

04.05-04.06 _Monday-Tuesday_ NTS Final Essay Pt. 1

Lesson Title: Rite-of-Passage	Duration: 60 min
Context:	
Number of Students in the Class: 30	
# ELLS	2
# Students with Disabilities	2 IEPs (Both students have autism, but are high functioning)
# Gifted and Talented	0
Special Considerations	<p>Students who have a challenging time with completion/submission will work with the ELA tutor when gathering evidence.</p> <p>ELLs may use text-to-speech</p> <p>High performing students will compare the character Annemarie from <i>Number the Stars</i> (Literary Text) to Amira from “Diary of a Teenage Refugee” (Informational text) adapted by <i>Common Lit</i>.</p>
Materials: Computer Zoom Headphones Lesson Document Posted for each student in Google Classroom Journal for Notes Pencil Hard Copy or Digital Copy of <i>Number the Stars</i> by Lois Lowry	
Key Standards: CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
CCSS.ELA-LITERACY.RL.5.2	

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Measurable Objectives

At the end of the lesson, objectively identify the correct definition for coming-of-age and explain in writing (or text-to-speech) how Annemarie's response to adversity in her rite-of-passage contributes to her coming-of-age story.

Academic Language:

- coming-of-age
- rite of passage
- adversity
- summarize
- evidence
- cite

Background: The information that is critical for students to understand by the end of the lesson.

Motivation: This assignment is the foundation to students' final literary essay writing on *Number the Stars* by Lois Lowry. By the end of the lesson students will be able to define the terms, coming-of-age and rite of passage in order to clearly explain how Annemarie matures despite adversity throughout the novel.

Connections to prior knowledge / assets:**Prior Knowledge**

- Students can identify main ideas and supporting details using comprehension strategies such as highlighting and annotating
- Students know the meanings of development, maturity and naive from earlier in the *Number the Stars* Unit
- Students can compare and contrast to draw conclusions about characters.
- Students can summarize text

Interests

- *Avengers* (Robert Downey Junior (Iron Man) and Tom Holland (Spiderman))
 - A clip of Spiderman including Iron Man will be used for Anticipatory Set
- Pop and Hip/Hop Rap

- Instrumental Pop and Hip/Hop Rap will be played during Independent Work Time

Lesson Sequence:

- **Introduction & Do Now:** (10 min) - Whole Class
- **Anticipatory Set:** Spider Man Analysis (10 min) - Whole Class
- **Body of Content:** Brainstorming (20 minutes) - Small Groups (Breakout Rooms)
- **Check for Understanding** (5 min)
- **Elaborate:** Gathering Evidence and Discussion (10 min) Whole Group/Small Group (with Tutor)
- **Assessment:** Exit Ticket (5 min)

Introduction:

Time:	What the Teacher Does:	What the Students Do:
10 min	<p>Say: Good morning scholars! By the end of the lesson, you will be able to explain how Annemarie's response to adversity in her coming-of-age story contributes to her rite-of-passage by the end of the novel by writing a literary essay.</p> <p>Ask: What will you be able to do by the end of the lesson?</p> <p>Student: "By the end of the lesson, I will be able to write an essay explaining how Annemarie's response to adversity in her coming of age story contributes to her rite of passage by the end of the novel."</p> <p>Say: "Let's review what you've read. Then you will take a 2 minute "time to climb" quiz in Nearpod to check for understanding."</p>	<p>As students enter Zoom, they will read the following informational text and respond to 2 questions in the collaboration board on Nearpod.</p> <ol style="list-style-type: none"> 1. What might it mean to "come of age"? Define this term in your own words. 2. What is the role of a rite of passage in coming-of-age? <p>Coming-of-Age Literature</p> <p>"A coming-of-age narrative follows the development of a child or adolescent into maturity or adulthood. Coming-of-age novels are commonly called <i>Bildungsroman</i> or "formation novels" because they show the intellectual or emotional development (formation) of a</p>

