



EXPEDITIONARY  
LEARNING

## **Grade 6: Module 2A: Unit 2: Lesson 8**

### **Mid-Unit 2 Assessment: Analyzing Structure and Theme in Stanza 4 of “If”**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)

I can compare and contrast how reading a text is different from watching a movie or listening to a literary text. (RL.6.7)

I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9)

I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

**Supporting Learning Targets**

- I can describe the literal meaning of figurative language in the poem “If.”
- I can compare how similar themes are communicated in *Bud, Not Buddy* and “If.”
- I can compare the experience of listening to an audio version of the poem to reading the poem.

**Ongoing Assessment**

- Mid-Unit 3 Assessment: Analyzing Structure and Theme in Stanza 4 of “If”
- The fourth stanza of “If” paraphrased on the Analyzing “If” graphic organizer



Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none"><li>A. Engaging the Reader: Afterword of <i>Bud, Not Buddy</i> (5 minutes)</li><li>B. Unpacking Learning Targets (2 minutes)</li></ul> <p>2. Work Time</p> <ul style="list-style-type: none"><li>A. Mid-Unit 3 Assessment, Part 1: Comparing the Listening and Reading Experience of Stanza 4 of “If” (8 minutes)</li><li>B. Vocabulary Pre-teaching (6 minutes)</li><li>C. Mid-Unit 3 Assessment, Part 2: Analyzing Stanza 4 of “If” (19 minutes)</li></ul> <p>3. Closing and Assessment</p> <ul style="list-style-type: none"><li>A. Paraphrasing the Fourth Stanza (5 minutes)</li></ul> <p>4. Homework</p>	<ul style="list-style-type: none"><li>• In this lesson, students complete the mid-unit assessment using the final stanza of the poem, which they haven’t yet worked with.</li><li>• The fourth stanza is challenging, and as this is an assessment, students are not able to work through the in-depth questioning they have completed with the other stanzas to better understand the meaning. As a result, before students answer questions about the meaning of the stanza of the poem in part two of the assessment, there is a vocabulary discussion that is not part of the assessment. This ensures students are familiar with most of the vocabulary before they have to answer questions about the meaning of the stanza.</li><li>• Assess student responses on the mid-unit assessment using the Grade 6 2-Point Rubric—Short Response and the answer key in the supporting materials of this lesson.</li><li>• Post: Learning targets and the Conveying Theme in <i>Bud, Not Buddy</i> charts from Lesson 1.</li></ul>



Lesson Vocabulary	Materials
figurative language, paraphrase	<ul style="list-style-type: none"><li>• <i>Bud, Not Buddy</i> (book; one per student)</li><li>• “If,” including Stanza 4 (one per student)</li><li>• Assessment Text: “If” by Rudyard Kipling</li><li>• Mid-Unit 2 Assessment: Analyzing Structure and Theme in Stanza 4 of “If” (one per student)</li><li>• “If” audio recording (from Lesson 2)</li><li>• Technology to play audio recording</li><li>• Word-catcher (from Unit 1, Lesson 1)</li><li>• Conveying Theme in <i>Bud, Not Buddy</i> charts (from Lesson 1)</li><li>• Analyzing “If” graphic organizer (from Lesson 2)</li><li>• Mid-Unit 2 Assessment: Analyzing Structure and Theme in Stanza 4 of “If” (Answers; for Teacher Reference)</li><li>• 2-Point Rubric: Writing from Sources/Short Response (for Teacher Reference; use this to guide scoring of student assessments)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: Afterword of <i>Bud, Not Buddy</i> (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to get out their copies of <b>Bud, Not Buddy</b> and get into triads. Remind them that for homework they were to read the afterword of <i>Bud, Not Buddy</i> and use evidence flags to identify three facts that they found particularly interesting.</li> <li>• Invite students to share their three facts with their triad and to explain why those facts were interesting.</li> <li>• Select volunteers to share their triad discussions with the whole group.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the homework task from the previous lesson at the beginning of the lesson holds students accountable for doing their homework. It also gives you an opportunity to assess who is reading the novel at home and who isn’t.</li> </ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to read the learning targets with you:             <ul style="list-style-type: none"> <li>* “I can describe the literal meaning of figurative language in the poem ‘If.’”</li> <li>* “I can compare how similar themes are communicated in <i>Bud, Not Buddy</i> and ‘If.’”</li> <li>* “I can compare the experience of listening to an audio version of the poem to reading the poem.”</li> </ul> </li> <li>• Remind students of what <i>figurative language</i> is. Explain that in this lesson, they will read the fourth stanza of “If” and complete the mid-unit assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>• Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul>



