



EXPEDITIONARY
LEARNING

Grade 6: Module 2A: Unit 1: Lesson 9

Text-Dependent Questions and Making a Claim: Digging Deeper into Paragraphs 12–14 of Steve Jobs' Commencement Address (and connecting to Chapter 9)



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

I can cite text-based evidence to support an analysis of informational text (RI.6.1)

I can determine the main idea of an informational text based on details in the text. (RI.6.2)

I can analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. (RI.6.5)

Supporting Learning Targets

- I can read Paragraphs 12–14 of the Steve Jobs speech closely in order to answer text-dependent questions.
- I can make a claim using details from Paragraphs 9–14 of the Steve Jobs speech.
- I can connect the events described by Steve Jobs in Paragraphs 9–14 of his speech to those experienced by Bud in the novel *Bud, Not Buddy*.

Ongoing Assessment

- Stanford University Commencement Address: Steve Jobs: Paragraphs 12-14 Details to Support the Claim Note-catcher
- Forming Evidence-Based Claims graphic organizer



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Triad Discussion— Questions from Chapter 9 of <i>Bud, Not Buddy</i> (5 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Text-Dependent Questions, Paragraphs 12–14 (15 minutes)</p> <p>B. Forming Evidence-Based Claims: Paragraphs 9–14 (18 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Connecting the Steve Jobs Speech to <i>Bud, Not Buddy</i> (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 10 of <i>Bud, Not Buddy</i>. Identify the rules Bud refers to in the chapter and complete your Tracking Bud’s Rules graphic organizer.</p>	<ul style="list-style-type: none"> • This lesson is similar in structure to Lesson 7 and is the second of the two-lesson cycle. In this lesson, students dig deeper into Paragraphs 12–14 in order to answer text-dependent questions. • In this lesson, students use the Odell Forming Evidence-Based Claims graphic organizer to make a claim to answer a question. They gather details from the text to answer the question and then connect those details to make a claim. To prepare students to work independently on making an evidence-based claim in Lesson 11, in this lesson they identify one detail and the thinking behind choosing one detail as a whole group. • In advance: Read the Close Reading Guide for this lesson (see supporting materials) and familiarize yourself with the text-dependent questions and suggested answers. • Post: Learning targets.



