

■ FOCUSING QUESTION: LESSONS 1-6

How does someone show a great heart,
figuratively?



Lesson 3

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 3: At a Glance

AGENDA

Welcome (5 min.)

Sort Notes

Launch (5 min.)

Learn (50 min.)

Read and Recount Details (45 min.)

Understand a Focus Statement
(5 min.)

Land (10 min.)

Answer the Content Framing
Question

Wrap (5 min.)

Assign Homework

Vocabulary Deep Dive: Content Vocabulary: *Greathearted* (15 min.)

STANDARDS ADDRESSED

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

Reading

- RI.4.3

Writing

- W.4.8

Speaking and Listening

- SL.4.1

Language

- L.4.4
- ↓ L.4.4.c, L.4.5.c

MATERIALS

- Sticky notes (three different colors)
- Chart paper
- Exemplar Essay (from previous lesson)
- Handout 2C: Fluency Homework
- Frayer Model on chart paper
- Handout 3A: Frayer Model

Learning Goals

Recount the key achievements from the biography of Clara Barton, Helen Keller, or Anne Frank. (RI.4.3)

✓ Identify the main achievements of Clara Barton, Helen Keller, or Anne Frank.

↓ Clarify the precise meaning of the word *greathearted*. (L.4.4.c, L.4.5.c)

✓ Identify one meaning of *greathearted* that could be used to describe Clara Barton, Helen Keller, and Anne Frank.

Prepare

FOCUSING QUESTION: Lessons 1–6

How does someone show a great heart, figuratively?

CONTENT FRAMING QUESTION: Lesson 3

Organize: What is happening in each biography?

CRAFT QUESTION: Lesson 3

Examine: How does a focus statement work?

In this lesson, students read biographies about Clara Barton, Helen Keller, and Anne Frank to learn about their achievements. The purpose of this lesson is to build background knowledge so students can understand how the achievements of these influential people connect to the quotations that were analyzed in the previous lesson. Collaborative groups identify actions within the biographies that show great heart. In the next lesson, students analyze how knowing about a person's life reveals deeper meaning about his or her great heart.

Welcome 5 MIN.

SORT NOTES

Ask students to post their homework sticky notes for display, grouping their notes with similar stickies from other students. Prompt students to notice the groupings that emerge.

If English learners recorded their answers in another language, help them use a digital resource to translate their responses.

Launch 5 MIN.

Students explain their thinking to the whole group about the groupings of the sticky notes and the labels. Ask: “What characteristics emerge of someone who could be described as having a great heart?” If more guidance is needed, generate a list of adjectives like *kind*, *brave*, *generous*, or *loving*.

Post the Focusing Question and Content Framing Question. Have a volunteer read them aloud. Explain that today's lesson will build background knowledge about three famous women whose quotations were studied in the previous lesson.

To review the quotations, students volunteer to read a quotation aloud to the class based on what they practiced in the fluency homework from the previous lesson.

Assets-based Teaching Practices

[ELA Guideline 12](#)

Wit & Wisdom feature:

This guidance informs teachers how to use students' home languages as a resource to develop home language literacy and also access the target content. Students may translate their homework themselves, with the assistance of a classmate or their instructor, or using available online translation tools.

Learn 50 MIN.

READ AND RECOUNT DETAILS 45 MIN.

Small Groups

Independently, students scan the biographies of Clara Barton, Helen Keller, and Anne Frank. Each student decides which person he or she would like to focus on in today's lesson and reads that biography.

Create small groups of three or four students who are all interested in the same biography. You may have multiple groups that are studying each person, but make sure there is at least one group focusing on each person. Groups discuss why they want to focus on the person they selected.

Refer to the Content Framing Question. Explain that in this lesson, students focus on defining a figurative great heart and supporting this definition with evidence from their chosen biography. Share that this process will help students prepare for Focusing Question Task 1, in which they will write a paragraph about how Clara Barton, Helen Keller, or Anne Frank demonstrated a figurative great heart.

Students create a Notice and Wonder Chart on a page in their Response Journals. Display the chart for students to copy:

| I Notice | I Wonder |
|----------|----------|
| | |

Silently, students reread the biography they chose and record what they notice and wonder about the passage. Work with a small group if some students need more support to read the passage again.

Pair students who read the same biography, and use the Star–Think–Share instructional routine to guide them in sharing observations.

Encourage students to record words from the biographies in their **Vocabulary Journals** if they needed to define them using the glossary. This will help students remember the meanings of these unfamiliar words.

Distribute a set of sticky notes to each group so that each famous person is represented by one color (e.g., the groups working with the Clara Barton biography all have yellow sticky notes, the groups working with the Helen Keller biography all have pink sticky notes, and the groups working with the Anne Frank biography all have blue sticky notes).

