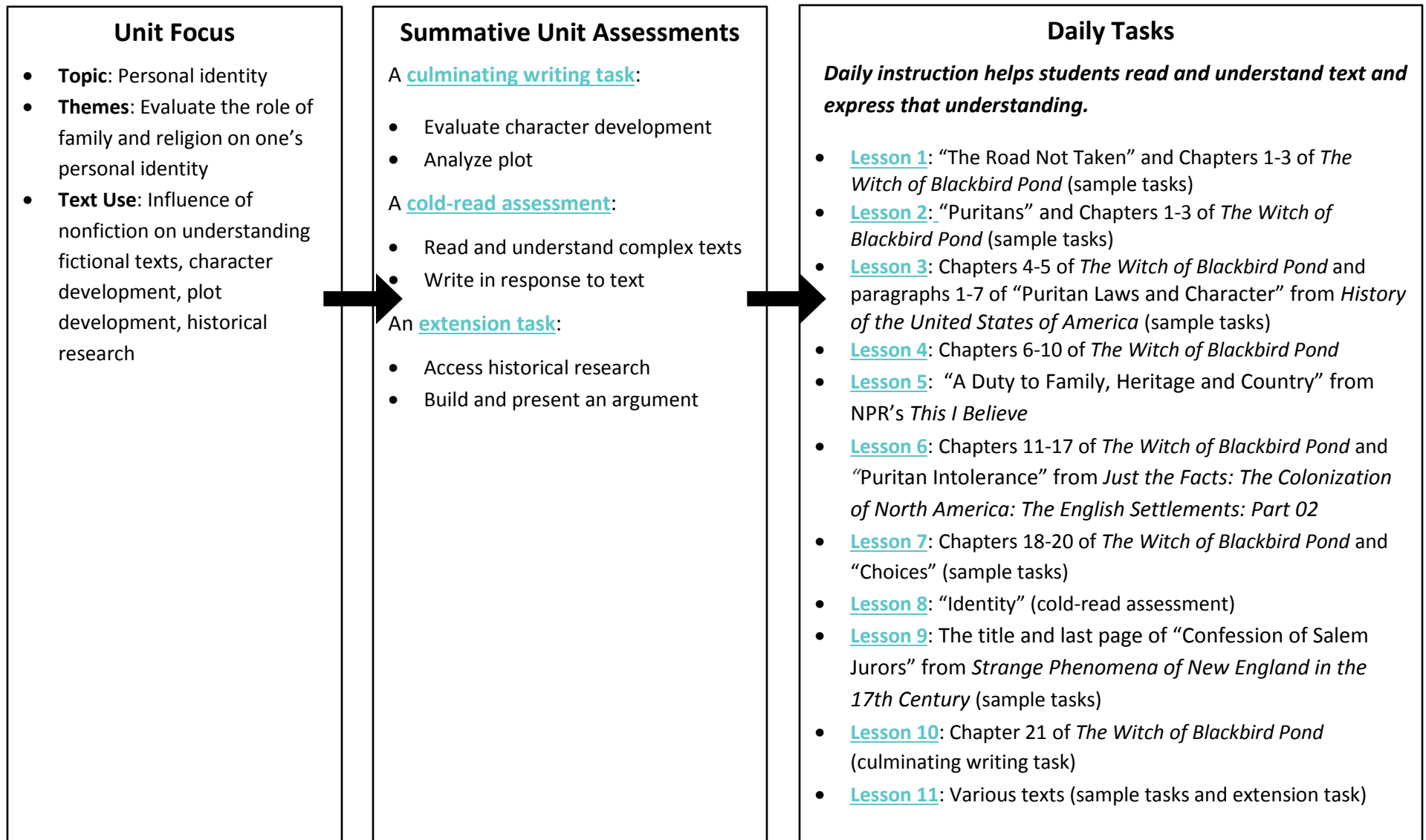


## UNIT: *The Witch of Blackbird Pond*

<p><b>ANCHOR TEXT</b> <i>The Witch of Blackbird Pond</i>, Elizabeth George Speare (Literary)</p> <p><b>RELATED TEXTS</b> <u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"><li>• “<a href="#">Choices</a>,” Nikki Giovanni (Poem)</li><li>• “<a href="#">The Road Not Taken</a>,” Robert Frost (Poem)</li><li>• “<a href="#">Identity</a>,” Julio Noboa Polanco (Poem)</li></ul> <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"><li>• “<a href="#">Puritans</a>” from <i>The New Book of Knowledge</i>, Grolier Online, Michael Kaufman</li><li>• “<a href="#">Puritan Laws and Character</a>” from <i>History of the United States of America</i>, Henry William Elson, The MacMillan Company</li><li>• “<a href="#">A Duty to Family, Heritage and Country</a>” from NPR’s <i>This I Believe</i>, Ying Ying Yu</li><li>• The title and last page of “<a href="#">Confession of Salem Jurors</a>” from <i>Strange Phenomena of New England in the 17th Century Including the “Salem Witchcraft, 1692,”</i> Cotton Mather</li></ul> <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"><li>• “<a href="#">Puritan Intolerance</a>” from <i>Just the Facts: The Colonization of North America: The English Settlements: Part 02 Cerebellum, Discovery Education</i> (Website)</li></ul>	<p><b>UNIT FOCUS</b></p> <p>Students will learn about the influence of family expectations and religious values on the development of one’s personal identity. Students will also learn how reading informational texts in coordination with literary texts can enhance their understanding of time periods and the theme and setting of the novel.