



NCSC Sample Instructional Unit

Life on the Mississippi



National Center and State Collaborative

All materials in this resource have been approved for public distribution with all necessary permissions. Selected excerpts are accompanied by annotated links to related media freely available online at the time of the publication of this document.



National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.



This work was developed as part of the National Center and State Collaborative and supported by a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). The contents do not necessarily represent the policy of the U.S. Department of Education, and no assumption of endorsement by the Federal government should be made.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by NCSC.

This document is available in alternative formats upon request.

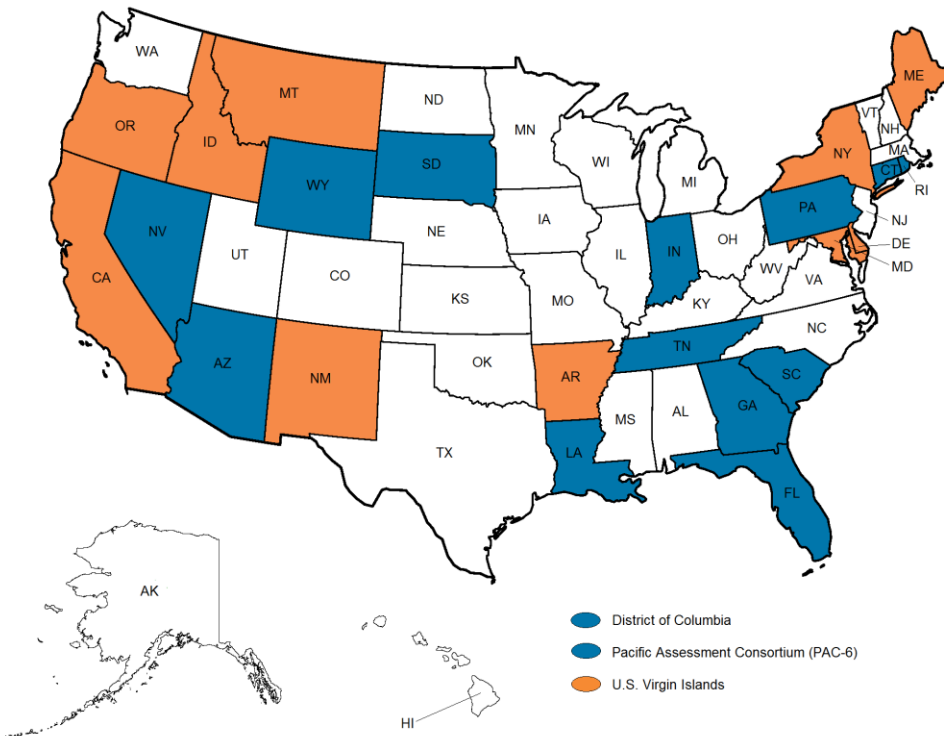


National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)¹, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

¹ The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).



National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.



150 Pillsbury Drive SE
207 Pattee Hall
Minneapolis, MN 55455
Phone: 612-708-6960
Fax: 612-624-0879
www.ncscpartners.org



National Center and State Collaborative

Universal Design for Learning (UDL) Sample Instructional Unit – Life on the Mississippi

Brad Clark

October 2013

Table of Contents

Common Core State Standards

Key Vocabulary

Lesson 1 of the Unit – Reading Comparisons within a Genre by the Same Author

Lesson Materials and Vocabulary	6
Lesson Introduction	7
Lesson Body	11
Practice	15
Closure	20
Resources.....	26

Lesson 2 of the Unit – Author’s Purpose in Informative Texts

Lesson Vocabulary and Materials.....	32
Lesson Introduction	33
Lesson Body	38
Practice	41
Closure	46
Resources	50

Lesson 3 of the Unit – Reading Comparisons within a Text by the Same Author

Lesson Vocabulary and Materials.....	54
Lesson Introduction	56
Lesson Body	59
Practice	66
Closure	68
Resources	73

Lesson 4 of the Unit – Culminating Activity: Becoming an Author: Creating an Authentic Purpose

Lesson Vocabulary and Materials.....	77
Lesson Introduction.....	79
Lesson Body	82
Practice	88
Closure	91
Resources	105

Unit Key Vocabulary

Character persons, animals, things, or natural forces presented in literature.

Context Clues Context clues are words or phrases that typically surround an unfamiliar word for the purpose of helping a reader understand the new word. Context clues are typically built into the sentences around the difficult word. Awareness of context clues allows a reader to make logical guesses/inferences about word meanings.

Genre A category of literary composition characterized by a particular style, form, or content is a genre. For example, poetry is a genre of literature.

Plot Plot is events that make up a story.

Prediction A prediction is a statement or forecast made about the future. Predicting links information read in a text to prior experience for the purpose of understanding and anticipating the outcomes of events, characters, and conflict in a story.

Setting In literature texts, setting is the time and place where the events of the story take place. The sequence of the settings in a text provides the structure for most literature readings.

Summary Summarizing is to order the most significant events in the text into a format that allows a reader unfamiliar with the passage to gain an overview of the events of a story.

Textual Evidence Textual evidence refers to an explicit support from a reading passage that *proves* students' answers. Often textual evidence is either an example from the text that proves an inference/generalization or a direct quote from the text that supports an answer provided by students.

Unit Standards Overview

Common Core State Standard:

Reading: Literature

- **6.RL-1** - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **6.RL-2** - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **6.RL-5** - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **6.RL-9** - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- **7.RL-1** - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **7.RL-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.
- **7.RL-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.

Reading: Informational Text

- **6.L-4d - d.** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **6.RL-1** - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **6.RL-2** - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **7.L-4c - c.** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **7.L-4d - d.** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **7.RL-1** - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

- **6.W-10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **7.W-10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Learning Progressions Frameworks Progress Indicator

- **M.HD.a** - To fulfill own purposes, including exploring new genres or perspectives (e.g., non-traditional, digital, or more challenging texts)
- **M.HD.b** - Self-monitoring and deepening comprehension with metacognitive self-talk (“*I wonder....*”, “*Now I know... so I think this means that....*”), including identifying conflicting information from different sources
- **M.HD.h** - Developing a deepening awareness and raising questions about the accuracy and intent of various media messages and texts (e.g., print/non-print, blogs, political cartoons)
- **M.RWL.a** - Determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words
- **M.RWL.d** - Accessing reference materials (print/digital) to verify and expand use of reading, writing, and speaking vocabulary
- **M.RWL.g** - Making conceptual connections between known and unknown words, using word structure, word relationships, or context
- **M.RWL.j** - Integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening
- **M.RL.b** - Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view)
- **M.RL.c** - Summarizing and interpreting purpose or central ideas to derive a theme
- **M.RL.e** - Analyzing texts according to text structure, genre features, or author's style
- **M.RL.l** - Analyzing or comparing texts according to text structure, genre features, or author's style or tone

Instructional Family: Retelling Texts Using Details

Reading Literary Text Core Content Connectors addressed:

- **7.RL.i3** Determine the theme or central idea of a text.
- **7.RL.j1** Analyze the development of the theme or central idea over the course of the text.
- **7.RL.i2** Use two or more pieces of textual evidence to support conclusions, or summaries of text.
- **8.RL.i3** Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.

Instructional Family: Using Multiple Texts

Reading Literary Text Core Content Connectors addressed:

- **6.RL.e2** Compare texts from different genres that have a similar theme or address the same topic.
- **7.RL.m4** 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.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

Instructional Family: Recognizing Organization and Features of Text

Reading Literary Text Core Content Connectors addressed:

- **6.RL.e1** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of text and contributes to the development of the theme, setting, or plot.

Instructional Family: Describing the Main Idea

Reading Informational Text Core Content Connectors addressed:

- **6.RI.d2** Use textual evidence to support inferences.
- **7.RI.j2** Determine the theme or central idea of a text.
- **7.RI.j3** Analyze the development of the theme or central idea over the course of the text.
- **7.RI.j1** Use two or more pieces of textual evidence to support conclusions, or summaries of text.

Instructional Family: Determining Meaning Using Context

Vocabulary Acquisition Core Content Connectors addressed:

- **6.RWL.a1** Use context to determine the meaning of unknown or multiple meaning words.
- **6.RWL.e2** Identify the connotative meaning (the idea associated with the word) of a word or phrase.
- **7.RWL.g1** Use context as a clue to determine the meaning of a grade appropriate word or phrases.
- **7.RWL.k3** Identify the connotative meaning (the idea associated with the word) of a word or phrase.

Instructional Family: Determining Meaning Using Reference Materials

Vocabulary Acquisition Core Content Connectors addressed:

- **6. RWL.d1** Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
- **6. RWL.d4** Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
- **7. RWL.j1** Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
- **7.RWL.j4** Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.

ELA Unit- Middle School Lesson #1

Objectives:

- Students will use context clues to define unfamiliar words in a literature passage.
- Students will generate questions while reading a text to predict possible outcomes of the conflict within the text's plot.
- Students will analyze the role of setting as it creates an organizational structure for the text.
- Students will summarize the text.

Essential Questions:

- What are the most important events in the text?
- How does the author organize the structure of the text?
- Predictive Questions to be used during reading:
 - What do you predict will happen to Tom?
 - How will the people of the town react to Tom and Becky being found?
 - What are the possible outcomes of Judge Thatcher's decisions?

Vocabulary:

Adorn. To enhance appearance especially with beautiful objects

Avocation. An activity that one engages in as a hobby outside one's occupation/profession

Delirious. Wild with excitement, enthusiasm, etc.

Peal. Loud ringing of bells

Materials Needed:

- Use the book, *The Adventures of Tom Sawyer*, by Mark Twain or download the book or the pertinent portions of the book.
 - To download: Search for Tom Sawyer at: <http://www.gutenberg.org/> or www.tumblrreadables.com to purchase a site license.
 - The Gutenberg Project version is free and available in multiple formats.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

- Only Chapter 32 is needed for the purposes of this lesson.
- The direct link for the html version of Chapter 32 is <http://www.gutenberg.org/files/74/74-h/74-h.htm#c32>.
- *The Adventures of Tom Sawyer_ Chapter32* PowerPoint is located in the support samples for each lesson. It may be used to review the plot, vocabulary and standards addressed in the lesson.
- Small sticky notes
- Chart paper
- Markers which are easily visible to whole class
- Pencils
- Lined paper
- Summary Peaks graphic organizer
- Context Clues Place Mat graphic organizer
- Graphic Novel version published by either Classics Illustrated or Mark Twain's Tom Sawyer or www.graphicclassroom.org. Use the search function on the website to search for Tom Sawyer.

Lesson 1: Introduction

A. Activate Previous Knowledge

1. Students read Chapter 32 of *The Adventures of Tom Sawyer*.
 - Record the vocabulary words that are unfamiliar on sticky notes, using one sticky note for each word.
 - Students also record the page number from the text on which the unfamiliar word occurs.
2. Students generate at least two questions about the text and share the questions within their small group of 3 students after completing Chapter 32.
3. Students use the Context Clues Place Mat to record all of the context clues that surround the word(s) they have identified as unfamiliar.
 - Working in their small groups, students build a working definition of the unfamiliar term.
 - Students place the sticky note in the middle of the Context Clues Place Mat in the framed area.
 - The spaces before and after the framed word are provided so students place the specific context clues into the proper order from in the passage occurring before or after the unfamiliar word.
 - Model the first term as an example of the process expected from each group. See the Appendix to Lesson 1 for answer keys.
4. Prompting questions are used to assist students in analyzing the role of context clues to determine word meaning.

See Appendix for exemplars

These following questions guide students through each phase of the graphic organizer:

- What are the important words that come before the unfamiliar word that might help you understand the meaning of the unfamiliar word?
 - These important words are called context clues. What clues do they provide about the unfamiliar word?
 - What do you know about these clue words?
 - What do they remind you of?
 - If you had to guess the meaning of the unfamiliar word based on what you already know about these clue words, what do you think the word insert word here means?
5. After working definitions of the unfamiliar words have been developed by the small group and placed in the bottom, left-hand box on the graphic organizer, students use a dictionary or thesaurus to clarify their understandings.
 - Using the internet versions of dictionaries and thesauri are strongly encouraged.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

- Technical definitions must be recorded in the bottom right-hand box on the graphic organizer.
6. To extend the activity, follow-up questions could include:
- How did your group use context clues to find the meaning of the word on the sticky note?
 - Potential Student Answer: The context clues allowed our group to “figure out” the meaning of the word.
 - What was difficult about the process?
 - Potential Student Answer: Sometimes the definition we developed did not match the dictionary’s definition. Other times, our group had difficulty finding the clue words and what they meant.
 - How was the definition developed by your group both similar and different from the technical definition?
 - Potential Student Answer: This answer will vary from group-to-group and word-to-word.
7. Final Note: Model the first term for the whole group as an example of the process expected from each small group.
- Modeling to determine word meaning using context clues can be used across various types of texts like informative, literary, and technical as well as Language Arts, History, and Science.

If the student has had little to no experience with the concept of compare, contrast or setting, it might be helpful to provide instruction using the Lesson 1 Concept Reinforcement Activity (CRA) prior to teaching the Introduction to Lesson 1.

Additional Considerations for Emerging Readers

1. Provide Chapter 32:
 - In symbol-based text format and use symbols of unfamiliar words on the sticky notes.
 - In a summarized format which may be in symbol-based text format.
 - Through the use of a text reader.
2. Provide several questions which could be in a symbol-based text format and:
 - Students select the two questions they are interested in asking.
 - Students identify events or details from the text to question others. Students could ask verbally, by touch, etc.
3. Provide Context Clues Place Mat as it is using symbol-based text cards to complete or provide it in digital format.
4. Reduce the number of vocabulary words.

National Center & State Collaborative (NCSC), Human Development Institute, University of Kentucky. The UDL Instructional Units are available for teacher use. Please note that these units will be revised as user-feedback is obtained and will be made available on SharePoint and the Wiki. Reposted June 19, 2013

Additional Considerations for Emerging Communicators

1. Provide Chapter 32:
 - With text reader which students could activate through adaptive switches as appropriate.
 - Summarized in auditory format which students may or may not control through adaptive switches as appropriate.
 - With switch use as appropriate.
 - With main ideas, characters, settings, events, etc. which may be presented in summarized and/or auditory format supplemented with visual or tactile cues and/or other referents like photographs, symbols, concrete objects/realia or other tactile systems such as the Standard Tactile Symbol List available from the Texas School for the Blind www.tsbvi.edu/tactile-symbols.
 - Some referents may need to be pre-taught (Rowland, 2012). Use of the same referents or system during this lesson and other novels will reduce the need for pre-teaching.
2. For questions that students ask:
 - Students select from visual or tactile symbols to indicate questions they want to ask.
 - Students stop text reader or auditory recording to indicate the part of the text they want to question.
 - Students use the symbols or text recording in the small group work.
3. Provide the Context Clues Place Mats:
 - Adapt with tactile cues such as outlining the graphics with glue or pipe cleaners/Wikki Stix, etc.
 - Supplement with a different textural/color background on each graphic area.
 - Reduce the number of graphics on each Context Clues Place Mat.
 - Place clues on one page of the Place Mat and definitions on another page, require only one clue and/or one definition.
 - Include visual or tactile symbols to complete the Context Clues Place Mats.
4. Provide choices for students to complete the graphic organizer.
 - Depending upon students' abilities to make appropriate choices, the choices may be obviously discrepant in correctness (one correct vs. obviously incorrect) and number of choices provided (one correct and one incorrect vs. one correct and three incorrect).

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

Reduce the number of vocabulary words.

b. Establish Goals/Objectives for the Lesson

1. Students will use context clues to define unfamiliar words in a literature passage.
2. Students will generate questions during reading in order to predict possible outcomes of the conflict within the text's plot.
3. Students will analyze the role of setting as it creates a sequential structure within the text.
4. Students will summarize the text.

Students will compare the print version of a text to the graphic novel.

Multiple means of representation: Context Clues Place Mat graphic organizer, digital version of text on computer, online dictionary

Multiple means of expression: Graphic organizer, Alpha Smart

Multiple means of engagement: Online version of text, small group

Lesson 1: Body

Direct Instruction and/or Facilitation of the Lesson

1. The Summary Peaks graphic organizer's end goal is for students to develop a systematic process for summarizing a literary text. The graphic organizer is influenced by several assumptions:
 - Students have difficulty deciding which events in a story are the most important events in the story.
 - The process of selecting events based on importance or significance is a highly subjective process which depends on the value system and prior experiences of students.
 - Literary texts are often organized in a sequential structure.
 - Most events in most literary texts take place in a setting.
2. If the assumptions above are true, then writing summaries based on the most significant events within a sequence of settings is the most concrete, logical, and objective process for students to follow to achieve these stated goals.
3. Students follow the process outlined on the Summary Peaks graphic organizer.
 - Begin with small groups of students identifying the settings within the text.
 - Place the settings in the sequence in which they occur.
 - Numbering the settings helps students maintain the proper sequence.
 - Finish the row of settings so students discuss the events that occur within the setting and decide/record the most important or significant event from the first setting.
 - Follow the same process for the other settings identified in the bottom row of the graphic organizer.
 - Students need to establish an agreement within their groups because the sequence of events based on the sequence of settings is the foundation for writing the summary.
4. Students must use textual evidence to support their selections of a significant event.
 - Textual evidence can be a direct quote, example from the text, or paraphrased portion of the text.
 - Students must refer to either a page number or paragraph number in their answer.
 - Other students will be able to locate the evidence if they disagree about events to be included in the summaries.
 - For example, "On page 217, in the second paragraph it states...."

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

5. Students draw the event in question.
 - The visual will help students complete the last row at the top of the graphic organizer while also allowing students to form more comprehensive connections to the reading.
 - The last row of the graphic organizer requires students to paraphrase the significant event, or “put the event into their own words.”

6. The following prompting questions guide students through each phase of the graphic organizer:
 - What is the most important event in the first setting (and second, third, etc.)?
 - Why is it important?
 - Find an example or evidence from the reading that proves that the event you have chosen is important.
 - Out of all the events in the story identified by your group, which ones are the most important?
 - Why?
 - When and where did the event(s) occur?
 - Potential Student Answer: The most important event in the story is when Tom finds a way out of the cave. If Tom had not found a way out of the cave, then the events in the rest of the chapter could not have happened. The event mentioned above takes place during the day in the cave.
 - Which settings are most important to the story?
 - Does the author use any setting(s) more than once?
 - Is that setting important to the development of the story?
 - Why or why not?
 - Potential Student Answer: Mark Twain uses the cave and Judge Thatcher's house multiple times in the story. The cave is where all of the conflict takes place and is the main subject that Tom, the main character, talks about. Judge Thatcher's house is important because that is where Tom reveals all of the important information about the cave: How he and Becky escaped and that Injun Joe is still in the cave.
 - Which settings, if they were removed, would change the story the most?
 - Potential Student Answer: The two settings above have to be in the story. Without the cave, there would be no conflict in the story and without Judge Thatcher's house, Tom's story would have to be told and all of the villagers would have to hug and kiss the children somewhere else.

Multiple means of representation: Context Clues Place Mat graphic organizer, digital version of text on computer, online dictionary

Multiple means of expression: Graphic organizer, Alpha Smart

National Center & State Collaborative (NCSC), Human Development Institute, University of Kentucky. The UDL Instructional Units are available for teacher use. Please note that these units will be revised as user-feedback is obtained and will be made available on SharePoint and the Wiki. Reposted June 19, 2013

Multiple means of engagement: Online version of text, small group

Additional Considerations for Emerging Readers

1. After students have identified (verbally, by touch, selecting from several choices, etc.) several settings from the text, have them sequence the settings in the order they occurred.
 - Students could do this activity while the chapter is being read.
 - Depending upon students' needs, strengths, and interests, students may write the settings on the bottom row of the Summary Peaks graphic organizer.
 - Depending upon the goal of student writing (independence, participation, fine motor development, etc.), students may write independently (using inventive spelling, cursive vs. print, etc.) copy from a model, trace, or other means.
 - Digitally complete the settings row.
 - Cut and paste symbol-based text icons for each setting.
 - Verbally, through eye-gaze, or otherwise indicate the sequence with someone scribing for students.
 - Work with a reduced number of settings.
2. The graphic organizer may need to be manipulated so each row is on a different page if the modes of students' responses need more space.
 - For example, if students are going to write their answers but the writing is large, have the settings row alone on a single piece of paper will give students more room to write.
3. Using any of the ideas in the previous bullets, students complete the remaining rows of the Summary Peaks graphic organizer.
 - If students have difficulty switching from setting-to-setting based upon the completion of the graphic organizer rows, students could complete the organizer column by column.
 - For example, instead of identifying the major event in each setting and then providing text-based evidence for each event, students take the first setting, identify the event, provide a supporting example from the text, etc., and then do the same for the second setting, the third, setting, and so on. In this case, if extra space is needed, instead of providing each row on a separate piece of paper as mentioned previously, each column might be placed on a separate piece of paper.
 - Color coding the background of each column can help students connect all the information on the graphic organizer around a particular setting or event.
4. In the last row of the graphic organizer, students highlight (physically, digitally, or verbally with a scribe) key words in the text example instead of coming up with their own words.

