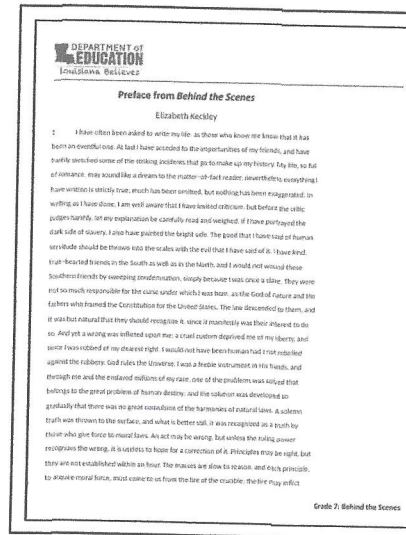


Lesson 3: Examine tone to determine theme



We reread the first part of the preface from memoir *Behind the Scenes* by Elizabeth Keckley, and identified and paraphrased her claims related to slavery.

About this lesson

Students read a story from the oral tradition titled "The People Could Fly" by Virginia Hamilton. They then examine words and phrases used to express tone, and use those findings to determine a theme for the story.

- An audio recording of "The People Could Fly" is available at <http://www.virginiahamilton.com/media/audio-books/the-people-could-fly-american-black-folktales-special-edition/>. *link dead found reading on youtube by "CML". (10 min. of audio)*

Before Core:

- ① Knowledge - folk tale/oral tradition
slaves ≠ literacy
- ② Language -
 - Dialect:
 - Missing words (A4 "Say") "Say" = They say
 - Dropped word endings (A1) "Climbin" = climbing
 - slave/owner/master/owner
- * mention that some authors put an apostrophe to show missing words/letters

- ③ Listen to audio + annotate for unknown words/phrases

Let's Review! Teaching Notes

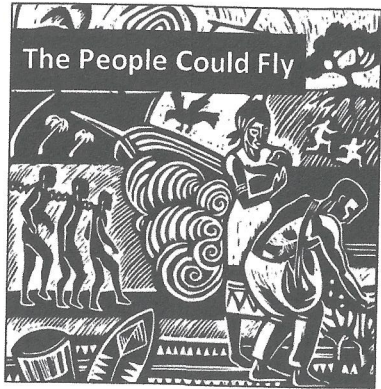
Suggested Pacing: ~1 minute

Directions:

- Briefly review the previous learning.

Remind students of the CWT (see anchor chart)

Ask: Keckley referred to slavery as wrong because... it robbed her of liberty. but... she didn't blame her Southern friends.



Today we will:

- Read "The People Could Fly," by Virginia Hamilton.
- Examine words and phrases which communicate the author's tone.
- Determine themes for the story.

Let's Prepare! (Slide 1 of 2)
Teaching Notes

Suggested Pacing: ~1 minute

Directions:

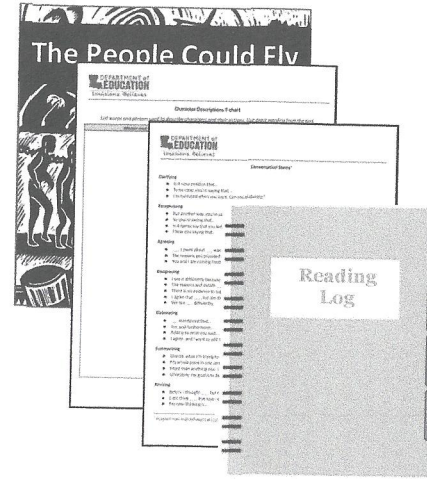
- Read the slide.
- Briefly explain how this lesson prepares students for another lesson and/or the end-of-unit assessments.
- Throughout the lesson, compare students' responses and work to the student look-fors. Determine the students who need additional support with reading, understanding, or expressing their understanding of complex, grade-level texts. During this lesson or before the next lesson, support those students individually or in a small group using the Additional Supports for Diverse Learners.

"The People Could Fly" is located in

The Unit Reader.
~~Make handout for LL3~~

Distribute handout for Language Link 3.
have students complete independently prior to reading.

Lead a share out using TTMs.