</p> <p><b>Text Use:</b> Influence of nonfiction on understanding fictional texts, character development, plot development, historical research</p> <p><b>Reading:</b> <a href="#">RL.6.1</a>, <a href="#">RL.6.2</a>, <a href="#">RL.6.3</a>, <a href="#">RL.6.4</a>, <a href="#">RL.6.5</a>, <a href="#">RL.6.6</a>, <a href="#">RL.6.9</a>, <a href="#">RL.6.10</a>, <a href="#">RI.6.1</a>, <a href="#">RI.6.2</a>, <a href="#">RI.6.3</a>, <a href="#">RI.6.4</a>, <a href="#">RI.6.5</a>, <a href="#">RI.6.6</a>, <a href="#">RI.6.7</a>, <a href="#">RI.6.8</a>, <a href="#">RI.6.9</a>, <a href="#">RI.6.10</a></p> <p><b>Writing:</b> <a href="#">W.6.1a-e</a>, <a href="#">W.6.2a-f</a>, <a href="#">W.6.3a-e</a>, <a href="#">W.6.4</a>, <a href="#">W.6.5</a>, <a href="#">W.6.6</a>, <a href="#">W.6.7</a>, <a href="#">W.6.8</a>, <a href="#">W.6.9a-b</a>, <a href="#">W.6.10</a></p> <p><b>Speaking and Listening:</b> <a href="#">SL.6.1a-d</a>, <a href="#">SL.6.2</a>, <a href="#">SL.6.3</a>, <a href="#">SL.6.4</a>, <a href="#">SL.6.6</a></p> <p><b>Language:</b> <a href="#">L.6.1a-d</a>, <a href="#">L.6.2a-b</a>, <a href="#">L.6.3a-b</a>, <a href="#">L.6.4a-d</a>, <a href="#">L.6.5a-c</a>, <a href="#">L.6.6</a></p> <p><b>CONTENTS</b></p> <p><b>Page 49:</b> Text Set and Unit Focus</p> <p><b>Page 50:</b> <i>The Witch of Blackbird Pond</i> Unit Overview</p> <p><b>Pages 51-53:</b> Summative Unit Assessments: Culminating Writing Task, Cold-Read Assessment and Extension Task</p> <p><b>Page 54:</b> Instructional Framework</p> <p><b>Pages 55-65:</b> Text Sequence and Sample Whole-Class Tasks</p>
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## The Witch of Blackbird Pond Unit Overview