Work Time	Meeting Students’ Needs
<p><b>A. Mid-Unit Assessment, Part 1: Comparing the Listening and Reading Experience of Stanza 4 of “If” (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that they are going to work on Stanza 4 independently for their mid-unit assessment rather than working in pairs or triads as in previous lessons.</li><li>• Distribute <b>Assessment Text: “If” by Rudyard Kipling</b>. Tell students to read the whole poem slowly and carefully in their heads.</li><li>• Tell students to read Stanza 4 a second time.</li><li>• Distribute <b>Assessment Text: “If” by Rudyard Kipling</b> and <b>Mid-Unit 2 Assessment: Analyzing Structure and Theme in Stanza 4 of “If”</b>.</li><li>• Tell students that they are going to begin by listening to an audio version of Stanza 4 to compare the experience of listening to the text with the experience of reading the text.</li><li>• Play the <b>“If” audio recording</b> of Stanza 4.</li><li>• Ask students:<ul style="list-style-type: none"><li>* “How is the experience of listening to Stanza 4 similar to reading Stanza 4? How is it different?”</li></ul></li><li>• Invite students to fill out the Venn diagram at the top of their mid-unit assessment sheet to compare the experience of reading the poem to the experience of listening to it.</li></ul>	



Work Time	Meeting Students’ Needs
<p><b>B. Vocabulary Pre-teaching (6 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that now they are going to identify vocabulary that they are not familiar with, just as they did with the other stanzas.</li><li>• Give students 2 minutes to reread the fourth stanza and to circle the words they are not familiar with.</li><li>• Reconvene the students and select volunteers to share the words they have circled with the class.</li><li>• Words students may struggle with in the fourth stanza (and that they may not be understand through the context) include: <i>virtue</i>, <i>foes</i>, and <i>nor</i>.</li><li>• Invite students to help out if they know what the word means. If none of the students know what the word means and it isn’t possible to figure it out from the context, tell them what it means or invite a student to look it up in the dictionary to keep the lesson moving forward.</li><li>• Remind students to record new vocabulary on their <b>word-catcher</b>.</li></ul>	<ul style="list-style-type: none"><li>• Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.</li><li>• ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words (e.g., <i>law</i>, <i>peace</i>, etc.) that most students would know.</li></ul>



Work Time	Meeting Students' Needs
<p><b>C. Mid-Unit Assessment, Part 2: Analyzing Stanza 4 of “If” (19 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to read the questions on the mid-unit assessment sheet with you.</li> <li>• Focus students’ attention on the Conveying Theme in Bud, Not Buddy charts posted around the room and explain that students will need to refer to these in Questions 5 and 6.</li> <li>• Invite students to answer the rest of the questions on the mid-unit assessment sheet. Remind them that as this is an assessment, they must work independently.</li> <li>• Circulate to assist students in reading the poem where they need it.</li> <li>• Collect the mid-unit assessments to assess them against the Grade 6 2-Point Rubric—Short Response.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Paraphrasing the Fourth Stanza (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that now that they have analyzed the words and phrases in the fourth stanza more closely and have a deeper understanding of it, they are going to paraphrase the stanza.</li> <li>• Ask students to get into triads to share their paraphrasing.</li> <li>• Remind them of the Paraphrased column on their <b>Analyzing “If” graphic organizer</b>. Tell them to record their paraphrasing of the fourth stanza in that last column.</li> <li>• Use equity sticks to ask students to share their paraphrasing with the whole group.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking students to paraphrase the stanza helps you to check their understanding.</li> </ul>
Homework	Meeting Students' Needs
<p><i>Note: If you have not already launched independent reading, do so before or during Lesson 10. See Unit 2 Overview for details. Students will need to be ready to read their independent reading book for homework beginning in Lesson 10.</i></p>	



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## Supporting Materials



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If you can keep your head when all about you  
Are losing theirs and blaming it on you;  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too:  
If you can wait and not be tired by waiting,  
Or being lied about, don't deal in lies,  
Or being hated, don't give way to hating,  
And yet don't look too good, nor talk too wise;