You will need:

- "The People Could Fly" by Virginia Hamilton
- character description t-chart handout
- conversation stems handout
- your reading log
- pen/pencil

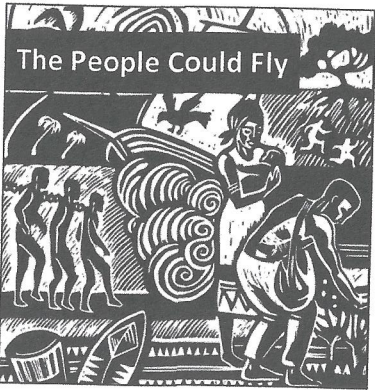
Let's Prepare! (Slide 2 of 2)
Teaching Notes

Suggested Pacing: ~2 minutes

Directions:

- Access and distribute the text using an established routine.
- Wait to distribute the character description t-chart handout and conversation stems learning tool until later in the lesson.
- Ask students to locate their reading logs.
- This lesson uses a reading log and accountable talk. Access the strategy one-pagers to learn about [reading logs](#) and [accountable talk](#).

Have students follow lesson prep routine



- Follow along in your text as I read aloud.

Additional Notes:

- If necessary, tell students that this story is from the oral tradition. This means that the story was passed from person to person by being told orally. Later, it was written down.

Wholeclass Support:

Remind them about folktales

Ask: How were folktales often told?

Why are some words spelled funny or missing?

Why would the author do that on purpose? **meaning (analysis)**

Let's Read!

Teaching Notes

Suggested Pacing: ~10 minutes

Directions:

- Say: "I'm going to read the this text aloud. As I read, think about the words and phrases used to describe the characters and their actions."
- Read aloud "The People Could Fly" as students follow along.
- Pause at various points during the read aloud to clarify that students understand the meaning of the following terms: scorned, glinty coal, overseer, bawling, croon, crunched, seize, ring-sing. (The "ring-sing" is probably a variation on the "ring shout": An African-inspired dance, the "ring shout" consisted of dancers singing, clapping, and moving in a circular fashion until reaching a state of spiritual ecstasy. Both the ring shout and spirituals expressed the joy and hope, pain and sorrow of the enslaved.)
- Ask students to identify words and phrases that describe the character and their actions by citing from the text.

Student Look-Fors:

- Students should be listening as they follow along in their copies of the text.

Read from Annotated teacher copy providing student friendly definitions as needed

A 6, 8, 12, 13, 18, 26

Tell students to annotate words that describe characters + their actions

Ask: **Author's Craft (observation)**
 What words + phrases stand out to you?
 What does that language cause you to feel?
 (+/-)

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Character Descriptions T-chart

List words and phrases used to describe characters and their actions. Use exact wording from the text.

Master and Overseer	Sarah, Toby, and the others who could be

Grade 7: Behind the Scenes

- List words and phrases used to describe the characters and their actions. *AC (obs.)*
- Record exact words and phrases from the text.

- Toby, and the other slaves?"

Student Look-Fors:

- As they list descriptions, students should begin to recognize that the master and overseer are described very differently than Sarah, Toby, and the others.
- See the completed t-chart handout.

Support stems in each column to add if needed:

These words + images are mostly <u>negative/bad</u> .	These words + images are mostly <u>positive/good</u> .
---	--

**If kids respond "good" + "bad" push them to also record "positive" + "negative".*

Let's Read!
Teaching Notes

Suggested Pacing: ~10 minutes

Directions:

- Review the concept of author's tone in writing. Tone is the attitude of the narrator or author toward a character, a topic, or an audience. *Define for all*
- Say, "Let's examine the author's attitude toward the characters in this story."
- Divide the class into pairs using an established classroom routine. *homogenous pairs*
- Distribute the character description t-chart handout.
- Model filling in the first word/phrase so students have an example to follow. (See completed chart for appropriate responses.) *Pull small group as needed*
- Ask pairs to follow the directions on the slide.
- Monitor students as they are filling in the chart. Assist them by using the possible supports if necessary. Make sure they are writing down descriptions.

Possible Supports During the Lesson:

- If students are not providing answers similar to the Student Look-Fors:
 - Ask: "What words or phrases does the author use to describe the master and overseer?" *AC (obs.)*
 - Ask: "What words and phrases does the author use to describe Sarah,

Remind students to look at their annotations from the Read-a-loud as they complete the chart.

What patterns do you notice about each set of words/phrases?