## SUMMATIVE UNIT ASSESSMENTS

### CULMINATING WRITING TASK<sup>1</sup>

As the plot of *The Witch of Blackbird Pond* unfolds, Kit aligns with different people at different times. In the end, to whom do you believe Kit is most loyal? Write an argument to support your claims with clear reasons and relevant textual evidence, including direct quotations with page numbers. ([RL.6.1](#); [W.6.1a](#), [b](#), [c](#), [e](#); [W.6.9a](#); [W.6.10](#)) Describe how Kit’s loyalty changes throughout the story, including the impact Kit’s family’s expectations and religious values have on her loyalty. ([RL.6.3](#), [RL.6.10](#))

**Teacher Note:** *The writing should use grade-appropriate words and phrases and demonstrate command of proper grammar, usage, and spelling, including correct punctuation and a variety of sentence patterns for reader interest. ([W.6.1d](#), [L.6.2a](#), [L.6.2b](#), [L.6.3a](#), [L.6.3b](#), [L.6.6](#)) Use peer and teacher conferencing as well as small-group writing time to target student weaknesses in writing and to improve student writing ability. ([W.6.4](#), [W.6.5](#))*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topic:</b> Personal identity</li> <li>• <b>Themes:</b> Evaluate the role of family and religion on one’s personal identity</li> <li>• <b>Text Use:</b> Influence of nonfiction on understanding fictional texts, character development, plot development, historical research</li> </ul>	This task assesses: <ul style="list-style-type: none"> <li>• Evaluating character development</li> <li>• Analyzing plot</li> </ul>	<b>Read and understand text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 2</a> (sample tasks included)</li> <li>• <a href="#">Lesson 3</a> (sample tasks included)</li> </ul> <b>Express understanding of text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 4</a></li> <li>• <a href="#">Lesson 6</a></li> <li>• <a href="#">Lesson 7</a> (sample tasks included)</li> <li>• <a href="#">Lesson 9</a> (sample tasks included)</li> <li>• <a href="#">Lesson 10</a> (use this task)</li> </ul>

<sup>1</sup> Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

## COLD-READ ASSESSMENT<sup>2</sup>

Read “[Identity](#)” independently and then answer a combination of multiple-choice and constructed-response questions<sup>3</sup> about the text and *The Witch of Blackbird Pond*, using evidence for all answers. Sample questions:

1. What is the central idea of “Identity”? Which statement from the poem best describes the central idea? Why? ([RL.6.1](#), [RL.6.2](#), [RL.6.5](#), [RL.6.10](#))
2. Explain the meaning of the first two stanzas of the poem. Then answer the following questions, citing evidence from the poem to support your answers ([RL.6.1](#), [RL.6.4](#), [RL.6.5](#), [RL.6.10](#), [L.6.5a-c](#), [L.6.6](#))
  - a. Which words in the poem have the biggest influence on the meaning of the poem?
  - b. Which words in the poem have the biggest influence on the tone of the poem?
3. What is the point of view of the speaker of the poem? Which lines in the poem best help you understand the speaker’s point of view? Why? Cite textual evidence to support your explanation. ([RL.6.1](#), [RL.6.4](#), [RL.6.6](#), [RL.6.10](#))
4. In “Identity,” the speaker states, “If I could stand alone, strong and free, I’d rather be a tall ugly weed.” First, explain what the speaker means by this statement. Then, explain how this point of view is reflected in *The Witch of Blackbird Pond*. Finally, compare and contrast how each text, “Identity” and *The Witch of Blackbird Pond*, approaches a similar theme. Cite textual evidence to support your explanation. ([RL.6.1](#), [RL.6.9](#), [W.6.2a-b](#))

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topic:</b> Personal identity</li> <li>• <b>Themes:</b> Evaluate the role of family and religion on one’s personal identity</li> <li>• <b>Text Use:</b> Influence of nonfiction on understanding fictional texts, character development, plot development, historical research</li> </ul>	This task focuses on: <ul style="list-style-type: none"> <li>• Reading and understanding complex texts</li> <li>• Writing in response to text</li> </ul>	<b>Read and understand text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 2</a> (sample tasks included)</li> <li>• <a href="#">Lesson 3</a> (sample tasks included)</li> </ul> <b>Express understanding of text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 5</a></li> <li>• <a href="#">Lesson 7</a> (sample tasks included)</li> <li>• <a href="#">Lesson 8</a> (use this task)</li> </ul>

<sup>2</sup> **Cold-Read Assessment:** Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

<sup>3</sup> Ensure that students have access to the complete texts as they are testing.