<p>Ask: Shawn, based on the text, what is the meaning of coming of age?</p> <p>Shawn: “Coming of age means a protagonist has changed from a naive child into a more mature and experienced person. Their ideas about the world and about themselves change through challenges or new discoveries.”</p> <p>Say: Nice Shawn! Lunna, what does rite of passage mean based on the text?</p> <p>Lunna: “Rite of Passage refers to a turning point or the moment when a protagonist changes, letting go of childish beliefs or ideas.”</p> <p>Say: “Thank you Lunna!” Micah, read the definition of adversity below the passage.</p> <p>Micah: “Adversity means difficulties or misfortune.”</p> <p>Say: Scholars, click on the link in the chat to get to “time to climb” in Nearpod. When I say go, you will have 2 minutes to complete the quiz ... Go!</p> <p>Nice scholars, 100% scored correctly.</p>	<p>protagonist. This type of narrative typically features a young protagonist who undergoes challenges, new experiences, and realizations in the process of developing a more adult identity. A frequent part of the coming-of-age narrative is the way in which a protagonist’s adult identity is shaped by historical events and influenced by social obligations and expectations.</p> <p>Coming-of-age literature typically includes a protagonist who makes discoveries about him or herself and the world, and who through this rite of passage experiences a “turning point,” a point of no return that marks the transition from childhood to adulthood. A protagonist may change by losing an innocent or naïve perspective, realizing the adult world is complex, or letting go of childhood beliefs.</p> <p>The protagonist of a coming-of-age text will often experience a rite of passage that will bridge their childhood and adulthood. Some examples may include completion of a challenge or conquering a fear. After experiencing this “turning point,” the protagonist may have a greater knowledge of him or herself and accept the complexities of the world. He or she changes from being naïve and</p>
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		<p>idealistic to being more knowledgeable, experienced, and realistic about challenges. This shift can be symbolized in literature through images of water and rebirth, quests or other journeys, and passage through tunnels, bridges, or other means of crossing to the “other side.”</p> <p>In Nearpod, students will compete by taking a quick “time to climb”, competitive quiz game and will select the correct answer choice to match terms (coming of age, adversity, and rite of passage) to their definitions.”</p>
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Anticipatory Set:

Time: 10 min	What the Teacher Does: Scholars, we will now watch a video clip from Youtube, “Peter Parker: Nothing Without This Suit”. As you watch, think about the words, “If you’re nothing without this suit, then you shouldn’t have it.” How does this exemplify Peter’s rite of passage in this coming of age story? https://youtu.be/fiUZ88Hh4lM Video Ends & Teacher Shares Screen Say: Scholars, take a minute to think (pause) What does Tony Stark mean when he says, “If you’re nothing without this suit, then you shouldn’t	What the Students Do: Students will jot notes in assigned Google Doc as they watch the video then respond to the question. Review the quote from the video clip, “If you’re nothing without this suit, then you shouldn’t have it?” What does this mean, and how does this exemplify Peter Parkers’ rite of passage in his coming of age story?
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<p>have it”? Write your answer in the text box provided in your Google Doc.</p> <p>Break it down (Scaffold):</p> <p>Ask: What does it mean to feel like nothing? Looking for hands?</p> <p>Jeremih: It means you feel you can’t do something.</p> <p>Say: Ani, add on.</p> <p>Ani: I agree with Jeremih, and I’d like to add on. To say you’re nothing means you feel worthless or useless.</p> <p>Say: Scholars, agree or disagree?</p> <p><i>(Scholars are non-verbally agreeing)</i></p> <p>Ask: So, William, where does Peter Parker think his strength comes from?</p> <p>William: Peter Parker thinks his strength comes from his suit.</p> <p>Say: Scholars, agree or disagree?</p> <p>Scholars are non-verbally agreeing</p> <p>Say: Everyone, go back to the glossary at the beginning of the lesson. What does rite of passage mean?</p> <p>Get there in 10, 9, 8, 7, 6....</p> <p>Ask: Jose, what does rite of passage mean?</p>	
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<p>Jose: Rite of passage means turning point or the moment when a protagonist changes, letting go of childish beliefs or ideas.</p> <p>Ask: Scholars agree or disagree?</p> <p>Scholars are agreeing</p> <p>Ask: So, how does Peter's bravery in this moment reveal Peter's rite of passage? Prince, respond.</p> <p>Prince: Peter's bravery in this moment reveals his rite of passage because he's stuck under the rubble and realizes his strength doesn't come from the suit.</p> <p>Say: Eva add on.</p> <p>Eva: Prince, I agree with you, and I'd like to add on. Peter realizes his strength comes from within himself. His suit doesn't make him a superhero. He's a superhero because he is kind, good-hearted, cares for people, and wants to save the world.</p> <p>Ask: Scholars agree or disagree?</p> <p>Say: So, why is this a coming of age story? Robert.</p> <p>Robert: This is a coming of age story because Peter doesn't act like a kid anymore. Kids think that dressing up like superheroes makes them stronger, but Peter knows now that he's already strong without his suit.</p>	
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	<p>Say: Nathan, add on. Use the word adversity in your response.</p> <p>Nathan: Robert, I agree, and I'd like to add on. Peter isn't naive anymore. He overcame adversity and is mature now.</p> <p><i>(Scholars are non-verbally agreeing)</i></p>	
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Body of Instruction:

Time 20 min	What the Teacher Does:	What the Students Do: Students will respond in writing to three questions, then they will discuss as a whole group to reinforce key ideas.
	<p>Say: Nice work analyzing the scene from Spiderman. We will go through a similar process when writing your essays. You've done such amazing work with <i>Number the Stars</i> so far, and I'm so excited to see you show all you've learned in a slightly different way. We're going to spend the next three days developing a literary essay that explores the idea of coming-of-age in <i>Number the Stars</i>. Today, we're going to brainstorm, generate, ideas, and gather evidence that will help us respond to the prompt. Tomorrow, we'll plan and outline to make sure our ideas are clear, and then finally we will write and revise. Essay writing is a skill you'll need throughout your academic career, and I can't wait to see your in depth analysis of the novel.</p> <p>Say: I am going to consider this quote from the informational text.</p>	<p>Brainstorming</p> <ol style="list-style-type: none"> 1. Consider this sentence from our Do Now text: <i>This type of narrative typically features a young protagonist who undergoes challenges, new experiences, and realizations in the process of developing a more adult identity.</i> 2. How does this sentence apply to Annemarie in <i>Number the Stars</i>? 2. Choose 2-3 of the following sentence stems. Use each to craft a complete sentence that explains some aspect of Annemarie's coming of age. <ul style="list-style-type: none"> • At the beginning of the novel • By the end of the novel

	<p><i>This type of narrative typically features a young protagonist who undergoes challenges, new experiences, and realizations in the process of developing a more adult identity.</i></p> <p>Then I'm going to ask myself, how does this sentence apply to Spider Man?</p> <p>The sentence applies to Spider Man because Peter Parker overcomes immaturity and adversity. He was challenged emotionally because he thought he was nothing and powerless without his suit, and therefore naive. He was challenged to find the strength to rise up from the rubble when the building collapsed. But in the end, he realized his strength came from within and used all of his physical strength to rise from the ashes and destruction.</p> <p>Now it's your turn. How does this sentence apply to Annemarie in <i>Number the Stars</i>? You have 3 minutes to write.</p> <p>Exemplar 1: This sentence applies to Number the Stars because Annemarie undergoes many challenges (especially her run through the woods) and realizes much more about the world over the course of the novel. She is much less naive at the end of the novel than she was at the beginning.</p>	<ul style="list-style-type: none">• Annemarie begins to change when• Annemarie's turning point• Annemarie realizes• Because of the challenge of• Since her experience with <p>3. Think about the plot of the novel. What experiences or scenes seem most significant to Annemarie's coming of age? You may wish to look back at your annotations or previous classwork packets. Jot your thoughts below.</p>
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	<p>Scholars, now you have 6 minutes to work with your groups to complete questions 2-3.</p> <p>Exemplar 2: Answers will vary, e.g. “At the beginning of the novel, Annemarie thought that only characters in fairytales could be called upon to be brave.”</p> <p>Exemplar 3:</p> <ul style="list-style-type: none"> • Annemarie’s conversations about bravery with Uncle Henrik • her run through the woods • her maturity during Great Aunt Birte’s funeral 	
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Check for understanding:

Time 5 min	<p>What the Teacher Does:</p> <p>Ask: Angel, what is an example of Annemarie’s rite of passage?</p> <p>Angel: An example of Annemarie’s rite of passage is when she’s traveling through the woods to deliver an important package.</p> <p>Say: Isaac add on.</p> <p>Isaac: Angel, I agree with you, and I’d like to add on. This is an example of Annemarie’s rite of passage because she was a child walking through the woods all</p>	<p>What the Students Do:</p> <p>Students will participate in a whole group discussion.</p>
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<p>alone, but she found a way to be brave. She remembered the stories that she would tell her little sister, Kirsti. Telling the stories to herself made her happy and joyful in the scary woods.</p> <p>Say: Giselle, add on.</p> <p>Giselle: Isaac and Angel, I agree with you, and I'd like to add on. Annemarie's rite of passage because she is no longer childish, like she was at the beginning of the novel. She understands that humans are brave too. Doing what she can to protect her best friend Ellen from the Nazis is important to her even if it means lying to the soldiers she has to face in the woods.</p> <p>Say: Nice work scholars. I agree. This is Annemarie's coming of age story because this journey through the woods demonstrates her maturity. We see Annemarie develop from the girl who believed in fairytales to the young woman who takes on the huge weight of protecting her best friend and other Jews from the Nazi soldiers. She begins to understand what Mama and Uncle Henrik have shared with her about bravery, and how knowing less will help her to have courage.</p>	
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Elaborate on the content:

Time 10 min	What the Teacher Does: Say: Scholars, consider this quote from “Coming-of-Age Literature”: <i>A protagonist may change by losing an innocent or naïve perspective, realizing the adult world is complex, or letting go of childhood beliefs.</i>	What the Students Do: Students will silently and independently respond to the following question while the teacher monitors student progress on Go Guardian.
	When I say go, you will have 5 minutes to silently and independently respond to the question. Exemplar 4: This quote applies to Annemarie because: <ul style="list-style-type: none"> • She lost an innocent perspective (she thought they were in no danger from the Nazis, thought Papa could keep them safe, didn't understand the danger of the soldiers on the street corner/Mrs. Rosen's shop closing) • She experienced real danger and found courage in herself • She realized new things about the adult world (people can lie as a way to protect each other, what courage means, etc.) <p><i>(Teacher calls out strong responses and gives revision suggestions in the moment.)</i></p>	Consider this quote from “Coming-of-Age Literature”: <i>A protagonist may change by losing an innocent or naïve perspective, realizing the adult world is complex, or letting go of childhood beliefs.</i> How does this quote apply to Annemarie?

Assessment:

Time 5 min	What the Teacher Does: Scholars, when I say go, you will have 10 minutes to silently and independently complete the Exit Ticket. Go!	What the Students Do: Students will silently and independently complete the Exit Ticket. Exit Ticket <ol style="list-style-type: none"> 1. What is a coming of age narrative? <ol style="list-style-type: none"> a. A story in which the protagonist faces a challenge b. A story in which the protagonist goes on a journey c. A story in which the protagonist learns a lesson d. A story in which the protagonist develops from being naïve to being mature 2. What makes <i>Number the Stars</i> a coming-of-age narrative?
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References

Lowry, L. (2011). *Number the Stars* (Reissue ed.). HMH Books for Young Readers.

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