Additional Considerations for Emerging Communicators

1. Given symbolic representations of settings (symbols, concrete objects/realia, textures, etc.) in Chapter 32, students identify through their established communication systems (assistive technology, eye gaze, touch, verbalization/vocalizations, etc.) the sequence of the settings/events in Chapter 32.
 2. Provide choices for students to answer questions that complete the graphic organizer.
 - Depending upon students' abilities to make appropriate choices, the choices may be obviously discrepant in correctness (village vs. jungle) and number of choices provided (one correct and one incorrect vs. one correct and three incorrect).
 3. Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) combined with visual or tactile symbols to complete the Summary Peaks graphic organizer.
 4. Manipulate the graphic organizer:
 - Put each row on a different page if the students' response modes require more space.
 - Put each column of the graphic organizer on a different page so students concentrate on one setting/event at a time.
 - Provide color coding of the columns.
 - Provide textured backgrounds to the rows.
 - Provide extra tactile/visuals cues to the organizer such as outlining the graphics with glue or pipe cleaners/Wikki Stix, etc.
- Reduce the number of settings/events students must work with.

Lesson 1: Practice

1. On the back of the graphic organizer, have students put the top row of event descriptions into a paragraph format. The result is a rough draft of a summary of the plot of the story.

See Appendix....

2. Students may need assistance with developing transitions in between the described events to write a fluid, high-quality paragraph.
3. Upon completing the summary in small group, have students share the summaries with the whole group.
4. Supply students with a graphic novel version of the same section of the text. (Very few graphic novel versions are broken into distinct chapters.)
 - Students read the graphic novel version individually for the purposes of comparing the author's usage of setting to that of Mark Twain's usage of setting.
5. Students return to their original small group to complete a Venn Diagram which compares the settings of both texts.

See Appendix....

6. To increase evaluative skills, students write a summary of the graphic novel version as a whole class on chart paper. This process refines and clarifies initial understandings as well develops a deeper understanding of the text.

Multiple means of representation: Chart Paper, Venn Diagram, Graphic Novel

Multiple means of expression: Writing, discussion

Multiple means of engagement: Discussion, small group collaboration, whole group collaboration, evaluative thinking skills

Additional Considerations for Emerging Readers

1. Depending upon students' needs, strengths, and interests, students write the summary paragraph based upon the top row of event descriptions on the reverse side of the Summary Peaks graphic organizer by:
 - Using a pencil or other writing instrument.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

- They can copy from a printed copy of the organizer (front side) to avoid flipping the paper back and forth.
 - Digitally writing the paragraph with or without symbol-based text or a symbol-based text program.
 - Sequencing (independently, verbally, through eye-gaze, the use of assistive technology, cut and paste, etc.) the event descriptions.
2. Students might share their paragraphs by:
- Reading them aloud.
 - Reading certain words or symbols they know while a partner (peer or adult) reads the others.
 - For example, if the first sentence was “The people stopped looking,” the partner might read, “The _____ stopped looking,” and the student reads the word, “people” at the appropriate time in the sentence.
 - Touching each word or symbol as a partner reads.
 - Activating an audio recording of the paragraph.
 - Providing printed copies of the paragraph to classmates.
3. Provide the graphic novel:
- In symbol-based text format.
 - Through the use of a text reader.
4. Depending upon students' needs, strengths, and interests, students:
- Write the information into a Venn Diagram graphic organizer.
 - Depending upon the objective of student writing (independence, participation, fine motor development, etc.), students write independently (using inventive spelling, cursive vs. print, etc.), copy from a model, trace, or use other means.
 - Digitally complete the Venn Diagram.
 - Cut and paste symbol-based text icons for each comparison detail.
 - Verbally, through eye-gaze, or otherwise indicate where the details should be placed on the Venn Diagram and someone may scribe for students.
 - Work with a reduced number of details.
5. The graphic organizer may need to be manipulated so each circle is larger if the students' response modes need more space.
6. Color coding the background of each circle can help students appropriately identify where details belong on the Venn Diagram.
- For example, the literary text circle might be yellow and the graphic novel circle might be blue, which would result in the overlapping space becoming green.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

7. Provide the details for students to work with so they do not have to recall the details.
8. During the large group activity in which the whole class writes a summary of the graphic novel:
 - Provide students with events from the graphic novel in their communication modes so they contribute to the class activity.
 - As students provide information for the summary, remove information from students' choices so students do not repeat information.
9. Pre-plan certain pieces of information for students' large group contributions to assure that:
 - Students know the answers.
 - Students participate more fully in the large group.
 - Students can be more successfully engaged and positively reinforced.

Additional Considerations for Emerging Communicators

1. Given symbolic representations (symbols, pictures/photographs, concrete objects/realia, textures, etc.) of the event descriptions (Students may still need some direct instruction to connect some relatively new event descriptions to their referents.), students write their paragraphs by:
 - Using assistive technology, eye-gaze, verbalizations/vocalizations to sequence the event descriptions into a "paragraph form."
 - Selecting (using their preferred methods of communication) the sequence of events through a series of multiple choice questions or yes/no questions.
 - For example, the partner (peer or adult) might hold up the referents for two event descriptions (one being the first event occurring in chronological order and the other being a different event) and ask, "Which event description should come first in the paragraph?"
 - The partner might also hold up one referent and ask, "Is this the first event in the chapter/paragraph?"
2. Students might share their paragraphs by:
 - Reading them aloud, repeating short phrases provided auditorily by a partner.
 - Reading certain words or symbols they know while a partner (peer or adult) reads the others.
 - For example, if the first sentence was, "The people stopped looking," the partner might read, "The _____ stopped looking," and the student reads the word, "people" at the appropriate time in the sentence.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

- Students who use symbols, pictures/photographs, concrete objects/realia, textures, etc. might read their words by holding-up, touching, or otherwise indicating which referent indicates the word for the blank.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

- Touching each word or symbol as a partner reads.
 - Activating an audio recording of the paragraph. For students working on cause and effect through the use of assistive technology, they might be required to activate the recording to read the paragraph or fill in the blank. (See second sub-bullet above.) Students who use a sequenced assistive technology device where each switch has a different sentence might activate the recordings of the sentences individually and in sequence.
 - Providing printed copies of the paragraph to classmates.
3. Provide graphic novel:
- With text reader which students activate through adaptive switches as appropriate.
 - In auditory format which students may or may not control through switch use.
 - With main ideas, characters, settings, events, etc. supplemented with visual or tactile cues and/or other referents (photographs, symbols, concrete objects/realia or other tactile systems such as the Standard Tactile Symbol List available from the Texas School for the Blind www.tsbvi.edu/tactile-symbols. Some referents may need to be pre-taught (Rowland, 2012). Use of the same referents (or the system) during this and other novels will reduce the need for pre-teaching.
4. Given symbolic representations of details (symbols, concrete objects/realia, textures, etc.) of the two types of texts, students identify through their established communication systems (assistive technology, eye gaze, touch, verbalization/vocalizations, etc.) where each detail should be placed in the Venn Diagram.
5. Depending upon students' abilities, questions are presented in a variety of ways:
- Ask students, "Where does (provide detail) go?"
 - They would indicate using the preferred communication modes (pointing, eye-gaze, digitally, etc.) where the detail should be placed.
 - Ask students, "Does (provide detail) go here?"
 - Students give a yes or no response.
6. Provide choices for students to answer questions that complete the graphic organizer.
- For example, the question might be "Which detail goes here?"
 - The number of choices provided might vary depending upon students' abilities to make choices (e.g., one correct and one incorrect vs. one correct and three incorrect).

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

7. Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) combined with visual or tactile symbols to complete the Venn Diagram.
8. Manipulate the graphic organizer:
 - Make each circle is larger.
 - Color code the circles.
 - For example, the literary text circle might be yellow and the graphic novel circle might be blue, which would result in the overlapping space becoming green.
 - Provide textured backgrounds to the circles.
 - Provide extra tactile/visuals cues to the organizer such as outlining the circles with glue or pipe cleaners/Wikki Stix, etc. or providing containers instead of “2 dimensional” circles.
 - Reduce the number of details students must work with.
9. During the large group activity in which the whole class writes a summary of the graphic novel:
 - Provide students with events from the graphic novel in their communication modes so they contribute to the class activity.
 - As students provide information for the summary, remove information from students' choices as they are presented so students do not repeat information.
10. Pre-plan certain pieces of information for students' contributions.
 - For example, pre-plan asking students, “Where do the villagers wait for the children to return?”
 - Students are expected to use communication devices that, when activated, state, “The river.”
 - Pre-planning accomplishes three objectives:
 - Students know the answer.
 - Students participate more fully in the large group.
 - Students can be more successfully engaged and positively reinforced.

Lesson 1: Closure

A. Revisit/Review Lesson and Objectives

Remind students that they were learn new vocabulary by using text, and:

1. Students will use context clues to define unfamiliar words in a literature passage.
2. Students will generate questions while reading a text to predict possible outcomes of the conflict within the text's plot.
3. Students will analyze the role of setting as it creates an organizational structure for the text.
4. Students will summarize the text.

Below are scripted examples of a closing discussion about the lesson. The teacher script is in bold.

1. **As you were reading the original text, I asked you to generate some questions. A good reader asks questions as they read. Did the questions you have generated help your group better understand the text?**
 - Potential Student Answer: Some people in our group had similar questions and some of us were able to answer each other's questions. Other questions did not help.
2. **What types of questions should we, as readers, be asking as we read?**
 - Potential Student Answer: We should be asking questions about why events happen in the story, where the events take place, what characters are in the events and things like that.
3. **If you recall, we formed small groups to work on unfamiliar vocabulary in the text. We explored how readers use context clues in order to find the meaning of unfamiliar words. How do context clues help readers understand unfamiliar words?**
 - Potential Student Answer: Context Clues guide readers toward a loose definition of a word. They are hints, and when readers add all of the hints, sometimes the reader has a better understanding of an unfamiliar word.
4. **How can reference materials help readers better understand the text? Which reference materials do you prefer to use if you don't understand a word in a text?**

- Potential Student Answer: References, like a dictionary, help to clarify word meanings. Answers will vary on preference.
5. **How did Mark Twain use setting in the original text?**
- Potential Student Answer: The settings used by Twain provided the structure for the story. The settings are where the events occur.
6. **What settings do you think Mark Twain thought were the most important to the telling of the story?**
- Potential Student Answer: The cave is an important setting in the story because it was where Tom and his playmate were lost. Twain could not have told the story in this chapter without the cave because Tom and Becky escape from the cave and eventually, Tom and other citizens in St. Petersburg return to the cave to try and find Injun Joe. Another important setting would be Judge Thatcher's house. All of the people of the village gathered there to receive the two children upon their arrival. This setting is where Tom, laying on a couch, told the village about their escape from the cave.
7. **What settings were most important to the graphic novel?**
- Potential Student Answer: (This answer will vary based on the specific version of graphic novel used.) The graphic novel uses the cave and Judge Thatcher's house as the most important settings. The graphic novel shows Tom and Becky escaping the cave, and at the end, the villagers finding Injun Joe in the cave. Judge Thatcher's house is important, too, because Tom tells the story of their escape and learns about Injun Joe there.
8. **How is creating a graphic novel different from creating a chapter book?**
- Potential Student Answer: A graphic novel is very visual. In a traditional text, like a novel, everything that the reader experiences is written. In a graphic novel, readers can see what is happening. A graphic novel has to use more pictures and images to describe what is happening outside of what the characters say to one another, but a graphic novel doesn't have near as much detail as a traditional text. Sometimes a graphic novel has to leave some of the details out like Tom being bedridden and visiting Huck's bedroom.

Multiple means of representation: Verbal Discussion; write responses on chart paper

Multiple means of expression: Verbal representation

Multiple means of engagement: Refer to chart paper assignments still posted around the room.

Additional Considerations for Emerging Readers

1. Students answer yes/no questions using their preferred modes of communication.
2. Students use materials as responses that might require more complex answers than students communication allows them to present.
 - For example, “Did the questions you have generated help your group better understand the text?”
 - Follow-up questions:
 - “Which question did help the group?”
 - “Which question did not help the group?”
 - Students indicate their answers by referencing the actual question as opposed to verbalizing (or using another communication mode) the answer.
3. Provide answer choices to students for questions that will be asked in class which may require additional vocabulary in students' communication systems (verbal or other).
 - For example, if the question is, “How do context clues help readers understand unfamiliar words?”
 - Students use a word such as “hint” so it needs to be in their vocabulary (on the communication board, in the AAC device, etc.).
4. Certain questions and answers might be pre-planned for students which may require pre-teaching for students to answer correctly.
 - Pre-planning accomplishes three objectives:
 - Students know the answers.
 - Students participate more fully in the large group.
 - Students can be more successfully engaged and positively reinforced.

Additional Considerations for Emerging Communicators

1. Students answer yes/no questions using their preferred modes of communication.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

2. Students use materials as responses that might require more complex answers than students' communication allows them to present.
 - For example, "Did the questions you have generated help your group better understand the text?"
 - Follow-up questions:
 - "Which question did help the group?"
 - "Which question did not help the group?"
3. Students indicate their answers by referencing the actual question as opposed to verbalizing (or using another communication mode) the answer.
4. Provide answer choices to students for questions that will be asked in class which may require additional vocabulary in students' communication systems (verbal or other).
 - For example, if the question is, "How do context clues help readers understand unfamiliar words?"
 - Students use a word such as "hint" so it needs to be in their vocabulary (on the communication board, in the AAC device, etc.).
5. Answer choices can vary from one correct answer and one incorrect answer to more incorrect answers (distractors) as students becomes more proficient at making choices.
6. Certain questions and answers might be pre-planned for students which may require pre-teaching for students to answer correctly.
 - Pre-planning accomplishes three objectives:
 - Students know the answers.
 - Students participate more fully in the large group.

Students can be more successfully engaged and positively reinforced

B. Exit Assessment

1. What do you think Mark Twain is going to write about next in Chapter 33?
2. Extension of activity: Using the questions below as a guide, create one page from a graphic novel for Chapter 33 using the setting of the cave after Judge Thatcher and Tom learn of Injun Joe's death.
3. Use the following questions to guide your graphic novel version of the beginning of Chapter 33.
 - What conflicts or problems will Mark Twain write about in Chapter 33 of the text? Where will those problems take place (setting)?
 - What will Tom Sawyer do in the next chapter?

Multiple means of representation: Written form.

Multiple means of expression: Written form, Graphic Novel form.

Multiple means of engagement: Small group or individual.

Additional Considerations for Emerging Readers

1. Provide several possible events and several plausible but not correct events for students to choose from when predicting what Mark Twain is going to write about next in Chapter 33.
2. Because this is an assessment activity (as opposed to any of the previous instructional activities) it is important to provide choices that require students to demonstrate their abilities to make logical predictions which is why the incorrect choices provided must be plausible.
 - For example, if the choices given were, “The villagers have a party in the cave,” and “The villagers have a party in a shoe,” the “shoe” answer is not a plausible choice so students could not make a logical prediction.
 - If the choices were, “The villagers have a party in the cave,” and “The villagers have a party in a skyscraper,” students would have to discriminate between two plausible places a party might take place even though the skyscraper answer would not be correct in the context of *The Adventures of Tom Sawyer*.
 - Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) to complete the graphic novel page
 - Depending upon students’ prediction, students:
 - Draw 3 or 4 scenes for the graphic novel.
 - Communicate (using their preferred communication modes) to a partner (peer or adult) what scenes to draw.
 - Communicate (using their preferred communication modes) to a partner (peer or adult) what dialogue or text to include.

Additional Considerations for Emerging Communicators

1. Provide one possible event and one plausible (more depending upon students’ abilities to discriminate) but not correct event for students to choose from when predicting what Mark Twain is going to write about next in Chapter 33.
2. Because this is an assessment activity (as opposed to any of the previous instructional activities), it is important to provide choices that require students to demonstrate their abilities to make logical predictions which is why the incorrect choices provided must be plausible.
 - For example, if the choices given were, “The villagers have a party in the cave,” and “The villagers have a party in a shoe,” the shoe answer is not a plausible choice so students could not make a logical prediction.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

- However, if the choices given were, “The villagers have a party in the cave,” and “The villagers have a party in a skyscraper,” students have to discriminate between two plausible places a party might take place even though the skyscraper answer would not be correct in the context of *The Adventures of Tom Sawyer*.
3. Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) to complete the graphic novel page.
 4. Depending upon students' prediction, students:
 - Draw 2 - 4 scenes for the graphic novel.
 - Communicate (using their preferred communication modes) to a partner (peer or adult) what scenes to draw.
 - Communicate (using their preferred communication modes) to a partner (peer or adult) what dialogue or text to include.
 - Students use a yes/no response to indicate the events in their graphic novels.

Lesson 1 - Resources

The Adventures of Tom Sawyer by Mark Twain

www.gutenberg.org

The Adventures of Tom Sawyer by Mark Twain, *Classics Illustrated*

Insert attached Summary Peaks Graphic Organizer here

Insert attached Context Clues Place Mat Graphic Organizer here

Lesson 1 - Appendix

Insert Attached PDF files for Lesson 1 Context Clues Place Mat here

Insert Attached PDF files for Lesson 1 Summary Peaks here.

Summary of *The Adventures of Tom Sawyer*, Chapter 32

The summary below is exported directly from the top row of the Summary Peaks graphic organizer:

1. The people of St. Petersburg had given up searching for Tom and Becky and gone back to their daily routines because they thought the children were dead.
2. Tom and Becky returned late at night and all of the villagers were excited. They partied all night because they were so happy.
3. In Judge Thatcher's house, Tom retold the story of how they escaped and everyone listened.
4. While in the cave, Tom used kite string to explore ways out of the cave and eventually found a hole that he stuck his head through.
5. Tom flagged down some men in a boat on the river.
6. Judge Thatcher stopped searching for the children when he heard about their return to St. Petersburg.
7. Tom and Becky were worn out from their experience and stayed in bed.
8. Tom wanted to tell Huck about his adventures but couldn't because Huck was sick.
9. Tom learned about a man drowning in the river.
10. Tom and Judge Thatcher realize that Injun Joe was trapped in the cave two weeks after the Judge had the cave sealed.

The summary below is written in a paragraph format including transitions:

In the beginning of this chapter, the people of St. Petersburg had given up searching for Tom and Becky and gone back to their daily routines because they thought the children were dead. Unexpectedly, Tom and Becky returned late at night and all of the villagers were excited. They partied all night because they were so happy. Later that night, in Judge Thatcher's house, Tom retold the story of how they escaped and everyone listened. While in the cave, Tom used kite string to explore ways out of the cave and eventually found a hole that he stuck his head through. Tom flagged down some men in a boat on the river. Judge Thatcher stopped searching for the children when he heard about their return to St. Petersburg. After the excitement died down in the village, Tom and Becky were worn out from their experience and stayed in bed. When Tom felt better, he wanted to tell Huck about his adventures but couldn't because Huck was sick. Later, Tom learned about a man drowning in the river. At the end of this chapter, Tom and Judge Thatcher realize that Injun Joe was trapped in the cave two weeks after the Judge had the cave sealed.

Below is a Venn Diagram for the *Classics Illustrated* Graphic Novel version of *The Adventures of Tom Sawyer*:

Original Novel Version:

- The first setting is in the village of St. Petersburg.
- The river is not an actual setting in the story. The villagers only move toward it.
- Judge Thatcher's house is the setting where Tom explains what happened in the cave.
- Tom and Becky are bedridden.
- Tom visits Huck's bedroom.

Both Versions:

- Use the setting of the main street in St. Petersburg.
- The settings of their escape are very similar: The cave and the river both are depicted as Tom described it.
- Judge Thatcher's house is where the characters learn of Injun Joe being trapped in the cave.

Graphic Novel Version:

- The first settings are in the homes of Aunt Polly and Mrs. Thatcher.
- The river is a place where the villagers wait for the children to return.
- Tom explains his escape at his house.
- The setting of Tom and Becky being bedridden is not included.
- Tom never visits Huck's bedroom.