If you can dream—and not make dreams your master;  
If you can think—and not make thoughts your aim,  
If you can meet with Triumph and Disaster  
And treat those two impostors just the same:  
If you can bear to hear the truth you've spoken  
Twisted by knaves to make a trap for fools,  
Or watch the things you gave your life to, broken,  
And stoop and build 'em up with worn-out tools;

If you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
And lose, and start again at your beginnings  
And never breathe a word about your loss:  
If you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,  
Or walk with Kings—nor lose the common touch,  
If neither foes nor loving friends can hurt you,  
If all men count with you, but none too much;  
If you can fill the unforgiving minute  
With sixty seconds' worth of distance run,  
Yours is the Earth and everything that's in it,  
And—which is more—you'll be a Man, my son!

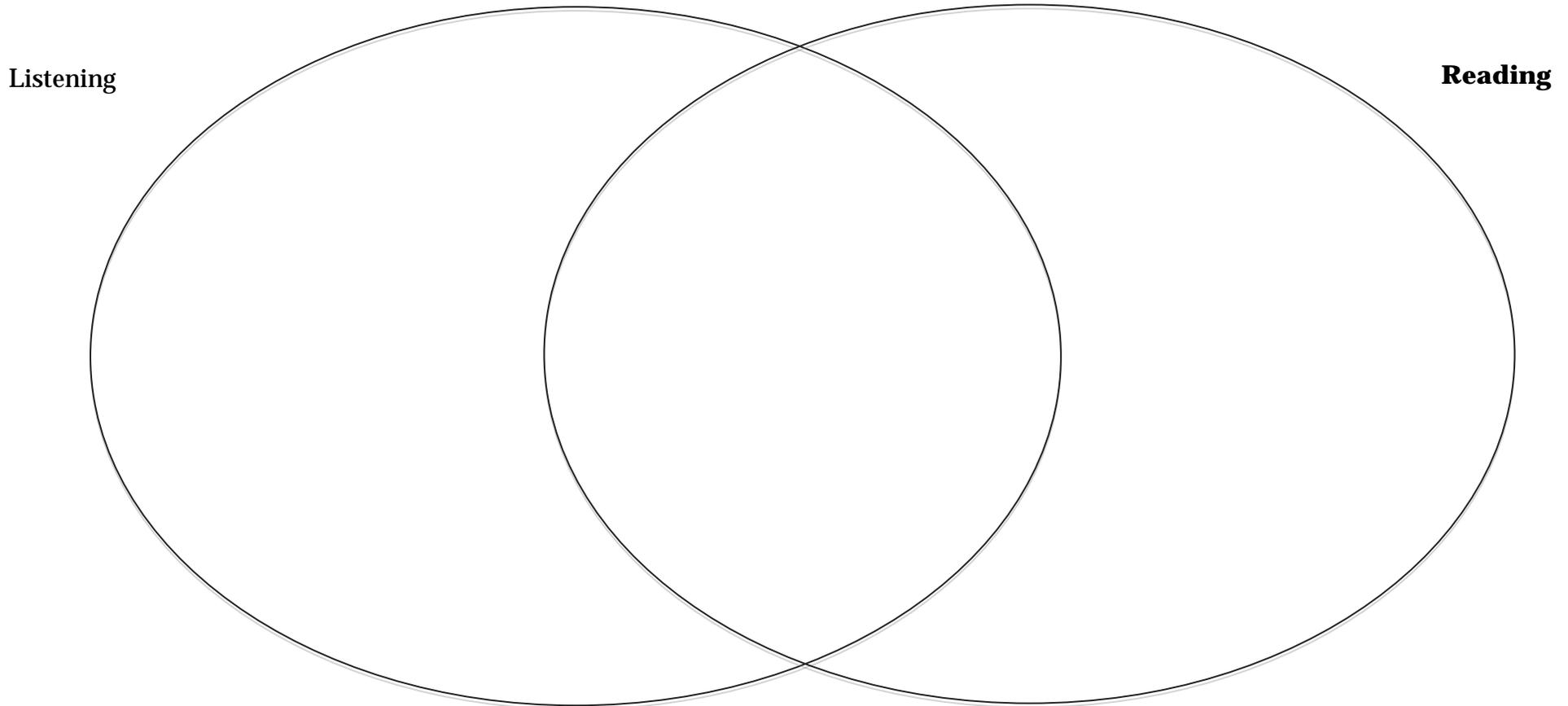
Rudyard Kipling, "If." First published in 1910. Public Domain.



