

■ FOCUSING QUESTION: LESSONS 1-6

How does someone show a great heart,  
figuratively?



## Lesson 4

### TEXTS

- Biography of Clara Barton (<http://witeng.link/0664>)
- Biography of Helen Keller (<http://witeng.link/0665>)
- Biography of Anne Frank (<http://witeng.link/0666>)

# Lesson 4: At a Glance

## AGENDA

### Welcome (5 min.)

*Define greathearted*

### Launch (5 min.)

### Learn (50 min.)

*Create a Focus Statement  
(20 min.)*

*Gather and Record Evidence  
(30 min.)*

### Land (10 min.)

*Answer the Content Framing  
Question*

### Wrap (5 min.)

*Assign Homework*

### Style and Conventions Deep Dive: Experiment with Punctuation for Quotations (15 min.)

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RI.4.2

### Writing

- W.4.2, W.4.8, W.4.9

### Speaking and Listening

- SL.4.1

### Language

-  L.4.2.b

## MATERIALS

- Sticky notes (three different colors)
- Charts created in previous lesson
- Handout 4A: Evidence Organizer for a Figurative Great Heart


## Learning Goals

Define a figurative great heart by synthesizing textual details from details from a biography. (RI.4.2)

✔ Complete a Quick Write to explain a figurative great heart.

Create a focus statement about a famous person, and support it with textual details. (W.4.2, W.4.8, W.4.9)

✔ Complete an Evidence Organizer based on a biography to prepare to write an informative paragraph.

 Punctuate quotations from given sources. (L.4.2.b)

✔ Insert quotation marks, commas, and end marks in quotations.

## Prepare

### FOCUSING QUESTION: Lessons 1–6

*How does someone show a great heart, figuratively?*

### CONTENT FRAMING QUESTION: Lesson 4

Reveal: *What does a deeper exploration of each person's actions reveal in these biographies?*

### CRAFT QUESTION: Lesson 4

Experiment: *How does a focus statement work?*

Students work in collaborative groups to identify actions within the biographies that show great heart. Through an analysis of these actions, students discover categories that epitomize great heart: generosity, courage, heroism. In preparation for Focusing Question Task 1, students learn to write focus statements using these characteristics of great heart. Lastly, students support their focus statements with evidence taken from the biographies, thus bringing the lesson full circle to explicitly show the connection between reading and writing.

# Welcome 5 MIN.

## DEFINE GREATHEARTED

Remind students that at the end of the previous lesson they examined the dictionary definitions of *greathearted*. Remind them that the word *greathearted* is an adjective that is used to describe someone who has a figurative great heart.

Ask: “What three words were in the dictionary definition of *greathearted*?”

- *generous, courageous, heroic*

# Launch 5 MIN.

Have students group themselves according to the study groups they formed in the previous lesson. Students reread the biography chosen by their group (Clara Barton, Helen Keller, or Anne Frank). Have students add any new information about their actions or accomplishments gleaned from the rereading to the sticky notes and add them to the appropriate chart paper.

Have groups share with the class any new information they added to the charts.

Post the Focusing Question and Content Framing Question.

Explain that today's lesson will focus on defining a figurative great heart and extending this definition with evidence from each biography. Students will also prepare to write a paragraph to explain how their selected person demonstrates great heart.

## Learn 50 MIN.

### CREATE A FOCUS STATEMENT 20 MIN.

#### Small Groups

Place the charts around the room and remind students that each represents a focus or main idea, but students must determine the focus by how they grouped their sticky notes in Lesson 3.

Next, students decide on a title for each focus that represents the similarities in the sticky notes attached to the chart. Students write the phrase or word for the title in the box labeled "Focus."

#### TEACHER NOTE

Students should be able to determine the focus of each grouping as something similar to this: *Showing Strength when Things Are Hard*, *Working to Make Life Better*, and *Inspiring Others to Take Action*. Encourage students to use the dictionary definitions of *greathearted* in generating their focus. If students are struggling to articulate these ideals, choose specific students who can articulate a main idea to do a Think-Aloud of the thought process they used to determine a heading for a category. Below is an example:

I noticed that all of the people were brave. Clara Barton bravely went onto the battlefield to help wounded soldiers. Helen Keller was brave when she decided to help people even though she was blind and deaf. Anne Frank was brave when she was in hiding from the Nazis. So, the category I came up with to label this group of sticky notes is "Remaining brave even when facing danger or overcoming challenges."

As a whole group, read the focus titles and the sticky notes and discuss any changes that might need to be made to tighten up the groups. Leave these charts on display for student reference later in the lesson.

