

Template for Multi Day Lesson Plans or Mini Unit

Illinois Reads Books 2015 – 2016

Introductory Information

Submitted by (Loyola University Chicago)	Ellen Lezotte and Mary Theresa Chesna		
Title of Book	The Family Romanov: Murder, Rebellion, & the Fall of Imperial Russia by Candace Fleming		
(Optional) Additional Texts			
Title of Unit	Royalty and Poverty: Social Unrest During the Reign of the Family Romanov		
Grade level (interest)	7 th -12 th Grade	Reading Grade level	7 th -11 th Grade
Lexile Level	950L	Guided Reading level	N/A
A. Purpose for Instruction/ Essential Questions	<ul style="list-style-type: none"> • What is the author’s purpose in vilifying then making the reader empathize with the royal family? • How are spiritualism and cultural religious views linked to the fall of the Romanov Empire? • How do the peasants and royalty connect? What are the effects of the connections and disconnections the people have with their tsar and his family? • How do individuals’ words have lasting effects on the writing of history? • How does the theme of wealth inequality grow through the text? • Why is it important for Candace Fleming to choose specific quotes to shape her text? 		

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

CCSS ELA Standards	<p>1. CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>2. CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>3. CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g.,</p>
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through comparisons, analogies, or categories).

4. CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

5. CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

C. Student Learning Outcomes – Targeted standards in Student Friendly Language

RI.8.6 Determine the author’s point of view and analyze how the author uses the evidence.

RI.8.4 Determine the meanings of words and phrases in the text and how they persuade the reader to feel.

RI.8.3 Analyze the connections the text makes about individuals, ideas, and events.

RI.8.2 Determine central ideas in the text and analyze the development of central ideas and how they relate to supporting ideas.

RI.8.1 Cite textual evidence to support an analysis of the text and inferences may be drawn from the text.

Webb’s Depth of Knowledge: Recall, Skill/Concept, Strategic Thinking, Extended Thinking

D. Text Sections to Be Read Closely

- Vignettes about peasant life for lesson 2.
- “Revolutionary” Lenin and propaganda (p. 74-77) for lesson 3.
- Photographs and “Rasputin” (p. 85-87) for lesson 4.
- “Bloody Sunday” (p. 59-63) and “The Duma Opens...And Closes” (p. 81-85) for lesson 5.
- Quotes picked by students for lesson 6.
- Chapter 18 (final chapter) for lesson 8.

Text Dependent Questions

- What is the author’s purpose in vilifying then making the reader empathize with the royal family?
- How are spiritualism and cultural religious views linked to the fall of the Romanov Empire?
- How do the peasants and royalty connect? What are the effects of the connections and disconnections the

	<p>people have with their tsar and his family?</p> <ul style="list-style-type: none"> • How does the theme of wealth inequality grow through the text?
Vocabulary	
Tier 2 Words	<ul style="list-style-type: none"> • Peasant • Spiritualism • Revolution • Imperial • Dynasty
Tier 3 Words	<ul style="list-style-type: none"> • Tsar • Communism • Soviet • Bolsheviks • Mensheviks

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

- ✓ Remembering
- ✓ Analyzing
- ✓ Understanding
- ✓ Evaluating
- ✓ Applying
- ✓ Creating

E. Instructional Supports

Research Based Strategies	<p><i>Strategies That Work</i></p> <ul style="list-style-type: none"> • Chapter 7: <ul style="list-style-type: none"> ○ Activating and Connecting to Background Knowledge (pg. 99) • Chapter 9: <ul style="list-style-type: none"> ○ Visualizing and Inferring (pg. 140) ○ Recognizing plot and inferring themes (pg. 142) ○ Inferring from illustrations • Chapter 10: <ul style="list-style-type: none"> ○ Determining Importance in Text (pg. 169, 171) ○ Reading Opposing Perspectives to Form an Opinion • Chapter 11: <ul style="list-style-type: none"> ○ Summarizing and Synthesizing Information (pg. 185) ○ Synthesizing to access content (pg.192) ○ Summarizing the Content and Adding Personal Response (pg. 185)
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Smartboard Strategies	<p>Students write responses and add comments to Smartboard slides in every lesson.</p> <ul style="list-style-type: none"> • RAN chart • Slides to write ideas and information from research • Timeline and propaganda identification activities • T-charts
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F. Assessment (Align to Section B)

