

Illinois Reads Final Curriculum CIEP 329
Illinois Reads Books

Title of Book	<i>Fireborne</i>		
Title of Unit	Understanding who we are through the events that happen in our lives.		
Grade level (interest)	6-8	Reading Grade level	7 th grade
Lexile Level	830L	Guided Reading level	N/A
A. Purpose for Instruction/ Essential Questions/ Theme	<p>Purpose Fireborne is an action-packed book that asks thought questions about its society. It is a great way to introduce middle schoolers into looking at how a government is structured. I choose the first activity to compare and contrast the dystopian society to our very own government. Students will have to reflect on their own society in order to point out the differences from the novel society. The novel is heavy on characterization, I will use the characters in the story to have deeper discussion about how we can identify a character’s characteristics and personalities. Lesson three is chosen to have the students look into the text and determine how the characters behaviors change when they are placed in certain settings. I think this lesson is important because we ourselves behave differently in different settings and it would be interesting to have the students evaluate these behaviors in the novel. The final lesson is to analyze the change of a certain character during the course of the whole book. Just as students will grow up and advance in grades the characters in the book also change as time goes on. The questions the characters ask themselves in the novel are similar questions to what a student might ask themselves. This is a great novel that explores identity and where we belong in this world.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How do we come to understand how our society works? • How can our settings change our behavior? • How can we discover our identity? <p>Theme: Finding yourselves in a developing world.</p>		

B. Alignment to the depth of the Common Core – Standards addressed and assessed

CCSS ELA Standards [Reading, Writing]	<p>1. CCSS.ELA-LITERACY.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>2. CCSS.ELA-LITERACY.RL.7.1</p>
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	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>3. CCSS.ELA-LITERACY.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)</p> <p>4. CCSS.ELA-LITERACY.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>
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C. Student Learning Outcomes – Targeted unit goals

<p>Lesson 1: Objectives:</p> <ul style="list-style-type: none">• Students will be able to identify the characteristics of a dystopian society.• Students will be able to compare and contrast a dystopian society to their own society. <p>Lesson 2:</p> <ul style="list-style-type: none">• Students will identify a character’s traits.• Students will apply the character traits to create a mind map using text as evidence. <p>Lesson 3:</p> <ul style="list-style-type: none">• Students will be able to describe how the setting impacts the characters behavior.• Students will be able to use textual evidence to support their claim. <p>Lesson 4:</p> <ul style="list-style-type: none">• Students will be able to describe with detail how the theme was developed throughout the novel.• Students will be able to determine the important event that helped develop the characters identity.

D. Text Sections to be read closely with plans to support reading and discussion – identify pages

<p>Lesson 1: Pages 1-2, 26-27 (Dystopian society) Lesson 2: Pages 6-10, 24, 32-33, 35, 47-50, 59-60-64, 73 Lesson 3: Pages 22-27,35-37, 68-74, 145-149, 165-167, 199-220, 278-286, 340-345, 407-415</p>

Lesson 4: Whole Book

Academic Language to be supported at word, syntax and discourse levels

Tier 2 Words

- Dystopia (Lesson 1)
- Revolution (Lesson 1)
- Scarfed (Lesson 2)
- Ferocity (Lesson 3)
- Fluidity (Lesson 4)
- Omission (Lesson 4)

Tier 3 Words

- Patrician (Lesson 1)
- Famine (Lesson 1)
- Dragon Lords (Lesson 1)
- Regime (Lesson 1)
- Aurelian Cycle (Lesson 4)
- Begrudge (Lesson 2)
- Palace Day (Lesson 3)
- Orphanage (Lesson 3)
- First Protector (Lesson 3&4)
- Kin (Lesson 4)

Vocabulary
Tier 2 Words
Tier 3 Words

Bloom's Levels Addressed: (Check all that apply)

- **Understanding** (Lesson 1)
- **Remembering** (Lesson 2)
- **Evaluating** (Lesson 3)
- **Analyzing** (Lesson 4)