**Mid-Unit 2 Assessment: Analyzing Structure and Theme in Stanza 4 of “If”**  
Part 1: Comparing the Listening and Reading Experience of Stanza 4 of “If”

Name:		Date:	
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2. How is the experience of listening to Stanza 4 similar to reading Stanza 4? How is it different?





- How is the experience of reading the poem different from the experience of listening to an audio version?
- How is it similar?

Questions	Answer
<p>If you can talk with crowds and keep your virtue, Or walk with Kings—nor lose the common touch,</p> <p>1. What do you think it means to “walk with Kings”?</p>	<p>Circle one:</p> <p>a. To actually walk down the street with some kings.</p> <p>b. To be friends with people who are successful and have everything.</p> <p>c. To carry a king from a chess set in your pocket.</p> <p>d. To be friends with people who think you are a king because they don’t have very much.</p>
<p>Yours is the Earth and everything that’s in it, And---which is more---you’ll be a Man, my son!</p> <p>2. What does he mean by “Yours is the Earth and everything that’s in it”?</p>	<p>Circle one:</p> <p>a. You become ruler of the earth and literally own everything in it.</p> <p>b. You will be a failure on earth and never get anywhere in life.</p> <p>c. You will be successful—everything you want you will have.</p> <p>d. You might be successful, but you will not get where you want to be because you don’t have everything you want.</p>



Questions	Answer
<b>3. How do those two lines contribute to the meaning of the whole poem?</b>	



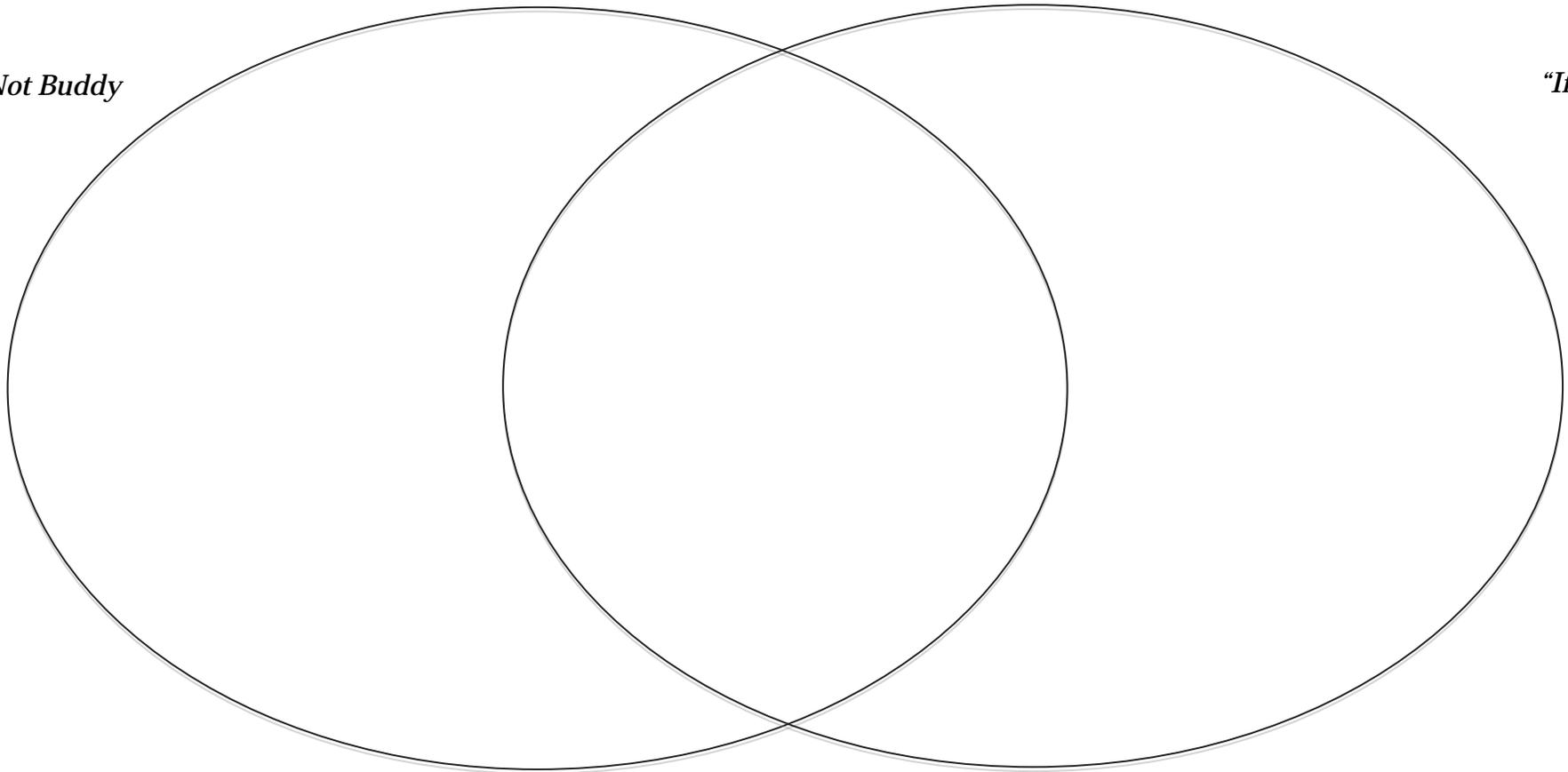
Questions	Answer
<p>4. What are some rules to live by that Rudyard Kipling gives us in this stanza of the poem?</p>	
<p>5. Look at the Conveying Theme in <i>Bud, Not Buddy</i> charts. Which of the rules to live by in this stanza of “If” connects with a theme in <i>Bud, Not Buddy</i>? How does it connect?</p>	



