UNIT 1: Among the Hidden

Subject(s): English Language Arts
Grade: 5
Curriculum Unit: Life Choices: Past and Present

Extended Text- **Among the Hidden** by Margaret Peterson Haddix
Synopsis of the Book: In a future where the Population Police enforce the law limiting a family to only two children, Luke has lived all twelve of his years in isolation and fear on his family’s farm, until another “third” convinces him that the government is wrong.

Paired Passage pre- and post- Assessment - [www.readworks.org](http://www.readworks.org) Text: Me and My Habits and Cool to be Kind (Lexile 870)

Thematically Connected Short Texts-
*The Patchwork Path: A Quilt Map to Freedom* by Bettye Stroud
“Harriet Tubman”, poem from *Honey I Love* by Eloise Greenfield
*Source Book of Short Text from the Comprehension Toolkit* by Stephanie Harvey and Anne Goudvis,
*Toolkit Texts from the Comprehension Toolkit* by Stephanie Harvey and Anne Goudvis,
“We Were Here, Too”, pages 58-59- optional connected text

Time Frame for Unit: August 31st - October 9th

GENRES within the unit: Science Fiction, Fiction, Nonfiction, and Poetry

Interdisciplinary Standard
SS5H1. The student will explain the causes, major events, and consequences of the Civil War.

**Literature Standards** (revise when Georgia Standards of Excellence are published)

<table>
<thead>
<tr>
<th>Primary Reading Standards – Key Ideas and Details</th>
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<tr>
<td>ELACCSRL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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</table>
ELACCSRL2: 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.

ELACCSRL3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

ELACCSRL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELACCSRL5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

ELACCSRL6: Describe how a narrator’s or speaker’s point of view influences how events are described.

Range of Reading and Level of Text Complexity

ELACCSRL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

ELACCRF4: The students will read with sufficient accuracy and fluency to support comprehension.

Comprehension Strategies: Reading

- Inferring
- Visualizing
- Questioning

Speaking, Listening, and Viewing

Comprehension and Collaboration

ELACCSSL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explain under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELACCSSL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELACCSSL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

ELACCSSL4: Report on a topic or text or present an opinion, sequencing
Ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**ELACCSS5L5**: Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of ideas or themes.

**Vocabulary Acquisition and Use**

**ELACCSS4L4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**ELACCSS5L5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language, including similes and metaphors, in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**ELACCSS6L6**: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

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**Students will know (Knowledge):**

- The students will be able to compare and contrast two or more characters, settings, or events in texts by citing details from the texts including how characters respond to challenges.
- The students will be able to summarize the text.
- The students will analyze characters in literature.
- The students will know the characteristics of science fiction literature.
- The students will know the following types of figurative language: simile, metaphor, hyperbole, personification, and idiom.
- The students will understand, acquire, and use new vocabulary correctly.
- The students will identify and analyze how the author’s use of words creates tone and mood, and they will give evidence from text to support their conclusions.
The students will analyze the effects of sound and figurative language in order to uncover meaning in the text.

The students will use comprehension strategies while reading the text. (Visualizing, Connecting to Text, Questioning, Inferring, and Using Fix-up Strategies)

**Students will be able to (Skills):**

- The students will be able to apply comprehension strategies while reading the text.
- The students will determine the meaning of words and phrases as they are used in the text, including figurative language such as metaphors and similes.
- The students will be able to identify elements of science fiction from while reading science fiction texts.
- The students will be able to identify sensory details in the text.
- The students will be able to identify elements of plot and setting.
- The students will be able to analyze and discuss the characters, their motivations, and their conflicts based on the text.
- The students will summarize passages from the text.
- The students will be able to identify the types of figurative language from the text.
- The students will be able to explain how the author’s choice of words establishes the tone and the mood in the text.

**Reading Performance Tasks:** Allow students to choose which mini-task to complete as a graded assignment.

**Scenario:** The government has imposed a law limiting families to no more than 2 children per household. You are the third child in your family and you have been forced into hiding. When it became known that you were going to be forced into hiding, someone gave you a copy of the book, *Among the Hidden*, to read while you are in hiding. You are to keep a journal to write about the situation you and your family are experiencing as a result of this law being enforced. As you write your journal entries compare and contrast the events/circumstances that you are in to the events/circumstances that happened in *Among the Hidden*. Include evidence from the book in your comparing and contrasting statements. Your journal will include a separate entry for each of the topics listed below. You must include the following entries in your journal:

1. Provide details about place where you are being hidden; Give a description of what it is like on the inside of the place where you are hiding as well as what you can view from whatever window or vent you have that gives you a glimpse of the outside world. You may include a detailed drawing with this journal entry.
   
   Compare/contrast your hiding place to Luke’s hiding place in *Among the Hidden*.

2. State how provisions that have been made for you to have the necessities of life. Explain how you feel about being in this situation. Are you really living, or are you merely surviving your existence? Compare/contrast your feelings to those of Luke while he was forced to hide in *Among the Hidden*.

3. Describe the characters of the people who are helping you to hide. List the risks your helpers are taking and the consequences they face if they are caught helping you. Compare/contrast these characters with the characters in *Among the Hidden*.

4. Explain why the government made such a law that limits the number of children to two per family. Are the government’s reasons the same as the government’s reasons in *Among the Hidden*? Compare/contrast your government’s reasons to those of the government in *Among the Hidden* OR explain whether or not you agree with the government’s decision. You must take a position one way or the other and include your reasons to support your position. Compare/contrast your position to Luke’s or Jen’s position in *Among the Hidden*.

5. Explain what happens to you in the end. Did you survive? Did the government change its position on “third” children? Did you take on a new identity in order to come out of hiding? Compare/contrast what happened to you with what happened to Luke in *Among the Hidden*.