E. Instructional Lessons

Research Based Strategies [Tied to STW & standards]	<p>Sources for Strategies Harvey, S., & Goudvis, A. (2017). <i>Strategies that work: teaching comprehension for understanding, engagement, and building knowledge, K-8</i>. Portland, ME: Stenhouse Publishers, Pembroke Publishers.</p> <p>Lesson One: Students will make connections from the text to their own experiences. Students will learn what a dystopian society is and then compare and contrast it to their own current society. (Harvey & Goudvis, 2017, 158)</p> <p>Lesson Two: Inferential Thinking: (Reading Between the Lines) Students will start by making an inference of words from that they believe describe the character. Then the students will look for text evidence in the novel to support their word. (Harvey & Goudvis, 2017, 228)</p> <p>Lesson Three: Summarizing and Synthesizing. Students will pick a setting and a main character from the novel. Then they will summarize what the characters behavior are and why they act a certain way in this particular setting. (Harvey & Goudvis, 2017, 294)</p> <p>Lesson Four: Determining Importance in text. Students will choose between Annie or Lee and gather the important events that lead them to discover their identity by the end of the book. (Harvey & Goudvis, 2017, 261)</p>
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Interactive activities for each lesson	<p>Lesson One: Compare and Contrast a dystopian society with our own society worksheet. Students will start by watching a short video from a dystopian society. As a class they will look for the characteristics that make it this type of society. Then the student will read the prologue from the novel and determine the dystopian society aspects. Last the students will compare their notes on the novel's society to their current society they live in and discuss the differences in pairs.</p> <p>Lesson Two: Character analysis mind map with text evidence from the novel. Students will choose a character they like most from the novel and write words that they believe describes who they are as a person. They will then go into the text and find text evidence to support their descriptive words.</p> <p>Lesson Three: Summarize a scene in the novel where a character's behavior was affected by the setting they were in. Students will choose a character from the novel and a setting that affected their behavior. They will summarize why this particular setting changed the characters behavior and why.</p> <p>Lesson Four: Chronological graphic organizer and partner discussion. Students will choose between the</p>
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character Annie and Lee. One chosen they will gather events from the book that lead them to discover who they are and who they want to be moving forward.

Lesson 1: Compare and Contrast a dystopian society with your own.

Objective:	<ul style="list-style-type: none">• Students will be able to identify the characteristics of a dystopian society.• Students will be able to compare and contrast a dystopian society to their own society.
Procedure Lesson One:	<p>Introduction/Hook</p> <ul style="list-style-type: none">• On the board have written “what is a dystopian society?”• Ask students if they know what this is and if they have any examples.• Show video: https://prezi.com/-bqothumbdqf/dystopian-literature-schs/?utm_campaign=share&utm_medium=copy <p>“I Do”</p> <ul style="list-style-type: none">• Pass out worksheet with questions about a dystopian society.• Explain how you will use the video to answer the questions<ol style="list-style-type: none">1. Read and think out loud about the questions.2. Ask students what they think the answer might be to some questions.3. Further explain how we can use these questions to help us determine if the video qualifies as a dystopian society.• Introduce the new novel and show the class the cover. <p>“We Do”</p> <ul style="list-style-type: none">• Read the prologue out loud while the class follows along.• Have the students turn and talk what they thought.• As a class answer the worksheet question used in the first video.<ol style="list-style-type: none">1. Go through each question one at a time and allow time for student’s answers.2. Ask students to use the text evidence that answers the questions being asked.• As a class ask the same questions about our current society.<ol style="list-style-type: none">1. Are we currently living in a dystopian society? Why or why not? <p>“You Do”</p> <ul style="list-style-type: none">• Explain to the students the direction to compare and contrast the societies.<ol style="list-style-type: none">1. Remind them to use the question we filled out together about what constitutes a dystopian society.2. Think about our government and how it is currently being run. Use their background knowledge to help compare and contrast them.• Have students get into pairs and draw a Venn diagram in their notebooks.

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1. On one side they will write Fireborne (dystopian)
2. On the other side they will write current society
3. As partners they will fill in as many similarities they can think of and all the differences among them.

- Once students have written in their Venn diagram, they will choose one good similarity and one difference that they noticed in both societies.

Bring it Back Together

- Ask students to share one similarity and one difference they found.
 1. Make sure all pairs share at least on things they wrote down.
 2. Allow them to explain why they choose that particular similarity and difference to share.
- Ask students if they have any other question about what a dystopian society is.
- Have students read the first chapter of the book for homework and to think about how they would feel to live in this type of society.
- Collect the notebooks

Technology pages:

Use smart board to show video when introducing a dystopian society.