What associations or connotations does each set of words convey?

Structure
(Patterns/
Contrasts)

Doesn't answer pattern

Student Look-Fors:

- Expected student responses: The first column of words and phrases are negative. The associations being made are that these characters perform harsh, violent acts. The second column of words and phrases are much more positive. The associations being made are that these characters are light, airy, and magical. See the completed character description t-chart handout for examples.
- Students should use the conversation stems during discussion. This is an opportunity to familiarize them with how to have a productive class discussion.
- Students might also notice Sarah's weariness.
- Use TMs to push students to use the language of the questions

"The pattern that I notice is that the author uses negative words and phrases to describe the characters on the left + positive for the characters on the right"

Agree/Disagree
What in the text
makes you think that?

Remind
students to refer to
this as needed.
They already have it.

Let's Discuss! Teaching Notes

Suggested Pacing: ~5 minutes

Directions:

- Read the slide.
- Distribute copies of the conversation stems learning tool and ask students to place it in the "Handouts" section of their reading logs.
- Ask pairs to discuss the questions on the slide for 60 seconds.
- Encourage students to share their responses with the class.
- Conduct a class discussion, encouraging students to use the conversation stems learning tool.
- Use teacher talk moves so students [clearly express their ideas (Goal One), listen carefully to understand others' ideas (Goal Two), provide evidence to support their claims (Goal Three), establish new ways of thinking (Goal Four)].

Possible Supports During the Lesson:

- If students are not providing answers similar to the Student Look-Fors:
 - Ask: "Which column contains words/phrases that are positive? Negative?"
 - Ask: "Which words/phrases support your ideas?"

AC (obs)

Language Link 4 can be used here for optional support, if students are struggling to express understanding to match the amended look-for.

What is the author's attitude toward the master and overseer?

What is the author's attitude toward Toby, Sarah, and the others?

ETS
(patterns & contrast)

Doesn't address "attitude" / tone

- Expected student responses: The author uses words that are hard, harsh, and violent to describe the master and overseer. She uses positive phrases to describe Toby, Sarah, and the others. See the completed character t-chart handout for examples.
- Students should use the conversation stems during discussion. This is an opportunity to familiarize them with how to have a productive class discussion.

use TMS to push to correct

"The author's attitude toward the master + the overseer is disapproving."

"The author's attitude toward Toby, Sarah, and the others is sympathetic."

create support resource - list of +/- tone words

neg -
accusatory
critical
offended
sharp

pos +
hopeful
compassionate
affectionate
gentle

Let's Discuss!
Teaching Notes

Suggested Pacing: ~5 minutes

Directions:

- Read the slide.
- Ask pairs to discuss the questions on the slide for 60 seconds.
- Encourage students to share their responses with the class.
- Conduct a class discussion, encouraging students to use the conversation stems learning tool.
- Use teacher talk moves so students [clearly express their ideas (Goal One), listen carefully to understand others' ideas (Goal Two), provide evidence to support their claims (Goal Three), establish new ways of thinking (Goal Four)].

Possible Supports During the Lesson:

- If students are not providing answers similar to the Student Look-Fors:
 - Ask: "How can you tell how the author feels about each set of characters?"
 - Ask: "Which words/phrases support your ideas?"

ETS

Student Look-Fors:

Students need to understand they are looking at the relationship b/w the author's craft and structure to see how the author creates meaning.

What happens at the end of the story?

What is the significance of Toby and Sarah's flight?

Summary

meaning
(analysis)

Student Look-Fors:

- Expected student responses: At the end of the story, the slaves who still have their wings are able to fly away. Others do not. The master and overseer watch them fly and are helpless. Toby just laughs at them. Do Toby and Sarah escape their plight by running away or dying? These are two possible interpretations.
- Students should use the stems. This is an opportunity to familiarize them with how to have a productive class discussion.

• Students will likely respond: "They are free" push with TTMs.

"Toby and Sarah's flight is significant because it is symbolic of them achieving freedom from their abusers. The burden of slavery is lifted from them. In fact, Sarah is described as being "light as a feather."