Lesson Vocabulary	Materials
claim, evidence	<ul style="list-style-type: none">• Stanford University Commencement Address: Steve Jobs (technology to display the webpage containing the video and transcript of the Steve Jobs Commencement Address: http://news.stanford.edu/news/2005/june15/jobs-061505.html - see Teaching Notes in Lesson 6 for more information)• Glossary for Stanford University Commencement Address: Steve Jobs (from Lesson 6)• Paragraphs 12–14 of the Steve Jobs Speech—Text-Dependent Questions (one per student)• Close Reading Guide—Paragraphs 12–14 of the Steve Jobs Speech (for Teacher Reference)• Forming Evidence-Based Claims graphic organizer (one per student and one to display)• Document camera• Stanford University Commencement Address: Steve Jobs: Paragraphs 12-14 Details to Support the Claim Note-catcher (one per student)• Forming Evidence-Based Claims task card (one per student)• Connections between Steve Jobs and Bud anchor chart (from Lesson 7)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Triad Discussion—Questions from Chapter 9 of <i>Bud, Not Buddy</i> (5 minutes)</p> <ul style="list-style-type: none"> • Remind students of the homework questions: <ul style="list-style-type: none"> * “What idea is Bud talking about?” * “How did it grow?” * “Does this remind you of anything else in the book?” • Invite students to get into triads to share their answers to the homework questions with supporting details. • Cold call students to share their ideas whole group. 	<ul style="list-style-type: none"> • Reviewing the homework holds all students accountable for reading the novel and completing their homework.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “I can read Paragraphs 12–14 of the Steve Jobs speech closely in order to answer text-dependent questions.” * “I can make a claim using details from Paragraphs 9–14 of the Steve Jobs speech.” * “I can connect the events described by Steve Jobs in Paragraphs 9–14 of his speech to those experienced by Bud in the novel <i>Bud, Not Buddy</i>.” • Tell students that these learning targets are similar to those in Lesson 7 because this lesson follows a similar structure. • Remind them that they did a lot of work on making claims about a text in Module 1. 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students’ Needs
<p>A. Text-Dependent Questions, Paragraphs 12–14 (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that now that they have got the gist of Paragraphs 12–14, they are going to dig deeper into this section of the text in order to understand it fully. • Ensure students are able to view the Stanford University Commencement Address: Steve Jobs transcript on the webpage. • Ensure students have access to their Glossary for Stanford University Commencement Address: Steve Jobs. • Distribute Paragraphs 12–14 of the Steve Jobs Speech—Text-Dependent Questions (see supporting materials). Students work through the first part of this handout in concert with the Close Reading Guide (for Teacher Reference). 	<ul style="list-style-type: none"> • Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.
<p>B. Forming Evidence-Based Claims: Paragraphs 9–14 (18 minutes)</p> <ul style="list-style-type: none"> • Distribute the Forming Evidence-Based Claims graphic organizer and display it using a document camera. Remind students that they used this organizer in Lesson 7 to find details to support a claim given to them. • Tell them that this time, they are going to have to make the claim themselves in order to answer a question, just as they did in Module 1 when making a claim about the themes of myths. • Post this question on the board and explain that the claim students make needs to answer this question: <ul style="list-style-type: none"> * “In Paragraph 14, Steve Jobs goes on to tell his audience two things not to do, beginning his sentences with the word ‘don’t.’ What does Paragraph 14 suggest he is trying to tell the graduates?” • Invite students to record the question at the top of their Evidence-Based Claims organizer for quick reference as they are working. • Distribute the Stanford University Commencement Address: Steve Jobs: Paragraphs 12-14 Details to Support the Claim Note-catcher and pair students up. Tell them that they are going to have 5 minutes to work together to identify details in Paragraphs 12–14 that support the claim and to record these details in the first ‘Details from the text’ column of the note-catcher. They are then to record their thinking on those details in the second column, ‘My thinking on this detail.’ • Pair students up. Invite the pairs to work together to reread Paragraphs 12–14, record details to answer the question in the first column of the note-catcher, and their thinking about that detail in the second column. Remind students that they did this with Paragraphs 6–8 in Lesson 7. Give them 5 minutes to work. • Cold call students to share the details and their thinking to justify why that detail answers the question. Record one of the details in the first box on the displayed Forming Evidence-Based Claims graphic organizer as a model. An example would be: “You’ve got to find what you love. And that is as true for your work as it is for your lovers.” 	<ul style="list-style-type: none"> • Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. • When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Record the thinking about that detail in the box below the detail as a model. An example would be: "He is telling the graduates a rule to follow."Remind students that once they have recorded three details and their thinking about those details, they need to think about how the details are connected and then use that connection to make a claim to answer the question.Distribute the Forming Evidence-Based Claims task card. Invite students to read the directions with you. Tell them to follow these directions to form an evidence-based claim to answer the question.Circulate to assist students. Ask probing questions such as the following:<ul style="list-style-type: none">* "Why have you chosen that detail?"* "What is your thinking behind choosing that detail?"* "How are those details connected?"Invite students to get into triads to share their work. Tell them that they may make revisions to their evidence-based claim based on what they hear from their peers.Select volunteers to share their claims and details with the whole group. Listen for them to explain that Steve Jobs is telling the graduates that sometimes we can hit unexpected challenges, but we need to keep trying and not settle for less than what we really love.	<ul style="list-style-type: none">Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow them to have more meaningful discussions and clarify points in their native language.



Closing and Assessment	Meeting Students’ Needs
<p>A. Connecting the Steve Jobs Speech to Bud, Not Buddy (6 minutes)</p> <ul style="list-style-type: none"> • Pair students up. Ask them to Think-Pair-Share: <ul style="list-style-type: none"> * “After reading this part of the speech, including Paragraphs 9 and 10, which you read through briefly in Lesson 8, what new connections can you see between Steve Jobs and Bud? How are their experiences similar? How are they different?” • Select students to share their responses with the whole group. • Refocus the group. Focus students’ attention on the Connections between Steve Jobs and Bud anchor chart. Invite them to suggest connections between Steve Jobs and Bud to record on the anchor chart. Tell them that they will use these connections for an assessment later in the unit. Suggestions might include: <ul style="list-style-type: none"> * Both Bud and Steve Jobs faced hard times but kept trying to find what they really loved. * Neither settled until they had found what they loved. 	<ul style="list-style-type: none"> • Anchor charts serve as note-catchers when the class is co-constructing ideas and recording ideas for future reference.
Homework	Meeting Students’ Needs
<p>A. Read Chapter 10 of <i>Bud, Not Buddy</i>. Identify the rules Bud refers to in the chapter and complete your Tracking Bud’s Rules graphic organizer.</p>	



