct encounter with magic? How might you have reacted if you had been in William's situation?

EVALUATE

Assess through discussion, illustration, textual evidence and justification used.

Day 7 – 60 minutes

ENGAGE

What is the scientific method? (Think-Pair-Share)

EXPLORE

- Ask students to look for how the scientific method is used in as they read and keep track using the graphic organizer.
- Read chapters three and four aloud as a class, stopping periodically to gauge comprehension and discuss, ask and answer comprehension questions, note and define new vocabulary, highlight and discuss use of figurative language
- As you read, direct students to add examples of figurative language, unknown words, important quotes, and character traits to their reading response books using sticky notes.

EVALUATE

Assess through discussion, reading response books, graphic organizer.

Day 8 – 60 minutes

ENGAGE

Writing assignment: How does weather affect us here in the United States?

EXPLORE

Research assignment: What crops are grown in New Jersey?

EXPLAIN

Design a poster to raise awareness for the drought and famine in Malawi. Include ways that people can help.

EVALUATE

Assess using writing assignment, research assignment, discussion, and poster.

Day 9 – 60 minutes

ENGAGE

Discuss with a partner: What are some ways people can conserve food?

EXPLORE

- Collectively begin reading chapter five aloud, stopping periodically to gauge comprehension and discuss, ask and answer comprehension questions, note and define

new vocabulary, highlight and discuss use of figurative language

- **As you read, direct students to add examples of figurative language, unknown words, important quotes and character traits to their reading response books using sticky notes.**

EXPLAIN

Journal assignment:

Choose one question to answer:

How does our education shape and influence our relationship with the world?

How can we use our intelligence and understanding to overcome adversity?

EVALUATE

Assess through discussion and journal responses

Day 10 – 60 minutes

ENGAGE

Imagine your world without electricity. Write for 5-10 minutes providing a description of your environment such as home and/or school without electricity.

EXPLORE

- **Collectively continue reading chapter five aloud, stopping periodically to gauge comprehension and discuss, ask and answer comprehension questions, note and define new vocabulary, highlight and discuss use of figurative language**
- **As you read, direct students to add examples of figurative language, unknown words, important quotes and character traits to their reading response books using sticky notes.**

EXPLAIN

Venn diagram assignment: How does William’s experience with schooling compare to and differ from your current experiences in middle school?

EXTEND

Exit Ticket: What do we learn about William’s country in this chapter?

EVALUATE

Assess through venn diagram assignment, discussion, reading response books, and exit ticket.

WEEK 3

Day 11 – 60 minutes

ENGAGE

Writing assignment:

- How did the villagers try and conserve food?
- What was the most effective plan the villagers tried? Explain.
- Do you have any ideas on what the villagers could have tried differently?

EXPLORE

- Collectively continue reading chapters six and seven aloud, stopping periodically to gauge comprehension and discuss, ask and answer comprehension questions, note and define new vocabulary, highlight and discuss use of figurative language
- As you read, direct students to add examples of figurative language, unknown words, important quotes and character traits to their reading response books using sticky notes.

EVALUATE

Assess through written responses and oral responses to comprehension questions

Day 12 – 60 minutes

ENGAGE

Writing assignment: Should all governments provide free education?

EXPLAIN

Provide rubric, outline and instructions for argumentative essay. Review format. Guide students in completing outline and then arguing their position in writing as teacher monitors, checks-in, provides feedback and works one on one with students as necessary.

EVALUATE

Argumentative essay

Day 13 – 60 minutes

ENGAGE

Class discussion: Should all governments provide free education? Why or why not?

EXPLORE

Introduce and explain format, rules and instructions for debate. Allow time for students to meet with and discuss their responses in groups and research in preparation for debate.

EXPLAIN

Students will work in groups to argue their positions in a practice debate.

EVALUATE

Assess facts, examples, statistics, sources used to justify arguments.

Day 14 – 60 minutes

ENGAGE

Writing assignment: In a starving village, who is the most vulnerable?

EXPLORE

- Collectively continue reading chapter eight aloud, stopping periodically to gauge comprehension and discuss, ask and answer comprehension questions, note and define new vocabulary, highlight and discuss use of figurative language
- As you read, direct students to add examples of figurative language, unknown words, important quotes and character traits to their reading response books using sticky notes.

