Grade 7: Module 3: Unit 3: Lesson 11
Coda: What Gives This Story Power?
Re-examining Powerful Stories
Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

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. (RL.7.2)  
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.7.5)  
Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.7.1)

Supporting Learning Targets

- I can analyze how the content, theme, images, and language in *Turning the Page* give the story its enduring power.
- I can engage effectively with my classmates.

Ongoing Assessment

- Analyzing a Powerful Story: *Turning the Page*
### Agenda

1. **Opening**
   - A. Reintroducing Powerful Stories Anchor Chart (7 minutes)
2. **Work Time**
   - A. Reading Aloud a Powerful Story: *Turning the Page* (20 minutes)
   - B. Analyzing *Turning the Page* (15 minutes)
3. **Closing and Assessment**
   - A. Comparing Versions of the Same Story (3 minutes)
4. **Homework**
   - A. Independent reading.

### Teaching Notes

- In Lessons 11 and 12, students return to the guiding question that launched this module: What gives stories and poems their enduring power? These lessons serve as a sort of “coda” to the module. Although these lessons are not imperative for assessing the standards addressed in the module, they provide important intellectual closure for the learning. Lesson 12 also gives students much needed time to celebrate their hard work.

- You will need students’ children’s stories in Lesson 12. If you did not collect them at the end of Lesson 10, consider collecting them today.

- This lesson centers on *Turning the Page: Frederick Douglass Learns to Read*. Familiarize yourself with the story ahead of time so you can read it in a compelling way in Work Time A. If you used this book as the alternative text in Units 1 and 2 (in lieu of *Frederick Douglass: The Last Day of Slavery*), consider devoting less time to Work Time B since students will already be familiar with the text. If they have already worked extensively with *Turning the Page*, you may also consider using *Last Day of Slavery* as an alternative text in this lesson, or using a strong student exemplar.

- In Work Time B, you have an additional opportunity to assess SL.7.1. For students who struggled on the mid-unit assessment in Lesson 4, consider structuring Work Time B to be another opportunity to assess this standard.

- The homework for this lesson is flexible and will depend on the needs of the class.
  - If you have launched a new independent reading project (see Lesson 9 Teaching Notes), students can read their books.
  - If your students would benefit from revising the Author’s Note (from Lesson 10), consider making this the homework.
  - If you think students could benefit from analyzing another powerful, enduring story, consider assigning another story to read.

- In advance:
  - Form triads. Group students homogeneously and provide more direct support for students who struggle with RL 7.2 or L 7.5.
  - Post: Learning targets and Powerful Stories anchor chart.
## Lesson Vocabulary

<table>
<thead>
<tr>
<th>Materials</th>
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<tbody>
<tr>
<td>• Powerful Stories anchor chart (Unit 1, Lesson 1)</td>
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<tr>
<td>• Analyzing a Powerful Story: <em>Turning the Page</em> (one per student)</td>
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<tr>
<td>• <em>Turning the Page: Frederick Douglass Learns to Read</em> (book; one per triad and one for display)</td>
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<tr>
<td>• Optional homework: Author’s Note (from Lesson 10; returned with feedback; see Teaching Notes)</td>
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</tbody>
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## Opening

### A. Reintroducing Powerful Stories Anchor Chart (7 minutes)

- Focus students on the **Powerful Stories anchor chart**. Invite students to re-familiarize themselves with the chart. Remind them that one of the big questions they have been exploring is: “What gives stories and poems their enduring power?” This chart has been a way for them to track their thinking around this question.

- **Ask them:**
  - “What are some of the examples of a powerful story we have seen throughout this module?”
  - After a few moments, cold call several volunteers to share their thinking. Listen for students to mention the examples noted on the chart. Then ask:
  - “What has made these stories powerful?”
  - Ask students to raise their hands when they have an answer. When most hands are up, ask a few students to share their thinking. Push for specific examples from the text to explain why each story was powerful.
  - Remind them that powerful stories often change a person’s thinking or evoke a strong feeling, and that often this happens through the theme of the text. Ask:
  - “How has reading these stories changed your thinking or evoked a strong feeling?”
  - Ask students to turn and share their thinking with a partner.
  - Ask pairs to share their thinking, as time permits.
Work Time

A. Reading Aloud a Powerful Story: *Turning the Page* (20 minutes)

- Invite the students to get comfortable. Consider gathering them in a circle. Explain that you are going to read one more powerful story. Unlike with the reading in Units 1 and 2, you are going to read the story without any interruptions so they can feel the full power of a good story. The will have a chance to look more closely at the elements of the story with a group after the reading is over.
- Remind students of the first learning target and invite them to begin noticing the elements of a powerful story as they listen.
- Read the story in an entertaining and engaging voice.