Formative	<ul style="list-style-type: none"> • Students will discuss the perspectives of their assigned roles as they read the book • Discussions in small groups and whole group • Creating original propaganda pieces • Short essay comparing the perspectives of peasants and royalty • Smartboard activities: <ul style="list-style-type: none"> ○ contributing by writing on Smartboard prompts ○ adding information researched using iPads ○ performing activities in small groups <ul style="list-style-type: none"> ▪ timeline, propaganda sort, writing in T-charts
Summative	<ul style="list-style-type: none"> • Debate between the assigned roles of peasants and royalty. Students will utilize all knowledge learned

	<p>during lessons, as well as reference the text. Grade will be composed of student's comments/questions during the actual debate, as well as a written narrative of the important points for their side (one narrative per person).</p> <ul style="list-style-type: none"> • Additional summative will be a personal response, summarizing the differences between imperial Russia and present Russia.

<p>Procedure Lesson One</p> <p>Smartboard pages:</p>	<p>CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Objective: Students will be able to identify what they already know about imperial Russia, what they would like to learn, and what they learned based on the research they do on the computers/iPads.</p> <ul style="list-style-type: none"> • Introduce the book by identifying the time period and subject matter. • Ask students to volunteer pieces of information they already know about the Imperial family or the time period. <ul style="list-style-type: none"> ○ Record this on the RAN chart on the Smartboard. • Split students up into four groups. <ul style="list-style-type: none"> ○ Assign one group to research the Romanov family, one group Russian geography during the time period of the Romanovs, one group Russian politics during the time period of the Romanovs, and one group Russian culture during the time period of the Romanovs. • Provide students with a list of websites (found at the back of the book). Explain that they may google their subject as well to find information. • Give students time (15-20 min) to research in their groups. • Come back together as a class. <ul style="list-style-type: none"> ○ One at a time, have a member from each group come up and write several facts they found on the Smartboard under their topic heading.
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- Go back to the RAN chart and fill in the “what we learned” spot with this information.
- Ask students to volunteer their “wonderings”, write these on the RAN chart.

**Procedure
Lesson Two**

**Smartboard
pages:**

CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Objective: Students will read passages from the book, focusing on the differences between the royals and the peasants. They will highlight these differences both on the Smartboard and on paper in groups.

- Read both passages on the Smartboard aloud to students.
- Have students explain the differences between the lives of the royals and the lives of the peasants.
- Highlight or underline these differences, writing comments on the Smartboard when necessary (or let students come up to the board to do this).
- Split students into groups (2-3 per group). Give each group a set of passages. Ask them to highlight/underline/annotate with the differences and similarities.
- Have each group explain to the class what their passages were about, and what the main similarities and differences were.

**Procedure
Lesson Three**

**Smartboard
pages:**

CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Objective: Students will analyze propaganda pieces to distinguish the purpose in a Smartboard activity and through the construction of their own propaganda piece.

- Introduce propaganda pieces with the Smartboard pages.
 - Ask students what the book says about propaganda and who, according to the book is writing it.
 - Have students discuss the different purposes that propaganda can have.
- Show students the purpose each piece is serving: political, anti-tsar, and communism.
- Students will work in groups of three to brainstorm their own propaganda piece.
 - They can choose between the Russian themes discussed in the book or ideas they have outside of the Family Romanov.
 - They will construct their piece to have a convincing picture that is artistic and thought-provoking, three sentences of writing on the piece, and an attractive title.
- Students will share their propaganda pieces to the class.
 - They must be prepared with the purpose their propaganda is serving and who it is targeted to convince.
- Students will take turns to complete the Smartboard activity as a formative assessment of the lesson's learning.

**Procedure
Lesson Four**

**Smartboard
pages:**

CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Objective: Students will discuss the theme of spiritualism in the text to better understand the culture, the government's dynamics, and groups and individuals' perspectives and choices by addressing the questions outlined in the Smartboard pages.

Objective: Students will analyze spiritual pictures from the text and write connotations in the T-charts on the Smartboard page to form a clearer picture of how spirituality influenced the people's opinions of the royal family and Rasputin.

- Ask the students to discuss what parts of the text contain spirituality.
- Present the importance of understanding spirituality in the text for the culture, the politics, and groups and individuals perspectives and choices.
- With the questions on the Smartboard, have students lead the conversation themselves with the criteria that every student must contribute at least three insightful comments. (Option of Socratic Seminar)
 - Answer any questions the students have and offer clarification for parts of their conversation that go off-text.
 - The conversation should last between 15-20 minutes.
- Go to the next slide. Have students think about what the pictures mean.
- Point out the emotions being evoked by each.
- Model pointing out an artistic element and analyzing its connotation.
- Ask for volunteers to find artistic elements and discuss what their connotations might be.
 - Students can write their ideas on the T-charts on the Smartboard.