**Culminating Task**

After reading *The Patchwork Path* and *Among the Hidden*, write a compare/contrast summary in which you compare the challenges the characters face in hiding and escaping or communicating with those hidden. Give several examples from the text to support your discussion.
### Teacher Assessments
- Response to Literature in Reader’s Notebooks
- Weekly Vocabulary Activities and Quizzes
- Graphic organizers
- Class and Small Group Discussion participation
- Performance Task
- Culminating Task
- Paired Passage Assessment

### Whole Group Instruction
#### Mini-Lessons:
- Introducing the book
- Working in groups
- Analyzing characterization
- Interpreting character traits
- Using quotes from the text to support ideas
- Citing a quote from a book
- Synthesizing
- Inferring
- Understanding Theme in Literature
- Visualizing
- Analogies
- Writing a Response to Literature
- Figurative Language
- Setting
- Elements of Plot
- Using Context Clues

### Individual Student Tasks:
- Responses in Readers’ Notebooks
- Weekly vocabulary assessments
- Periodic Chapter Assessments
- Read Write Talk activities
- Characterization Organizer
- Characterization Organizers with Notes on each main character
- Analyzing Characterization—Literature Response
- Interpreting character traits – Literature Response
- Using a quote from the text – Literature Response
- Citing a quote from a book – Literature Response
### Essential Questions

- How does answering an anticipation guide help me engage with the text?
- What are the characteristics of science fiction?
- How does knowing the genre of the book that I am reading help me to better understand the book?
- What does it mean to visualize the text while I am reading? How does this help me understand the text?
- What is background knowledge (schema), and why is it important in reading?
- How can the author’s choice of words create tone and mood in a text?
- What strategies do readers use to grow ideas about characters?
- How does an author develop characters in literature?
- How does the author develop the characters of Luke and Jen in *Among the Hidden*?
- How do the events in a story influence the characters’ actions?
- What is point of view in literature?
- How does point of view influence how events are described?
- How does knowing more vocabulary words help improve my reading comprehension?
- How can context clues help me determine meaning of new words in the text?
- How do I write a response to literature?
- How do tone and mood create the overall meaning of a text?
- What is plot in literature? How do I trace the plot of a story?
- How does the author use sensory details to develop the plot, setting, and characters in a text?
- What is theme in literature? What is the theme for *Among the Hidden*?
- What is propaganda?
- How do laws and government regulations influence a society?

### Interdisciplinary Standards

**SS5H1 The student will explain the causes, major events, and consequences of the Civil War.**

a. Identify Uncle Tom’s Cabin and John Brown’s raid on Harper’s Ferry, and explain how each of these events was related to the Civil War.
b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South.
c. Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.
e. Describe the effects of war on the North and South.

### Notes about close study reading:
The emphasis in close study reading is to give students the opportunity to build their own schema through the close analytical reading of the text. The reading experience often begins with a cold reading of the text without any background information. The first few lessons in this unit are designed to help the students understand and engage in the genre of science fiction. Since this is a fifth grade unit, many of the students will have limited experience with this particular genre. The students will come back to the anticipation guide to analyze their answers to the questions and see how their answers may have changed after the close analytical reading of the text.

**DAILY PACING GUIDE**

**Reading**

**DAY 1 – Getting Ready to Read Among the Hidden**
Anticipation Guide and Discussion: Among the Hidden by Margaret Peterson Haddix.

**Standard(s):**
ELACC5SL1

**Learning Target (LT): I can use an anticipation guide to interact with the text and my peers.**

**Mini-Lesson:** The teacher will explain that readers’ ideas and opinions on topics and issues can change from the beginning of a book study to the end of the book study. The teacher will also explain that our personal experiences will cause us to think or act a certain way, but those thoughts and actions can change according to circumstances and experiences that we encounter. The teacher will prepare an anticipation guide for the students to answer independently during class. (See suggested chart below.)

Answer Choices for anticipation guide:
- Yes = I agree
- No = I disagree
- ? = I don’t know

<table>
<thead>
<tr>
<th>Response before reading</th>
<th>Statement</th>
<th>Response after reading</th>
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<tbody>
<tr>
<td></td>
<td>Having a loving family fulfills our basic human needs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All members of a group should be treated equally.</td>
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<td></td>
<td>It is never all right to cover up the truth.</td>
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<td></td>
<td>It is unnatural for people to have an attachment to someone they don’t really know well.</td>
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<tr>
<td></td>
<td>The purpose of life is to strive for, and eventually reach, our goals and dreams at any cost.</td>
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<tr>
<td></td>
<td>If you share a secret with someone, even if it is about something illegal, it is never all right to tell anyone about it.</td>
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<tr>
<td></td>
<td>Running away from your family and home is never acceptable</td>
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The teacher will explain that the students need to copy the anticipation guide chart in their readers’ notebook so that they will be able to compare their responses from the pre-reading to the post reading of the book. Once the students have answered the anticipation guide questions in their notebooks, the teacher will divide the students into partners or small groups to discuss their responses to the anticipation guide questions. This will be done as a read-write-talk activity.

Once the groups are formed, the following questions should be discussed among the partners/groups.

- Which item on the anticipation guide caused the most thought-provoking discussion in your group?
- Give a brief explanation/synopsis of the discussion.
- What were some of the strongest opinions/feelings from the members in your group?
- Did your group have any disagreements? If so, explain.
- Once the discussion took place, did any one statement or argument cause you to change your initial responses to the anticipation guide questions?

**Work Time:** Independent reading, guided reading, running records, or conferring with readers

**Closing:** The groups/partners will share their responses to the anticipation guide.

### Day 2 - Introducing the genre for *Among the Hidden*

**Standard(s):**
- ELACCSRL5, ELACCSL4

**Suggested Vocabulary for Chapter 1.**
- shudder, harrumphed, pursed, chiseled, skittish

**LT: I can identify the characteristics of science fiction.**

**Mini-Lesson:** The teacher will begin by telling students that there are many variations of the definition of science fiction. Many science fiction experts do not agree on a definition of science fiction. The teacher will explain that science fiction is a genre that creates alternate scenarios and then watches them play out. Another definition for science fiction is fiction that deals primarily with the impact of actual or imagined science on society or individuals or having a scientific factor as an essential orienting component in the text. The teacher will explain that *Among the Hidden* can be classified as a science fiction book. As the students begin the book study, it is important to emphasize that this will be an inquiry-based book study, and that the students will search for answers from the text throughout the course of the book study.

The teacher will create an anchor chart that illustrates the characteristics of science fiction. The chart will be entitled, “What are the characteristics of science fiction?” (See example of suggested charts below.)