Classics Illustrated Graphic Novel version summary of The Adventures of Tom Sawyer:

In the beginning of this section of the graphic novel, Aunt Polly and Mrs. Thatcher are both very sad. In the middle of the night, the village bells rang, and the villagers learn that Tom and Becky are alive. The villagers go to the river to meet the children. Once everyone gets back to Judge Thatcher's house, Tom tells about how they escaped. He tells everyone about how he found a light coming through a hole and saw the Mississippi River. When he told Becky, she did not believe him. They yelled at a boat on the river, and the people on the boat fed them and took them home. A week later, Tom went to visit with Becky, and he learned that Judge Thatcher sealed the cave. Tom became really pale so someone threw water in his face. Tom explained that Injun Joe was still trapped in the cave. At the end of this section of the graphic novel, Injun Joe is found in the cave.

ELA Unit- Middle School

Lesson #2

Objectives:

- Students will develop a more complex understanding of the physical and historical importance of the Mississippi River Valley within the era of Mark Twain's writing.
- Students will develop a clearer understanding of Mark Twain's view of the Mississippi River.
- Students will develop an understanding of the information provided by historical illustrations and images.

Essential Question(s):

- How does Mark Twain view the Mississippi River?
- How are steamboats represented in historical art?
- How does a deeper understanding of the Mississippi River Valley change your interpretation of Chapter 32 of The Adventures of Tom Sawyer?
- How does Twain's informative writing differ from his literary writing?

Lesson Vocabulary:

Unique – having significant or meaningful qualities

Subordinate – of less importance

Navigable – able to be travelled by boat

Diminish – to grow smaller and smaller

Prodigious – extraordinary in size

Slumberous – having the qualities of sleep or sleepiness

Peculiarly – unusual, odd, or out of place

Materials:

- Either the book, "Life on the Mississippi" by Mark Twain or access to a computer lab with internet connection. If a book is not available go to <http://www.gutenberg.org/> and search for "Life on the Mississippi". The direct link for the html version is <http://www.gutenberg.org/files/245/245-h/245->

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

[h.htm](#) The Gutenberg Project version is free and available in multiple formats. You only need Chapter 1 for the purposes of this lesson.

- *The Adventures of Tom Sawyer_ Chapter32* PowerPoint is located in the support samples for each lesson. It may be used to review the plot, vocabulary and standards addressed in the lesson.
- Either the YouTube link provided here: http://www.youtube.com/watch?v=-lbxRNNp_Uc or search “Life on the Mississippi - Chapter 1: The River and Its History” in YouTube’s search function. An audio book can also be purchased but you only need the contents of Chapter One.
- Pencils
- Lined paper

Lesson 2 – Introduction

1. Activate Previous Knowledge –
2. Students will share their graphic novels (Exit Slip) with their small group members and explain their predictions.
3. Teachers will then provide students with “Mississippi River Steamboat” color lithograph (1895) from the Library of Congress website in either a hard copy format or projected upon a screen (preferred because you can zoom into the image), as well as provide the Historical Camera Lucida Graphic Organizer. Row A is to be completed individually. This row requires the lower order thinking skills associated with identification of the objects and people in the photograph as well as a description of the setting. Under the “people” heading in row A, students may interpret the directions as referring to individual people or in the case of this image in particular, different *types* or *categories* of people. Either interpretation achieves the purpose of analyzing the image.

Refer to examples in Lesson 2 Appendix.

Upon completing row A and the description of setting as individuals, students share the responses in the same small group format. Students may add in objects, people, and descriptive details from each other's row A in order to have a more detailed and thorough graphic organizer. Working together, students will complete row B as a small group, with each individual recording the information on the graphic organizer. Row B addresses author's purpose through evaluating the significance of an object or person/type of person. When students are deciding on the most significant object or person in the image, the teacher should require that students provide a justification or reason for choosing the item and person from the image. This will increase discussion in small group and help students to develop a clearer understanding of the evaluative process.

4. Students will read Chapter 1 of “Life on the Mississippi” by Mark Twain (his memoir).

Definitions:

Steamboat: river boat that uses steam power as the primary mode of propulsion.

River Valley: long lowland between ranges of mountains, hills, or other uplands, often having a river or stream running along the bottom.

Significant: having importance or meaning.

Lithograph: image produced on a flat surface, often metal, popular in the 19th century.

Setting: time and place of a story.

Multiple means of representation – *Graphic Novel page, Projected Image, visual learners*

Multiple means of expression – *Historical Camera Lucida Graphic Organizer, individual, small group*

Multiple means of engagement – *Digital image, visual learners, small group discussion, evaluative thinking skills*

Additional Considerations for Emerging Readers

1. Students present their graphic novels to group members by:
 - Verbally reading.
 - Activating an audio recording.
 - Touching each picture as a partner (peer or adult) reads.
 - Providing printed copies to share.
2. Provide student with color lithograph of “Mississippi River Steamboat” (enlarged if necessary) and *Historical Camera Lucida* graphic organizer:
 - Supplemented with symbol-based text.
 - In digital format.
3. Depending upon students’ needs, strengths, and interests, students may:
 - Write their responses on the graphic organizer. Additionally, depending upon the objective of students’ writing (independence, participation, fine motor development, etc.), students write independently (using inventive spelling, cursive vs. print, etc.), copy from a model, trace, or use other means.
 - Digitally complete the organizer.
 - Cut and paste symbol-based text icons for each response.
 - Verbally, through eye-gaze, or otherwise indicate their responses and someone may scribe for students.
4. The graphic organizer may need to be manipulated so each row or column is on a different page if the students’ response modes need more space. For example, if

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

students are writing their answers but the writing is large, having the Row A alone on one piece of paper will give students more room to write.

5. Using any of the ideas in the previous bullets, students complete the remaining sections of the graphic organizer. If students have difficulty switching from objects to people based upon the completion of the graphic organizer rows, they could complete the organizer column by column. Color coding the background of each column may help students connect all the information on the graphic organizer around a setting or event.
 - During the small group work:
 - Provide students with information from the lithograph in their communication modes so they contribute to the class activity. As students provide information for the graphic organizer, remove information from choices as they are presented so students do not repeat information.
 - Provide additional cues to assist students in learning how to determine the most appropriate answer. For example, in Row B, first column, ask questions such as “How many steamboats do you see?”, “Are there more steamboats or anchors?”, or “What is the biggest object in the picture?” This will help students learn how to interpret this as well as other graphics encountered in reading.
 6. Pre-plan certain pieces of information for students' large group contributions to assure that:
 - Students know the answers.
 - Students participate more fully in the large group.
 - Students can be more successfully engaged and positively reinforced.
 7. Give students the choice of adding information from other students to their graphic organizer as they wish.
 8. Provide Chapter 1 of “Life on the Mississippi” by Mark Twain:
 - In symbol-based text format.
 - In a summarized format (in symbol-based text format or not).
 - Through the use of a text reader.
 9. As students read Chapter 1:
 - Have or assist them in highlighting, underlining, or otherwise calling attention to details in the text that will assist in answering the questions in the next activity.
- See Lesson 2** – Body, page *****
- Provide a bubble or satellite graphic organizer and have or assist students in discriminating details from the text about the Mississippi River, using any of the strategies above to complete the organizer.

Additional Considerations for Emerging Communicators

1. Students present their graphic novels to group members by:
 - Verbally reading students say as many words as possible, either a word that summarizes each picture or a key word from the text for each picture with a partner (peer or adult) reading the rest.
 - Activating an audio recording using assistive technology as appropriate (entire page or each picture requiring technology activation).
 - Touching or otherwise indicating (eye-gaze, etc.) each picture as a partner (peer or adult) reads.
 - Providing printed copies to share.
2. Provide student with color lithograph of “Mississippi River Steamboat:”
 - Enlarged if necessary.
 - Supplemented with textures (cotton for smoke, a turning wheel for the paddlewheel, etc.).
 - In a digital format with sections that, when activated by a mouse click, provide auditory input (whistle for the steamship, dock sounds, for the workers on the barge, etc.).
 - Cut apart into “puzzle pieces” which students manipulate as each section is discussed.
3. Provide student with *Historical Camera Lucida* graphic organizer:
 - Adapted with tactile cues such as outlining the graphics with glue or pipe cleaners/Wikki Stix, etc.
 - With each graphic area supplemented with a different textural/color background.
 - With reduced number of graphics on a page (object column on one page and people column on another)
 - And students use visual or tactile symbols to complete the organizer.

Provide choices for students to answer questions that complete the graphic organizer.

 - Depending upon students’ abilities to make appropriate choices, the choices may be obviously discrepant in correctness (one correct vs. obviously incorrect) and number of choices provided (one correct and one incorrect vs. one correct and three incorrect).
4. Students use their established communication system s(technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) combined with visual or tactile symbols to complete the graphic organizer.
5. Manipulate the graphic organizer:
 - So each row is on a different page if the mode of students’ responses requires more space.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

- So each column of the graphic organizer is on a different page so students concentrate on either objects or people.
 - By providing color coding of the columns.
 - By providing textured backgrounds to the rows.
 - By providing extra tactile/visuals cues to the organizer such as outlining the graphics with glue or pipe cleaners/Wikki Stix, etc.
6. Pre-teach any new concepts or words students may not have mastered so they more effectively use the symbols representing those referents.
7. During the small group work:
- Provide students with information from the lithograph in their communication modes so they contribute to the class activity. As students provide information for the graphic organizer, remove information from students' choices as they are presented so students do not repeat information.
 - Provide additional cues to assist students in learning how to correctly determine the most appropriate answer. For example, in Row B, first column, ask questions such as "How many steamboats do you see?", "Are there more steamboats or anchors?", or "What is the biggest object in the picture?" To complete Row B, second column, cut out all the people in the lithograph so when given the question of "Who is the most important person in the image?", the size difference is isolated, giving students a better chance of answering correctly. These presentation accommodations will help students learn how to interpret this as well as other pictures encountered in reading.
8. Pre-plan certain pieces of information for students' large group contributions which accomplishes three objectives:
- Students know the answers.
 - Students participate more fully in the large group.
 - Students can be more successfully engaged and positively reinforced.
 - Give students the choice of adding information from other students to their graphic organizer as they wish. Students use their preferred modes of communicating acceptance or refusal (yes/no) to accomplish this.
9. Provide Chapter 1 of "Life on the Mississippi" by Mark Twain:
- With text reader which students activate through adaptive switch(es) as appropriate.
 - Summarized in auditory format which students may or may not control through switch use as appropriate.
 - With main ideas, characters, settings, events, etc. (in summarized and/or auditory format or not) supplemented with visual or tactile cues and/or other referents (photographs, symbols, concrete objects/realia or other

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

tactile systems such as the Standard Tactile Symbol List available from the Texas School for the Blind www.tsbvi.edu/tactile-symbols. Some referents may need to be pre-taught (Rowland, 2012). Use of the same referents (or the system) during this and other texts will reduce the need for pre-teaching.

- As students read Chapter 1:
 - Have or assist them in highlighting, underlining, or otherwise calling attention to details in the text that will assist in answering the questions in the next activity

(see Lesson 2 – Body, page

- Provide a bubble or satellite graphic organizer and have or assist students in discriminating details from the text about the Mississippi River, using any of the strategies above to complete the organizer.

b. Establish Goals/Objectives for the Lesson

- Students will be able to analyze the structure of an informative text. (Physical History compared to “Historical” History a division designated by Mark Twain)

1. Students will describe important events.
 2. Students will create a timeline of events.
- Students will apply relevant information about the Mississippi River from Twain’s memoir to his literary pieces.
 - Students will compare a written text to an audio text.
 - Students will evaluate author’s purpose.

Multiple means of representation – *Audio version of the text, digital version of the text available,*

Multiple means of expression – *Written form, typed responses,*

Multiple means of engagement – *Digital version*

Lesson 2 - Body

Direct Instruction and/or Facilitation of the Lesson Activity(ies) –

1. Students will answer the following question individually upon completing the reading. Potential student responses are in plain text.
2. **According to Mark Twain, why is the Mississippi River unique and “worth reading about”?** There aren't any other rivers like it physically or historically. Physically, it carries a lot of water and covers a large territory. It grows narrower as it reaches the ocean. It also deposits a great deal of soil. The Mississippi River was being discovered in America by Europeans while other important and famous events were taking place in Europe.
3. **The teacher will play the audio version of “Life on the Mississippi - Chapter 1: The River and Its History” from either an audio book version or youtube.com (The YouTube version is not a copyrighted audio book; it is an individual reading the book aloud chapter by chapter.) Upon listening to the audio version, students will answer the following questions. Student responses are in plain text.**
4. **According to Mark Twain, why is the Mississippi River unique and “worth reading about”?** -See exemplar above, and note that a second exposure to the text, even in the alternate format, will result in a more detailed response.
5. **How did your answer change after hearing the text read aloud?** It became more detailed. I understood it better.
6. **What are the differences between the written version and the audio version?** The audio version is harder to follow. Or, the audio version is easier to understand and clearer. **Which do you prefer?** Answers will vary.
7. **Students will get into small groups and form a written response to the following question:**
8. **What do you know about Mark Twain's feelings for the Mississippi River?** He is very impressed by it. He feels very strongly toward it and he knows a lot about it.
9. **What specific examples from the text support your answer?** He talks in detail about its physical characteristics, comparing it to other rivers and locations. He also is able to compare the discovery of the Mississippi to other important events (larger historical context).

Multiple means of representation – *Audio and Visual versions of the text,*

Multiple means of expression – *verbal response, written response, working in small group*

Multiple means of engagement – *small group work, audio and written text*

Additional Considerations for Emerging Readers

1. To answer the question “According to Mark Twain, why is the Mississippi River unique and ‘worth reading about?’”:
 - Students use the information that was previously highlighted or contained on the satellite/bubble graphic organizer.
 - Students use their preferred modes of communication.
 - Provide a fewer number of choices from which to answer to the question.
2. As the audio version of “Life on the Mississippi - Chapter 1: The River and Its History” is presented to all students, supplement it with the text version (with the all of the accommodations already in place) and the additional graphic organizer if that was used as an accommodation.
3. During the large group activity after the presentation of the audio version of the text in which the class as a whole answers questions:
 - Provide students with information and possible answers to questions in their communication modes so they contribute to the class activity.
4. Pre-plan certain pieces of information for students’ large group contributions to assure that:
 - Students know the answers.
 - Students participate more fully in the large group.
 - Students can be more successfully engaged and positively reinforced.
5. During the small group activity in which students develop a consensus answer to the two questions:
 - Provide students with information and possible answers (as many or as few as is appropriate) to questions in their communication modes so they contribute to the group activity.
6. Pre-plan certain pieces of information for students’ large group contributions to assure that:
 - Students know the answers.
 - Students participate more fully in the large group.
 - Students can be more successfully engaged and positively reinforced.
 - Students use the text version (with the all of the accommodations already in place) and the additional graphic organizer if that was used as an accommodation to provide choices for examples from the text.

Additional Considerations for Emerging Communicators

1. To answer the question “According to Mark Twain, why is the Mississippi River unique and ‘worth reading about?’”:
 - Students use the information that was previously highlighted or contained on the satellite/bubble graphic organizer.
 - Students use their preferred modes of communication.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

- Provide a fewer number of choices from which to answer to the question.
2. As the audio version of “Life on the Mississippi - Chapter 1: The River and Its History” is presented to all students, supplement it with the text version (with the all of the accommodations already in place) and the additional graphic organizer if that was used as an accommodation.
 3. During the large group activity following the presentation of the auditory version of the text in which the class as a whole answers questions:
 - Provide students with information and possible answers (as many or as few as is appropriate) to questions in their communication modes so they contribute to the class activity.
 4. Pre-plan certain pieces of information for students’ large group contributions to assure that:
 - Students know the answers.
 - Students participate more fully in the large group.
 - Students can be more successfully engaged and positively reinforced.
 5. During the small group activity in which students develop a consensus answer to the two questions:
 - Provide students with information and possible answers (as many or as few as is appropriate) to questions in their communication modes so they contribute to the group activity.
 6. Pre-plan certain pieces of information for students’ large group contributions to assure that:
 - Students know the answers.
 - Students participate more fully in the large group.
 - Students can be more successfully engaged and positively reinforced.
 - Students use the text version (with the all of the accommodations already in place) and the additional graphic organizer if that was used as an accommodation to provide choices for examples from the text.

Lesson 2 - Practice

1. Inform students (still in small groups) that Mark Twain divided Chapter 1 into two distinct sections in order to provide a clear structure for the reader. Twain's two sections, which he calls "the physical history" of the river and the "*historical history*" of the river, provide an organizational structure for the information in Chapter 1. Inform students that they will be evaluating each section separately in order to better understand the structure of this informative text.
2. Students will describe each of the three most important points made by Twain during the *physical history* portion of the text. (Refer to the Appendix.)
3. Upon completing the activity, the groups will share their descriptions with the whole class.
4. The teacher will inform students that the second section of Chapter one is presented in a sequential organizational structure. In order to better understand the chronological sequence of this portion of the text, the small groups of students will verbally identify (through discussion) all examples of a time signature within the text. Upon completing the verbal identification process, students will create a timeline of chronological events in what Mark Twain calls the *historical history* of the Mississippi River. This product will also be shared with the whole class and placed on a wall in the class.

OF NOTE It is very important to note that Twain includes many European events (which can be distracting to students), but students need to be directed toward the events that only apply to the Mississippi River itself

(See Appendix).

The European events are supplied by the author so the discovery of the Mississippi River will be viewed as of equal importance to the European events that helped to shape world history during that day and time. This aspect of Twain's view of the Mississippi river's importance needs to be communicated to students. Inform students that the events in Europe that Twain describes are important to world history and Twain wants the reader to feel that the Mississippi being found is just as important as the works of Shakespeare, the Reformation in Europe or the English Civil War. This is why he is so shocked that it was left unexplored for so long.

Multiple means of *representation* – *Small group, logical-mathematical (sequential) structures of text, whole class*

Multiple means of *expression* – *Written responses, timelines (visual), sequential diagrams may vary, verbal communication.*

Multiple means of *engagement* – *small group, whole group, displayed product on wall*

Additional Considerations for Emerging Readers

1. Review Chapter 1 of “Life on the Mississippi” by Mark Twain, focusing only upon the *physical history* portion of the text:
 - In symbol-based text format
 - In a summarized format (in symbol-based text format or not).
 - Through the use of a text reader.
2. As students review the *physical history* portion of Chapter 1:
 - Have or assist them in highlighting, underlining, or otherwise calling attention to three important points in the text that can be used to contribute to the small group work. Additionally, these important points could be written on sticky notes (supplemented with icons as necessary), cut from the text, or otherwise “pulled out” from the text so students read or show those points to participate in the small group.
3. If students are chosen to share their group’s work with the whole class, they can:
 - Read it aloud.
 - Read certain words or symbols they know while a partner (peer or adult) reads the others. For example, if the first point was “The Mississippi River is huge”, the partner might read “The Mississippi _____ is huge” and students read the word “River” at the appropriate time in the sentence.
 - Touch each word or symbol as a partner reads.
 - Activate an audio recording of the work.
 - Provide printed copies of the work to classmates.
4. Review Chapter 1 of “Life on the Mississippi” by Mark Twain, focusing only upon the *historical history* portion of the text:
 - In symbol-based text format
 - In a summarized format (in symbol-based text format or not).
 - Through the use of a text reader.
5. As students review the *historical history* portion of Chapter 1:
 - Have or assist them in highlighting, underlining, or otherwise calling attention to all examples of a time signature in the text that can be used to contribute to the small group work. Additionally, these time signatures could be written on sticky notes (supplemented with icons as necessary), cut from the text, or otherwise “pulled out” from the text so students read or show these time signatures to participate in the small group.
6. Provide a personal graphic organizer and, according to students’ needs:

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

- Make each space larger if the mode of students' responses requires more space.
 - Number each space on the timelines to help students sequence the information in chronological order.
7. As the small group decides what information to put on the graphic organizer, students complete their personal graphic organizers by:
- Using a pencil or other writing instrument. They can copy from another student's work.
 - Digitally write the information using plain text or a symbol-based text program.
 - Sequencing (independently, verbally, through eye-gaze, the use of assistive technology, cut and paste, etc.) the events in chronological order.
 - Reducing the number of events to work with.
8. If students are chosen to share their group's work with the whole class, they can use any of the strategies listed above in the previous sharing activity.