Student Pages:

Lesson 1: Is it a dystopian society worksheet (insert below)

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Is this a Dystopian society? Answer the following questions and find out.

1. Does it have an imaginary or futuristic setting?
2. Does it have a powerful oppressor? (one person in control)
3. Are there specific ideas that are being criticized? (is anyone questioning the government)
4. Do you find any dehumanization in this society? (are people not treated with respect?)
5. Do you see a decay of moral and values? (Does it feel like people have given up)
6. Is any propaganda used to publicize the political society? (advertising how wonderful the society is)
7. Is the government trying to control the views of its citizens?
8. Does this society have restrictions for its citizens? (curfews, controlled freedom)
9. Are the citizens under some type of surveillance? (do they feel watched)
10. Are citizens afraid of the outside world? (they believe their society is the safest)

Lesson 2: Character mind mapping

Objective:

- Students will identify a character's traits.
- Students will apply the character traits to create a mind map using text as evidence.

Procedure

Lesson Two:

Introduction/ Hook

- Introduce question "what is a mind map" and "what could it be used for?"
 1. If students have a hard time answering show them the handout and have them predict what it could be used for.
- Explain what a mind map is and some ways they can be used for organizing thoughts.
- Explain to students how we will be using the mind map today.
 1. Go over the directions and expectations of the activity.
 2. The class will separate into pairs and work on one mind map per pair.
 3. Each pair needs to choose a color marker or color pencil to write with.
 4. In the center circle they will choose a character from the book that they liked or disliked.
 5. Students will choose four words that sum up some characteristics they inferred from reading the text about the character.
 6. In the square boxes they will find the text evidence to prove what the characteristic they thought describes the character.

"I Do"

- Show the character mind map on the smartboard
- Pick a main character that you don't want students to choose.
 1. Choose Annie or Lee
- Write the chosen character name in the center circle and make sure you explain this as you are doing it.
- Write in one word you thought that describes the character.
- Next write a sentence from the text that supports your word.
 1. As you are writing make sure to explain each step-in detail.
 2. You are modeling what you want the students to do.

"We Do"

- Ask the students for help in choosing another word that would describe the character.
- Once you have written the word have the class look in the novel to find a sentence that supports or

explains why this word is a good work to describe the character.

1. Allow student time to look up evidence from the text.
 2. You can also use this time to have other students think of another word and find the text evidence to support that word.
- As a whole class discuss why the words make sense for the characters and applaud the great text evidence the students found to support the word.

“You Do”

- Explain to the students how you want them to choose a partner and a character to fill out their worksheet with.
 1. Allow students time to fill out the mind map
 2. Walk around the room and answer any question the students might have.
 3. Encourage the student to use many colors to write their text evidence. After all a mind map could be colorful.
 4. Remind students to discuss with their partners before writing a characteristic down and the text evidence to support it.
- If there is extra time you can have the students draw a picture of what their character would look like based of the characteristic they wrote down.