### What are the characteristics of science fiction?

<table>
<thead>
<tr>
<th>Characteristic of Science Fiction</th>
<th>Based on scientific principles and technology</th>
<th>May make predictions about life in the future</th>
<th>May deal with aliens or life in other worlds</th>
<th>May present important issues that impact society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did I find the evidence of the science fiction?</td>
<td>Did I find this characteristic in the story? (Yes or No)</td>
<td>Did I find this characteristic in the story? (Yes or No)</td>
<td>Did I find this characteristic in the story? (Yes or No)</td>
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</table>
The teacher will guide the students in making a chart for the characteristics of science fiction in their readers’ notebooks that will be completed as they progress through the book study. The teacher will read chapter 1, and ask students to listen for the characteristics of science based on the information from the chart. The students will complete the science fiction attribute chart following the teacher’s modeled example. The students may work as individuals, in pairs, or small groups according to what the teacher prefers in order to complete the attribute chart. When students complete their responses to the science fiction attribute chart, they will do the independent work time portion of the lesson.

**Work Time:** Independent reading, guided reading, running records, or conferring with readers

**Closing:** The students will share their responses on the attribute chart based on text evidence from Chapter 1.
Suggested Vocabulary for Chapter 2.
flickered, hulking, beckoned

LT: I can explain how different parts of a text fit together to develop the structure of the text.

Mini-Lesson: The teacher will explain that background knowledge is important for readers to use while reading texts because readers use what they know to help them understand new information (build schema). The teacher will ask students to share how learning about science fiction in the previous lesson helped to build schema to help them better understand the text. Before reading chapter 2, complete the Tea Party activity. (Suggested quotes and directions are listed below.)

Work Time: Independent reading, guided reading, running records, or conferring with readers

Closing: Some students will share their responses with the whole group that was completed during the Turn and Talk (read-write-talk) activity.

“The Tea Party”

Use it before you read a text/chapter.

1. Distribute index cards with phrases, sentences, or single words (or pictures even) excerpted from the text.
2. Students move around the room at timed intervals reading the index cards to each other, discussing meaning, predicting, and making connections. They have to meet with at least 3 other students. Could use groups instead of individuals.
3. Form small groups to discuss and record "we think" statements.
   - "We think...
     - That this selection is about....(prediction)
     - That this selection is like...(comparing)
     - That this selection reminds us of...(connecting to what they already know; things going on in the world today)
     - That this selection is sad/happy because...(commenting, evaluating)

4. Share "we think" statements
5. Read the text

- He had never disobeyed the order to hide. (pg. 1)
- Told you before, we didn’t have a choice. Government wanted it. You can’t tell the Government no. (pg. 2)
- There was a law against Luke. (pg. 3)
- Somehow, Luke never got as old as Matthew and Mark. (pg. 7)
- “How old do I have to be before people can see me?” (pg. 8)
- …he wasn’t supposed to look out because people driving by might catch a glimpse of his face. (pg. 8)
- He felt like he was drowning in the flow of her words. (pg. 9)
The Population Law (pg. 10)
“I wouldn’t even let your dad talk about...getting rid of you” (pg. 9)
…the Population Police had ways of finding out everything. (pg. 10)
I wasn’t going to keep you secret forever. But then... (pg. 10)
Luke glanced toward the hulking television in the living room. He wasn’t allowed to watch it. (pg. 10)
Who wanted to meet strangers, anyways? (pg. 11)
Home, where the backyard always beckoned, always safe and protected by the house and the barn and the woods. (pg. 11)
Until they took the woods away. (pg. 11)

DAY 4 –
Standard:
ELACC5RL3, ELACC5RL10, ELACC5L4

Suggested Vocabulary for Chapter 3.
Idly, bellowed, muttered, skittish, reluctantly

LT: I can generate a mental movie that draws on earlier sections of the text for specifics that flesh out the characters and setting.

Mini-Lesson: The teacher will use the Lucy Calkins Units of Study for Reading, Volume 1, Following Characters into Meaning: Envisionment, Prediction, and Inference as a resource. The section on the top left column on page 14, “Strong Envisioners are Apt to...” is a great anchor chart to use with this lesson. Also, the lessons on Visualizing from the Comprehension Toolkit by Stephanie Harvey and Anne Goudvis is another good resource to use. The teacher will explain the concept of a movie playing in the reader’s mind while reading. As the teacher begins reading chapter 3 to the students, the teacher will ask them to visualize/envision the story in their minds while reading. (The movie is playing in the reader’s mind). Students will read chapter 3 in whole group and write about their envisionment/visualization in their readers’ notebooks. Lucy Calkins refers to responding to the envisioning process for readers as a “stop and jot” time where students record what they envisioned as they read the passage. The students will select a portion of the text in chapter 3 and write a description of their envisionment/visualization based on the text passage (Text-based answers). This readers’ responses do not need to be involved—the students just need a brief description of the envisionment/visualization and the text passage that the student upon which the student’s envisionment/visualization from chapter 3 is based.

Work Time: Complete reading mini-task number 1. Collect for a grade. (OPTIONAL)

Closing: The teacher will select students to share their “stop and jot” responses from their readers’ notebooks with the whole group. The teacher may want to have students share their task if time allows.

DAY 5 –
Standard(s):
ELACC5RL10, ELACC5L4

LT: I can monitor for sense by recognizing when the reader stops being able to imagine the story. I know that by rereading, I can usually resume the mental movie.
**Mini-Lesson:** The teacher will teach that readers need to monitor not only for sense but also for complacency, and need to have fix-up strategies to wake themselves up, reminding self envision as they read. Explain to students that when we read, we need to see not just WORDS, but also the WORLD of the story through the eyes of the character. Select an engaging section for yesterday’s reading (chapter 3). Ask students to list as if they are living within the scene. As the teacher, truly read with expression (different voices, etc.). You may want to direct certain students to act as Luke, Matthew, Mark, or Dad. See the suggestions on page 34 of Following Characters Into Meaning: Envisionment, Prediction, and Inference—Lucy Calkins.

Send children off, after reallying them to finish re-reading chapter three as actively as they’ve been experiencing the read-aloud. Tell them to try to practically turn the text into a play. Try to BE the main character. From now on, as you read books, try to make the stories come to life.

If time permits, consider having students complete the illustration task on in the mid-workshop teaching point on pages 36-37 of Following Characters Into Meaning: Envisionment, Prediction, and Inference.

**Work Time:** Independent reading, guided reading, running records, or conferring with readers

**Closing:** Discuss places in the text when the story came to life.

**DAY 6**

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**Standard(s):**
ELACC5RL1, ELACC5RL2, ELACC5RL3, ELACC5RL10, ELACC5L4

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**LT:** I can empathize with the characters in the text.