Additional Considerations for Emerging Communicators

1. Review Chapter 1 of "Life on the Mississippi" by Mark Twain, focusing only upon the *physical history* portion of the text:
 - With text reader which students activate through adaptive switch(es) as appropriate.
 - Summarized in auditory format which students may or may not control through switch use as appropriate.
 - With main ideas, characters, settings, events, etc. (in summarized and/or auditory format or not) supplemented with visual or tactile cues and/or other referents (photographs, symbols, concrete objects/realia or other tactile systems such as the Standard Tactile Symbol List available from the Texas School for the Blind www.tsbvi.edu/tactile-symbols. Some referents may need to be pre-taught (Rowland, 2012). Use of the same referents (or the system) during this and other texts will reduce the need for pre-teaching.
2. As students review the *physical history* portion of Chapter 1:
 - Have or assist them in highlighting, underlining, or otherwise calling attention to three important points in the text that can be used to contribute to the small group work. Additionally, these important points could be written on sticky notes (supplemented with icons as necessary), cut from the text, represented by objects, recorded into a voice output device, or otherwise "pulled out" from the text so students read, state (using assistive technology), or show those points (using their preferred modes of communication) to participate in the small group.

3. If student are chosen to share their group's work with the whole class, they can:
 - Read it aloud, repeating short phrases provided auditorily by a partner.
 - Read certain words or symbols they know while a partner (peer or adult) reads the others. For example, if the first sentence was "The Mississippi River is huge", the partner might read "The Mississippi _____ is huge" and students read the word "River" at the appropriate time in the sentence.
 - Use symbols, pictures/photographs, concrete objects/realia, textures, etc. to read their words by holding-up, touching, or otherwise indicating which referent indicates the word in the blank.
 - Touch each word or symbol as a partner reads.
 - Activate an audio recording of the paragraph. For students working on cause and effect through the use of assistive technology, they might be required to activate the recording to read each individual sentence or fill in the blank. (See second sub-bullet above.) Students who use assistive technology devices where each switch has a different point might activate the recordings of the points individually.
 - Provide printed copies of the work to classmates.
4. Review Chapter 1 of "Life on the Mississippi" by Mark Twain, focusing only upon the *historical history* portion of the text:
 - With text reader which students activate through adaptive switch(es) as appropriate.
 - Summarized in auditory format which students may or may not control through switch use as appropriate.
 - With main ideas, characters, settings, events, etc. (in summarized and/or auditory format or not) supplemented with visual or tactile cues and/or other referents (photographs, symbols, concrete objects/realia or other tactile systems such as the Standard Tactile Symbol List available from the Texas School for the Blind www.tsbvi.edu/tactile-symbols. Some referents may need to be pre-taught (Rowland, 2012). Uuse of the same referents (or the system) during this and other texts will reduce the need for pre-teaching.
5. As students review the *historical history* portion of Chapter 1:
 - Have or assist them in highlighting, underlining, or otherwise calling attention to all examples of a time signature in the text that can be used to contribute to the small group work. Additionally, these time signatures could be written on sticky notes (supplemented with icons as necessary), cut from the text, represented by objects, recorded into a voice output device, or otherwise "pulled out" from the text so students read, state (using assistive technology), or show those time signatures (using their preferred modes of communication) to participate in the small group.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

6. Provide personal graphic organizers and according to students' needs:
 - Manipulate the graphic organizer:
 - So each space is larger.
 - By numbering each space.
 - By providing textured backgrounds to the spaces.
 - By providing extra tactile/visuals cues to the organizer such as outlining the spaces with glue or pipe cleaners/Wikki Stix, etc. or providing containers instead of “2 dimensional” spaces.
 - By reducing the number of events students must work with.
7. If students are chosen to share group's work with the whole class, they use any of the strategies listed above in the previous sharing activity.

Lesson 2 - Closure

a. **Revisit/Review Lesson and Objectives** – Address these in closure:

The teacher asks students the following questions as a closing activity. Potential student responses are in plain text.

- 1. Which structure is easier for a reader to understand? Why?** The physical description is easier to follow because everything in that section is about the Mississippi River, but the historical section has information that is confusing.
- 2. Why does Mark Twain structure Chapter 1 this way?** He knows a lot of facts and information about the Mississippi and he thinks that the river is really important, just as important as the events in Europe. It would have been easier to understand if he hadn't included the European events. Maybe he should not have used to different structures.
- 3. Based on what we have read so far, what is the central idea of the text?** The Mississippi is important to Mark Twain. And according to Twain, it is very impressive.
- 4. How does Mark Twain view the Mississippi River?** He is very impressed by it and thinks it is very important.
- 5. How does Twain try to persuade the reader?** He shows how different the river is from other rivers and he wants the reader to see how important the river is.
- 6. How does a deeper understanding of the Mississippi River Valley change your interpretation of Chapter 32 of The Adventures of Tom Sawyer?** When Tom saw the river he was thankful. Tom and Becky were saved by a boat on the river.
- 7. Remember you only read one chapter of Tom Sawyer and Twain has a strong opinion about the Mississippi River. If Twain were to use the River as a setting for a chapter in a book, how do you think his characters would feel about the river?** He would still be impressed by it, so his characters would be impressed by it to.

Multiple means of *representation* – Discussion

Multiple means of *expression* – Discussion

Multiple means of *engagement* – Discussion

NCSC Sample Instructional Unit
Middle School ELA: Author's Purpose

Additional Considerations for Emerging Readers

1. During the large group activity during which the teacher asks questions for students to answer:
 - Students use materials as responses that might require more complex answers than students' communication allows them to present. For example, when the teacher asks a question such as "Which structure is easier for a reader to understand?", with a follow-up reminder of "*physical history* or *historical history*," students indicate their answers by referencing the actual graphic organizers for one or the other structure as opposed to verbalizing (or using another communication mode) the answer.
 - Provide answer choices to students for any question that will be asked in class. This may require the addition of some new vocabulary in students' communication systems (verbal or other) and those words need to be accessible or available for students to use (on the communication board, in the AAC device, etc.).
2. Certain questions and answers might be pre-planned for students. For example, it may be that teacher(s) decides that students are asked a specific question so some pre-teaching may occur to allow that student to answer correctly. Pre-planning accomplishes three objectives:
 - Students know the answers.
 - Students participate more fully in the large group.
 - Students can be more successfully engaged and positively reinforced.

Additional Considerations for Emerging Communicators

1. Students use materials as responses that might require more complex answers than students' communication allows them to present. For example, when the teacher asks a question such as "Which structure is easier for a reader to understand?", with a follow-up reminder of "*physical history* or *historical history*", students indicate their answers by referencing the actual graphic organizers for one or the other structure as opposed to verbalizing (or using another communication mode) the answer. If students have or is working on a "yes/no" response, questions might be reworded to take advantage of that skill, such as rephrasing the above question to "Was the physical (or historical) structure easy to understand?" or "Was the physical structure easier to understand than the historical structure?"
2. Provide answer choices to students for any question that will be asked in class. This may require the addition of some new vocabulary in students' communication systems (verbal or other) so those words need to be in their vocabulary (on the communication board, in the AAC device, etc.). New

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

vocabulary may need to be pre-taught connecting and word to its symbolic referent. Answer choices can vary from one correct answer and one incorrect answer to more incorrect answers (distractors) as students become more proficient at making choices.

3. Certain questions and answers might be pre-planned for students. For example, it may be that teacher(s) decides that students are asked a specific question so some pre-teaching may occur to allow that student to answer correctly. This accomplishes three objectives:
 - Students know the answers.
 - Students participate more fully in the large group.
 - Students can be more successfully engaged and positively reinforced.

a. **Exit Assessment** –

On a sheet of paper have students return to their small groups and complete the following exit slip:

Predict how a future literary writing by Mark Twain would use the Mississippi River Valley as the primary setting...What types of activities would the main character participate in? The main character could be on a boat or work near the river. They could also really like the river like Twain does. **How could the Mississippi River be used as a setting in a story about a mischievous boy?** The boy could play tricks on people near the river, or he could scare people while they are fishing.

Multiple means of *representation* – *Written response*

Multiple means of *expression* – *Responses could be depicted visually through a drawing or images supplied by the internet*

Multiple means of *engagement* – *Story design*

Additional Considerations for Emerging Readers

1. Provide several possible topics and several plausible but not correct topics for students to choose from when predicting what Mark Twain might write about in a future literary writing about the Mississippi River Valley. Because this is an assessment activity (as opposed to any of the previous instructional activities, it is important to provide choices that require students to demonstrate their abilities to make logical predictions; this is why the incorrect choices provided must be

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

plausible. For example, if the choices given were “The main character could be on a boat” and “The main character could float in the clouds”, the “cloud” answer is really not a plausible choice so it would be a stretch to say students could make a logical prediction. However, if the choices given were “The main character could be on a boat” and “The main character could be on an expressway” students discriminate between two plausible places the main character might be even though the “expressway” answer would not be correct in the context of a literary text about the Mississippi River Valley and the river.

5. Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) to make their predictions.
6. Depending upon students' needs, strengths, and interests, students may:
 - Write their answers.
 - Additionally, depending upon the objective of students' writing (independence, participation, fine motor development, etc.), students may write independently (using inventive spelling, cursive vs. print, etc.), copy from a model, trace, or use other means.
 - Digitally write the answers.
 - Cut and paste symbol-based text icons for each answer.
 - Verbally, through eye-gaze, or otherwise indicate which answer someone else may scribe.
 - Work with a reduced complexity of prediction.

Additional Considerations for Emerging Communicators

1. Provide several possible topics and several plausible but not correct topics for students to choose from when predicting what Mark Twain might write about in a future literary writing about the Mississippi River Valley. Because this is an assessment activity (as opposed to any of the previous instructional activities, it is important to provide choices that require students to demonstrate their abilities to make logical predictions; this is why the incorrect choices provided must be plausible. For example, if the choices given were “The main character could be on a boat” and “The main character could float in the clouds”, the “cloud” answer is really not a plausible choice so it would be a stretch to say students could make a logical prediction. However, if the choices given were “The main character could be on a boat” and “The main character could be on an expressway,” students discriminate between two plausible places the main character might be even though the “expressway” answer would not be correct in the context of a literary text about the Mississippi River Valley and the river.
2. Allow students to use their established communication systems (technologically-based, eye-gaze, touch, verbalization/vocalizations, symbol-based icons, photographs/pictures, concrete objects/realia, etc.) to make their

predictions/choices. A less complex prediction might be expected using these types of communication modes.

Lesson 2 - Resources

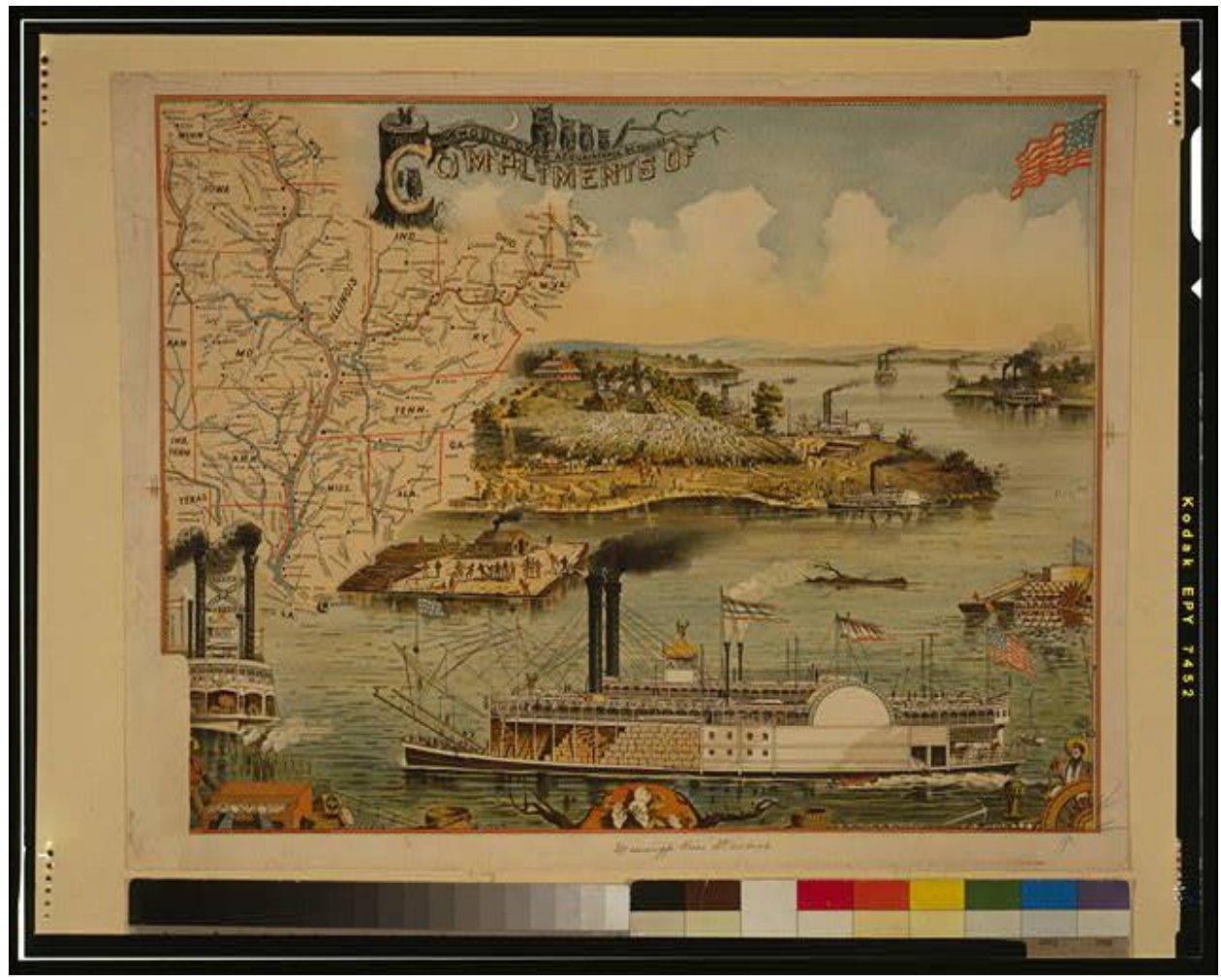
“Life on the Mississippi” by Mark Twain

www.Gutenberg.org

Audio book version of “Life on the Mississippi” by Mark Twain

Insert *Historical Camera Lucida Graphic Organizer* here

<http://www.loc.gov/pictures/resource/cph.3g09893/>



Lesson 2 - Appendix

Insert *Historical Camera Lucida Mississippi Steamboat* here

Life on the Mississippi Physical Descriptions:

1. The Mississippi River is huge. One of its tributaries is the longest river in the world—four thousand three hundred miles. The Mississippi is also the most crooked river in the world. It pumps out more water than other major European rivers. Its water supply comes from twenty-eight States and Territories. The Mississippi carries to the Gulf water from fifty-four rivers that can be travelled by steamboats. The area of its drainage-basin is as great as the combined areas of England, Wales, Scotland, Ireland, France, Spain, Portugal, Germany, Austria, Italy, and Turkey; and almost all this wide region can be farmed.
2. It is also very unique because instead of getting wider and bigger toward its mouth, it grows more narrow and deeper. From the Ohio River to a point half way down to the sea, the river is mile wide. But above the mouth, it is only half a mile wide. Where the Ohio River meets the Mississippi River its depth is eighty-seven feet, but it is one hundred and twenty-nine feet just above the mouth.
3. The river dumps four hundred and six million tons of mud into the Gulf of Mexico every year. That is a square mile of mud that would be two hundred and forty-one feet high. Some scientists believe that two hundred miles of land between Baton Rouge and the Gulf was built by the river.

Life on the Mississippi Historical Timeline

DeSoto, the first white man who ever saw the Mississippi River, saw it in 1542...

A hundred and thirty years passed and no white man visited the Mississippi River...(this baffles Twain)

La Salle rediscovered the river one hundred and fifty years after De Soto died there.

NCSC Sample Instructional Unit
Middle School ELA: Author's Purpose

ELA Unit – Middle School Lesson #3

Objectives:

- Students will use context clues to define unfamiliar words in a literature passage.
- Students will generate questions while reading a text in order to predict possible outcomes of the conflict within the text's plot.
- Students will make generalizations about the main character.
- Students will analyze how the author uses the interactions between characters to reveal the character traits of the main character to the audience.

Essential Question(s):

- How does the author reveal the main character to the audience?
- How does the author use dialogue between minor characters and the main character to tell the story?
- What is the author's purpose maintaining one setting that changes very slightly over the course of the text?

Vocabulary:

Brimming- Full to overflowing

Delectable- Delicious or extremely beautiful

Reposeful- A state of being at rest

Whitewash-A low cost white paint made from chalk

Skylarking-To pass time by playing tricks on others

Vigor- Full of life or vitality

Tranquilly- In a peaceful manner

Ridicule-To face scorn

Ponderously- Of great weight or importance

Slackened-To make or become slower

Laborious-Requiring much work or labor

Contemplated- To have thought deeply about a matter

Reluctance- A state of unwillingness

Alacrity- A cheerful readiness or willingness

Dilapidated- Run down or in poor repair

Idle- Not working or inactive

Covet-To desire or want something

Attain-To achieve

Materials:

- Either the book, “The Adventures of Tom Sawyer” by Mark Twain or access to a computer lab with internet connection. If a book is not available go to <http://www.gutenberg.org/> and search for “Tom Sawyer.” The direct link for the html version is <http://www.gutenberg.org/files/74/74-h/74-h.htm>. The Gutenberg Project version is free and available in multiple formats. You only need Chapter 2 for the purposes of this lesson. Gutenberg also has audio versions of Chapter 2 available.
- *The Adventures of Tom Sawyer_Chapter32* PowerPoint is located in the support samples for each lesson. It may be used to review the plot, vocabulary and standards addressed in the lesson.
- Small sticky notes
- Chart Paper
- Marker easily visible to whole class
- Pencils
- Lined paper
- *First Impressions aren't Everything* graphic organizer
- Context Clues Place Mat graphic organizer

Lesson 3 - Introduction

a. Activate Previous Knowledge –

1. Students will read Chapter 2 of “The Adventures of Tom Sawyer” and record the vocabulary words that are unfamiliar on sticky notes (one word per sticky note).
2. Students will also generate at least two questions about the text and share the questions within the small group of 3 students after completing Chapter 2.
3. Students will then use the Context Clues Place Mat to record all of the context clues that surround the word(s) they have identified as unfamiliar. Working in small group, students will build a working definition of the unfamiliar term. In order to achieve this, students will place the sticky note in the middle of the Context Clues Place Mat in the framed area. The spaces before and after the framed word are provided so students place the specific context clues from the text into the proper order in which they occur in the passage whether the context clues occur before or after the unfamiliar word. Model the first term as an example of the process expected from each group. This will reinforce the skills of using context clues to derive meaning. Modeling will also reinforce the process outline in Lesson 1 of this unit. Use the following prompting questions to assist students in analyzing the role of context clues to determine word meaning:
4. *What are the important words that come before the unfamiliar word that might help you understand the meaning of the unfamiliar word?*
5. *Remember, these important words are called context clues. What clues do they provide about the unfamiliar word?*
6. *What do you know about these clue words? What do they remind you of?*
7. *If you had to guess the meaning of the unfamiliar word based on what you already know about these clue words, what do you think the word insert word here means?*
8. After working definitions of the unfamiliar words have been developed by the small group and placed in the bottom left hand box on the graphic organizer, students may use a dictionary or thesaurus to clarify their understandings. Using the internet versions of dictionaries and thesauri is strongly encouraged. The technical definition must be recorded in the

bottom right hand box on the graphic organizer. In order to extend the activity, follow-up questions could include:

- 9. *How did your group use context clues to find the meaning of the word on the sticky note? How did your group use context clues to find the meaning of the word on the sticky note?*** The context clues allowed our group to “figure out” the meaning of the word by piecing all of the clues together so we could guess at the meaning.
- 10. *What was difficult about the process?*** Sometimes the definition we developed did not match up to the dictionary’s definition. Other times, our group had difficulty finding the clue words and what they meant.
- 11. *How was the definition developed by your group both similar and different from the technical definition?*** This answer will vary from group to group and word to word, but the answer to this question should be more sophisticated than the same question and answer from Lesson 1.
- 12. **OF NOTE: Again, model the first term in a whole group setting as an example of the process expected from each group. The modeling process is very necessary because this model for determining word meaning via context clues can be used across various types of texts (informative, literary, technical, etc.) and domains (Language Arts, History, Science, etc.).***

Definitions:

Setting- In literature texts, setting is the time and place where the events of the story take place. The sequence of the settings in a text provides the structure for most literature readings, but for this chapter the setting changes only slightly: the place is consistent but the time changes from Saturday morning to Saturday late afternoon. The minor characters come and go, one by one, marking the passing of time and therefore the slight changes in setting.