Collaboratively Building Meaning with Texts

[ELA Specification 2a](#)

Wit & Wisdom feature:

Via the small group and pair activities, the lesson offers multiple supports for all students to speak to and listen to one another as they work to build understanding.

Contextualized Vocabulary Development

[ELA Specification 8c](#)

Wit & Wisdom feature:

Vocabulary development is a regular focus in the *Wit & Wisdom* curriculum, but it is presented in the context of learning important content and is contingent on the needs of the students.

Groups read through their selected biography to identify words and actions of the person they are studying that show why she is famous. Students write one example per sticky note. Below are some examples from the biographies that show actions that made each person famous. Remind students to refer to the glossary of the biographies and to their Vocabulary Journals to define any unfamiliar words or to choose specific words for sticky notes.

| Clara Barton | Helen Keller | Anne Frank |
|--|--|--|
| <ul style="list-style-type: none"> ▪ Was a teacher and a nurse ▪ Was the founder of the American Red Cross, which helps people in need ▪ As a child, helped care for her brother who was injured in an accident ▪ At age 15, opened a free public school and became a teacher ▪ Helped injured soldiers on the battlefield during the Civil War ▪ Earned the nickname “angel of the battlefield” | <ul style="list-style-type: none"> ▪ Overcame frustrations and challenges of being deaf and blind ▪ Worked hard to learn to read Braille and speak ▪ Wrote many books to teach others about how she overcame obstacles ▪ Did research and raised money to help others with blindness ▪ Spoke about rights of blind people all around the world ▪ Received Presidential Medal of Freedom for her work | <ul style="list-style-type: none"> ▪ Holocaust victim during World War II ▪ Jewish teenager who went into hiding with her family to keep safe from the Nazis ▪ Wrote a diary during her time in hiding ▪ Through her diary, showed her gifts as a writer and showed she persevered through very difficult times, keeping her hope and love alive ▪ Was discovered by the Nazis and sent to a concentration camp in Poland and separated from her family |

Place several sheets of chart paper around the room. Draw a box in the center of each and label it “Focus.” Explain that each chart represents a focus or main idea, but students must determine what the focus is by how they group their sticky notes.

The whole group works together to sort the sticky notes into groups of similar actions. Each chart will have sticky notes of different colors.

Students will continue with this activity in the next lesson. If they need support, you might suggest that they think of words and phrases like *bravery* or *courage*, *generosity*, *inspiring actions*, or *helping others* to sort their sticky notes.

UNDERSTAND A FOCUS STATEMENT 5 MIN.

Small Groups

To transition to writing, post the Craft Question: *How does a focus statement work?* Read it aloud, and ask groups to discuss the purpose of a focus statement when writing. Call on students who give accurate explanations to share their responses with the whole group.



Display the Exemplar Essay from the previous lesson.

[Start color RED] Have you ever really thought about what your coach or piano teacher means when they say, “Come on! I want to see you put your heart into it!?” [Start color GREEN] The word *heart* is an interesting word because it can be used both literally and figuratively when we speak, when we read, or when we write. [Start color YELLOW] When the word is used literally, it refers to the human heart, that organ that beats as it pumps blood to all of your other body parts. [Start color BLUE] When the word is used figuratively, it refers to the emotion that shows caring, effort, and involvement in other people’s lives and your own.

Remind students that a focus statement explains the writer’s purpose for an essay. It also helps the writer organize all the main ideas in the essay. Have students identify the focus statement in the Exemplar Essay and explain why they think that is the focus statement.

Land 10 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Organize: *What is happening in each biography?*

Tell students they will work in groups to come up with one sentence to describe the accomplishments of the person they read about in the lesson. Explain that this process of narrowing down information into a small piece that tells only the most important information is called distilling. For example, we could distill the information about Confucius into the following sentence: “Confucius believed people should use their hearts in everything they do.” This sentence distills what we know about Confucius, or tells us the most important point about him that we learned from his quotation.

Organize the class into small groups based on which biography students read.

Guide students in using the Put Your Heads Together instructional routine and handout to collaboratively craft a sentence to distill the achievements of Clara Barton, Helen Keller, or Anne Frank.

✓ Each group crafts one sentence to distill the achievements of Clara Barton, Helen Keller, or Anne Frank.

Groups take turns presenting their distillation sentences of each person.

Inform students that the next lesson will connect each biography to the Focusing Question.

Wrap 5 MIN.

ASSIGN HOMEWORK

Students finish reading any biographies that were not completed in class.

Students also continue to develop their fluency skills with Handout 2C.