**Mini-Lesson: Before the lesson, explicitly teach what it means to empathize.** The teacher will teach the students that when we read ourselves awake, really envisioning what’s happening in the story that we are almost in the character’s shoes, we often find ourselves remembering times in our lives when we lived through something similar, and we then bring feelings and insights from those experiences to bear on our understanding of whatever we are reading. Think back to chapter one (pg. 3) when dad explodes at Luke. Put yourself into Luke’s shoes; Imagine how you would feel if you had to stay away from the windows. If you were hidden. If you were treated differently. Model how to “stop and jot”.

Have students finish reading chapters 4 & 5, stopping and jotting at various points to empathize with the characters. Refer to Lucy Calkins session 3 from *Units of Study for Reading, Volume 1, Following Characters into Meaning: Envisionment, Prediction, and Inference.*

**Work Time:** Independent reading, guided reading, running records, or conferring with readers

**Closing:** Students will share thoughts
LT: I can create a mental movie as I read.

Mini-Lesson: The teacher will make a chart for today’s lesson entitled, “Strategies Readers Use to Grow Ideas About Characters”. Refer to the Lucy Calkins book, “Following Characters into Meaning: Envisionment, Prediction, and Inference”, Volume 1 from the Units of Study for Teaching Reading Grades 3-5.

The teacher will initiate a discussion around how Luke could be described based on what they have read in Among the Hidden thus far. The students will state adjectives to describe Luke. The teacher will chart the student responses. The teacher will remind students that one way to understand the character in a story is to visualize what the character looks like as we read the text. This is the “movie in your mind” concept that is going on while you read. Remind students of the visualizing/envisioning lesson that was previously done in this unit. The teacher will direct the students to read Chapters 6-7 with the “movie playing in their minds” in order to engage with Luke’s character. The students will read chapters 6-7 during class today. To help them understand Luke’s character, they will practice visualizing/envisioning the character while they read. After reading chapters 6-7, the students will answer a constructed response question to be collected for a grade using the passage from the book on pages 34-35:

...Sorry, Luke. You need tucking in, don’t you? She fluffed his pillow, smoothed his sheet.
Luke sat up. “That’s okay, Mother. I’m getting too old for this any”----he swallowed a lump in his throat----“anyway. I bet you weren’t still tucking Matthew or Mark in when they were twelve.”
“No,” she said quietly.
Then I don’t need it either.”
“Okay,” she said.
She kissed his forehead, anyhow, then turned out the light. Luke turned his face to the wall until she left.

Suggested questions to prompt readers’ constructed response:
1) How is Luke feeling at this point in the story?
2) Why does Luke react this way to his mom?
3) What does this tell us about Luke’s character?
4) Have you ever had a situation with one of your parents that is similar to the scene in this passage?

Work Time: Independent reading, guided reading, running records, or conferring with readers

Closing: Ask students to share how “making a movie in their minds” while reading helped them to understand Luke’s character.
**DAY 8 –**
**Standard(s):**  
ELACC5L4, ELACC5RL6

**Suggested Vocabulary for Chapter 8.**
cracklings, retreated, apparatus, teetering, scoffed, zeal, blubbered

**LT: I can identify the narrator’s point of view.**
How does point of view influence how events are described?

**Mini-Lesson:** The teacher will elicit responses from the students to see if they know what is meant by point of view. The teacher will ask for a volunteer to tell a story from his/her point of view. The teacher will explain that the point of view of a story can influence how the reader interprets and understands the characters. There are 3 main points of view:

- **First person:** The narrator is a character in the story and uses the first person “I” to tell the story.
- **Third person:** The narrator does not participate in the action of the story and relates the thoughts and feelings of only one character in the story.

After explaining the types of point of view, the teacher will ask the students to determine which point of view the author used in *Among the Hidden*. (Third Person) The story is told by the narrator who watches the action from an outside viewpoint and does not participate in the action. Clues from the text for third person point of view: The narrator uses the pronouns he, she, it, his, hers, they, them, and their. The teacher will give the students a few minutes to look over the book, and to find examples that demonstrate third person point of view.

The teacher will read chapter 8 today. After reading chapter 8, the students will take the following passage from the book and change it from third person point of view to first person point of view. This activity will be done in their readers’ notebooks. The students may work in partners or as individuals for this task.

Use the following passage from the book: “Luke scrambled down from his chair, his head spinning with plans. First, he’d clean up the kitchen; then he’d start some bread for supper. He’d never made bread before, but he’d watched Mother a million times. Then maybe he could pull the shades in the rest of the house and clean it thoroughly. He couldn’t vacuum—-that’d be too loud—-but he could dust and scrub and polish. Mother would be so pleased.”

**Work Time:** Independent reading, guided reading, running records, or conferring with readers

**Closing:** The teacher will ask students to explain what happened to the meaning when the text was changed from third person to first person. The teacher will remind students that they can experiment with point of view when they are drafting their stories in writer’s workshop.

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**DAY 9 –**
**Standard(s):**  
ELACC5RL3, ELACC5L4

**Suggested Vocabulary for Chapters 9-10**
reluctantly, resignedly, incredulously, lolling, taunted, guffawed,

**LT: I can make a prediction about what can happen next in the book.**
**Mini-Lesson:**
The teacher will read aloud a passage from one of the previous chapters from *Among the Hidden* and guide students through making predictions about what might happen next based on the passage.

**Passage Example:** “This letter was as thick as some from Luke’s grandmother, but it bore an official seal, and the return address was embossed DEPARTMENT OF HUMAN HABITATION, ENVIRONMENTAL STANDARDS DIVISION. Matthew held the letter at arm’s length, the way Luke had seen him hold dead baby pigs when they had to be carried out of the barn.” (from Chapter 5, page 24)

The students will share their predictions and give details from the passage that caused them to come up with their particular predictions. The students will read Chapters 9 and 10 in class today. After they read Chapters 9 and 10, they will write a prediction in their readers’ notebooks telling what they think might happen next. The students will provide evidence from the text to support their predictions. The students will share their predictions by partnering with another student in the class.

**Work Time:** In journal, students will complete a 17 word summary of chapters 9 & 10. See Kelly Gallagher’s *In the Best Interest of Students* (see your coach for this book). Collect for a grade.


**Closing:** The students will discuss their predictions and the evidence from the text on which their prediction is based.