**Procedure
Lesson Five**

**Smartboard
pages:**

CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Objective: Students will sequence the rises and falls of the governments in Russia from the Romanovs until the fall of communism on a Smartboard activity.

- Ask students to look in their text to outline the events of the fall of the Romanov empire in partner pairs.
 - Point out the 6 dates on the timeline on the Smartboard activity.
 - Ask students to locate the dates in their text. They should compare their answers to other partners.(10-15 minutes)
- Have volunteers press the dates on the timeline to check the answers they found.
- Students should go back to the text with their partner and choose 3 other important dates not listed that are part of the timeline of the failed governments.
- Students can write their dates in the Smartboard activity on the line.
 - Any groups that choose the same event/date can draw a star next to it.
- Ask the students to look at the timeline and notice how recent the fall of communism in Russia was. Have groups of 4 students talk about what happened in the U.S. and other parts of the world in the 1990's.
 - Option of using iPads to research news articles from 1991.
- Have students reflect about how recently these changes have taken place in Russia and respond with their thoughts and feelings in an exit slip.

**Procedure
Lesson Six**

**Smartboard
pages:**

CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Objective: Students will understand the importance of using quotes, figurative language and foreshadowing in text, and explain how these contribute to the overall tone and the way one feels when they read a passage.

- Students will have been asked to pick out 2-3 quotes they felt were very important or powerful while reading for homework the previous day.
- Students will type or write these on the Smartboard so that the class can discuss the quotes and discuss why they are important, what words make them powerful, what are the elements of language present (metaphor, simile, figurative language, hyperbole, etc.).
- If students do not volunteer quotes, or if student's quotes do not provoke discussion, the class will discuss the quotes listed already on the Smartboard pages.

**Procedure
Lesson Seven**

**Smartboard
pages:**

CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Objective: Students will analyze the power of celebrity, and evaluate how a group can learn the same information about a person or group but come to different conclusions, and how this can occur with past and present figures.

- Students will be divided into four groups. Each group will be given one celebrity (Justin Bieber, Miley Cyrus, Taylor Swift, One Direction -- can tailor the celebrities to your particular class).
- Groups will discuss the “pros” of their celebrity (why someone might have a good opinion of them), as well as the “cons” of their celebrity (why someone might have a bad opinion of them).
- One at a time, groups will write their findings on the Smartboard.
- The class will take a vote using the voting tool on the Smartboard about how they feel about the celebrity.
- As a class, do the same for the royal family and for Rasputin.
- Discuss why you all read the same book, yet have different opinions.
 - What parts led each individual to the opinion they have?
 - Point out that some people place greater stock in some pieces of information that others -- we all have certain sets of values that shape how we feel about people/events.
- Discuss what parts of the book may have changed students opinions on the family or Rasputin.
 - Were they more sympathetic to the family at the beginning or the end of the book?
 - Do they think Rasputin was evil, or just opportunistic?
 - If they disliked the family, were they still sad when they died?

**Procedure
Lesson Eight**

**Smartboard
pages:**

CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Objective: Students will synthesize information from the text and outside research to make text to world connections through current events in Russia since the fall of communism.

- Go to the first lesson with the RAN chart and the findings from research about Romanov era Russia.
 - Ask students to think about all the things they put in the wonderings column. Groups (2-3) should discuss how their wonderings informed their reading and if they found answers.
- Students will look to the end of the text to review what the author wrote about current Russia.
 - As the students raise their hands with information, the teacher should write it on the Smartboard slide in lesson 8 under government, geography, religion, or culture.
- The students will then be directed to research Russian current events on scholastic websites, national geographic online, and CNN new sources.
 - They will find information on the four headings.
 - Students will add their contributions to the Smartboard slide.
- The students will be asked to take out a notebook page to answer a short essay reflection question.
 - In 1-2 pages, students will write about one theme in the text (spiritualism, social unrest, inequality between the rich and poor, etc.) and how it developed through the text. They will also answer if they feel that it could have been possible for the Family Romanov to stay in power if 1-3 things changed.
 - This can be taken home as homework.