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Supporting Materials



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Name: _____

Date: _____

Directions and Questions	Notes
<p>In Paragraph 12, Steve Jobs says, “I didn’t see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me.”</p> <p>1. Why does he make that claim? What evidence does he present in Paragraphs 12–14 to support this claim?</p>	
<p>At the beginning of Paragraph 13, Steve Jobs says, “During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife.”</p> <p>2. Why does Steve Jobs talk about his wife, Laurene, in this sentence? How does this story add to the meaning of this section about love and loss?</p>	
<p>In Paragraph 14, Steve Jobs says, “Sometimes life hits you in the head with a brick.”</p> <p>3. What does he mean here? Does he mean life literally hits you in the head with a brick?</p>	



Directions and Questions	Notes
<p>In paragraph 12 Steve Jobs says, “I didn’t see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me.”</p> <p>1. Why does he make that claim? What evidence does he present in paragraphs 12-14 to support this claim?</p>	<p>(5 minutes)</p> <ul style="list-style-type: none"> • Ask students to read in their heads as you read this extract from Paragraph 12 aloud: “The heaviness of being successful was replaced by the lightness of being a beginner again.” • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> • “What does he mean by ‘the heaviness of being successful’ and ‘the lightness of being a beginner again’? Did he weigh more when he was successful?” <p><i>Listen for students to explain that heaviness means he was weighed down with responsibility that he didn’t have once he was fired.</i></p> <ul style="list-style-type: none"> • Ask students to read in their heads as you read this extract from Paragraph 12 aloud: “I didn’t see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me.” • Ask them to discuss Question 1 in triads and then record their answers, using evidence from the text to support them, in the Notes column of their text-dependent questions sheet. • Select volunteers to share their answers with the class. <p><i>Listen for students to explain that getting fired from Apple gave him the opportunity to be creative: He started two companies, both of which became very successful, and he met his wife.</i></p>



Directions and Questions	Notes
<p>At the beginning of Paragraph 13, Steve Jobs says, “During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife.”</p> <p>2. Why does Steve Jobs talk about his wife, Laurene, in this extract? How does this storyline add to the overall meaning of this section about love and loss?</p>	<p>(5 minutes)</p> <ul style="list-style-type: none">• Ask students to read in their heads as you read the extract aloud.• Ask them to discuss Question 2 in triads and then record their answers, using evidence from the text to support them, in the Notes column of their text-dependent questions sheet.• Cold call students to share their answers with the class. <p><i>Listen for students to explain that Steve Jobs talks about his wife because, although he doesn't explain how, she was one of the things that happened as a result of him getting fired from Apple. It fits in the section about love and loss because he loves her and they have a “wonderful family.”</i></p>



Directions and Questions	Notes
<p>In Paragraph 14, Steve Jobs says, “Sometimes life hits you in the head with a brick.”</p> <p>3. What does he mean here? Does he mean life literally hits you in the head with a brick?</p>	<p>(5 minutes)</p> <ul style="list-style-type: none">• Ask students to read in their heads as you read this extract from Paragraph 14 aloud: “I’m pretty sure none of this would have happened if I hadn’t been fired from Apple. It was awful-tasting medicine, but I guess the patient needed it.”• Ask students to Think-Pair-Share:<ul style="list-style-type: none">• “What does he mean by ‘It was awful-tasting medicine, but I guess the patient needed it’?” <p><i>Listen for students to explain that although being fired from Apple was awful, he needed it to do bigger and better things.</i></p> <ul style="list-style-type: none">• Ask students to read this extract from Paragraph 14 in their heads as you read it aloud: “Sometimes life hits you in the head with a brick.”• Ask them to discuss Question 3 in triads and then record their answers, using evidence from the text to support them, in the Notes column of their text-dependent questions sheet.• Cold call students to share their answers with the class. <p><i>Listen for students to explain that being “hit in the head with a brick” means that sometimes you can unexpectedly hit hard times in life.</i></p>



Details from the text	My thinking on this detail
1.	
2.	
3.	
4.	
5.	



FORMING EVIDENCE-BASED CLAIMS

Name Date

FOCUSING QUESTION	
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DETAIL FROM NOVEL	DETAIL FROM NOVEL	DETAIL FROM NOVEL

MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL

HOW I CONNECT THESE DETAILS	
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CLAIM	
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1. Reread Paragraphs 12–14 with the question in mind.
2. Record three details in the first boxes on your Forming Evidence-Based Claims organizer. You do not have to record the same details as your partner.
3. Discuss with your partner your thinking about those details and how they answer the question.
4. Record your thinking about those details in the second row of boxes on your Forming Evidence-Based Claims organizer.
5. Discuss how those details are connected in answering the question with your partner.
6. Record how those details are connected on your Forming Evidence-Based Claims organizer.
7. Use the details and the connections between the details to make a claim to answer the question.