Bring it back together

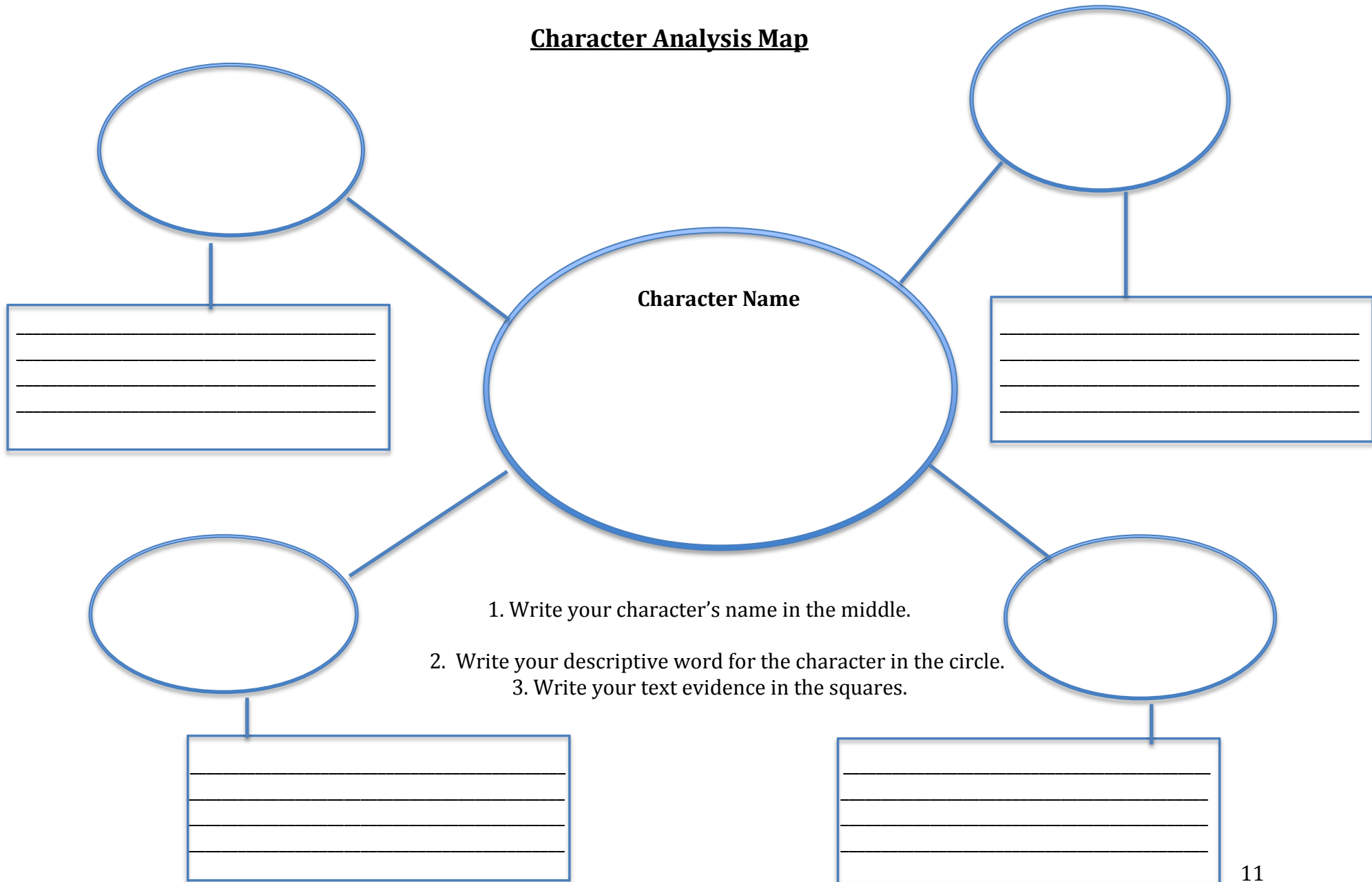
- Ask students to share their mind map with the class.
 1. Each group can share one characteristic and the text evidence they found to support it.
 2. Students can agree or even suggest another text element that would support it better.
- Collect the character mind maps as the students are exiting the classroom.
 1. You can have them drop of the maps on your desk as well.

Smart board: Character mind map (inserted below)

**Technology
pages:**

Name: _____

Character Analysis Map



1. Write your character's name in the middle.
2. Write your descriptive word for the character in the circle.
3. Write your text evidence in the squares.

Lesson 3: How can a setting change a character's behavior?

Objective:	<ul style="list-style-type: none">• Students will be able to describe how the setting impacts the characters behavior.• Students will be able to use textual evidence to support their claim.
Procedure Lesson Three:	<p>Introduction/Hook</p> <ul style="list-style-type: none">• Write on the board, “Do certain setting we are in force us to change our behaviors?”• Have you ever been in a situation where you had to act fast to think fast on your feet?<ol style="list-style-type: none">1. Allow time for student to share their thoughts and events.• Share a personal experience where you were in a certain setting that made your behavior change because of it.<ol style="list-style-type: none">1. When I am in an interview for a job I sit up straight and talk very clearly. I make sure I am dress properly and have done my research of the place I am looking for a job in.2. My behavior change in the setting of an interview because I was dressed differently, and I wanted to get the job, so I had to speak clearly and pay close attention to what the interviewer was asking me. <p>“We Do”</p> <ul style="list-style-type: none">• Introduce the class to the short video they will look at and remind them to pay attention to the setting and the characters behavior.<ol style="list-style-type: none">1. https://www.youtube.com/watch?v=Ci1M_bbdeZE• After the video ask the students what is the setting?• How is the character behaving?• Why do you think the character is behaving this way?<ol style="list-style-type: none">1. Allow time for the students to answer.2. If students seem stuck point out how unusual the main character is behaving.3. You can also rephrase the question to help guide them to the answer. <p>“You Do”</p> <ul style="list-style-type: none">• Have the students choose a setting from the book they want to discuss and use for this project.<ol style="list-style-type: none">1. Students will describe the setting in their notebooks.2. How does it look?3. What does the text say about setting?4. Make sure students are using textual evidence to support their descriptions.• Students will evaluate the characters behavior.