Minor Character-A supporting character in a text that changes very little but is often used by the author for the purposes of developing the audience's understanding of both the storyline (plot) and the main character, typically through interacting with the main character.

Main Character-Often referred to as the protagonist in a text, the storyline typically centers around the main character in a text. The main character can be viewed as the center of all of the attention (by the author, the minor characters, the conflict of the story, and the reader).

Character Traits-A distinguishing feature or quality demonstrated by the actions, thoughts, and words of a character, that when taken together, form the nature of the individual.

Textual Evidence-Refers to an explicit support from a reading passage that "proves" students' answers. Oftentimes, the textual evidence is either an example from the text that proves an inference/generalization or a direct quote from the text that supports an answer provided by students.

Context Clues-The other words or phrases that typically surround an unfamiliar word that helps a reader to better understand the new word. They are typically built into the sentences around the difficult word. An awareness of these context clues allows a reader to make logical guesses/inferences about word meanings.

Prediction-A prediction is a statement or forecast made about the future. Within the context of this literature-based lesson, it implies a skill that all high-ability readers possess: the ability to link the information they have read in a text to prior experience for the purpose of understanding and anticipating the outcomes of events, characters, and conflict in a story.

Multiple means of representation – *Digital version of text allows for flexible print sizes, sticky notes create a visual “puzzle” that allows for students to connect their understanding of familiar words to the unfamiliar word, dictionaries and thesauri, online dictionaries.*

Multiple means of expression – *Question generation, verbal communication in small group, finished Context Clues Place Mat.*

Multiple means of engagement – *Students use their prior understanding of context clues to understand new words, verbal, visual, bodily-kinesthetic.*

Additional Considerations for Emerging Readers

1. Provide Chapter 2:
 - In symbol-based text format and use symbols of unfamiliar words on the sticky notes.
 - In a summarized format (in symbol-based text format or not).
 - Through the use of a text reader.
2. Provide several questions (may be in symbol-based text format or not) regarding the text and:
 - Students select the two they are interested in asking or
 - Students identify events or details from the text (verbally, by touch, etc.) to ask questions about.
3. Provide Context Clues Place Mat:
 - As is using symbol-based text cards to complete.
 - In digital format.
4. Reduce the number of vocabulary words students must work with.

Additional Considerations for Emerging Communicators

1. Provide Chapter 2:
 - With text reader which students activate through adaptive switch(es) as appropriate.
 - Summarized in auditory format which students may or may not control through switch use as appropriate.
 - With main ideas, characters, settings, events, etc. (in summarized and/or auditory format or not) supplemented with visual or tactile cues and/or other referents (photographs, symbols, concrete objects/realia or other tactile systems such as the Standard Tactile Symbol List available from the Texas School for the Blind www.tsbvi.edu/tactile-symbols. Some referents may need to be pre-taught (Rowland, 2012). Use of the same referents (or the system) during this and other novels will reduce the need for pre-teaching.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

2. To indicate questions students want to ask:
 - Students select from visual or tactile symbols to indicate a question(s) they want to ask.
 - Students stop text reader or auditory recording to indicate the parts of the text they want to question. Students use the symbols or text recording in the small group work.
 3. Provide the Context Clues Place Mats:
 - Adapted with tactile cues such as outlining the graphics with glue or pipe cleaners/Wikki Stix, etc.
 - With each graphic area supplemented with a different textural/color background.
 - With reduced number of graphics on each *Place Mat* (e.g., place clues on one page of the *Place Mat* and definitions on another page, require only one clue and/or one definition).
 - Students use visual or tactile symbols to complete the *Place Mats*.
 4. Provide choices for students to answer questions that complete the graphic organizer.
 - Depending upon students' abilities to make appropriate choices, the choices may be obviously discrepant in correctness (one correct vs. obviously incorrect) and number of choices provided (one correct and one incorrect vs. one correct and three incorrect).
 - With reduced number of vocabulary words students must work with.
- b. Establish Goals/Objectives for the Lesson –
- **Students will use context clues to define unfamiliar words in a literature passage.**
 - **Students will generate questions during reading in order to predict possible outcomes of the conflict within the text's plot.**
 - **Students will make generalizations about the main character.**
 - **Students will analyze how the author uses the interactions between characters to reveal the character traits of the main character to the audience.**

Multiple means of representation – *First Impressions aren't Everything* graphic organizer, audio version of text assists auditory learners.

Multiple means of expression – Question generation, verbal communication in small group, finished Context Clues Place Mat.

Multiple means of engagement – *Students use their prior understanding of context clues to understand new words, verbal, visual, bodily-kinesthetic, small group.*

Lesson 3 - Body

Direct Instruction and/or Facilitation of the Lesson –

1. This portion of the lesson builds on students' prior understanding of Tom Sawyer's character as it is developed by Mark Twain. The text used in this lesson is from Chapter 2 of *The Adventures of Tom Sawyer*. Students have already read Chapter 32 of this book. It is worth noting that the two texts used in this unit (Lessons 1 and 3) are being used in reverse order in which they appear in the original novel. (This should not be a cause for concern because the two lessons are focusing on different skills, and the two texts are being used for different purposes.)
2. The *First Impressions aren't Everything* graphic organizer's end goal is for students to 1) be able to describe one specific setting using textual evidences/examples, 2) be able to describe an initial understanding of the main character as portrayed by the author, 3) develop a systematic process for analyzing the role of minor characters in revealing the main character's character traits, and 4) make inferences about the main character. The graphic organizer is influenced by several assumptions:
3. *The "growth" or development of a character in a text actually refers to how the author chooses to reveal the character over the course of the text. Oftentimes the terms/concepts of growth and development for literary characters are confused with the notion that the character somehow improves over the course of the text.*
4. *Literary texts are often organized in a sequential structure.*
5. *The primary purpose of a minor character in a story is to allow for the audience to better understand the main character's character traits.*
6. *An author includes every detail (including a minor character) in a story for a specific purpose: nothing is "left to chance" or "done by accident."*
7. Students will form small groups for the purpose of discussing the two questions developed during the reading of the text. Students will offer potential answers to the questions as a warm-up activity. (It may be helpful to put students back into the original groups used in the previous lessons.)
8. Upon completing a brief and relatively informal discussion of the text based on student-generated questions, students will be given the *First Impressions aren't Everything*. Inform students that using only the first two pages of Chapter 2, they must describe the setting in their own words. The first box on the graphic organizer in the left hand corner is to be completed by the small group. Remind

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

students that before a description can be supplied in the first box, a consensus must be reached which encourages evaluative and higher order thinking skills for the individual. After they have finished the first box on the graphic organizer, ask each individual student to identify one piece of textual evidence from the beginning of the chapter. It is in this space that students are tasked with identifying the setting as described by Mark Twain. It may also be of value to reinforce the definition of setting as being both *time* and *place*.

9. After students have completed the setting component of the graphic organizer, ask the following questions in order for students to connect prior knowledge of setting(s) from Lesson 1 to the current reading . Student responses are in plain text.
10. *Why did Mark Twain decide to use more or less the same setting throughout the chapter?* Answers will vary, but could potentially include: The setting changed a little because Tom started painting in the morning and by the end of the afternoon the fence was finished; or The setting didn't change very much but there were a lot of minor characters and that is what changed; or The setting stayed the same because all of the events in the chapter happened at the fence. All of the characters had to be at the fence in order for Tom to talk them into painting for him.
11. *In Chapter 32, Twain used multiple settings. There was the village of St. Petersburg at night, the cave, the river bank, and Judge Thatcher's house during the day. In Chapter 2 the setting changes very little. What happens on Saturday on the sidewalk in front of the fence?* Tom paints the fence but doesn't want to. He sees Jim and tries to get Jim to paint the fence for him. Jim probably would have but Aunt Polly spanked him with her shoe. Tom paints some more until a kid he doesn't like comes by to make fun of him working. Tom ends up talking the kid, Ben Rogers, into both painting the fence and giving Tom his apple. Then more kids come by and Tom gets a lot of stuff from the children. He makes them all pay to paint the fence. By the afternoon on Saturday, the fence is painted and Tom has a lot of stuff.

Note: The last answer is a summary of events that took place in this one setting.

12. As a small group, students must look back at the first page of the text and record their initial impressions of Tom's character. In order to facilitate this, inform students that authors reveal character traits through the character's *actions*, *words*, and *thoughts* being revealed to the audience. There are multiple ways that students may record their answers. (Included in the exemplar are three modes: Description, quoting explicitly from the text, and making inferences.)
13. The bottom half of the graphic organizer is the chronologic sequence of both the minor characters Twain chooses to use to reveal certain aspects of Tom's

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

character (through character interaction) and the most significant events in the development of the storyline. (For the purposes of this lesson, the focus will be on how Tom is developed over the course of the text, but a separate lesson building on the skills necessary to write summaries could easily be applied.) Have students work in groups to identify the first minor character of the reading (Jim), the most significant event/interaction that takes place between Jim and Tom, and what that event reveals about Tom's character. This three step process, 1) Minor character identification, 2) Evaluating and ranking the most significant event, and 3) Making an inference about Tom's character based on each event is the central focus of this lesson. It is through this process that students are able to analyze how Twain uses minor characters to develop the main character in this chapter. It is important that students work in "columns" on the graphic organizer (dealing with each character as a whole before moving on to the next character). Do not allow them to work in rows. It minimizes the ability to recognize patterns of interaction between the minor characters and Tom Sawyer.

14. Below are some prompting questions to be used throughout the process, with the purpose of increasing critical thinking and higher-order (evaluative) thinking skills: (Note that these questions are similar questions to the ones used in Lesson 1.)
15. *What is the most important event for the character you have identified? Why is it important?*
16. *What other, less important events had to take place between Tom and the minor character you identified in order for the most important event you have chosen to occur?*
17. *Find an example, or evidence, from the reading that proves that the event you have chosen is important.*
18. *How would the story be different if the event did not occur? What would you not know about Tom's character?*
19. *Which minor characters, if they were removed, would change the story the most? Or, which minor characters are most important for the reader to have a better understanding of Tom?*
20. Close the body portion of the lesson with the questioning used to tie in Lesson 1 and the usage of setting by the author (Students' answers should increase in complexity/detail, depth of understanding, and inferences made):
21. *Why did Mark Twain decide to use more or less the same setting throughout the chapter? Answers will vary, but could potentially include: The setting changed a little because Tom started painting in the morning and by the end of the afternoon the fence was finished. Also the main way the reader understands that*

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

the time changes is that the text says that one kid came after another to give up their valuables and paint for Tom. It is really subtle though and easy to miss if you aren't paying attention; or The setting didn't change very much but there were a lot of minor characters, like Jim and Ben Rogers. They changed a lot. None of the minor characters stayed in the story for very long, but they were all important to Tom's development; or The setting stayed the same because all of the events in the chapter, such as when Jim got spanked with a shoe, or Ben got tricked into giving up his apple and painting the fence, happened at the fence. All of the characters had to be at the fence in order for Tom to talk them into painting for him and the fence, which made Tom depressed at the beginning of the story, made him rich and happy by the end of the chapter.

22. *In Chapter 32, Twain used multiple settings. In Chapter 2 the setting changes very little. What happens on Saturday on the sidewalk in front of the fence? Like we talked about earlier, Tom paints the fence but doesn't want to. He sees Jim and tries to get Jim to paint the fence for him. Jim probably would have but Aunt Polly spanked him with her shoe. Tom paints some more until a kid he doesn't like comes by to make fun of him working. Tom ends up talking the kid, Ben Rogers, into both painting the fence and giving Tom his apple. Then more kids come by and Tom gets a lot of stuff from the children. He makes them all pay to paint the fence. By the afternoon on Saturday, the fence is painted and Tom has a lot of stuff.*

23. Leave students with this generalization: *You just provided me with a summary of the most important events in Chapter 2 of The Adventures of Tom Sawyer. For Chapter 32, you wrote a summary based on the sequence of setting changes. For Chapter 2, the summary would be written based on the sequence of minor character changes; and yet both summaries are a sequence of events put into a chronological order.*

Multiple means of representation – *Graphic organizer, modeling.*

Multiple means of expression – *Group sharing of ideas, writing answers into graphic organizer.*

Multiple means of engagement – *Evaluating minor characters and events for significance, group discussions.*

Additional Considerations for Emerging Readers

1. The *First Impressions aren't Everything* graphic organizer may need to be manipulated:
 - So fewer spaces are on a page if the mode of students' responses need more space. For example, if students are writing answers but the writing

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

- is large, having the fewer spaces on one piece of paper will give students more room to write.
- Color-coding related spaces (e.g., the bottom row of the organizer might have all three boxes about Jim coded with green [outlined, background color, etc.] and all three boxes about Aunt Polly coded with green, etc.)
2. Students complete the *First Impressions aren't Everything* graphic organizer. If students have difficulty coming up with answers for the graphic organizers, provide choices from which they select.
 3. After students have identified (verbally, by touch, select from several choices, etc.) information from the text for the organizer, have them depending upon students' needs, strengths, and interests (Students could do this activity while the chapter is being read):
 - Write the information on the graphic organizer.
 - Additionally, depending upon the objective of students' writing (independence, participation, fine motor development, etc.), students may write independently (using inventive spelling, cursive vs. print, etc.), copy from a model, trace, or use other means.
 - Digitally complete the organizer.
 - Cut and paste symbol-based text icons for each box.
 - Verbally, through eye-gaze, or otherwise indicate the information and someone may scribe for students.
 - Work with a reduced number of characters.
 - Number the character boxes to facilitate chronological sequencing.
 4. During the small group activity filling out the graphic organizer:
 - Provide students with relevant information from the text their communication modes so they contribute to the group activity. As students provide information for the organizer, remove information from the choices as they are presented so students do not repeat information. They add information identified by other students to their organizers.
 5. Pre-plan certain pieces of information for students' large group contributions to assure that:
 - Students know the answers.
 - Students participate more fully in the large group.
 - Students can be more successfully engaged and positively reinforced.
 6. Provide answer choices to students for any questions that will be asked in class during large group discussion. This may require the addition of some new vocabulary in students' communication systems (verbal or other) and those answers need to be available in their modes of communication (on the communication board, in the AAC device, etc.). Answer choices can vary from one correct answer and one incorrect answer to more incorrect answers (distractors) as students become more proficient at making choices.

7. Certain questions and answers might be pre-planned for students. For example, it may be that teacher(s) decide that students will be asked a specific question so some pre-teaching may occur to allow that student to answer correctly. Pre-planning accomplishes three objectives:
 - Students know the answers.
 - Students participate more fully in the large group.
 - Students can be more successfully engaged and positively reinforced.

Additional Considerations for Emerging Communicators

1. Manipulate the *First Impressions aren't Everything* graphic organizer:
 - So fewer boxes are on one piece of paper if the mode of students' responses requires more space.
 - By color-coding related spaces (e.g., the bottom row of the organizer might have all three boxes about Jim coded with green [outlined, background color, etc.] and all three boxes about Aunt Polly coded with green, etc.)
 - By providing textured backgrounds to the spaces.
 - By providing extra tactile/visuals cues to the organizer such as outlining the graphics with glue or pipe cleaners/Wikki Stix, etc.
 - By reducing the amount of information and characters students must work with.
 - By numbering the character boxes to facilitate chronological sequencing.
2. Students complete the *First Impressions aren't Everything* graphic organizer. If students have difficulty coming up with answers for the graphic organizers, provide choices from which they select. Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) combined with visual or tactile symbols to complete the *First Impressions aren't Everything* graphic organizer.
3. During the small group activity filling out the graphic organizer:
 - Provide students with relevant information from the text in their communication modes so they contribute to the group activity. As students provide information for the organizer, remove information from the choices as they are presented so students do not repeat information. They add information identified by other students to their organizer.
4. Pre-plan certain pieces of information for students' large group contributions to assure that:
 - Students know the answers.
 - Students participate more fully in the large group.
 - Students can be more successfully engaged and positively reinforced.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

5. Provide answer choices to students for any questions that will be asked in class during large group discussion. This may require the addition of some new vocabulary in students' communication systems (verbal or other) and those answers need to be available in their modes of communication (on the communication board, in the AAC device, etc.). Answer choices can vary from one correct answer and one incorrect answer to more incorrect answers (distractors) as students becomes more proficient at making choices.
6. Certain questions and answers might be pre-planned for students. For example, it may be that teacher(s) decide that students will be asked a specific question so some pre-teaching may occur to allow that student to answer correctly. Pre-planning accomplishes three objectives:
 - Students know the answers.
 - Students participate more fully in the large group.
 - Students can be more successfully engaged and positively reinforced.

Lesson 3 - Practice – (55 minutes)

7. On the back of the sheet, have students put the bottom row of events into either a paragraph or a timeline format. The result is a summary of the plot of Chapter 2.
8. Students that choose to write a paragraph summary may need assistance with developing transitions in between the described events to write a fluid, high-quality paragraph.
9. Upon completing the summary in small group, have students share the summaries with the whole group.

Multiple means of *representation* – *Writing a paragraph, constructing a timeline based on minor character sequence*

Multiple means of *expression* – *Writing, discussion*

Multiple means of *engagement* – *discussion, small group collaboration, whole group collaboration, evaluative thinking skills*

Additional Considerations for Emerging Readers

1. Students choose whether to write a paragraph or a timeline.
2. As students review Chapter 2:
 - Have or assist them in highlighting, underlining, or otherwise calling attention to all examples of a chronological appearance of characters in the text. These examples could be numbered, cut from the text, or otherwise “pulled out” from the text so students sequence these character entrances.
3. Depending upon students’ needs, strengths, and interests, students write the summary paragraphs or timelines based upon the bottom row of chronological character entrances on the reverse side of the *First Impressions aren't Everything* graphic organizer by:
 - Using a pencil or other writing instrument. They can copy from a printed copy of the organizer (front side) to avoid flipping the paper back and forth.
 - Digitally write the paragraphs/timelines using plain text or a symbol-based text program.
 - Sequencing (independently, verbally, through eye-gaze, the use of assistive technology, cut and paste, etc.) the character entrances.
4. Students might share their paragraphs or timelines by:
 - Reading it aloud.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

- Reading certain words or symbols they know while a partner (peer or adult) reads the others. For example, if the first sentence was “Tom gets Jim to paint the fence”, the partner might read “Tom gets Jim to _____ the fence” and students read the word “paint” at the appropriate time in the sentence.
- Touching each word or symbol as a partner reads.
- Activating an audio recording of the paragraphs/timelines.
- Providing printed copies of the paragraphs/timelines to classmates.

Additional Considerations for Emerging Communicators

1. Students choose whether to write paragraphs or timelines.
2. As students review Chapter 2:
 - Have or assist them in highlighting, underlining, or otherwise calling attention to all examples of a chronological appearance of characters in the text. These examples could be numbered, cut from the text, or otherwise “pulled out” from the text so students sequence these character entrances.
3. Given symbolic representations (symbols, pictures/photographs, concrete objects/realia, textures, etc.) of the character entrances (remember that students may still need some direct instruction to connect some relatively new information about characters to their referents), students write their paragraphs or timelines by:
 - Using assistive technology, eye-gaze, verbalizations/vocalizations to sequence the event descriptions into a “paragraph form” or timeline.
 - Selecting (using their preferred methods of communication) the sequence of events through a series of multiple choice questions or yes/no questions. For example, the partner (peer or adult) might hold up the referents for two characters (one being the first occurring in chronological order and the other a different ordinal position, i.e., not the first) and say, “Which character should come first in the paragraph?”; or the partner might hold up one referent and ask, “Is this the first character in the chapter/paragraph?”
4. Students might share their paragraphs/timelines by:
 - Reading it aloud, repeating short phrases provided auditorily by a partner.
 - Reading certain words or symbols they know while a partner (peer or adult) reads the others. For example, if the first sentence was “Tom gets Jim to paint the fence”, the partner might read “Tom gets Jim to _____ the fence” and students read the word “paint” at the appropriate time in the sentence. Students who use symbols, pictures/photographs, concrete objects/realia, textures, etc. might read their words by holding-up,

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

touching, or otherwise indicating which referent indicates the word in the blank.