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**DAY 10 –**

**Standard(s):**

ELACC5RL3, ELACC5RL5, ELACC5L4

**Suggested Vocabulary for Chapters 11-13:**

unseasonably, sporadically, grumbling, telepathy

**LT:** I can revise my predictions as I read on.

**Mini-Lesson:** The teacher will list the qualities of good predictions and remind the readers to draw on these whenever they make a prediction. See chart on pg. 96 of *Following Characters Into Meaning: Envisionment, Prediction, and Inference.* Tell students, “Readers, yesterday you pushed yourself to predict in the wisest possible way. I reminded you to imagine not only what will happen, but also how it might unfold, and to draw on what you know from earlier in the story. After you make a prediction, you read on, and you find out ‘I was right’ or ‘I was wrong.’ And it is interesting to take note of that. Especially when the story takes an unexpected turn, it’s wise to think ‘What can I learn from what happened.’ ”

**Work Time:** Independent reading, guided reading, running records, or conferring with readers

**Closing:** The teacher will select one or two students to share where the text confirmed or challenged their prediction.
DAY 11 –
The Standard(s)

ELACC5RL3, ELACC5RL5, ELACC5L4

Suggested Vocabulary for Chapters 14-15:
plunge, pristine, squint, coaxed, rumpled

LT: I can explain how the setting and plot affect a character and his actions.

Mini-Lesson: The teacher will begin the lesson today by asking the students to share what they remember about plot in a story. The students will share their answers with the large group. The teacher will remind the students that plot involves the action in the story and that the setting can expand and change as the story progresses.

After reading chapters 14-15, the teacher will ask students to recall changes in the setting and important events in order to create two stacked time lines. As more information is added, the teacher will prompt the students to examine how changes in the setting can influence a character’s behavior and choices.

Work Time: Independent reading, guided reading, running records, or conferring with readers

Closing: Students will share how the setting and plot have affected Luke’s choices.

DAY 12 –
Standard(s)

ELACC5RL3, ELACCRL6, ELACC5L4

LT: I can compare and contrast two characters in a story.

Mini-Lesson: The teacher will discuss internal and external character traits utilizing what they know about Luke’s brothers, Matthew and Mark. While the teacher is reading chapter 16 aloud, the students should make noticings in their journals about character traits using the chart provided below.

Work Time: The students will independently complete the following constructed response question to be collected for a grade:
-Compare and contrast Luke and Jen’s internal and external character traits using the RACER format.

Suggested Chart for Characters

<table>
<thead>
<tr>
<th>What we know about Luke and Jen as characters in Among the Hidden?</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Description in my words</td>
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<tr>
<td>DAY 13 –</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Standard(s):</strong></td>
</tr>
<tr>
<td>LT: I can determine how characters respond to challenges in a story.</td>
</tr>
<tr>
<td><strong>Mini-Lesson:</strong> The teacher will initiate a class discussion about how laws and government regulations influence our lives. The students will have opportunities to share examples of how the laws and regulations affect life in our country. The students will read Chapter 17 during class today. Following the reading of the chapter, the students will turn and talk to their neighbors about how laws and government regulations are influencing the lives of the characters in the story. Students will compare some of the laws and government regulations that are influencing the characters in the story to the role of government in their own lives. The students will cite at least 3 examples of the influence of government laws and regulations from the text. The students will write their examples from the text on chart paper. After the turn and talk time, the students will write in their readers’ response journals explaining how they feel about the role of government as it is portrayed in the book. The students will include examples from the text in their journal responses. <strong>Work Time:</strong> Independent reading, guided reading, running records, or conferring with readers</td>
</tr>
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</table>
DAY 15 –
Standard(s):
ELACC5RL1
ELACC5RL2
ELACC5RL3, ELACC5L4

Suggested Vocabulary for Chapters 19- 20: astronomical, irritably, ventured, grimace

LT: I can empathize with the characters in the text.
Mini-Lesson: The students will respond to the following question in their journal: Why do you think Jen is unable to empathize with Luke? Discuss with the group. The teacher will read chapters 19 and 20 while the students will mark, with post-its, where Jen’s lack of empathy is revealed. (Teachers, there is an example on page 94 and page 98).
Work Time: Independent reading, guided reading, running records, or conferring with readers
Closing: The teacher will prompt a brief discussion regarding how an understanding of a person’s situation (or the lack thereof,) greatly influences the ability to empathize.

DAY 16 –
Today’s lesson will focus on Chapter 20 in Among the Hidden. The students read the text during class on the previous day, but they need to delve deeper into the text for deeper understanding.
Standard(s):
ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
I think,” he said, “people just have different ways of expressing what they feel. Those kids make jokes and complain. You run around screaming your head off and tackling people.”

He was proud of himself for figuring that out, considering he really on knew five people in the whole world. But for the first time, he wondered how the rest of his family would cope if any of them had to hide. Dad would get grumpy, Mother would try to make the best of it, but you’d be able to tell that she was really unhappy. Matthew would be quiet, but would look sad all the time, the way he looked every time anyone mentioned the pigs they couldn’t keep anymore. Mark would gripe so much that he’d make everyone miserable. For the first time, Luke felt a glimmer of pride, that he dealt with hiding better than anyone else in his family would. He thought.

After reviewing and discussing the passage, the teacher will direct the students to list the members of their immediate family including themselves and write about how each family member would react to being a third child and having to hide. The students will write their answers on a chart in their readers’ notebooks. (See Sample chart for use in the readers’ notebooks for today’s lesson.)

<table>
<thead>
<tr>
<th>Name of family member</th>
<th>Reaction to the situation</th>
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**EQ:** How can I relate situations, characters, and events in my life to those in *Among the Hidden* to those in my own life?

**Suggested Vocabulary:** astronomical, irritably, ventured, grimace
**Work Time**: Independent reading, guided reading, running records, or conferring with readers.

**Closing**: A few students will share how their family members would react to a situation similar to what is happening in *Among the Hidden.*

### DAY 17 –

**Standard(s):**

- **ELACC5RL1**: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **ELACC5RL2**: 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.
- **ELACC5RL3**: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**ELACC5L4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**Suggested Vocabulary for Chapter 21**: propaganda, preponderance, daunting, adjudication, domesticity, earnestness

**EQ**: What is propaganda?

**Mini-Lesson**: The teacher will ask the students if they know the definition of propaganda? The teacher will have the students discuss what they know about propaganda. The teacher will facilitate the discussion in such a way that the students will be able to come up with the definition of propaganda in their own words. A suggested definition of propaganda: A message designed to persuade its intended audience to think and behave in a certain manner. The students will read Chapter 21 in class today. After reading, the students will work in small groups to discuss propaganda as it is related to *Among the Hidden*. Each group will go back through Chapter 21 and find examples of the government’s use of propaganda. Each small group will share the evidence from the text to show how the government’s use of propaganda is occurring in the story and record their findings on chart paper.