1. Why is the character behaving like this?
2. Is there a better way to behave?
3. Recall the events that lead the character to this setting that cause them to act a certain way?
4. Have them ask themselves was the behavior necessary and why?

- Students will write a one paragraph summary of the setting and how it affected the characters behavior.
 1. Remind students to use all the evidence they have accumulated in other lessons and remember what they have read about the character so far. Use this information to write their summary and use the text as evidence to support the characters behaviors.
- The paragraph will be collected at the end of class.

Technology pages:

Teacher will show You Tube video on the smartboard.

Lesson 4: Finding your identity

Objective:	<ul style="list-style-type: none">• Students will be able to describe with detail how the theme was developed throughout the novel.• Students will be able to determine the important events that happened to help develop the characters identity.
Procedure Lesson Four:	<p>Introduction/Hook</p> <ul style="list-style-type: none">• Teacher will ask students “What is theme” and “How do we find it?”<ol style="list-style-type: none">1. Allow time for students to respond• Ask students to look for the theme in the video and what helps us determine the theme.<ol style="list-style-type: none">1. Have students write notes to help them determine the theme.2. Model proper note taking while watching the video.• Show the YouTube video<ol style="list-style-type: none">1. https://www.youtube.com/watch?v=kZIXWp6vFdE <p>“I Do”</p> <ul style="list-style-type: none">• Tell the students what theme you thought the video had.• Provide one example from the video to support your theme.• Ask the students if they agree with your theme or did they find another theme.<ol style="list-style-type: none">1. Make sure students refer back to the video when taking about their themes.2. Ask if any students has any questions about how pick out important examples that help with determining the theme. <p>“We Do”</p> <ul style="list-style-type: none">• Ask the students “What is the theme in Fireborne”.<ol style="list-style-type: none">1. There are many themes in the book, so make sure you are direct about the theme that directly affects the character. (Such as identity, empathy or loyalty)• Together as a class determine one important event that started the course of the theme development.<ol style="list-style-type: none">1. Allow time for students to talk in partners and think through their reading to remember certain scenes of the book.2. Remind students to look at their previous lesson and characteristics we have discussed about in previous lesson. <p>“You Do”</p> <ul style="list-style-type: none">• Have students get into pairs and start to complete the graphic organizer with information from the text as evidence that will help theme support the events that is leading up to the theme.

2. Remind them to pay close attention to how the characters behavior in certain settings and how this event is helping the reader develop the theme of the story.

- Once the graphic organizer is complete have the students open up Educreations app on the iPad.
- They can begin to either draw each scene they listed on their graphic organizer or use pictures they can find online to help describe the scenes they choose.
- Partners can choose who wants to record the voice over the picture describing why this scene these used is important to the development of the theme.
- Have students share their designs with the teacher before they exit the class.