6. What is similar about the way the authors Christopher Paul Curtis and Rudyard Kipling conveyed a similar theme? What is different?”

*Bud, Not Buddy*

*“If”*





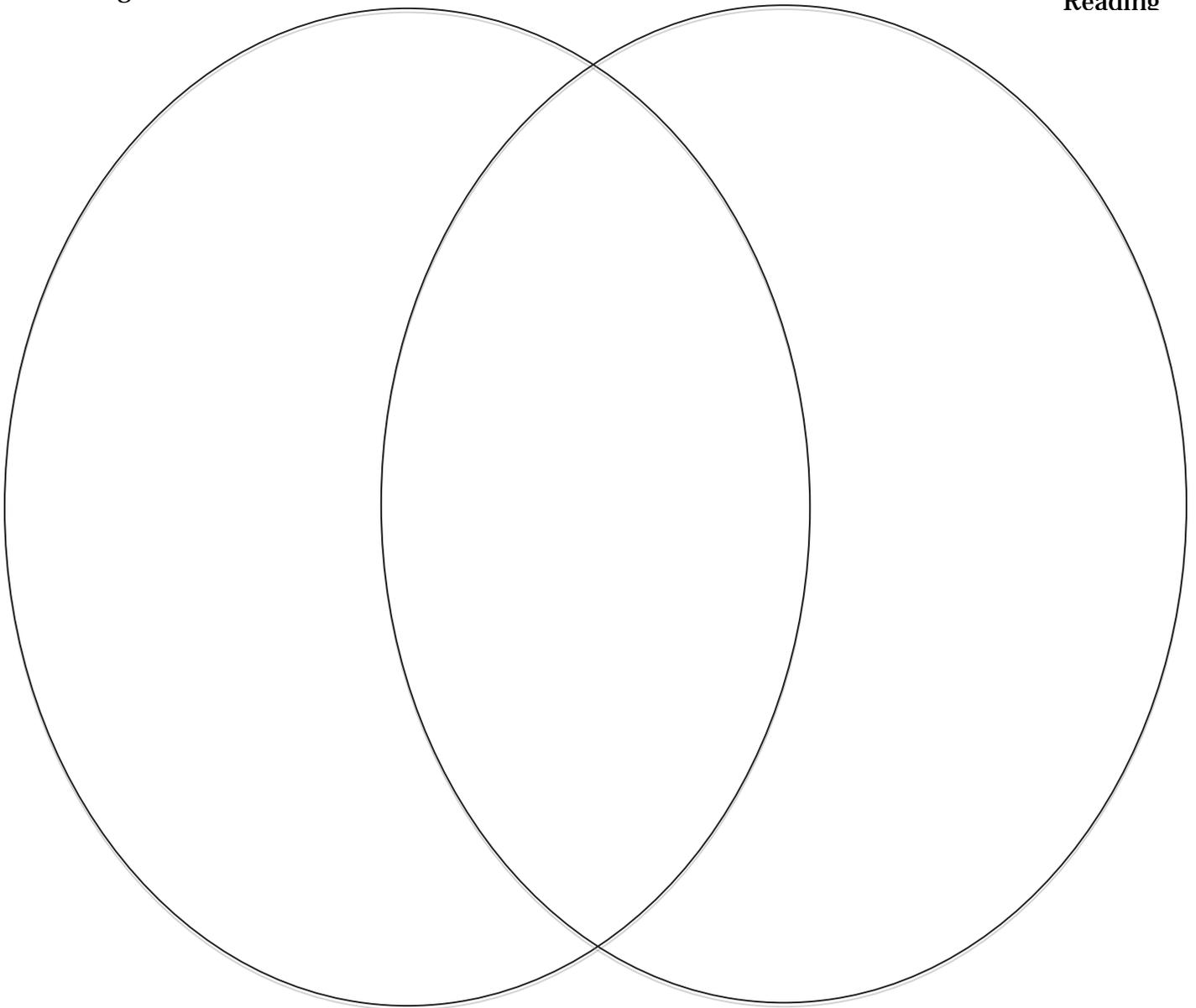
Name:

Date:

1. How is the experience of listening to Stanza 4 similar to reading Stanza 4? How is it different?

Listening

Reading





**Similarities:**

- *Same words*
- *Same overall meaning*

**Unique to Listening:**

- *Emphasis on certain words and phrases*
- *The tone that it is read in generates a certain mood More dramatic/more interesting to listen to it than read it*

**Unique to Reading**

- *Emphasize different words to listening based on own interpretation*
- *Read it in a different tone due to a different personal interpretation*



- How is the experience of reading the poem different from the experience of listening to an audio version?
- How is it similar?

Questions	Answer
<p>If you can talk with crowds and keep your virtue, Or walk with Kings—nor lose the common touch,</p> <p>1. What do you think it means to “walk with Kings”?</p>	<p>Circle one:</p> <p>a. To actually walk down the street with some kings.</p> <p><b>b. To be friends with people who are successful and have everything.</b></p> <p>c. To carry a king from a chess set in your pocket.</p> <p>d. To be friends with people who think you are a king because they don’t have very much.</p>
<p>Yours is the Earth and everything that’s in it, And---which is more---you’ll be a Man, my son!</p> <p>2. What does he mean by “Yours is the Earth and everything that’s in it”?</p>	<p>Circle one:</p> <p>a. You become ruler of the earth and literally own everything in it.</p> <p>b. You will be a failure on earth and never get anywhere in life.</p> <p><b>c. You will be successful—everything you want you will have.</b></p> <p>d. You might be successful, but you will not get where you want to be because you don’t have everything you want.</p>
<p>3. How do those two lines contribute to the meaning of the whole poem?</p>	<p><i>They summarize the poem and leave us with a final message. They tell us that if we do everything Rudyard Kipling suggests we should do in all of the stanzas, we will be successful in life and will have everything we want.</i></p>