- Touching each word or symbol as a partner reads.
- Activating an audio recording of the paragraphs/timelines. For students working on cause and effect through the use of assistive technology they might be required to activate the recording to read the paragraphs/timelines or fill in the blank. (See second sub-bullet above.) Students who use a sequenced assistive technology device where each switch has a different character might activate the recordings of the characters individually and in sequence.
- Providing printed copies of the paragraphs/timelines to classmates.

Lesson 3 - Closure

a. Revisit/Review Lesson and Objectives –

- On a separate sheet of paper have individual students fold the piece of paper into thirds long-wise.
(See Appendix for an example)

In the first column on the left, students need to record their First/Initial impressions of Tom Sawyer. This information has already been recorded by the small group on the *First Impressions aren't Everything* graphic organizer. In the far column on the right, students need to record their Final Impressions of Tom Sawyer. In order to accomplish this, students must re-read the last two pages of Chapter 2. After the first impressions and last impressions of Tom are recorded, pose the question, *What causes Tom to change over the course of the text? In the middle column of your paper, record ALL of the reasons that Tom changed over the course of the text. Be as SPECIFIC as you can be. This will only improve your response.*

- Students may return to their small groups and review the answers recorded on the *First Impressions aren't Everything* graphic organizer. The graphic organizer should be treated as a reference sheet for the both the far left hand column and the middle column. (The events and minor characters associated with the events are the reasons for the change in Tom's behavior and physical wealth.) Even though students have returned to small group to share the information for the left hand column, the far right column and the middle column is to be completed as an individual.

Multiple means of representation – Venn Diagram, Individual grouping, small, grouping

Multiple means of expression – written form, visual diagram

Multiple means of engagement – small group, individual

Additional Considerations for Emerging Readers

1. Depending upon student's motor abilities:
 - Allow them to fold the paper independently.
 - Mark the paper with lines where the folds should be.
 - Provide a template to fold the paper over.
 - Pre-fold or –score the paper.
 - Physically assist students.
 - Number the sections of the paper in the sequence they are to be completed (e.g., left column – 1, right column – 2, middle column – 3).
2. Review the *First Impressions aren't Everything* graphic organizer and allow them to copy the first impressions of Tom Sawyer in the left hand column by:

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

- Writing the information on the graphic organizer.
 - Additionally, depending upon the objective of students' writing (independence, participation, fine motor development, etc.), students may write independently (using inventive spelling, cursive vs. print, etc.), copy from a model, trace, or use other means.
 - Digitally completing the organizer.
 - Cutting and pasting symbol-based text icons.
 - Verbally, through eye-gaze, or otherwise indicating the information and someone may scribe for students.
3. Re-read the last 2 pages of Chapter 2, providing all the accommodations necessary:
- Have or assist them in highlighting, underlining, or otherwise calling attention to Tom Sawyer's traits and possible reasons for any change. Additionally, this information could be written on sticky notes (supplemented with icons as necessary), cut from the text, or otherwise "pulled out" from the text and have students use these to complete the right hand column and then the middle column of the organizer.
 - Provide choices from which students select as necessary.
4. During the small group sharing activity, students share their work by:
- Reading it aloud.
 - Reading certain words or symbols they know while a partner (peer or adult) reads the others.
 - Touching each word or symbol as a partner reads.
 - Activating an audio recording of the work.
 - Providing printed copies of the work to classmates.

Additional Considerations for Emerging Communicators

1. Depending upon student's motor abilities:
- Allow them to fold the paper independently.
 - Mark the paper with lines where the folds should be.
 - Provide a template to fold the paper over.
 - Pre-fold or -score the paper.
 - Physically assist students.
 - Number the sections of the paper in the sequence they are to be completed (left column – 1, right column – 2, middle column – 3).
 - Add texture and/or color to the columns.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

2. Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) combined with visual or tactile symbols to complete the left hand column of the graphic organizer.
3. Re-read the last 2 pages of Chapter 2, providing all the accommodations necessary:
 - Have or assist them in highlighting, underlining, or otherwise calling attention to Tom Sawyer's traits and possible reasons for any change. Additionally, these important points could be written on sticky notes (supplemented with icons as necessary), cut from the text, represented by objects, recorded into a voice output device, or otherwise "pulled out" from the text so students read, state (using assistive technology), or show those points (using their preferred modes of communication) to complete the right hand column and then the middle column of the organizer.
 - Provide choices from which students select as necessary.
4. During the small group sharing activity, students share their work by:
 - Reading it aloud, repeating short phrases provided auditorily by a partner.
 - Reading certain words or symbols they know while a partner (peer or adult) reads the others. Students who use symbols, pictures/photographs, concrete objects/realia, textures, etc. might read their words by holding-up, touching, or otherwise indicating which referent indicates the word in the blank.
 - Touching each word or symbol as a partner reads.
 - Activating an audio recording of the work. For students working on cause and effect through the use of assistive technology, they might be required to activate the recording to read the work or fill in the blank. (See second sub-bullet above.) Students who use a sequenced assistive technology device where each switch has a different sentence might activate the recordings of each column individually and in sequence.
 - Providing printed copies of the work to classmates.

Exit Assessment –

- Students complete the following activity individually:

By the end of Chapter 2, the reader learned that Tom was very cunning and able to trick his friends into doing the work he was supposed to do. Mark Twain summarized the lesson that Tom had learned by tricking his friends this way: "He had discovered a great law of human action...that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain."

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

- *What did Mark Twain mean by that statement? In other words, what did Tom Sawyer learn over the course of the text?*

Multiple means of *representation* – Context Clues Place Mat *for the terms Covet and Attain, further discussion in small group of Tom's behavior and final impressions of Tom*

Multiple means of *expression* – *written response*

Additional Considerations for Emerging Readers

1. Provide several possible answers to the assessment questions and several plausible but not correct answers for students to choose from. Because this is an assessment activity (as opposed to any of the previous instructional activities, it is important to provide choices that require students to demonstrate their abilities to make sense of the statement; this is why the incorrect choices provided must be plausible.
 - Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) to answer the questions.

Additional Considerations for Emerging Communicators

1. Provide several possible answers to the assessment questions and several plausible but not correct answers for students to choose from. Because this is an assessment activity (as opposed to any of the previous instructional activities, it is important to provide choices that require students to demonstrate their abilities to make sense of the statement; this is why the incorrect choices provided must be plausible.
 - Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) to answer the question.

Lesson 3 - Resources

www.gutenberg.org

“Adventures of Tom Sawyer” by Mark Twain

Audio Version of “Tom Sawyer” available

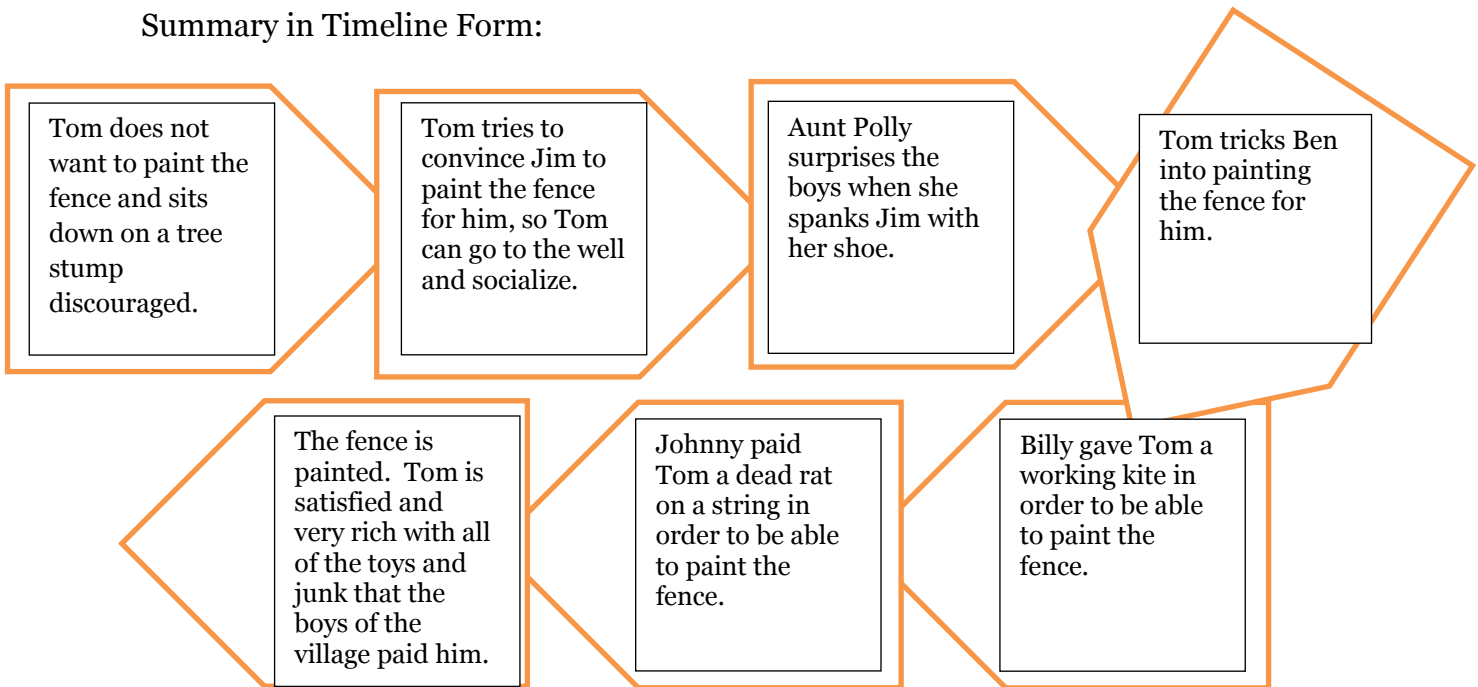
First Impressions aren't Everything Graphic Organizer

Lesson 3 - Appendix

Insert *First Impressions aren't Everything* Graphic Organizer

Insert Context Clues Place Mat graphic Organizer

Summary in Timeline Form:



Summary in Paragraph Form:

In the beginning of the chapter, it is a very nice summer day but Tom has to paint a fence. Tom does not want to paint the fence and sits down on a tree stump discouraged. Tom tries to convince Jim to paint the fence for him, so Tom can go to the well and socialize. Aunt Polly surprises the boys when she spansks Jim with her shoe because he wasn't going to fetch water like he was supposed to do. After Jim leaves, Tom tricks Ben Rogers into painting the fence for him and giving him an apple. After Ben got tired and left, Billy Fisher gave Tom a working kite in order to be able to also paint the fence.

National Center & State Collaborative (NCSC), Human Development Institute, University of Kentucky. The UDL Instructional Units are available for teacher use. Please note that these units will be revised as user-feedback is obtained and will be made available on SharePoint and the Wiki. Reposted June 19, 2013

fence. Next, Johnny Miller paid Tom a dead rat on a string in order to be able to paint the fence. At the end of the chapter, the fence is painted. Tom is satisfied and very rich with all of the toys and junk that the boys of the village paid him to paint the fence.

Venn Diagram Comparison of First Impressions and Final Impressions of Tom Sawyer:

First Impressions:

- Tom is sad and lonely.
- Tom is low in spirit.
- He is very discouraged when he looks at everything that he has to get done on such a nice summer day.
- Tom felt that life “seemed hollow; and existence but a burden.”
- Tom doesn't want to paint.
- The work he has to do really depresses him.

Reasons for Change:

- Tom realizes he can trick Ben Rodgers and get both an apple and some of the fence painted without a lot work.
- Tom also tricks Billy Fisher into painting the fence and giving him a working kite on a string.
- Johnny Miller gives Tom a dead rat on a string in order to be able to also paint the fence.
- Soon Tom has a pile of stuff that the boys of the village give him so they can also paint the fence.
- The fence is painted and Tom is rich and this makes him really happy.

Last Impressions:

- Tom is “rolling in wealth.”
- Tom had had a nice day.
- He had “plenty of company.”
- Tom thought that the world was not so hollow after all.
- Tom learned about human nature: to make someone want something, make it hard to reach.
- He was amused about the day and how it worked out.

ELA UNIT

LESSON #4: Culminating Activity

Objectives:

- Students will use changing settings to create an organizational structure within the text.
- Students will use the interactions of the main character and the minor characters as a structure for summarizing a text.
- Students will summarize the text.
- Students will predict the behavior of Tom Sawyer.
- Students will analyze how the author uses the interactions between characters to reveal the character traits of the main character to the audience.
- Students will develop a clearer understanding of Mark Twain's view of the Mississippi River.
- Students will develop an understanding of the information provided in historical illustrations and images.

Essential Question(s):

1. How does an author use setting as an organizational structure within a story?
2. How does an author develop a character?
3. How does an author order the events in a story to communicate with an audience?

Vocabulary:

Review vocabulary from previous lessons

Materials:

Articles:

“Waiting For The 'Robt. E Lee'” Article from *Sports Illustrated*, 1962

<http://sportsillustrated.cnn.com/vault/article/magazine/MAG1073461/index.htm>

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

“The Great Steamboat Race of 1870 (From New Orleans to St. Louis)”

<http://jayssouth.com/mississippi/boat/>

Photos:

“The Great Mississippi River Steamboat Race: From New Orleans to St. Louis, July 1870”

<http://www.loc.gov/pictures/resource/cph.3b50397/>

“The Grand Saloon of the Palace Steamer Drew”

<http://www.loc.gov/pictures/resource/pgs.00743/>

“Captain, pilot and wheelman posed on deck of Brahmaputra river steamer”

<http://www.loc.gov/pictures/resource/wtc.4a02668/>

The Adventures of Tom Sawyer_Chapter32 PowerPoint is located in the support samples for each lesson. It may be used to review the plot, vocabulary and standards addressed in the lesson.

Lesson 4 - Introduction

a. Activate Previous Knowledge –

The goal of this culminating activity (Lesson 4) is to reinforce the previous lessons of this unit, understanding how an author uses settings and events to establish a chronological structure to a text, summarizing a text, analyzing historical images, understanding the geographic importance of the Mississippi River to Mark Twain's writing, understanding how Mark Twain uses minor characters to develop an audience's understanding of a main character, and using prediction to better understand the meaning of the text. In order to achieve this goal, students will have to take on the role of an author, to be completed within small group, in order to create a story of historical fiction that uses the primary setting of a famous Mississippi River steamboat race in 1870, where the main character, Tom Sawyer, first transfers coal to the *Robert E. Lee* steamboat, and later joins the captain of the ship, John Cannon, in crossing the finish line in St. Louis.

1. Students first create a biographical sketch of Tom Sawyer based on Chapters 2 and 32 from "The Adventures of Tom Sawyer," as well as the graphic novel version of the texts. In small group, students begin constructing a physical description of Tom. This portion of the activity should be treated as part of the prewriting process, meaning that incomplete sentences and bulleted statements are encouraged for the sake of time. The focus should not necessarily be the product that students create; instead, the purpose of generating a physical description is to orient students toward the process of being an author. Prompting questions are below. Potential student responses are in plain text.
 - *What does Tom look like? What do we know about Tom's physical appearance?* Tom is a boy, maybe 10 or 11 years old. He wears overalls and has blond hair in the graphic novel version. He is tall enough to paint the fence in Chapter 2 of *Tom Sawyer*.
 - *We know from Chapter 32 that he could barely fit his head and shoulders through the small hole at the end of the cave. What does that say about his body size?* He is younger so he is probably smaller.
2. After a physical description (even a limited one) has been created by the small group, students identify all of the character traits that Tom demonstrated in the readings. There are four categories of information that these characteristics can be organized: 1) What Tom says, 2) What Tom does, 3) What other characters say about Tom, and 4) What the

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

narrator reveals about Tom's thoughts. Students generate their lists of character traits one category at a time.

See Appendix.

When the physical description and the character trait lists have been completed, students have a relatively comprehensive biographical sketch of the main character for the story they will be creating. Note again that the focus of this portion of the lesson is on the process of developing a biographical sketch. Therefore, it is not necessary for students to use complete sentences.

3. The teacher supplies students with two articles about the steamboat race to read and discuss in small group. "Waiting For The 'Robt. E Lee,'" an article from *Sports Illustrated* (1962), and "The Great Steamboat Race of 1870 (From New Orleans to St. Louis)," a web page article, in order for students to understand the context in which the story they create will take place. As students read the two articles, inform each group that Tom's character does not enter the story until just south of Vicksburg, on the riverboat *Frank Pargaud* which supplies coal to the *Robert E. Lee* and allows the *Lee* to continue the race without having to stop to refuel. It is important for students to note this important detail. It is the task of students to create a story that has Tom working to load coal from the deck of the *Pargaud* into the boiler room of the *Lee*. As the two boats disengage, Tom stows away on the *Lee*, gets caught by the crew and taken to the captain. The subsequent activities outline that process in detail, but it is important for both the teacher and students to be aware that the purpose of reading the two articles is to provide the context and setting for a story that they will be writing about Tom Sawyer.

Definitions:

Biographical Sketch: a description of both the physical and emotional characteristics of a character which allows an author to create a more developed character for the audience.

Multiple means of representation – *verbal communication in small group, generating a biographical sketch on paper*

Multiple means of expression – *written form, verbal communication, could act out certain components of Tom's character*

Multiple means of engagement – *small group collaboration, individual reading, small group composing of a biographical sketch*

If the student has had little to no experience with the concepts of character traits, main character and minor characters, it might be helpful to provide instruction using the Lesson 3 Concept Reinforcement Activity (CRA) prior to teaching the Introduction to Lesson 3.

Additional Considerations for Emerging Readers

1. Provide Chapter 2, 32, and the graphic novel:
 - In symbol-based text format and use symbols of unfamiliar words on the sticky notes.
 - In a summarized format (in symbol-based text format or not).
 - Through the use of a text reader.

2. For the small group work of constructing a physical description of Tom:
 - Provide choices for students to choose from. (The number and range of discrepancy can vary depending upon the skills of students in making appropriate choices, e.g., blonde hair vs., brown, black, or red; blonde vs. green.)
 - Ask guiding questions such as, "Is a boy who is 10 years old probably big or little?"
 - Refer students back to the text as necessary, highlighting words that help them provide descriptive characteristics.
 - Pre-plan certain characteristics for them to provide.
 - Allow them to participate in the small group discussion using preferred mode of communication (verbalization, communication board, assistive technology, AAC, writing, drawing, etc.).

3. For the small group work of constructing a character trait description of Tom, follow the same procedure as for constructing the physical description.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

4. Provide "Waiting For the 'Robt. E Lee,'" an article from *Sports Illustrated* (1962), and "The Great Steamboat Race of 1870 (From New Orleans to St. Louis)," a web page article:
 - In symbol-based text format and use symbols of unfamiliar words on the sticky notes.
 - In a summarized format (in symbol-based text format or not).
 - Through the use of a text reader.

Additional Considerations Emerging Communicators

1. Provide Chapters 2, 32, and the graphic novel:
 - With text reader which students could activate through adaptive switch(es) as appropriate.
 - Summarized in auditory format which students may or may not control through switch use as appropriate.
 - With main ideas, characters, settings, events, etc. (in summarized and/or auditory format or not) supplemented with visual or tactile cues and/or other referents (photographs, symbols, concrete objects/realia or other tactile systems such as the Standard Tactile Symbol List available from the Texas School for the Blind www.tsbvi.edu/tactile-symbols. Some referents may need to be pre-taught (Rowland, 2012). Use of the same referents (or the system) during this and other novels will reduce the need for pre-teaching.
2. For the small group work of constructing a physical description of Tom:
 - Provide choices for students to choose from. (The number and range of discrepancy can vary depending upon the skills of students in making appropriate choices, e.g. blonde hair vs., brown, black, or red; blonde vs. green.)
 - Ask guiding questions such as, "Is a boy who is 10 years old probably big or little?" or if student have a yes/no response, the question could be "Is a 10 year old boy big? Is a 10 year old boy little?"
 - Refer students back to the text as necessary, highlighting words, symbols, concrete objects/realia, textures, etc. that help them provide descriptive characteristics.
 - Pre-plan certain characteristics for them to provide.
 - Allow them to participate in the small group discussion using preferred mode of communication (verbalization, communication board, assistive technology, AAC, writing, drawing, objects, etc.)
3. For the small group work of constructing a character trait description of Tom, follow the same procedure as for constructing the physical description.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

4. Provide "Waiting For the 'Robt. E Lee,'" an article from *Sports Illustrated* (1962), and "The Great Steamboat Race of 1870 (From New Orleans to St. Louis)," a web page article:
 - With text reader which students activate through adaptive switch(es) as appropriate.
 - Summarized in auditory format which students may or may not control through switch use as appropriate.
 - With main ideas, characters, settings, events, etc. (in summarized and/or auditory format or not) supplemented with visual or tactile cues and/or other referents (photographs, symbols, concrete objects/realia or other tactile systems such as the Standard Tactile Symbol List available from the Texas School for the Blind www.tsbvi.edu/tactile-symbols. Some referents may need to be pre-taught (Rowland, 2012). Use of the same referents (or the system) during this and other novels will reduce the need for pre-teaching.

b. Establish Goals/Objectives for the Lesson –

- Develop a more intentional and comprehensive understanding of Tom's character.
- Evaluate articles and historical images for the purpose of constructing an in-depth setting for a story.
- Evaluate the writing process from an author's perspective.
- Develop a clearer understanding of author's purpose through simulation and story creation.