## EXTENSION TASK<sup>4</sup>

Working in groups of two or three students, have each complete a research project on a selected historical figure who took action to overcome obstacles when his or her individual values and beliefs conflicted with family, religious, or social norms. As a group, write a report detailing:

- an overview of the person you researched (e.g., who was he or she, where did he or she live);
- an overview of the context in which the person lived (what were the challenges or beliefs surrounding the person);
- the actions the person took in relation to his/her situation;
- how those actions illustrate his/her values and beliefs; and
- the impact of his/her actions on today's society.

Gather relevant information from several sources, including first- and secondhand accounts, through library or Internet research, assessing the credibility of each source. ([W.6.7](#), [W.6.8](#), [SL.6.1b](#)) In your report, be sure to cite evidence from your research by quoting or paraphrasing conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ([RI.6.1](#), [W.6.2a-f](#), [W.6.8](#), [W.6.9b](#), [W.6.10](#), [SL.6.2](#))

**Teacher Note:** *The writing should use grade-appropriate words and phrases and demonstrate command of proper grammar, usage, punctuation, and spelling, including using pronouns correctly and using a variety of sentence patterns for reader interest. ([W.6.4](#); [W.6.5](#); [L.6.1a, b, c, d](#); [L.6.3a, b](#); [L.6.6](#)) Students should present their findings to the class, sequencing ideas logically and using pertinent descriptions, facts, and details. ([SL.6.4](#), [SL.6.6](#))*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b> <ul style="list-style-type: none"><li>• <b>Topic:</b> Personal identity</li><li>• <b>Themes:</b> Evaluate the role of family and religion on one's personal identity</li><li>• <b>Text Use:</b> Influence of nonfiction on understanding fictional texts, character development, plot development, historical research</li></ul>	<b>What shows students have learned it?</b> <p>This task focuses on:</p> <ul style="list-style-type: none"><li>• Accessing historical research</li><li>• Building and presenting an argument</li></ul>	<b>What tasks help students learn it?</b> <p><b>Read and understand the text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 3</a> (sample tasks included)</li></ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 5</a></li><li>• <a href="#">Lesson 9</a> (sample tasks included)</li><li>• <a href="#">Lesson 11</a> (use this task)</li></ul>

<sup>4</sup> **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

## INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)<sup>5</sup> to locate additional information about this interactive framework.

### Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

### Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

### Small-Group Writing

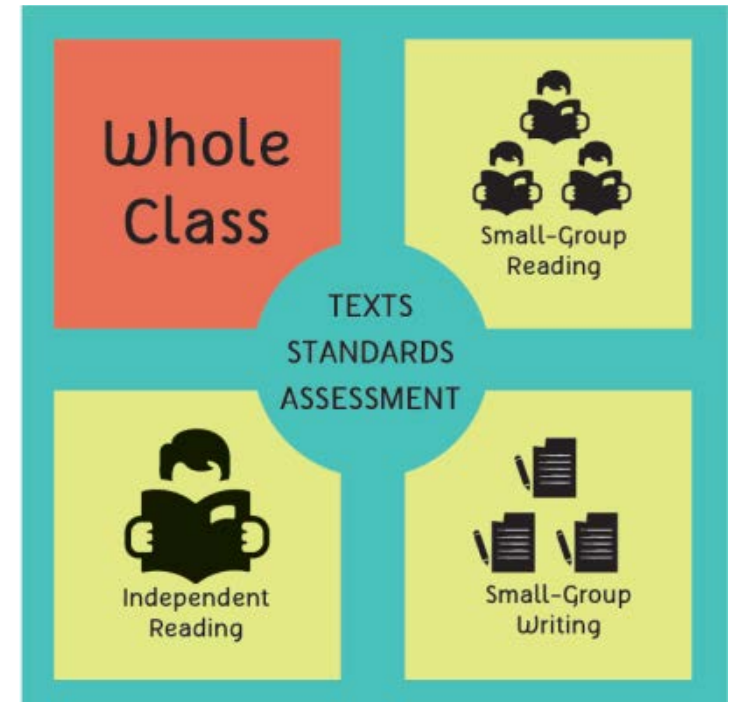
Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

### Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level; and
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



<sup>5</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

## TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 1:</b><sup>6</sup></p> <p>“<a href="#">The Road Not Taken</a>,” Robert Frost (Poem)</p> <p>Chapters 1-3 of <i>The Witch of Blackbird Pond</i>, Elizabeth George Speare</p>	<p><b>TEXT DESCRIPTION:</b> “The Road Not Taken” sets the stage for <i>The Witch of Blackbird Pond</i>. In these first three chapters of the book, Kit, the main character, begins her journey. “The Road Not Taken” frames the importance of this journey. (<a href="#">RL.6.1</a>, <a href="#">RL.6.2</a>, <a href="#">RL.6.5</a>, <a href="#">RL.6.6</a>, <a href="#">RL.6.10</a>)</p> <p><b>TEXT FOCUS:</b> The first three chapters of <i>The Witch of Blackbird Pond</i> provide opportunities for students to identify, chart, and discuss the beginning of Kit’s journey, and to form an initial understanding of her character. Students begin to identify instances when Kit chooses “The Road Not Taken” and how these decisions help the author develop Kit’s point of view. (<a href="#">RL.6.6</a>, <a href="#">RL.6.9</a>) Make predictions as to what this could mean for Kit throughout the reading of the text.</p> <p><b>MODEL TASKS</b></p> <p><b>SAMPLE TASK:</b> Use these <a href="#">lessons</a><sup>7</sup> to help students read and understand “The Road Not Taken.” Then preview the content of <i>The Witch of Blackbird Pond</i> and discuss what students learned about making hard choices through the poem.</p>
<p><b>LESSON 2:</b></p> <p>“<a href="#">Puritans</a>” from <i>The New Book of Knowledge</i>, Grolier Online, Michael Kaufman</p> <p>Chapters 1-3 of <i>The Witch of Blackbird Pond</i>, Elizabeth George Speare</p>	<p><b>TEXT DESCRIPTION:</b> This text provides an overview of Puritan values and describes their reasons for emigrating to the American colonies.</p> <p><b>TEXT FOCUS:</b> Reading “Puritans” will help students understand the time period and history Kit and her family experience. This content will help students examine the rationale for some of the decisions she and her family make, including the ambivalence Kit’s uncle feels about taking her in. (<a href="#">RL.6.3</a>)</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read “Puritans” and reread Chapters 1-3 of <i>The Witch of Blackbird Pond</i> independently. Analyze as a class the vocabulary and sentences within the texts. In small groups, students pull information from “Puritans” and use it to understand the setting of <i>The Witch of Blackbird Pond</i>. End with a class discussion about the decisions of the main character, Kit, given the setting.</p> <p><b>READ THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>Students read “Puritans” and reread Chapters 1-3 of <i>The Witch of Blackbird Pond</i> independently. (<a href="#">RL.6.10</a>, <a href="#">RI.6.10</a>)</li> </ul>