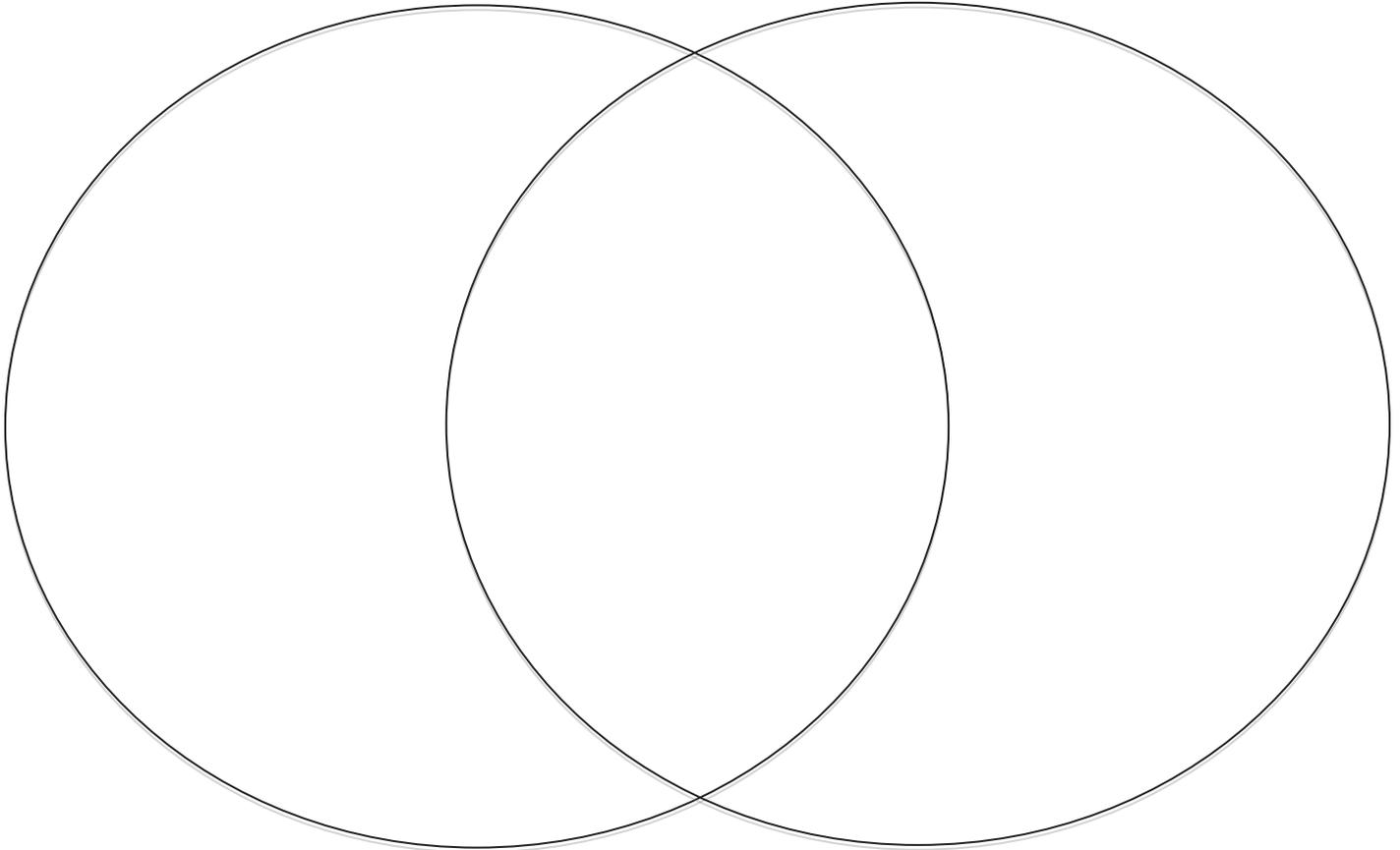
Questions	Answer
<p>4. What are some rules to live by that Rudyard Kipling gives us in this stanza of the poem?</p>	<p><i>Students will have individual interpretations, but suggestions may include:</i></p> <ul style="list-style-type: none"><li>• Consider others points of view, but stay true to yourself.</li><li>• Be friends with successful people, but not get forget about those who are less successful.</li><li>• Don't let others dictate your future or your happiness.</li><li>• Life is short – fill it with as much as possible.</li></ul>
<p>5. Look at the Conveying Theme in Bud, Not Buddy charts. Which of the rules to live by in this stanza of “If” connects with a theme in <i>Bud, Not Buddy</i>? How does it connect?</p>	<p><i>Persevere through challenging times. Rudyard Kipling tell us to fill the unforgiving minute with sixty seconds of distance run, which is like saying even though times are challenging – keep going and make the most of what you do.</i></p>



7. What is similar about the way the authors Christopher Paul Curtis and Rudyard Kipling conveyed a similar theme? What is different?”

***Bud, Not Buddy***

**“If”**





**Similarities:**

- **Similar theme**

**Unique to Listening:**

- *Communicates the theme through the plot*
- *Communicates the theme through character dialogue*
- *Communicates the theme over a longer piece of text*

**Unique to Reading**

- *Communicates the theme through poetic language*
- *Communicates the theme through a couple of lines.*
- *Communicate the theme more directly than the novel.*



Use the below rubric for determining scores on short answers in this assessment.

<b>2-point Response</b>	The features of a 2-point response are:
	<ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability</li></ul>
<b>1-point Response</b>	The features of a 1-point response are:
	<ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt</li><li>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Incomplete sentences or bullets</li></ul>
<b>0-point Response</b>	The features of a 0-point response are:
	<ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li><li>• No response (blank answer)</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable</li></ul>

<sup>1</sup>From New York State Department of Education, October 6, 2012.