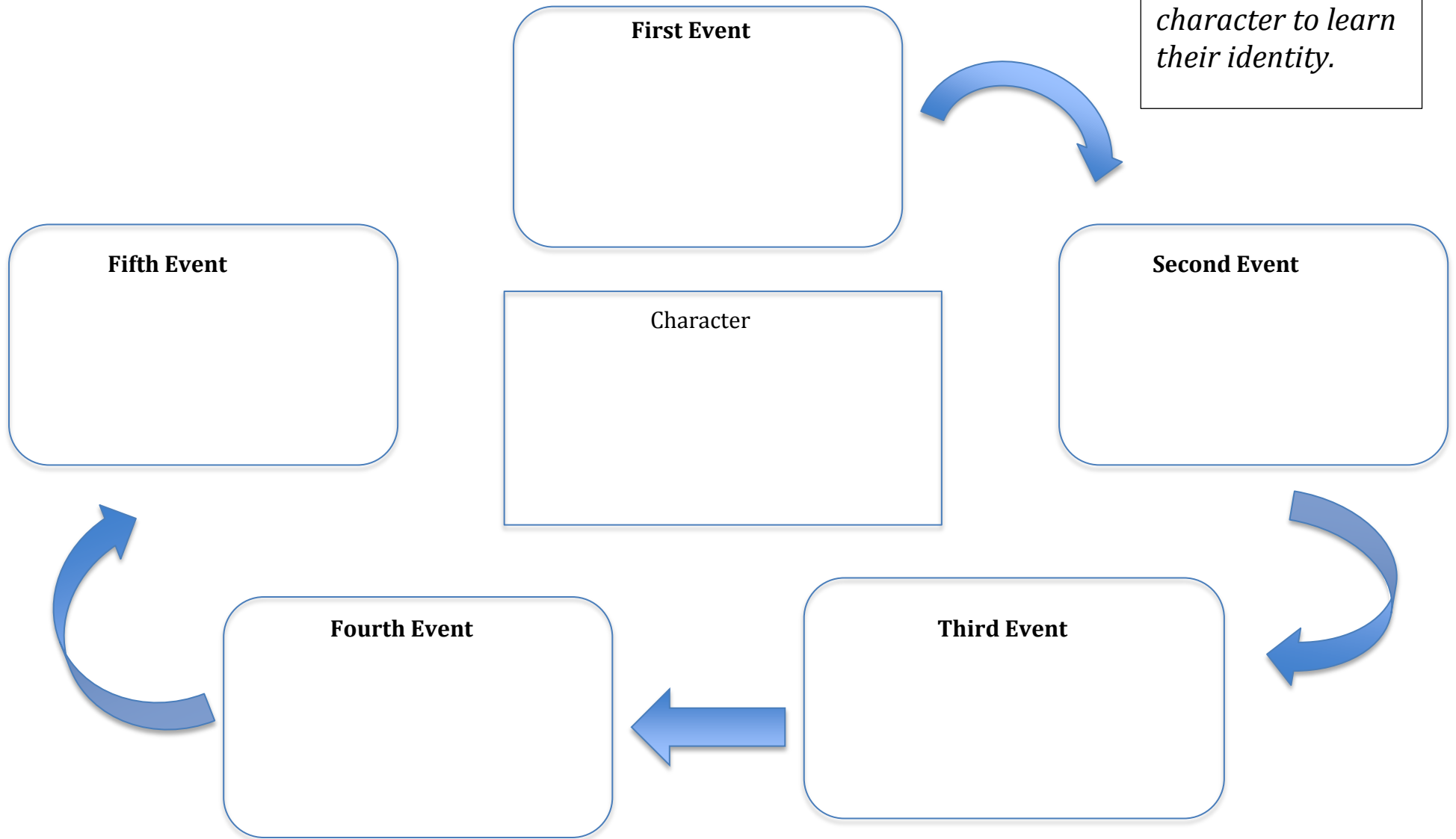
Technology pages:

Having students use Educreations to draw or paste picture from online to help explain the scene they choose to support their themes progression. Students will also record their thoughts as to why this scene is important to the overall development of the theme.

Sequence of important events

Name: _____

*Instructions:
Describe the main
events in the story
that lead the
character to learn
their identity.*



<p>Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)</p>	<p>Formative Assessments:</p> <p><u>Lesson one:</u> Students will make connections between a dystopian society and their own society. They will use questions to help guide them in understanding a dystopian society and then create a Venn diagram in their notebook that will compare and contrast both societies.</p> <p><u>Lesson two:</u> Student will create a character mind map by using words that they infer from the reading that helps describe the character. They will support their inference by using textual evidence.</p> <p><u>Lesson three:</u> Students will choose a setting from the book and evaluate how the character in this setting behaves. They will turn in a one paragraph summary of their evaluation of the setting and how it affected the characters behavior.</p> <p><u>Lesson four:</u> Students will use Educreation app on the iPad to help either draw or use pictures from online to show the scene they choose that help support the themes development. Student will have to record their thoughts and explanations as to why they thought this was an important scene in the development of the theme.</p> <p><u>Summative Assessment:</u></p> <p>Students will create a book report. They may use technology such as I movie, flip grip or power point to show that they understood the characters, setting, theme and conflict within the novel. Students also have the choice to write a 2-page book report about all the important details from the book using text evidence to support them.</p>
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