**Work Time**: The students will complete either option for reading mini-task number 4. The teacher will collect for a grade.

**Closing**: The teacher will review the definition of propaganda again during closing. Each small group will share their charts with the large group. The teacher will post the charts at the end of class.

### DAY 18 –

**Standard(s):**

- **ELACC5RL5**: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
- **ELACC5L4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**EQ:** What are the characteristics of science fiction?

**Suggested Vocabulary for Chapter 22:** clutched, accomplished, fatigue, feverishly, giddy, sheaf, gaped,

**Mini-Lesson:** The format for today's lesson will follow the mini-lesson format from Day 2 of this unit. The difference will be that the student responses on the chart will be based on the most recent chapters that the students have read in *Among the Hidden*. The teacher will review the characteristics of science fiction with the students, and the class will discuss some of the features that they have noticed in the chapters that they have read recently. The teacher will use the same anchor chart for Characteristics of Science Fiction that was used on Day 2 for today's lesson. The teacher will remind students that readers may change their thoughts, opinions, etc. as the author reveals more information throughout the book. The teacher will give the assignments and expectations for work time today. The students will read Chapter 22 during class today. The students will use the Characteristics of Science Fiction chart from their readers' notebooks, and they will update the information based on the most recent chapters they have studied from *Among the Hidden*. According to what the teacher prefers, the students may work as individuals, in pairs, or in small groups to complete the work for today.

**Work Time:** Independent reading, guided reading, running records, or conferring with readers

**Closing:** The teacher will add information to the Characteristics of Science Fiction chart based on the student responses that are shared during the closing session today.

**DAY 19 – Standard(s):**

**ELACCSRL1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**ELACCSRL2:** 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.

**ELACCSRL3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**EQ:** How does the author show us the differences in the characters of Luke and Jen and how each of these characters responds to challenges?

**Mini-Lesson:** The teacher will make a chart to show a comparison of what the readers know about Luke and Jen at this point in the story. The students will make the same chart in their readers' notebooks. (See sample chart below.)

<table>
<thead>
<tr>
<th>Challenge or Situation in the Story</th>
<th>Description of Luke's Response to the Challenges/Situations based on passages from the text</th>
<th>Description of Jen's Response to the Challenges/Situations based on passages from the text</th>
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The students will read Chapters 23-24 in class today. According to what the teacher prefers, the students may work as individuals, in pairs, or in small groups to complete the Character Challenge Comparison Chart for today. The students will complete their charts in their readers’ notebooks.

**Work Time:** Independent reading, guided reading, running records, or conferring with readers

**Closing:** The students will discuss and share the information that they completed on the chart during work time today.

### DAY 20 – Students will continue to work on Chapter 24 in class today.

**Standard(s):**

- **ELACC5RL1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **ELACC5RL2:** 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.
- **ELACC5RL3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **ELACC5L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
  a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**EQ:** How do I write a response to literature?

**Mini-Lesson:** The teacher will explain that a response to literature gives the reader a chance to express his opinions and thoughts about the book while basing those thoughts and opinions on what is actually happening in the text. The teacher will read the following passage from page 117 of Chapter 24 in *Among the Hidden:* 

“...It’s people like you who change history. People like me---we just let things happen to us.” The students will discuss what they think this quote means by turning and talking to their neighbors. Following a brief discussion, the students will write a response in their readers’ notebooks explaining what Luke meant when he made this statement to Jen.

**Work Time:** Independent reading, guided reading, running records, or conferring with readers

**Closing:** The teacher will ask for volunteers to share their interpretations of the quote from *Among the Hidden.*

### DAY 21 –

**Standard(s):**

- **ELACC5RL3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **ELACC5L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
  a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**Suggested Vocabulary for Chapter 25:** fervently, deranged

**EQ:** How can we use information from the text to make predictions about what will happen next in the book?

**Mini-Lesson:** The teacher will begin the lesson by asking the students to discuss some of the tension-provoking scenes in the book. There will be a brief discussion with students turning and talking to their neighbors about the tension and suspense that the author is creating in the story. The teacher will read Chapter 25 during class today. The students will write a prediction in their readers’ notebooks based on the last line of Chapter 25 on page 121 in *Among the Hidden*.

**Work Time:** Independent reading, guided reading, running records, or conferring with readers

**Closing:** The teacher will ask for volunteers to share their predictions with the large group.

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**DAY 22 – Chapters 26-27**

**Standard(s):**

- **ELACC5RL3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **ELACC5L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
  
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
  
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**Suggested Vocabulary for Chapters 26-27:** instantaneously, vanished, stifled, negotiate, flicker, accusatory, bereavement, flinched

**EQ:** What is plot in literature? How does the author use suspense to build the action in a story?

**Mini-Lesson:** The teacher will begin the lesson by asking the students to find passages in the book where events in the story have created suspense for the reader. The teacher will chart the responses from the students. Next, the teacher will review plot in literature and explain that all actions in a story lead up to one peak event. The teacher will show students how the plot (action) in a story will build and then reach a climax (peak event). After the climax (peak event) in the story, the author begins to let the action come to a close. The teacher will use the diagram below to illustrate how to complete the graphic organizer that will be completed during work time today.

See graphic organizer diagram on the following page.

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**Suggested Graphic Organizer for Plot:**
The teacher will read Chapters 26-27 during class today. Next, the students will complete a graphic organizer for the events in the story. The students will use evidence from the text to complete the graphic organizer. The students may work as individuals, in partners, or in small groups based on what the teacher deems is appropriate for the class. The teacher may make a graphic organizer sheet for the students, or the students may copy and complete the graphic organizer in their readers’ notebooks.

Work Time: The students will complete reading mini-task number 5. The teacher will collect this for a grade.

Closing: The teacher will complete the graphic organizer for the class anchor chart based on the evidence that the students provide from their own graphic organizers.

DAY 23 – Chapter 28

Standard(s):

ELACC5RL2: 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.

ELACC5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Suggested Vocabulary for Chapter 28: lunged, propaganda, wince, defensively, repealed, totalitarian

EQ: What is the theme of Among the Hidden?