Multiple means of *representation* – *image interpretation, reading of text*

Multiple means of *expression* - *verbal communication in small group, prewriting bulleted statements*

Multiple means of *engagement* – *images in digital format, hard copy of images, small group*

Lesson 4 - Body

Direct Instruction and/or Facilitation of the Lesson Activity(ies) –

1. Provide students with a copy (or access to the webpage version) of the “The Great Mississippi River Steamboat Race: From New Orleans to St. Louis, July 1870” <http://www.loc.gov/pictures/resource/cph.3b50397/>



- . The two boats side by side should be in front of students, whether on a projector (preferred), on a monitor, or as a hard copy in-hand while discussing the two readings from the introductory activity.
2. The discussion of the two readings should be focused on the setting of a steamboat during a race on the Mississippi River. Prompting questions for discussion. Potential student responses are in plain text.
 - *How would you describe the setting of this picture?* It is night time and the two steamboats are racing each other on a big river. *Are there any other details, that if you were a writer, you would include in your description of the setting?* Maybe I would describe the smoke stacks and the big sign for the “Robert E. Lee”. *What else do you see in the picture? Are there any objects you notice?* The boats have rails and a lot of space for passengers. The moon is out. There are trees on the river bank.
 - *What types of events would take place in this type of setting?* The crews would be steering the boat. The captain would give orders to the crew. The crews would be shoveling coal into the boiler. The crews from each boat would yell at each other. One boat would try to get ahead of the other.
 - *Why would this setting or the events that take place in this setting be exciting for a boy like Tom?* Tom likes mischief and to get into trouble, so he would probably like yelling at the other boat’s crew. He would also be excited by the race. He would probably really want to meet the captain of the ships. (If students do not answer with wanting to meet the captains, prompt them: *Do you think Tom would want to meet the captain of the Robert E. Lee? What about his character would be excited to meet the captain?* He is very curious. He may want to trick the captain. He is

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

mischievous. He probably wants to steer the boat too. Or maybe he wants to trick the Captain into giving him his captain's hat.

- *What types of activities would Tom be doing while on the "Robert E. Lee"? He could be steering the ship or talking to the crew. Maybe he is shoveling coal in the boiler room. He could be yelling at the other boat's crew.*
- *In both articles, the "Lee" joined with a coal supply boat so there would not be any stopping during the race. This is where the story that your group will create begins. I want you to work with your group, and develop two events where Tom is shoveling coal from the "Pargaud" to the "Lee". Once you have created two events, I want you to discuss how Tom will stow away and hide on the "Lee." (If students are having a hard time getting started with their two events, tell them that one event needs to be Tom shoveling coal onto the "Lee", and another event could be Tom going into the hot boiler room on the "Lee". These events have been modeled in the appendix section of this lesson.)*

3. After students have had a discussion of some potential events in small group, students need to choose the two events that they feel will be the easiest to write about.
4. Students will then generate a detailed description of each event following this format/process: 1) Establish a clear setting, providing as many sensory details as possible, 2) Identify what characters are involved in this event, is there any dialogue between the characters? What do they talk about? 3) What does the event reveal about Tom?
5. Students need to also follow this same process for Tom's stowing away on the *Robert E. Lee*. Once these three events have been completed, students should have three events developed into a "rough draft" form with setting, characters, and what is revealed about Tom's character generated within the small groups.

See exemplars in Appendix.

6. Students will then be given the image of "The Grand Saloon of the Palace Steamer Drew" <http://www.loc.gov/pictures/resource/pga.00743/> with which they will be given the task of using this image as the setting for the next event in the story line, of Tom being found by the crew of the "Lee".

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

(Note that the teacher is providing the basic outline of events in a general sense, but students are able to make decisions on the specific manifestations of the setting, Tom, the minor characters, etc.) Remind students that based on the two articles they have read, the “Lee” had very few people on it because the captain did not want to stop during the race. Have the group follow the three step process used in the previous events: describe the setting in detail, decide how minor characters are used/what types of conversations the minor characters will have with Tom, and what the event reveals about Tom’s character. At any point during the development of the story (the series of events they have created) it may be beneficial to ask students if the Tom they have created is similar to the Tom that Twain created. This will focus the groups back to the previously covered material.

7. The next event in the storyline being created by students will be set on the captain’s deck of the ship. Have students refer back to the image of the two racing steamboats. Supplied in the appendix of this lesson is an image that has the captain’s deck circled in yellow. Ask students the following prompting questions. Potential student responses are in plain text.
 - *Why would the captain’s deck of the steamship be at the top and front of the ship?* You could see the rest of the boat easily. You could also see the river or if there are any rocks in the river.
 - *What would the captain and crew be able to see from that vantage point?* They could see the other boat’s captain and the river ahead of them.

Also supply students with the image of “Captain, pilot and wheelman posed on deck of Brahmaputra river steamer”

<http://www.loc.gov/pictures/resource/wtc.4a02668/> in order for them to have a clearer understanding of the final setting for the story that students are creating. After students have clearly described the setting of the captain’s deck, the character interaction and dialogue needs to be between Tom and Captain Cannon. The dialogue needs to follow this linear progression: Captain Cannon is upset that Tom has stowed away, Tom explains that he wants to be able to tell his friends, Huck and Jim, that he crossed the finish line with the “Lee”, the captain allows Tom to stay on the captain’s deck so Tom can truly see the victory, and Tom expresses his thanks to the captain after the “Lee” wins the race. Students may at any point in time refer back to the articles and pictures from this lesson as reference material for the stories they are creating.

Multiple means of representation – *visual images, pre-writing exercises, verbal discussion, small group interaction*

Multiple means of expression – *written form, verbal communication, drawing setting, selecting images for setting*

Multiple means of engagement – *visual learners, linguistic learners, interpersonal and intrapersonal learners, selecting a soundtrack would engage musical learners*

Additional Considerations for Emerging Readers

1. Provide student with a copy (or access to the webpage version) of the “The Great Mississippi River Steamboat Race: From New Orleans to St. Louis, July 1870”
<http://www.loc.gov/pictures/resource/cph.3b50397/>
2. As students read (with accommodations) the two texts mentioned previously (“Waiting For the 'Robt. E Lee,” an article from *Sports Illustrated* [1962], and “The Great Steamboat Race of 1870 [From New Orleans to St. Louis]”):
 - Provide a way to highlight or annotate settings, events, and activities:
 - Use three different colors of highlighters.
 - Place an icon or initial card (S/E/A) on appropriate parts of the text.
 - Cut out words/symbols from the text and sort them into those categories.
3. During the class discussion:
 - Students use the information from the highlighted/annotated text to answer the questions.
 - Students use their preferred modes of communication to respond to the questions (verbalization, communication board, assistive technology, AAC, writing, etc.).
4. During the small group discussion and writing process:
 - Students use the information from the highlighted/annotated text to participate in the discussion.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

- Students use their preferred mode of communication to participate in the discussion (verbalization, communication board, assistive technology, AAC, writing, etc.).
 - Students use a three column T-chart which might be:
 - Adapted with symbols for the column titles (setting, characters & dialogue, Tom).
 - Enlarged if necessary so students write or draw their responses.
 - Provided digitally so students complete it in that manner.
 - Reduced in terms of the number of events written about (there should still be enough events to “make sense”: a beginning, middle, and end).
 - Besides writing or drawing, students could cut and paste text examples, icons, or other symbolic responses.
5. When the other images (“The Grand Saloon of the Palace Steamer Drew” <http://www.loc.gov/pictures/resource/pga.00743/> and “Captain, pilot and wheelman posed on deck of Brahmaputra river steamer” <http://www.loc.gov/pictures/resource/wtc.4a02668/>) are presented and used in the writing activity, allow students to annotate (with markers, cut & paste symbols or icons, sticky notes, writing, etc.) directly on the images any information that might be used in the writing activity.

Additional Considerations for Emerging Communicators

1. Provide student with a copy (or access to the webpage version) of the “The Great Mississippi River Steamboat Race: From New Orleans to St. Louis, July 1870” <http://www.loc.gov/pictures/resource/cph.3b50397/>:
 - Provide tactile qualities to the picture (cotton for the smoke, a turning wheel for the paddlewheel, clear plastic wrap for the water, etc.).
 - Cut the picture apart (and laminate if necessary) into “puzzle” pieces (the number and size of the pieces can vary according to the skills of students. If students have difficulty assembling the puzzle, you could provide two copies of the picture, one cut apart into pieces and the other whole so students work on matching).
2. As students read (with accommodations) the two texts mentioned previously (“Waiting For the 'Robt. E Lee,” an article from *Sports Illustrated* [1962], and “The Great Steamboat Race of 1870 [From New Orleans to St. Louis]”):

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

- Provide a way to highlight or annotate settings, events, and activities (assist students as necessary):
 - Use three different colors of highlighters.
 - Place an icon, initial card (S/E/A), representative texture or object/realia on appropriate parts of the text.
 - Cut out words/symbols from the text or and sort them into settings, events, and activities categories.
- 3. During the class discussion:
 - Students use the information from the highlighted/annotated text to answer the questions.
 - Students participate in the group discussions using preferred mode of communication (verbalization/vocalization, eye-gaze, touching/pointing, communication board, assistive technology, AAC, objects, etc.).
- 4. During the small group discussion and writing process:
 - Students use the information from the highlighted/annotated text to participate in the discussion.
 - Allow them to participate in the group discussions using preferred modes of communication (verbalization/vocalization, eye-gaze, touching/pointing, communication board, assistive technology, AAC, objects, etc.).
 - Students use a three column T-chart which might be:
 - Adapted with symbols for the column titles (setting, characters & dialogue, Tom).
 - Supplemented with textures.
 - Enlarged if necessary so students place concrete objects/realia to represent their responses.
 - Provided digitally so student, with assistive technology access, move images into the correct columns.
 - Reduced in terms of the number of events written about. (There should still be enough events to “make sense”: a beginning, middle, and end.
- 5. When the other images (“The Grand Saloon of the Palace Steamer Drew” <http://www.loc.gov/pictures/resource/pga.00743/> and “Captain, pilot and wheelman posed on deck of Brahmaputra river steamer” <http://www.loc.gov/pictures/resource/wtc.4a02668/>) are presented and used in the writing activity:

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

- Provide tactile qualities to the picture.
- Cut the picture apart (and laminate if necessary) into “puzzle” pieces (the number and size of the pieces can vary according to the skills of student. If students have difficulty assembling the puzzle, you could provide two copies of the picture, one cut apart into pieces and the other whole so students work on matching.

Lesson 4 - Practice

1. Students gather the pre-writing work and place the work into a chronological sequence, placing the settings, events, and character interactions into a sequence/timeline.
2. Once the sequence of events for the story they have created has been established, students will write a summary of their story. This activity will reinforce the previous lessons on summarizing, combining the two methods of either using setting or minor characters as the logical organizational structure for the events, therefore students may have a choice on which they prefer separately or may even choose to synthesize the methods, creating a more sophisticated product/summary. (It is not necessary but may be beneficial, to allow students to use the previous lessons' graphic organizers on summarizing, understanding a historical image, and character development to further organize the work created by the groups.)

See Appendix.

Of Note: It will benefit students' quality of work if they constantly are reminded of and refer back to the images within Lesson 4, prior knowledge of Tom, the Mississippi River, Steamboats, the Race itself, and perhaps the graphic organizers. As the teacher is facilitating the small groups' creation of stories, remind them of what they have learned so far.

Multiple means of *representation* – *written form, could be a play very easily*

Multiple means of *expression* – *written summary, written script, visual sequence, setting image creation (with photos?)*

Multiple means of *engagement* – *small group discussion*

Additional Considerations for Emerging Readers

1. Provide students with text, symbols, images, etc. representing the small group pre-writing work.
2. Have students place the separate pieces of pre-writing into timelines:
 - Provide graphic organizers for the timelines.
 - Number the spaces on the graphic organizers.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

3. Depending upon students' abilities and interests, allow students to:
 - Choose which organizational structure (settings or characters or both) to use to compose their paragraphs.
 - Write (pencil and paper) the summary.
 - Use the computer to type the summary (with or without a symbol-based text program).
 - Arrange pre-cut sentences into a summary.
 - Use "connector" words (and, then, next, etc.) or ordinal position words (first, second, last, etc.) to transition from one part of the summary to the next.
 - Dictate the summary (verbalize, read, point to, etc.) for a partner (peer or adult) to scribe.
 - Accompany the written summary with drawings.
 - Arrange symbol text cards representing the chronological sequence of settings and/or characters into a summary.

Additional Considerations for Emerging Communicators

1. Provide students with text, symbols, images, concrete objects/realia, etc. representing the small group pre-writing work.
2. Have students place the separate pieces of pre-writing into timelines:
 - Provide graphic organizers for the timelines.
 - Number the spaces on the graphic organizers.
 - Color code and or texture the graphic organizers.
 - Enlarge the graphic organizers.
3. Depending upon students' abilities and interests, allow students to:
 - Choose (this might be through eye-gaze, the use of AAT, vocalizations, etc.) which organizational structure (settings or characters or both) to use to compose their paragraphs.
 - Use the computer to complete the summary (with or without a symbol-based text program). Sounds could be added to the summary.
 - Arrange pre-cut sentences, icons, or images into a summary.
 - Use "connector" words (and, then, next, etc.) or ordinal position words (first, second, last, etc.) to transition from one part of the summary to the next.
 - Dictate the summary (verbalize, read, point to, etc.) for a partner (peer or adult) to scribe.

- Arrange symbol text cards or concrete objects/realia representing the chronological sequence of settings and/or characters into a summary.
4. Reduce the number of settings and/or characters written about (There should still be enough events to “make sense”: a beginning, middle, and end.)

Lesson 4 - Closure

a. Revisit/Review Lesson and Objectives –

1. Students within small group will read the summary of events they have created to their group in order to revisit the work completed so far in Lesson 4.
2. After this is completed, begin a discussion using these questions below. Note that these same questions will be asked again at the end of the Closure section of this lesson. Potential student responses are in plain text.
3. ***Everyone visualize/think about a setting you used in your story. How did the setting you described in your story influence the event that took place there?*** I chose the captain's deck. The captain's deck is where Tom almost got in trouble but instead, was able to drive the ship for a while and he crossed the finish line with a good view of the race. He could not have steered the boat or seen the finish line like that without being on the captain's deck. *Or...* In the boiler room, Tom tricked his boss into thinking that he was getting too hot and needed some fresh air. It was really hot and polluted in the boiler room, so his boss didn't question whether or not Tom was lying.
4. ***How did the historical images help you to better understand the setting?*** The images were easy to understand. ***Why?*** When our group started describing the setting we just used the picture and told the reader what we saw.
5. ***How important was the Mississippi River to the story you told?*** The story would not have taken place if it wasn't on the river. The story was set during a river race.
6. ***What did the minor characters reveal about Tom? How was the Tom you created similar to or different from the Tom that Mark Twain created?*** The minor characters showed the reader that Tom was curious and not afraid to fight. They also showed that Tom was young, but when he had to, he could be very convincing. The minor characters show that Tom likes adventures.

7. ***What caused Tom to change the most in your story?*** (Answers will vary but may fall into certain categories such as, “*the minor characters,*” or “*the settings.*”)
8. ***Thinking about the entire process of being a writer, what was the most difficult part of writing your story?*** Deciding how characters interact with Tom was the most difficult. *Or...Coming up with what each character revealed about Tom was pretty tough. Did that process become easier by the last event on the captain's deck?* Yes.
9. ***What was the most enjoyable part of the process?*** My group liked describing the setting. *Or...I liked it when Tom got caught stowing away in the ballroom.*
It is important to note that even though the small groups have not yet heard each groups' summary, the same guidelines were provided to all groups; the process was the same. The questions above assess the process of writing the story, therefore the answers provided by students, though varied, will still promote self-reflective and evaluative thinking skills.
10. The summaries created by the various small groups will be shared with the whole class. After each summary, ask students the following questions:
11. ***What did you like most about the summary you just heard?***
12. ***How was the summary you just heard different from your group's summary?***
13. After all summaries have been shared in whole group, inform students that they are now literary writers, much like Mark Twain. They have created a literary piece of historical fiction. Give these questions to each small group to first discuss, and then record their answers on a piece of paper:
14. ***After listening to all of the summaries that the class created, what would you do differently if you could write the story of Tom and the Steamboat Race over again?***
15. ***How important is setting to the development of characters in literature?***

16. ***How does an author cause a main character to change over the course of a text?***
17. When students have recorded their answers on a sheet of paper, inform students that the same questions they just answered in small group will be discussed aloud with the whole group so they compare their understanding to other students' understanding. Potential student responses are in plain text.
18. ***After listening to all of the summaries that the class created, what would you do differently if you could write the story of Tom and the Steamboat Race over again?*** (Answers will vary.)
19. ***How important is setting to the development of characters in literature?*** The settings are where every event takes place and the events reveal more and more about the characters. The settings influence the characters in a major way.
20. ***How does an author cause a main character to change over the course of a text?*** The main character, like Tom Sawyer, changes because events in the story are hard or someone like Tom has to do something that the author wants them to do in order for the next event to take place. The setting can also change the character. If Tom wasn't on the coal ship, he could not have gotten onto the *Lee*. Sometimes, minor characters make the main character change. The author uses the minor characters to force the main character to change or grow.
21. When the whole group discussion has ended, give the questions posed at the beginning of the Closure portion of Lesson 4 to the small groups, and have students discuss their answers. (The answers should grow in both sophistication and specificity):
22. ***Everyone visualize/think about a setting you used in your story. How did the setting you described in your story influence the event that took place there?*** The captain's deck is where Tom almost got in trouble but instead, was able to drive the ship for a while and he crossed the finish line with a good view of the race. The setting allows Tom to have the opportunity to steer the boat, see the finish line clearly, and convince Captain Cannon to let him stay on the boat and not be punished. *Or...* In the boiler room, Tom tricked his boss into thinking that he was getting too hot and needed some fresh air. Because the setting was hot and polluted, his boss didn't question whether or not Tom was lying, which gave him the opportunity to stow away.

23. **How did the historical images help you to better understand the setting?** The images allowed our group to see what we had to describe. When our group started describing the setting we just used the picture and told the reader what we saw.
24. **How important was the Mississippi River to the story you told?** The story would not have taken place if it wasn't on the river. The story was set during a river race on a steamboat.
25. **What did the minor characters reveal about Tom? How was the Tom you created similar to or different from the Tom that Mark Twain created?** The minor characters showed the reader that Tom was curious and not afraid to fight. They also showed that Tom was young, but when he had to, he could be very convincing. The minor characters show that Tom likes adventure even when it is dangerous. (Answers will vary on the similarities and differences.)
26. **What caused Tom to change the most in your story?** (Answers will vary but may fall into certain categories such as, "the minor characters," or "the settings.")
27. **Thinking about the entire process of being a writer, what was the most difficult part of writing your story?** Deciding how characters interact with Tom was the most difficult. Or...Coming up with what each character revealed about Tom was pretty tough. **Did that process become easier by the last event on the captain's deck?** Yes.
28. **What was the most enjoyable part of the process?** My group liked describing the setting. Or...I liked it when Tom got caught stowing away in the ballroom.

Multiple means of representation – small group, individual, whole group, written form

Multiple means of expression – written form, verbal communication

Multiple means of engagement – discussion, individual, small group, whole group

Additional Considerations for Emerging Readers

1. For student to share their work with the small group, they can:
 - Read it aloud.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

- Read certain words or symbols they know while a partner (peer or adult) reads the others.
 - Touch each word or symbol as a partner reads.
 - Activate an audio recording of the work.
 - Provide printed copies of the work to classmates.
2. During the small group as the teacher asks questions, provide choices for students to select from in order to answer questions. Since in this activity, accuracy is not an issue because the questions are to guide students in thinking about their work, you should provide several options for students to select from, all of which might be valid. For example, “How did the pictures I gave you help you understand the setting?” (a simplified rewording of *How did the historical images help you to better understand the setting?*) might be answered by “I could see what the captain’s deck looked like”, “I could see who was with the captain”, “I could see on the things in the captain’s deck”, or “I could see how big the wheel was” so all of these would be the choices students answer with (using their preferred modes of communication).
 3. If student are chosen to share the small group’s work with the large group, they can:
 - Read it aloud.
 - Read certain words or symbols they know while a partner (peer or adult) reads the others.
 - Touch each word or symbol as a partner reads.
 - Activate an audio recording of the work.
 - Provide printed copies of the work to classmates.
 4. To answer any additional questions in either large or small group, ensure that students have the vocabulary accessible and in their preferred modes of communication so, they answer questions appropriately.