<sup>6</sup> **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

<sup>7</sup> <http://learnzillion.com/lessonsets/146-reading-literature-the-road-not-taken-poetry>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>As a class, choose two or three words from “Puritans” (e.g., <i>frivolity, persecuted, infamous, foreshadowed</i>) to add to a classroom <b>word display</b>.<sup>8</sup> (RI.6.4) First, have students define the words in context. (L.6.4a) <b>Then</b> provide students with a list of Greek and Latin affixes and roots and have them verify the preliminary definitions based on their affixes. (L.6.4b) Reinforce understanding by having students create <b>semantic maps</b><sup>9</sup> for the words. (L.6.4c, d) As words are added throughout the unit, challenge students to use the words in discussion and writing. (L.6.6)</li> <li>Divide students into pairs and provide the pairs with different color highlighters. Have student pairs reread a section of “Puritans” and highlight the various sentence types (e.g., simple, compound, complex, compound-complex). Then, have students do the same for a passage from <i>The Witch of Blackbird Pond</i>. Ask students to review the different colors to determine how authors vary their sentences. As a class, discuss how the variety of sentences and words used in both texts contributes to meaning and reader interest. (L.6.3a)</li> <li><b>Note for Small-Group Reading:</b> If students struggle with reading fluency (rubric for assessing reading fluency available <a href="#">here</a><sup>10</sup>), provide a copy of “Puritans” that has been marked with phrase breaks (see <a href="#">Phrase-Cued Text Lessons</a><sup>11</sup>). Follow the fluency intervention description provided in the link.</li> </ul> <p><b>UNDERSTAND THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>To help students determine the central idea of the text and how it is conveyed through particular details, organize students into four small groups. (RI.6.2) Post four questions about “Puritans” on chart paper around the room. Have students circulate around the room in their groups, silently reading, commenting on and adding to the answers provided by classmates (see <a href="#">Chalk Talk</a><sup>12</sup>). This task prepares students with the knowledge they need to participate in the next task. Review each completed poster at the end of the class time. Sample questions: <ul style="list-style-type: none"> <li>Summarize the central idea of this text. List three pieces of evidence that support the central idea (noting related page numbers). (RI.6.1, RI.6.2, W.6.9b)</li> <li>How is the central idea introduced and elaborated on throughout the text? What techniques did the author use to communicate the central idea? (RI.6.3)</li> <li>Identify three claims the author of “Puritans” makes. Locate one piece of evidence to support each claim. Determine whether any of the claims are not supported by evidence. (RI.6.8)</li> </ul> </li> </ul>

<sup>8</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>9</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>10</sup> [http://www.timrasinski.com/presentations/multidimensional\\_fluency\\_rubric\\_4\\_factors.pdf](http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf)

<sup>11</sup> <http://www.interventioncentral.org/academic-interventions/reading-comprehension/phrase-cued-text-lessons>

<sup>12</sup> <http://leagueschools.com/chalktalk.pdf>



TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ What similarities and differences do you notice about the characters and events of <i>The Witch of Blackbird Pond</i> and the ideas described in “Puritans”? (<a href="#">RL.6.9</a>)</li> <li>• Have students begin a section in their notes where they track the main character, Kit, and her choices. Students should create a chart. The first column should say “Challenging Events or Situations,” the second column should say “Kit’s Decision about That Event,” and the third column should say “Who Kit Was Loyal to and How She Felt.” Students will track Kit’s loyalty and what guided her decisions throughout the unit. Have students work in pairs to begin completing this chart for these chapters. Students should note page numbers next to their entries. Discuss as a class while students adjust and change their chart.</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Conclude this task by engaging students in a full-class discussion using <a href="#">accountable talk</a>.<sup>13</sup> Have students begin by summarizing the context of the time. Students should explain what they learned about the people and setting from “Puritans.”</li> <li>• Then have students discuss the impact of that context on <i>The Witch of Blackbird Pond</i>. Students should refer to specific evidence from both texts to pose and respond to specific questions with detail. (<a href="#">RL.6.1</a>; <a href="#">SL.6.1a, c, d</a>) Sample questions: <ul style="list-style-type: none"> <li>○ In Chapter 1, John Holbrook asks Kit, “You are not a Puritan then?” to which she responds, “Puritan? You mean a Roundhead? One of those traitors who murdered King Charles?” How might Kit’s response impact the plot of the novel? (<a href="#">RL.6.3</a>, <a href="#">RL.6.5</a>)</li> <li>○ In Chapter 2, Kit says about her aunt Rachel, “But instead she fell in love with a Puritan and ran away to America without her father’s blessing.” How does this idea contribute to the conflict of the novel? What might this mean for Kit as she begins her life in America? (<a href="#">RL.6.2</a>, <a href="#">RL.6.5</a>)</li> <li>○ Near the end of Chapter 3, Kit’s uncle Matthew asks her, “Your grandfather was a King’s man, I reckon?” to which she replies, “He was a Royalist, sir. Here in America are you not also subjects of King James?” The text then states, “Without answering, Matthew Wood left the room.” Why might Matthew have acted in this way? What conclusions can you draw about how the relationship between Matthew and Kit might develop over the course of the novel? (<a href="#">RL.6.3</a>, <a href="#">RL.6.5</a>)</li> </ul> </li> </ul>