#### Models to Support Teachers in Assessing Student Writing

[ELA Guideline 14](#)

#### Revisions to better support ELs (ELSF recommendations):

A model for the Quick Write was added in order to support teachers in deciding which language features to explicitly teach or look for in student writing.

**Oral language Routine for Robust Discussions**

[ELA Specification 1b](#)

**Revisions to better support ELs (ELSF recommendations):**

This adapted discussion routine provides greater guidance for productive academic discussions.



WIT & WISDOM®

G4 > M1 > Lesson 4

Display this sentence frame: **A great heart means \_\_\_\_\_**. Write the sentence three times, once with each focus from the charts, so students can see how each one completes the sentence to define *great heart*:

- A great heart means being generous, or working to make life better for others.
- A great heart means being courageous, or showing strength when things are hard.
- A great heart means being heroic, or inspiring others to take action.

Explain that these sentences are all examples of a figurative great heart and not a literal great heart, which focuses on the actual beating heart in our bodies that keeps us alive. The figurative meaning of *great heart* is symbolic of actions and beliefs that show generosity, courage, and heroism.

Use the 1, 2, 3 instructional routine to guide students in discussing the question, “Why do you think the heart became such a strong symbol of generosity, courage, and heroism?” Circulate and listen in on discussions. Choose a couple of students whose responses articulate the idea that these qualities improve life, just as a strong literal heart can improve one’s life. Students share their responses with the whole group.

✓ Students complete a Quick Write to describe when they or someone else showed a figurative great heart.

- *One time I showed a figurative great heart when my family took in an abandoned puppy. The puppy was only a week old. She was very sick and had to be fed with a bottle. My mom and I took turns getting up every two hours to feed her, all night long. I also had to keep her clean and make sure she stayed very warm. This showed great heart because I worked hard, and even lost sleep, trying to make life better for that puppy. It was worth it, though. The puppy grew up to be a healthy, happy dog named Abby, and our whole family loves her!*

Give students a few minutes to complete the Quick Write. Share in pairs and then as a whole group. Have students report on their partner’s example using a sentence frame such as the following:

**My partner wrote about (person). This person displayed a great heart because (he/she) was (generous/heroic/courageous) when (he/she) (short summary of action).**

Draw a large box around the sentences that start “Great heart is ...” Title this box “Focus Statements.” Remind students that a focus statement establishes the writer’s purpose. It states the big idea of the paragraph or essay and helps the writer organize the ideas he or she will write about.

Students return to the same small groups that discussed a specific biography. Use the Put Your Heads Together instructional routine to guide the groups in writing a focus statement for their famous person. Encourage groups to use the ideas to inform their focus statements. Groups share their focus statements with the class.

**Quick Write Strategy**

[ELA Specification 8j](#)

**Wit & Wisdom feature:**

The Quick Write provides an opportunity for students to think about and then discuss concepts to allow for co-construction of knowledge. Quick writes also provide the opportunity for teacher to quickly assess students’ understanding.

**Models of Student Writing**

[ELA Specification 14a](#)

**Revisions to better support ELs (ELSF recommendations):**

A model for the Quick Write was added in order to support teachers in deciding which language features to explicitly teach or look for in student writing.

**Speaking Scaffolds**

[ELA Specification 5c](#)

**Revisions to better support ELs (ELSF recommendations):**

Additional sentence frames used as a temporary support aid student development of speaking and listening skills.

**Negotiating Meaning Collaboratively**

[ELA Specification 2a](#)

**Wit & Wisdom feature:**

The small group activity provides strategic opportunities for disciplinary language and literacy development in meaningful contexts. Collaborative activities support writing by allowing students to talk about concepts before writing about them.

**Scaffold**

Display the following sentence frame for students who need more guidance on writing a focus statement:

\_\_\_\_\_ displays great heart because \_\_\_\_\_.

Each group shares its focus statement with the whole group. Write each focus statement on the board or chart paper, and draw a box around it to represent a sheet of paper.

- Clara Barton showed great heart because she was courageous when she helped wounded soldiers on the battlefield and generous when she made the lives of people better by caring for people throughout her life.
- Helen Keller showed great heart because she was heroic, never gave up when things were hard, and was generous in helping others despite her own challenges.
- Anne Frank showed great heart because she was courageous when she was hiding from the Nazis, and she was heroic when she remained optimistic.

Students go back to the original charts and retrieve the sticky notes they wrote. Students place the notes related to the focus statement in the box under their focus statement.