EXPLAIN

Review format, rules and instructions for debate. Allow time for second debate. Discuss which teams had a better argument and why.

EVALUATE

Assess through discussion, writing assignment, and evidence/justification utilized to argue a position during debate.

Day 15 – 60 minutes

ENGAGE

Writing assignment:

One thing was certain: No magic could save us now. Starving was a cruel kind of science.”
What does this quote mean to you?

EXPLAIN

Have students go back through their readers response book and select meaningful quotes for their quote quilt. Students will write a quote on one side of the quilt square and why it is meaningful on the other side.

EXTEND

Journal assignment:

Reflect on overarching essential questions and their relationship to chapters read thus far.

EVALUATE

Assess discussion, reflection and work so far on quote quilt.

WEEK 4

Day 16 – 60 minutes

ENGAGE

Provide students with a brief poem or prose selection that is focused on a significant symbol. Have them (either individually or in pairs) analyze the significance of the symbol.

EXPLORE

- Guide students in discussing and exploring symbolism as you read through chapter nine.
- Begin reading chapter nine aloud, stopping periodically to gauge comprehension and discuss, ask and answer comprehension questions, note and define new vocabulary, highlight and discuss use of figurative language
- As you read, direct students to add examples of figurative language, unknown words, important quotes and character traits to their reading response books using sticky notes.

EVALUATE

Assess through discussion and readers response book.

Day 17 – 60 minutes

ENGAGE

What is a “growth mindset”?

EXPLORE

- Study the photograph in the middle of Chapter 9. Does anything surprise you?
- Continue reading chapter nine aloud, stopping periodically to gauge comprehension and discuss, ask and answer comprehension questions, note and define new vocabulary, highlight and discuss use of figurative language
- As you read, direct students to add examples of figurative language, unknown words, important quotes and character traits to their reading response books using sticky notes.

EXPLAIN

Writing assignment:

- What steps in the scientific process does William use in this chapter?
- How does William exhibit traits of an individual with a growth mindset?

EVALUATE

Assess through discussion, oral responses, and written responses to questions

Day 18- 60 minutes

ENGAGE

Writing assignment:

What’s different about William from the beginning of the story to now?

How has he changed?
Why has he changed?

EXPLORE

Work with a partner to find evidence from text to show how William changed and developed during the course of the story.

EXPLAIN

Work with a partner to identify and explain several cause and effect relationships in the text related to William's growth citing text evidence.

EXTEND

Continue work on plot sequence/timeline analysis activity

EVALUATE

Assess through discussion, writing, character development graphic organizer and plot sequence/timeline analysis activity

Day 19 – 60 minutes

ENGAGE

Writing Assignment

How do our dreams motivate us to overcome adversity?

What are your dreams?

How do you plan to make those dreams become a reality?

EXPLORE

- Begin reading chapter ten aloud, stopping periodically to gauge comprehension and discuss, ask and answer comprehension questions, note and define new vocabulary, highlight and discuss use of figurative language
- As you read, direct students to add examples of figurative language, unknown words, important quotes and character traits to their reading response books using sticky notes.

EXTEND

Journal assignment:

Reflect on overarching essential questions and their relationship to chapters read and our discussion thus far.

EVALUATE

Assess through oral and written responses

Day 20 – 60 minutes

ENGAGE

Writing assignment:

What advice would you give to William?

EXPLORE

- Begin reading chapter eleven aloud, stopping periodically to gauge comprehension and discuss, ask and answer comprehension questions, note and define new vocabulary, highlight and discuss use of figurative language
- As you read, direct students to add examples of figurative language, unknown words, important quotes and character traits to their reading response books using sticky notes.

EXPLAIN

Write a paragraph discussing William's ingenuity in the face of adversity.

EVALUATE

Assess through oral and written responses.

WEEK 5

Day 21 – 60 minutes

ENGAGE

If you were a reporter for a local newspaper, what are some important facts you'd want to mention in an article about William and his accomplishments?

EXPLORE

- Begin reading chapter twelve aloud, stopping periodically to gauge comprehension and discuss, ask and answer comprehension questions, note and define new vocabulary, highlight and discuss use of figurative language
- As you read, direct students to add examples of figurative language, unknown words, important quotes and character traits to their reading response books using sticky notes.