<sup>13</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 3:</b></p> <p>Paragraphs 1-7 of “<a href="#">Puritan Laws and Character</a>” from <i>History of the United States of America</i>, Henry William Elson, The MacMillan Company</p> <p>Chapters 4-5 of <i>The Witch of Blackbird Pond</i>, Elizabeth George Speare</p>	<p><b>TEXT DESCRIPTION:</b> Chapters 4-5 of <i>The Witch of Blackbird Pond</i> emphasize the strict Puritan way of life that Kit, an outsider, does not necessarily agree with or want to understand. “Puritan Laws and Character” provides an historical overview of the Puritan way of life fictionalized in <i>The Witch of Blackbird Pond</i>.</p> <p><b>TEXT FOCUS:</b> Pairing “Puritan Laws and Character” with Chapters 4-5 helps students gain a deeper insight into the Puritan ways of life and more fully understand the events in <i>The Witch of Blackbird Pond</i>. (<a href="#">RL.6.9</a>, <a href="#">RI.6.10</a>)</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Read “Puritan Laws and Character” aloud as a class. Identify key vocabulary and define. In pairs, have students reread “Puritan Laws and Character.” Have students read Chapters 4-5 in small groups. Through small-group conversations using graphic organizers, a follow-up whole-class conversation, and writing, have students identify characteristics from the time period to explain the setting and characters of <i>The Witch of Blackbird Pond</i>.</p> <p><b>READ THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• “Puritan Laws and Character” is from the high end of the grade-level text complexity band. Read aloud paragraphs 1-7 of “Puritan Laws and Character” as students follow along with a printed copy.</li> <li>• After the first reading of “Puritan Laws and Character,” ask students to suggest two or three words from the text (e.g., <i>unmollified</i>, <i>somber</i>, <i>tyranny</i>) to add to the word display. Come to a consensus on which words to add and verify their meanings through context and using a dictionary. (<a href="#">RI.6.4</a>; <a href="#">L.6.4a</a>, <a href="#">d</a>)</li> <li>• Have students reread paragraphs 1-7 of “Puritan Laws and Character” in partners using the <a href="#">Say Something</a><sup>14</sup> reading strategy. As students read, they should periodically pause to “say something” about the text in order to make predictions, ask questions, clarify misunderstandings, and make comments and connections. (<a href="#">RI.6.10</a>)</li> <li>• Have students read Chapters 4-5 from <i>The Witch of Blackbird Pond</i> in small groups.</li> </ul> <p><b>UNDERSTAND THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Working in pairs, have students compare the description of the Puritan way of life in Colonial America from “Puritan Laws and Character” to how <i>The Witch of Blackbird Pond</i> portrays life in a Puritan community.</li> <li>• Prompt students to use a graphic organizer (e.g., Venn diagram or <a href="#">T-chart</a><sup>15</sup>) and cite evidence to support entries made on the organizer. (<a href="#">RL.6.1</a>, <a href="#">RI.6.1</a>, <a href="#">RI.6.9</a>, <a href="#">SL.6.1a</a>) Ask two student pairs to form a group of four and work together to compare graphic organizers. Each pair should take turns presenting their organizer as the other pair reviews their own organizer, adding relevant details and removing any irrelevant or inaccurate information.</li> </ul>