Mini-Lesson: The teacher will explain that the theme is a central idea, concern, or purpose in a literary work. Next, the teacher will explain how a theme is a "big" statement that a piece of literature makes about particular subjects. The teacher will guide the students in a discussion about what the theme of Among the Hidden might be. The teacher will tell the students to think about the theme as they read today’s assignment in Among the Hidden.

The teacher will read Chapter 29 in class today. After reading the chapter, the students will turn and talk to their neighbor and explain what they think the theme of Among the Hidden is based on evidence from the text. The students will respond to the following question by writing their thoughts in their readers’ notebooks. Question: What general truth(s) about society does the author seem to be stating in Among the Hidden? How does the author reveal this theme in the book? Give examples from the text to support your response.
DAY 24 –

**Work Time**: Independent reading, guided reading, running records, or conferring with readers

**Closing**: The teacher will ask for volunteers to share their responses regarding the theme of *Among the Hidden*.

**Standard(s):**
- **ELACC5RL2**: 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.
- **ELACC5SL4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
  a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**Suggested Vocabulary for Chapters 29-30**: commendation, clenched, gruff, devastated, sparse, precisely

**EQ**: How did Luke change from the beginning of the story to the end?

**Mini-Lesson**: The teacher will ask the students to share their ideas about how Luke has changed throughout the story. Next, the teacher will ask the students to recall the following passage found on page 117 in *Among the Hidden* as she reads it aloud:

“It’s people like you who change history. People like me—we just let things happen to us.”

The teacher will explain that characters can change their opinions, thoughts, etc. as the story progresses. The teacher will ask the students to think about how Luke’s opinions, thoughts, etc. changed during the story. The students will read Chapters 29-30 during class today. The students will respond to the following passage on page 146 from *Among the Hidden* in their readers’ notebooks:

“It’s people like you who change history. People like me—we just let things happen to us.” And he’d believed it. That was how his family had always lived. But maybe that was wrong. Maybe he could succeed where Jen had failed precisely because he wasn’t a Baron—because he didn’t have her sense that the world owed him everything. He could be more patient, more cautious, more practical.

But he’d never be able to do anything staying in hiding.

He bit his lip. His hand shook as he wrote his answer:

*I want a fake I.D. Please.*

The students will explain why they think Luke changed his mind about the fake I.D. The students will go back through the text to find evidence from the text to support the reasons for Luke changing his position on taking a fake I.D.

**Work Time**: Independent reading, guided reading, running records, or conferring with readers

**Closing**: The teacher will explain that although this is the end of the close reading of *Among the Hidden*, there will be several more activities that the students will do to conclude the book study. The teacher will ask students to share their explanations of the quote from page 146 on a voluntary basis.

DAY 25–

**Standard(s):**
- **ELACC5RL1**: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **ELACC5SL1**: The students will engage effectively in a range of collaborative discussions one-on-one, in groups, and teacher-led with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
**EQ:** How have my thoughts, opinions, and beliefs changed since the beginning of the book study?

**Mini-Lesson:** The teacher will ask students to think about how their thoughts have changed since the beginning of the book study. Following a brief discussion, the teacher will ask the students to look at their anticipation guide from day one’s lesson. The students will be reminded that the anticipation guide is in the beginning of their readers’ notebooks. The teacher will also refer to the anticipation anchor chart that was used on the first day of the book study. Students will work independently on the anticipation guide to complete their post-reading responses on the chart. (Refer to day 1 for chart example). After the students have completed their post-reading responses on the anticipation chart, they will turn and talk by working in pairs or in small groups to answer the following questions:

- How many of your responses have changed since reading the book?
- Which statements do you see differently after reading the book?
- Describe an important event in the book that affected you, or made you think differently after you completed the book.
- How have the members of your group or your partner’s responses changed since the beginning of the book study?
- Overall, are the feelings of your group members or your partner the same or different from yours? Did anyone have a response that surprised you? If so, tell which ones and tell why.
- Why do you think there are so many different opinions and viewpoints? Find evidence from the text to explain what the author wrote that caused you to change your thoughts, opinions, etc.?

The students will go back and answer the anticipation guide according to whether the statements are true or not true after reading the text. The students will provide evidence from the text and the page numbers for the text evidence to support their answers to the anticipation guide questions.

**Work Time:** Independent reading, guided reading, running records, or conferring with readers

**Closing:** The teacher will ask for responses to the anticipation guide, and chart the responses on the class anticipation chart as the students share their responses.

### Notes for the Connected Text Studies

The 5th grade social studies standard begins with the Civil War time period. The standard and elements are listed below:

**Interdisciplinary Standards**

**SSSH1** The student will explain the causes, major events, and consequences of the Civil War.

a. Identify Uncle Tom’s Cabin and John Brown’s raid on Harper’s Ferry, and explain how each of these events was related to the Civil War.

b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South.

c. Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.


e. Describe the effects of war on the North and South.

After studying the events and issues associated with the Civil War the students will have background knowledge (schema) of slavery and the Underground Railroad. The books for the connected text study will focus on slavery, the Underground Railroad, discrimination, and communicating in coded messages. The students will be able to connect the issues and choices that are described in each of these texts. The text selections include a poem and three nonfiction passages.

**Day 26 – Connected Text Study**

**Text for the lesson:** *The Patchwork Path: A Quilt Map to Freedom*
### Mini-Lesson:
The teacher will read the following passage to the students during class today:

“One day in spring, Papa told me to air our Mama’s Monkey Wrench quilt.”

“This pattern warns the others that you and I are leaving, that we are gathering our tools to go.”

The teacher will ask the students to explain why the monkey wrench quilt was a symbol that they were gathering their tools and preparing to leave?

Further down on the page Papa tells Hannah, “So get your quilt. Tie the corners together and slip a little bread inside.” The teacher will ask the students to explain what is meant by what Papa tells her to do in this passage.

The teacher will read the fourth page of the book. The passage begins: “Papa was a wagon driver. When he drove the mules to other plantations, he kept his eyes open, going and coming, for miles and miles around. He memorized roads, streams, and dark woods. Papa knew where runaway slaves could hide.” The teacher will ask the students to turn and talk to their neighbors to explain what this passage reveals. The students will explain whether or not this gave Papa an advantage to help him escape life on the plantation.