Let's Discuss!
Teaching Notes

Suggested Pacing: ~5 minutes

Directions:

- Read the slide.
- Ask pairs to discuss the questions on the slide for 60 seconds.
- Encourage students to share their responses with the class.
- Conduct a class discussion, encouraging students to use the conversation stems learning tool.
- Use teacher talk moves so students [clearly express their ideas (Goal One), listen carefully to understand others' ideas (Goal Two), provide evidence to support their claims (Goal Three), establish new ways of thinking (Goal Four)].

Possible Supports During the Lesson:

- If students are not providing answers similar to the Student Look-Fors:
 - Ask: "What happens to Sarah and Toby? What happens to the others?"
 - Ask: "What is the cost of the flight?"
 - Ask: "Do you think the people are actually flying? Or is the act of flying a metaphor for something else?"
 - Ask: "How do the master and overseer react to the flight?" (obs).

Return to reread AZ6 if students are struggling here.

• What words + phrases are used to describe the flight? (obs)

• What does "light as a feather" mean? (analysis)

• What is their flight symbolic of? (analysis)

Find 2 kids that disagree have them defend their positions w/ evidence from the text.

What is the author's message about the subject of the story?

Student Look-Fors:

- Possible student responses: The story is about the subject of slavery or perhaps the freedom from slavery. The author is saying that slavery is shameful and destructive, but also that people can rise above their enslavement and free themselves.
- Students should use the stems. This is an opportunity to familiarize them with how to have a productive class discussion.

"The author's message about slavery is that slavery is shameful + abusive but can only be done to the body."

"The author's message about freedom is that freedom is worth the ultimate sacrifice."

Let's Discuss!
Teaching Notes

Suggested Pacing: ~5 minutes

Directions:

- Read the slide.
- Ask pairs to discuss the questions on the slide for 60 seconds.
- Encourage students to share their responses with the class.
- Conduct a class discussion, encouraging students to use the conversation stems learning tool.
- Use teacher talk moves so students [clearly express their ideas (Goal One), listen carefully to understand others' ideas (Goal Two), provide evidence to support their claims (Goal Three), establish new ways of thinking (Goal Four)].

Possible Supports During the Lesson:

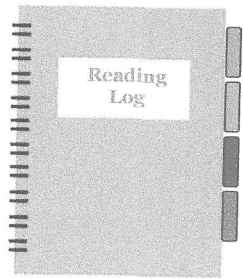
- If students are not providing answers similar to the Student Look-Fors:
 - Ask: "What is the subject? Is there more than one?"
 - Ask: "What is the author's (or storyteller's) attitude toward that subject?"
 - Ask: "How do you know? What text evidence can you find to support your ideas?"

(analysis)

Possible subjects

slavery
freedom
hope

Push students to understand that slavery is a cruelty that exist on the physical body on earth. Not to the soul and not in the after life



- As an exit ticket, write a theme statement.
- Complete this sentence:
 - "With this story, the author wishes to say that . . . "

Meaning
(analysis)

Additional Notes:

- Consider asking students to write their response on lined notebook paper that they turn in at the end of the class period. When you pass it back to them, these formative assessments should be stored under the "Assessments" tab of their reading logs.

Extend:

In title, a genre about
topic, author, author, uses
C/S/E to reveal theme.

In "The People Could Fly," a folktale about slavery, author, Virginia Hamilton, uses positive + negative connotative diction to reveal that while the body can be a slave, one's soul is always free."

Let's Express Our Understanding!
Teaching Notes

Suggested Pacing: ~5 minutes

Directions:

- Instruct students to follow the directions on the slide. They should draw on the previous class discussion.

Possible Supports During the Lesson:

- If students are not writing answers similar to the Student Look-Fors:
 - Ask: "Consider the writer's (or storyteller's) purpose for telling the story. What do you think it was?" (meaning) analysis
 - Ask: "What message did the author wish to get across?"

Student Look-Fors:

- Sample student responses:
 - With this story, the author wishes to say that only the body can be a slave; the mind and the spirit are always free.
 - With this story, the author wishes to say that slavery is evil, and that people have every right to run away from their captors.

In this lesson, you learned how an author's choice of words can impact their tone, and how tone impacts message.

You also determined a theme for a narrative.

Let's Close!

Teaching Notes

Suggested Pacing: ~1 minute

Directions:

- Read the slide.

Support Weak responses
w/ small group sentence
frames as needed.

Support med → high
responses w/ peer edits +
revision