EXPLAIN

- Review the wh- questions important to journalism. Distribute rubric and instructions for newspaper article instructing students to start with a catchy title and write in a way that is interesting to the reader.
- Students will then work to create a first draft of a newspaper article about William and his recent accomplishment, constructing a windmill.

EVALUATE

Assess through format, style, and information included in news article.

Day 22 – 60 minutes

ENGAGE

Writing Assignment: Do you agree or disagree with the following statement... “Failure is equally as important and beneficial as success.” Explain.

EXPLORE

- Begin reading chapter thirteen aloud, stopping periodically to gauge comprehension and discuss, ask and answer comprehension questions, note and define new vocabulary, highlight and discuss use of figurative language
- As you read, direct students to add examples of figurative language, unknown words, important quotes and character traits to their reading response books using sticky notes.

EXPLAIN

Have students go back through their readers response book and select meaningful quotes for their quote quilt. Students will write a quote on one side of the quilt square and why it is meaningful on the other side

EXTEND

1. What step in the scientific process did William disregard in his biogas experiment?
2. Though the water pump and biogas were failures, what can we learn about William from these disappointments?

EVALUATE

Assess oral and written responses and quote quilt

Day 23 – 60 minutes

ENGAGE

Update plot sequence/timeline analysis

EXPLORE

- Begin reading chapter fourteen aloud, stopping periodically to gauge comprehension and discuss, ask and answer comprehension questions, note and define new vocabulary, highlight and discuss use of figurative language
- As you read, direct students to add examples of figurative language, unknown words, important quotes and character traits to their reading response books using sticky notes.

EXTEND

Journal assignment:

Reflect on overarching essential questions and their relationship to chapters read and our discussion thus far.

EVALUATE

Assess oral and written responses as well as plot sequence/timeline analysis and journal reflection

Day 24 – 60 minutes

ENGAGE

Writing assignment: How can life experience shape and influence our growth as human beings?

EXPLORE

- Begin reading chapter fifteen aloud, stopping periodically to gauge comprehension and discuss, ask and answer comprehension questions, note and define new vocabulary, highlight and discuss use of figurative language
- As you read, direct students to add examples of figurative language, unknown words, important quotes and character traits to their reading response books using sticky notes.

EXPLAIN

- What are various types of education that characters experience? How does formal education differ from the education of life experience?
- What are the influences that shape William’s development from his childhood to his emergence into adulthood?

EVALUATE

Assess through oral and written responses

Day 25 – 60 minutes

ENGAGE

William concludes the text by saying, “But whatever it was I decided to do, I would apply this one lesson I’d learned: If you want to make it, all you have to do is try.” In what way can you try to help others and/or make the world around you a better place?

EXPLORE (Provide the following instructions and information for culminating project – to be worked on and completed during week six - along with rubric outlining how students will be assessed)

- First, select a topic from the list to explore. Choose an issue facing your family, home, school, community, state, or country or just an issue that you are passionate about but doesn’t necessarily directly relate to you.
- Once topics are selected, groups will be formed based on similar interests.
- These groups will then begin to research the who, what, when, where, how and why of the problem, taking notes on what they find in order to share the information in the form of a presentation which should persuade viewers that this is indeed a very serious and

important issue which should have all of our attention.

- Next, each group will research and find out how other people and organizations have attempted or are currently attempting to solve the problem, creating a list of ideas and solutions already in place or already tried.
- Finally, each group will brainstorm another unmentioned possibility for solving the problem, outlining a plan for how they would put the idea in place.
- Each presentation should include multimedia components and visual displays.

EXPLAIN

When finished, students will present and explain their ideas and findings.

EXTEND

- In journal, reflect on overarching essential questions and their relationship to chapters read and our discussion thus far.
- Complete Quote Quilt
- Complete Plot Sequence/Timeline Analysis
- Submit final draft of Newspaper article

EVALUATE

Students will be assessed on their contribution to the final project, persuasiveness of presentation, strength of ideas and plan, and synthesis of information learned.

WEEK 6 – Provide work time as needed on culminating project. Students will then present their ideas and learning to the class for review and feedback and both students and teacher will evaluate each group on their efforts based on project rubric.