**Students
Negotiate Meaning
Collaboratively**

[ELA Specification 2a](#)

Wit & Wisdom feature:

Productive and sustained academic discussion helps students to identify and distill concepts before writing about them.

Analyze

Context and Alignment

Students distill the achievements of Clara Barton, Helen Keller, or Anne Frank to one sentence (RI.4.3). Sort the responses into three categories, “Gets It,” “Almost There,” and “Not There Yet,” according to the accuracy of the summary sentences. Students are proficient if they can distill the woman’s achievements. They are “Almost There” if they can distinguish the most important achievements and actions of the famous woman. They are in the “Not There Yet” group if they recall random details and are not able to distinguish important from unimportant details.

Next Steps

In the next lesson, clarify any confusions, such as identifying each person’s most important achievements. It may be necessary to organize a small group of students and select one biography to model identifying important achievements as they relate to a figurative great heart. Once they complete a Frayer Model for *greathearted* (in this lesson’s Deep Dive), you can use the definition to anchor their thinking. Students can practice determining important achievements with the remaining biographies. If students are struggling to access the literal meaning of the text, break each text into smaller sections and complete a close reading of the most meaningful portions of the text. Understanding of important achievements is crucial for the next lesson, when students analyze how a person’s life experiences influence his or her words.

↓ LESSON 3 DEEP DIVE: VOCABULARY

Content Vocabulary: *Greathearted*

- **Time:** 15 min.
- **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>)
- **Vocabulary Learning Goal:** Clarify the precise meaning of the word *greathearted*.

Launch

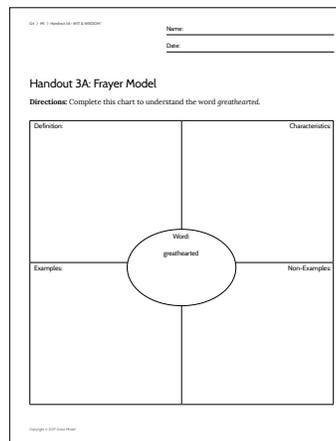
Review the biographies of Anne Frank, Clara Barton, and Helen Keller and the information about their qualities. Tell students these women could be described as *greathearted*. The word *greathearted* is an adjective used to describe someone with a figurative great heart. Explain that today’s lesson will focus on the various meanings of *greathearted*.

Learn

Explain that you’ll use a vocabulary Frayer Model to better understand the definition of *greathearted*. Distribute Handout 3A.

Discuss the chart and dictionary definition of *greathearted*:

- A Frayer Model has five parts to it: the word/phrase in the center, the definition, characteristics, examples, and non-examples.
- The dictionary gives three definitions for *greathearted*:
 - generous
 - courageous
 - heroic
- The word *generous* means “to give freely; to share willingly with others.” So one meaning of *greathearted* is “having a willingness to give or share.”
- The word *courageous* means “showing courage,” or doing things you know are scary or dangerous for the purpose of helping yourself or others. So another meaning of *greathearted* is “to have courage.”
- The word *heroic* means “acting as a hero or being brave and selfless.” *Selfless* means you put the needs of others before your own needs. So another meaning of *greathearted* is “acting like a hero.”



Handout 3A: Frayer Model

Directions: Complete this chart to understand the word *greathearted*.

| | | | |
|--|--|--------------------------|--|
| Name: _____ | | Date: _____ | |
| Handout 3A: Frayer Model Directions: Complete this chart to understand the word <i>greathearted</i> . | | | |
| Definition | | Characteristics | |
| Word <i>greathearted</i> | | Examples Non-Examples | |
| | | | |

Scaffold

Because all three words have Spanish cognates, draw English learners' attention to cognates as applicable. Create an anchor chart with the three definitions of *greathearted* to refer to in the next lessons.

Have students work in pairs to complete Handout 3A.

Land

✓ As an Exit Ticket, students identify the meaning of *greathearted* that applies to Barton, Keller, or Frank. Ask: "What meaning of *greathearted* could be used to describe Clara Barton? What meaning of *greathearted* could be used to describe Helen Keller? What meaning of *greathearted* could be used to describe Anne Frank?"

Alternate Activity

Conduct a Whip Around in which students share their response using this sentence frame:

My person is *greathearted* because she is _____. She demonstrated this by

_____.

Home Language as a Resource

[ELA Guideline 12](#)

Revisions to better support ELs (ELSF recommendations):

This feature encourages students to use their home language as a resource to learn ELA ideas and content.

Assessing Important Vocabulary and Concepts

[ELA Specification 14a](#)

Revisions to better support ELs (ELSF recommendations):

This verbal exit ticket supports students developing language skills and conceptual understandings. Formative assessment strategies help teachers plan or modify teaching and learning activities that support attainment of learning goals.