Next, the teacher will read the second paragraph on page 4: “The night before we left, Papa tried to calm me. I touched a finger to the wagon wheel square on my quilt. I knew it meant we were to pack things for the journey, as though we were loading a wagon. I also knew that there would be no wagon, that we would have to run.” The teacher will ask the students to turn and talk to their neighbors and explain why Hannah and her father needed to pack as though they were loading a wagon. The teacher will also ask the students to discuss with their “turn and talk” partners what is meant in the passage that says, “I also knew there would be no wagon, that we would have to run.” The students
will write an entry in their readers’ notebooks from the perspective of Hannah that describes how she felt and what she was thinking as she and her father prepared to run away. As the students write from Hannah’s point of view, they will include an explanation of the line from the book: “I touched a finger to the wagon wheel square on my quilt.” in their readers’ notebook responses.

**Work Time**: Independent reading, guided reading, running records, or conferring with readers

**Closing**: The teacher will ask for volunteers to share their readers’ responses in class.

*If the male students object to writing from Hannah’s perspective, they can write from Papa’s perspective. They can include Papa’s explanation of why Hannah would touch her finger to the wagon wheel square on the quilt.*

**Day 28 - Connected Text Study**

**Text for the lesson**: *The Patchwork Path: A Quilt Map to Freedom*

by Betty Stroud

**Standard(s)**:

ELACCR5I1: Quote accurately from a text when explaining what the text says, explicitly and when drawing inferences from the text.

ELACCR5I2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**EQ**: What are the key details (evidence) in the text that reveal the main ideas in the book, *The Patchwork Path: A Quilt Map to Freedom* by Bettye Stroud?

**Mini-Lesson**: The teacher will ask the students to share some points that they have learned from the study of *The Patchwork Path: A Quilt Map to Freedom* by Betty Stroud. The teacher will chart the students’ responses. The title of the chart could be: What have we learned from reading *The Patchwork Path: A Quilt Map to Freedom*? Next, the teacher will read aloud pages 5-6 in the book.

The teacher will reread the following passage from page 6 for emphasis and ask the students to explain what is meant in this passage and how it relates to what Hannah and her father are experiencing:

“We are from Africa,” Papa told me. “It means life, death, and rebirth.”

“I prayed then that we would be reborn as free people in Canada. The soft voices of our protectors drifted down to us as we waited for nightfall.”

The students will turn and talk to their neighbors to discuss the teacher’s question about the text passage. After the “turn and talk” activity, the teacher will bring the class back together to continue reading pages 7-10. At the bottom of page 7, the teacher will stop to ask the students what is the significance of the words, “a flock of geese high above. They’re flying North, said Papa. We’ll follow them.” The students will turn and talk to their neighbors about the significance of this quote from the text. After a short “turn and talk” session, the teacher will ask a few students to share their explanations of the quote. After the brief sharing time, the teacher will continue to read pages 8-10. The teacher will ask the students to explain what is meant by the “shoofly” pattern and how it relates to the quilt patterns.

At the end of the lesson today, the teacher will focus the attention to the quote on page 9: “If Papa caught a fish from a stream, we enjoyed a feast!” The students will write a response in their readers’ notebooks to explain why the author chose the word, feast, to describe one fish that Papa caught. Why would one fish seem like a feast to Hannah and her Papa?

**Work Time**: Independent reading, guided reading, running records, or conferring with readers

**Closing**: The students will share their readers’ responses on a volunteer basis during the closing session today.

**DAY 29 – Connected Text Study**

**Text for the lesson**: *The Patchwork Path: A Quilt Map to Freedom*

by Betty Stroud

**Standard(s)**:

ELACCR5I1: Quote accurately from a text when explaining what the text says, explicitly and when drawing inferences from the text.

ELACCR5I2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**EQ**: What are the key details (evidence) in the text that reveal the main ideas in the book, *The Patchwork Path: A Quilt Map to Freedom* by Bettye Stroud?
| Mini-Lesson: The teacher will begin today’s lesson by reading aloud pages 11-15 in *The Patchwork Path: A Quilt Map to Freedom* by Betty Stroud. The teacher will ask the students to look back to page 13, and turn and talk to their neighbors to explain the significance of the bow-tie quilt square. Next, the teacher will ask the students to explain why it was necessary for Hannah and her Papa to dress up like they were going to church. After a short discussion, the teacher will read 14 and ask the students to explain what the text means by “Double rings!” The teacher will ask the students if they thought up until this time that the “double rings” meant wedding rings. The teacher will direct the students to look back to page 2 and read the poem again. The teacher will ask the students to tell what they think is meant by the phrase in the poem, “get married”. Does the phrase have a different meaning after reading the passage on page 14 of the book? Next, the teacher will read the Afterward on the inside back cover of the book. After reading the Afterward, the teacher will direct the students to take another look at the passage at the bottom of page 13: “You’ve always been free on the inside. Now your old life is over. Soon you’ll be free on the outside, too.” The students will write a response to this passage in their readers’ notebooks by stating what they think the passage means during class today.  
**Work Time:** Independent reading, guided reading, running records, or conferring with readers  
**Closing:** The teacher will select certain students to share their responses. |
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| **DAY 30 – Culminating Task**  
**Standard(s):**  
ELACC5RI1: Quote accurately from a text when explaining what the text says, explicitly and when drawing inferences from the text.  
ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  
**EQ:** What are the key details (evidence) in the text that reveal the main ideas in the book, *The Patchwork Path: A Quilt to Freedom* by Bettye Stroud?  
**Mini-Lesson:** The teacher will begin today’s lesson by reading aloud pages 11-15 in *The Patchwork Path: A Quilt Map to Freedom* by Betty Stroud. The teacher will ask the students to look back to page 13, and turn and talk to their neighbors to explain the significance of the bow-tie quilt square. Next, the teacher will ask the students to explain why it was necessary for Hannah and her Papa to dress up like they were going to church. After a short discussion, the teacher will read 14 and ask the students to explain what the text means by “Double rings!” The teacher will ask the students if they thought up until this time that the “double rings” meant wedding rings. The teacher will direct the students to look back to page 2 and read the poem again. The teacher will ask the students to tell what they think is meant by the phrase in the poem, “get married”. Does the phrase have a different meaning after reading the passage on page 14 of the book? Next, the teacher will read the Afterward on the inside back cover of the book. After reading the Afterward, the teacher will direct the students to take another look at the passage at the bottom of page 13: “You’ve always been free on the inside. Now your old life is over. Soon you’ll be free on the outside, too.” The students will write a response to this passage in their readers’ notebooks by stating what they think the passage means during class today.  
**Work Time:** The students will complete the culminating task as described in the beginning of the unit.  
**Closing:** The students will turn in their final task. |