Additional Considerations for Emerging Communicators

1. For students to share their work with the small group, they can:
 - Read it aloud, repeating short phrases provided auditorily by a partner.
 - Read certain words or symbols they know while a partner (peer or adult) reads the others.
 - Use symbols, pictures/photographs, concrete objects/realia, textures, etc. to read their words by holding-up, touching, or otherwise indicating which referent indicates the word in the blank.
 - Touch each word or symbol as a partner reads.

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

- Activate an audio recording of the paragraph. For students working on cause and effect through the use of assistive technology, they might be required to activate the recording to read each individual sentence or fill in the blank. Students who use an assistive technology device where each switch has a different point might activate each recording in sequence.
 - Provide printed copies of the work to classmates.
2. During the small group as the teacher asks questions, provide choices for students to select from in order to answer questions. Since in this activity, accuracy is not an issue because the questions are to guide students in thinking about their work, you should provide several options for students to select from, all of which might be valid. For example, “How did the pictures I gave you help you understand the setting?” (a simplified rewording of *How did the historical images help you to better understand the setting?*) might be answered by “I could see what the captain’s deck looked like”, “I could see who was with the captain”, “I could see on the things in the captain’s deck”, or “I could see how big the wheel was” so all of these would be the choices students could answer with (using their preferred modes of communication).
 3. If students are chosen to share the small group’s work with the large group, they can:
 - Read it aloud, repeating short phrases provided auditorily by a partner.
 - Read certain words or symbols they know while a partner (peer or adult) reads the others.
 - Use symbols, pictures/photographs, concrete objects/realia, textures, etc. to read their words by holding-up, touching, or otherwise indicating which referent indicates the word in the blank.
 - Touch each word or symbol as a partner reads.
 - Activate an audio recording of the paragraph. For students working on cause and effect through the use of assistive technology, they might be required to activate the recording to read each individual sentence or fill in the blank. Students who use an assistive technology device where each switch has a different point might activate each recording in sequence.
 - Provide printed copies of the work to classmates.
 4. To answer any additional questions in either large or small group, ensure that students have the vocabulary accessible and in their preferred modes of communication so, they answer questions appropriately.

b. Exit Assessment –

NCSC Sample Instructional Unit

Middle School ELA: Author's Purpose

1. Students will answer the following questions in order for the teacher to assess the understanding of author's purpose gained by students, as well as the role of summarizing in assisting readers' understanding of a text. Correct answers, not student responses, are supplied in plain text.

- ***What is the purpose of a setting in a story?***

A setting in a story is used by the author to establish both the time and place in which the story takes place. Oftentimes, especially in literary texts, the series of settings used by the author provide the chronological sequence and organizational structure for the story. All of the events and development of the characters takes place in a setting.

- ***How do minor characters help an author reveal a main character's character traits?***

The minor characters in a literary text are often less developed than the main character. An author uses the interaction between the less developed characters to highlight or reveal certain aspects of the main character's behavior or motives within the context of the story line. As the number of minor characters increases, so does the frequency of interaction with the main character through either dialogue or actions, having the cumulative effect of revealing more and more about the main character's character traits. Since an author does nothing by accident, the usage of minor characters allows the author to intentionally influence the reader's understanding of the main character

- ***How does summarizing help a reader better understand a text?***

Summarizing allows the reader the opportunity to articulate the most significant and meaningful events in the development of the storyline. The process of summarizing incorporates both evaluative and creative thinking skills. Students must consider the settings, characters, and events in such a way that they are able to create a sequence of important events that form a framework for better understanding the text as a whole.

Multiple means of *representation* – *written form*

Multiple means of *expression* – *written form*

Multiple means of *engagement* – *written form*

Additional Considerations for Emerging Readers

National Center & State Collaborative (NCSC), Human Development Institute, University of Kentucky. The UDL Instructional Units are available for teacher use. Please note that these units will be revised as user-feedback is obtained and will be made available on SharePoint and the Wiki. Reposted June 19, 2013

NCSC Sample Instructional Unit

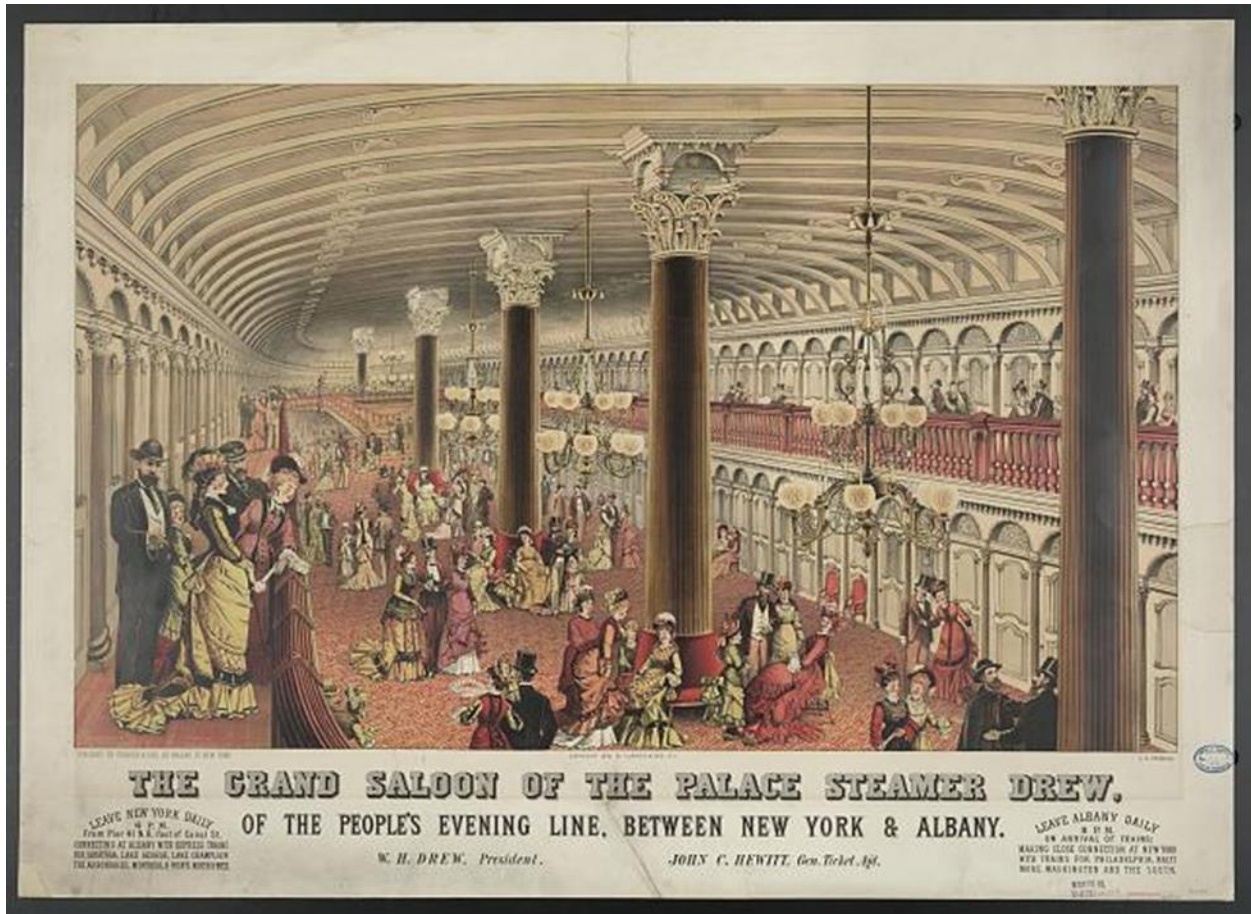
Middle School ELA: Author's Purpose

- 1.** Provide several possible answers and several plausible but not correct answers for students to choose from when answering the Exit Assessment questions. Because this is an assessment activity (as opposed to any of the previous instructional activities, it is important to provide choices that require students to demonstrate their abilities to make logical predictions; this is why the incorrect choices provided must be plausible.
- 2.** Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) to answer the questions.

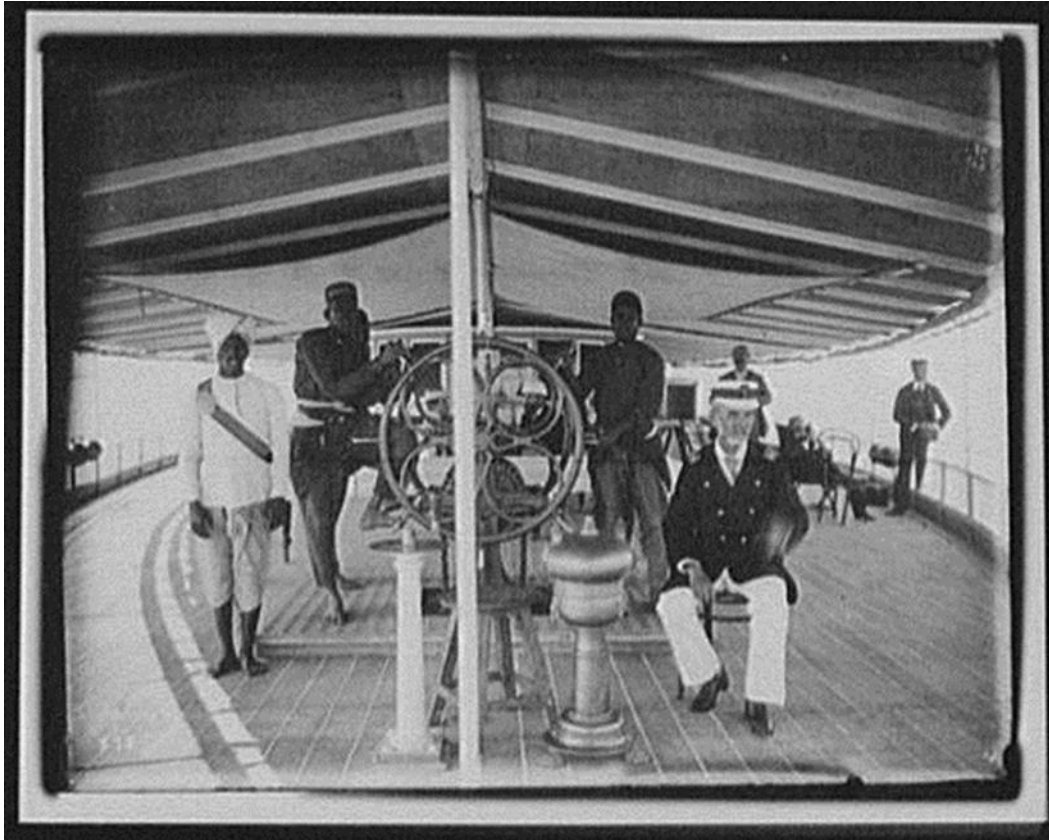
Additional Considerations for Emerging Readers and Emerging Communicators

- 1.** Provide one possible answer and at least one plausible (more if students have more abilities to discriminate) but not correct answer for students to choose from when answering the Exit Assessment questions. Because this is an assessment activity (as opposed to any of the previous instructional activities, it is important to provide choices that require students to demonstrate their abilities to make logical predictions; this is why the incorrect choices provided must be plausible.
- 2.** Students use their established communication system (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) to answer the questions.





NCSC Sample Instructional Unit
Middle School ELA: Author's Purpose



National Center & State Collaborative (NCSC), Human Development Institute, University of Kentucky. The UDL Instructional Units are available for teacher use. Please note that these units will be revised as user-feedback is obtained and will be made available on SharePoint and the Wiki. Reposted June 19, 2013

Lesson 4 – Appendix

Tom's Biographical Sketch:

What Tom says:

- He lies to Ben.
- "It is not such a hollow world, after all."
- Tom explains how they escaped the cave.
- Tom wouldn't mind going to the cave.

What Tom does:

- He tries to convince Jim to trade him jobs.
- He works harder at painting when Aunt Polly spanks Jim.
- He comes up with a good idea for tricking Ben.
- He tricks Billy and Johnny.
- He explores a possible route out of the cave.
- He convinces Becky to follow him out of the cave.
- Tom is shocked to find out that Injun Joe is locked in the cave.

What other characters say about Tom:

- Jim tells Tom that he won't switch jobs because he is afraid of Aunt Polly.
- Ben pleads with Tom to let him try to paint the fence.
- Becky doesn't believe Tom.
- The men on the Mississippi River skiff don't believe his story.

What the narrator reveals about Tom's thoughts:

- There is no gladness in Tom and he is discouraged.
- Life is hollow.
- He doesn't want the kids to make fun of him.
- He has a "magnificent inspiration".
- Tom had learned a valuable lesson, that work is what you have to do, and play is what you don't have to do.

Prewriting for Event Development: sequence of events for the story they have created has been established, students will write a summary of their story.

Setting

Characters & Dialogue

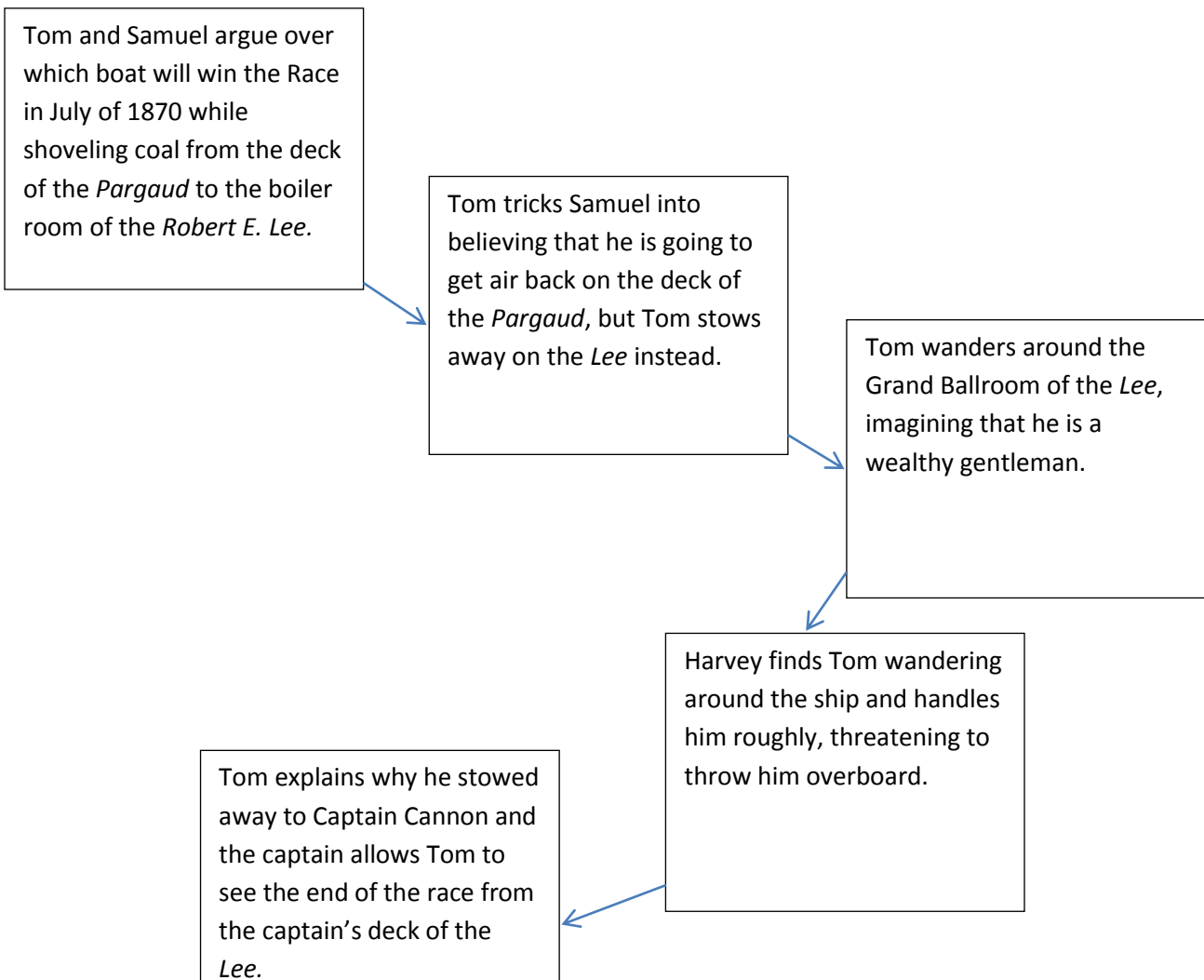
Reveal about Tom

<p>On board the <i>Pargaud</i> on the Mississippi River during the race.</p>	<p>Tom Sawyer and Samuel, the foreman -They discuss the race and share their differing opinions about the boats.</p>	<p>Tom thinks the <i>Lee</i> will win and he is very passionate about the race.</p>
<p>On board the <i>Lee</i> on the Mississippi River in the Boiler room.</p>	<p>Tom Sawyer and Samuel.</p>	<p>Tom tricks Samuel into going back to the <i>Pargaud</i> without him.</p>
<p>On board the <i>Lee</i> in the Grand Ballroom at night.</p>	<p>Tom Sawyer, talking to himself, & Harvey, a crew member on the <i>Lee</i>.</p>	<p>Tom is so scared of what is going to happen to him that he forgets about the race.</p>
<p>On board the <i>Lee</i> on the Captain's Deck above the Mississippi River.</p>	<p>Harvey tells Capt. Cannon about Tom. He gets yelled at by Capt. Cannon, and explains why he stowed away in the ballroom. Cannon allows Tom to stay. Shannon, the pilot, gives Tom the wheel for a few minutes and talks about the Mississippi River. Tom thanks Cannon for letting him be on the ship.</p>	<p>Tom is scared. He is excited to be able to drive the <i>Lee</i> and he can't wait to tell Huck, Becky, Jim, and Judge Thatcher about his adventure.</p>
<p>On board the <i>Lee</i> on the Mississippi River after the ship has been refueled.</p>	<p>Tom Sawyer, alone, talking to himself.</p>	<p>Tom is so excited about the race that he does something illegal.</p>

the

Timeline of Events:

The settings and character interactions above can be placed into a timeline very easily by cutting out the boxes with scissors and organizing them into a sequence. Below is a sequence of the events implied by the boxes above:



Summary of the Events:

For the story my group created, Tom and Samuel, his boss on the refueling ship, argue over which boat will win the race in July of 1870 while shoveling coal from the deck of the *Pargaud* to the boiler room of the *Robert E. Lee*. As they finish shoveling coal, Tom tricks Samuel into believing that he is going to leave the hot boiler room to get air back on the deck of the *Pargaud*, but Tom stows away on the *Lee* instead. Tom wanders around the Grand Ballroom of the *Lee*, imagining that he is a wealthy gentleman until Harvey, a crew member on the *Lee* finds Tom wandering around the ship and handles him roughly, threatening to throw him overboard. Harvey takes Tom to the captain's deck where Tom explains why he stowed away to Captain Cannon, who, after hearing Tom's explanation, allows Tom to see the end of the race from the captain's deck of the *Lee*.

NCSC Sample Instructional Unit
Middle School ELA: Author's Purpose

Lesson 4 – Resources

Materials:

Articles:

“Waiting For The 'Robt. E Lee” Article from *Sports Illustrated*, 1962

<http://sportsillustrated.cnn.com/vault/article/magazine/MAG1073461/index.htm>

“The Great Steamboat Race of 1870 (From New Orleans to St. Louis)”

<http://jayssouth.com/mississippi/boat/>

Photos:

“The Great Mississippi River Steamboat Race: From New Orleans to St. Louis, July 1870”

<http://www.loc.gov/pictures/resource/cph.3b50397/>

“The Grand Saloon of the Palace Steamer Drew”

<http://www.loc.gov/pictures/resource/pgs.00743/>

“Captain, pilot and wheelman posed on deck of Brahmaputra river steamer”

<http://www.loc.gov/pictures/resource/wtc.4a02668/>