**GATHER AND RECORD EVIDENCE** 30 MIN.

**Small Groups**

Distribute Handout 4A. Review the sections of the Evidence Organizer.

**The focus statement is the sentence that includes the points I will explain in my essay.**

**The context gives some background information for the evidence.**

**The evidence is information from the text that supports my point in my focus. In this Evidence Organizer, we are going to paraphrase information, which means we are going to say the point in our own words and not copy it directly from the biography.**

**The source tells where I got my evidence.**

**Elaboration is my explanation for why the evidence is an example of the focus statement and why it is important.**

Handout 4A: Evidence Organizer for a Figurative Great Heart

Write your focus statement in the box below. Write your context, evidence, and source in the boxes below. Write your elaboration in the box below. Write your focus statement in the box below.

How does context show great heart? (optional)

Context	Evidence	Source	Elaboration/Elaboration
Why is this person famous?	What details support your point?	What is the source of the information? (text, video, etc.)	How does this show great heart?

Focus Statement

Name \_\_\_\_\_

Date \_\_\_\_\_

How does someone show a great heart, figuratively?			
Focus Statement:			
Context	Evidence	Source	Elaboration/Explanation
Why is this person famous?	What details support the focus? Quote or paraphrase.	What is the source of the evidence? List title and page number.	How does this show great heart?

✔ Students copy their focus statement into their Evidence Organizers. Next, students work together to record their evidence about great heart in the Evidence Organizers. Students use both their sticky notes and the biographies to complete Handout 4A.

How does someone show a great heart, figuratively?			
Focus Statement: <i>Clara Barton showed great heart through her courageous spirit, generosity, and heroism.</i>			
Context	Evidence	Source	Elaboration/Explanation
Why is this person famous?	What details support the focus? Quote or paraphrase.	What is the source of the evidence? List title and page number.	How does this show great heart?
<ul style="list-style-type: none"> <li>Clara Barton, founder and first president of the American Red Cross</li> </ul>	<ul style="list-style-type: none"> <li>Worked as an independent nurse during the Civil War and saw combat at Fredericksburg, Virginia</li> <li>Civil War nurse known as the “angel of the battlefield”</li> </ul>	<ul style="list-style-type: none"> <li>Clara Barton biography</li> </ul>	<ul style="list-style-type: none"> <li>It is very courageous to go into the middle of a battle to help injured soldiers. She put her own life at risk to save others because she saw that they needed help.</li> </ul>
<ul style="list-style-type: none"> <li>Clara Barton, founder and first president of the American Red Cross</li> </ul>	<ul style="list-style-type: none"> <li>She cared for her brother when he couldn’t care for himself, and she tried to improve the lives of others by giving them access to education.</li> </ul>	<ul style="list-style-type: none"> <li>Clara Barton biography</li> </ul>	<ul style="list-style-type: none"> <li>This shows generosity because she gave freely of her time and energy to help others in need.</li> </ul>

<ul style="list-style-type: none"> <li>▪ Clara Barton, founder and first president of the American Red Cross</li> </ul>	<ul style="list-style-type: none"> <li>▪ She worked to get an American branch of the International Red Cross.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clara Barton biography</li> </ul>	<ul style="list-style-type: none"> <li>▪ This is an example of heroism because she inspired others to help people in need.</li> </ul>
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After students finish their Evidence Organizers, they can orally practice making sentences using their notes. Each row can be turned into sentences that explain a detail related to the focus statement.

- Clara Barton, founder and first president of the Red Cross, exemplified the figurative great heart through her courage, generosity, and heroism. One example of her courage is when she worked as an independent nurse to help wounded soldiers on the battlefield. This shows courage because she risked her own life to save the lives of others. She was generous when she started a public school to provide a free education to all children. It is generous to help people who can't meet their own needs. She became a hero when she inspired the United States to open its own Red Cross. Clara Barton is an important historical figure, and her tremendous great heart continues to have a positive impact on our world.

## Land 10 MIN.

### ANSWER THE CONTENT FRAMING QUESTION

Reveal: *What does a deeper exploration of each person's actions reveal in these biographies?*

Review the Content Framing Question as a whole group.

Students partner with a person who worked with a different biography to explain their focus statements and how their evidence from the biography supported it.

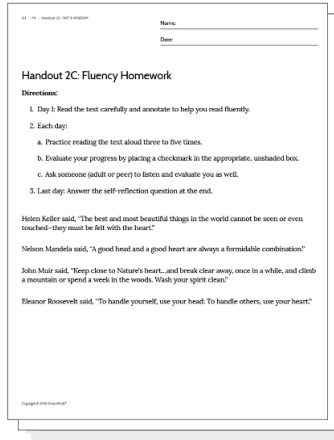
Collect Handout 4A to formatively assess understanding of the focus statement and supporting evidence.