B. Analyzing *Turning the Page* (15 minutes)

- Distribute the *Analyzing a Powerful Story: Turning the Page* worksheet and ask the students to note that it is very similar to the Powerful Stories anchor chart. However, now they have experience crafting a powerful story and they are returning to this chart as authors. Therefore, they are going to notice some more specific details in the language. They will also look at character development when they think about the content of the stories since they have experience crafting characters.
- Arrange the students in triads. Distribute a copy of *Turning the Page* to each triad.
- Instruct the students to work together to analyze why this is a powerful and enduring story. Ask a student to read the example and answer any clarifying questions. Remind them that the reason textual evidence is powerful is often because it relates to an overall theme. A good analysis will often link to a theme, just as the example did.
- Circulate as needed. Push groups to identify specific textual examples and explain why they are powerful.
- If groups are having trouble, you may suggest they look for metaphors or phrases that “pull” them. This is a good way to identify powerful elements. Or they may want to look for turning points in a character’s development.
- Probe, helping students focus on key passages that are particularly significant, such as ones on pages 6, 12, 14, and 20.
  * “What do you notice ... why?”
  * “Look here ... how does the author...?”
  * “What does this show us about this character?”
  * “This is an interesting turn of phrase. Why did the author say it this way?”
  * “How does this relate to the theme or the big ideas in this book?”

Meeting Students’ Needs

- For this first read aloud, it may be more powerful for students to simply listen rather than reading along. But for students who have difficulty with auditory processing, consider giving them a copy to read along with you.

- Consider placing students in homogeneous groups and providing more specific, direct support to the students who need it most.
### Work Time, continued

- As time permits, invite groups to share out their thinking. Listen for students to share comments such as these:
  - “On page 14, the author says that introducing Frederick to reading was like lighting a fire inside him. This was a powerful way of showing just how determined Frederick was to read. Nobody could stop it—just like a fire is hard to stop.”
  - “On page 14, the illustrator reinforces Mrs. Auld’s change by putting such a sour expression on her face. We can clearly see how slavery corrupted her.”
  - “On page 12, when Frederick realizes that learning to read is his pathway to freedom, it makes the reader realize how important reading is to all kinds of freedom. This is a powerful way to get across this theme to the reader.”

### Closing and Assessment

**A. Comparing Versions of the Same Story (3 minutes)**

- Ask students:
  * “Who else wrote a story based on Frederick Douglass learning to read? What were some choices you made that were different from the book we read today?”
- After one or two students have shared their differences, note for the students how powerful and enduring stories can be told in a variety of ways.
- Remind them that in the next lesson, they will get to read and celebrate the many powerful stories they created as a class.

### Homework

- Independent reading (see Teaching Notes).
Directions: Use the chart below to gather evidence from the text to support your analysis.

**Remember**: Powerful stories and language make you feel something or change your thinking.

<table>
<thead>
<tr>
<th>Turning the Page</th>
<th>Content/ Character</th>
<th>Theme</th>
<th>Language (including sensory details, strong verbs, vivid images, figurative language)</th>
<th>Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pg 10 “Mrs. Auld wouldn’t meet ... away.”</td>
<td>This shows us Mrs. Auld is ashamed. At first we think it’s because she can’t teach Frederick anymore. As we read more, we think she might be ashamed that she didn’t know how to treat a slave because this is a turning point for her. We see how slavery corrupts her.</td>
<td></td>
<td></td>
<td>The picture of Frederick peeking out behind the door is a good way of showing he is about to hear something life-changing and realize reading leads to freedom.</td>
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What did this powerful story make you feel? Why?

How did this powerful story change your thinking? Why?