## Wrap 5 MIN.

### ASSIGN HOMEWORK

Students continue to practice reading the quotations on Handout 2C. The focus this time is on phrasing and expression. Model this by reading a quotation from the handout and pointing out how you chunk words together to create phrases, how you pause at commas, and how your voice goes up and down according to the phrasing and punctuation.



Handout 2C: Fluency Homework

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**Directions:**

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text aloud three to five times.
  - b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Answer the self-reflection question at the end.

Helen Keller said, "The best and most beautiful things in the world cannot be seen or even touched—they must be felt with the heart."

Nelson Mandela said, "A good head and a good heart are always a formidable combination."

John Muir said, "Keep close to Nature's heart, and break clear away once in a while, and climb a mountain or spend a week in the woods. Wash your spirit clean."

Eleanor Roosevelt said, "To handle yourself, use your head; to handle others, use your heart."

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### Analyze

#### Context and Alignment

Students complete an Evidence Organizer that includes a focus statement and supporting textual evidence (W.4.2, W.4.8, W.4.9). Check for the following success criteria:

- The focus statement articulates a way in which the famous person showed great heart through generosity, courage, or heroism.
- The evidence connects the person's accomplishments to her great heart.

#### Next Steps

Jot down comments on Handout 4A for students to revise if they have given disconnected details or if they need to explain in more depth how the famous person's action(s) shows great heart.

↓ LESSON 4 DEEP DIVE: STYLE AND CONVENTIONS

# Experiment with Punctuation for Quotations

- **Time:** 15 min.
- **Texts:** Handout 2A: Heart Quotations; Biographies of Clara Barton, Helen Keller, and Anne Frank
- **Style and Conventions Learning Goal:** Insert punctuation into text with quotations from sources. (L.4.2.b)

**STYLE AND CONVENTIONS CRAFT QUESTION: Lesson 4**

Experiment: *How do punctuation marks for quotations work?*

## Launch

Display these sentences, or create a handout to distribute to students.

Helen Keller once said The best and most beautiful things in the world cannot be seen or even touched—they must be felt with the heart

As Nelson Mandela said A good head and a good heart are always a formidable combination

In the words of John Muir Keep close to Nature's heart...and break clear away, once in a while, and climb a mountain or spend a week in the woods. Wash your spirit clean

Point out that the sentences include quotations from Handout 2A. Ask: "What are these sentences missing?" Tell students that they will have the chance to add the missing punctuation.

Have students rewrite the quotations, inserting quotation marks, commas, and end marks. Then have pairs compare their work and discuss any differences. Provide students with discussion sentence frames as needed:

I notice you did not \_\_\_\_\_.

I think we should add \_\_\_\_\_.

I do not understand why you \_\_\_\_\_.

Select two pairs to share their quotations. All students correct errors as needed.

### Syntax Development in Context

[ELA Specification 8b](#)

**Wit & Wisdom feature:**

The punctuation activity focuses on grammar in the context of meaning-making by using quotations from our source texts. Collaboration helps students to support their peers in building knowledge about language.

## Learn

Ask: “Why do writers use quotation marks?”

- *They use quotation marks to show the reader that they have set apart words another person or a character stated in his or her writing.*

Explain that writers also use tags or labels for particular quotations, which are separated with a comma. Share this example:

As Mr. Johnson states in his essay, “Exercise is good for the heart.”

This shows that Mr. Johnson is the person who stated these words.

In a narrative, the reader might see the following:

“Go to bed,” her mother stated as she entered the room.

The words following the comma and quotation marks show that her mother was the person talking.

Ask: “How do quotation marks help the reader understand text?”

- *They set the words apart that another person or a character stated, so the writer can support a point he or she is trying to make.*

Ask: “Why are the heart quotations easier to read with the correct punctuation?”

- *The reader knows the exact words a particular person or character stated.*

Partners look in the Clara Barton, Helen Keller, or Anne Frank biography for an important statement to use as a quotation.

## Land

✓ As an Exit Ticket, students write a statement with a quotation to support it, using a tag to show who said it.

- *I believe it's important to put your all into everything you do. As Confucius said, “Wherever you go, go with all your heart.”*

Collect Exit Tickets to check punctuation with a quotation. Make sure students have commas and quotation marks placed correctly.