<sup>14</sup> <http://www.learningpt.org/literacy/adolescent/strategies/something.php>

<sup>15</sup> <http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html>

TEXT SEQUENCE	TEXT USE
	<p data-bbox="646 185 995 212">(W.6.5; W.6.9a, b; SL.6.1a, b)</p> <ul data-bbox="598 233 2003 297" style="list-style-type: none"> <li>• Have students return to the chart (begun in Lesson 2) where they track Kit’s decisions and loyalties. Have students work in pairs to update the chart based on the new chapters. Discuss as a class.</li> </ul> <p data-bbox="560 321 894 349"><b>EXPRESS UNDERSTANDING:</b></p> <ul data-bbox="598 363 2003 1308" style="list-style-type: none"> <li>• Lastly, have students choose an incident or detail from <i>The Witch of Blackbird Pond</i> that connects to an historical concept or idea expressed in “Puritan Laws and Character.” Some examples may include: <ul data-bbox="646 451 2003 597" style="list-style-type: none"> <li>○ The discussion between Judith and Kit in Chapter 4 about the slits in the sleeves of dresses</li> <li>○ Matthew telling Kit in Chapter 4, “You will fit yourself to our ways and do no more to interrupt the work of the household or to turn the heads of my daughter with your vanity”</li> <li>○ Kit declining to go to Meeting and causing an uproar in Chapter 5</li> </ul> </li> <li>• Ask students to analyze in writing how the incident or detail contributes to their understanding of Kit and the setting of the novel. (RL.6.5, W.6.1a-e, W.6.10) Use the following process with students: <ul data-bbox="695 704 2003 1308" style="list-style-type: none"> <li>○ Students identify their writing task. Students complete an evidence chart as a pre-writing activity. The evidence chart has three columns: (1) Evidence: Quote or Paraphrase, (2) Page Number, (3) Elaboration/Explanation of How This Evidence Supports Ideas or Arguments.</li> <li>○ Once students complete the evidence chart, prompt them to look at the writing task to remind themselves what kind of response they are writing (e.g., expository, analytical, argumentative) and think about the evidence they have found. (W.6.5)</li> <li>○ Have students develop a specific thesis statement.<sup>16</sup> This could be done independently, with a partner, or in a small group. As needed, model for students how to create a thesis statement. (W.6.1a)</li> <li>○ Have students complete a first draft, and prompt them to use evidence from the chart, words and phrases from the word display, and a variety of sentence lengths and types. (RL.6.1; W.6.1b; W.6.1d; W.6.9a, b; L.6.3a-b; L.6.6)</li> <li>○ Then, through writing conferences with peers or the teacher, have students develop and strengthen writing as needed by planning, revising, editing, and rewriting to ensure that each claim is supported with clear reasons and relevant evidence. (W.6.1b, c; W.6.5; L.6.6) Depending on student writing ability, determine the necessary support during the writing process (e.g., providing an organizational frame, showing models of strong and weak student work, providing descriptive feedback).</li> </ul> </li> </ul>

<sup>16</sup> Resources for developing thesis statements: <http://owl.english.purdue.edu/owl/resource/545/01/> or [http://www.indiana.edu/~wts/pamphlets/thesis\\_statement.shtml](http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml).

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 4:</b></p> <p>Chapters 6-10 of <i>The Witch of Blackbird Pond</i>, Elizabeth George Speare</p>	<p><b>TEXT DESCRIPTION:</b> In these chapters, political pressure placed on the Puritan sect from King James and the royalists continues to escalate. Meanwhile, William Ashby (a King’s man) begins to call on Kit, and she wrestles with acceptance of the pairing. Additionally, Kit is recommended to assist Mercy with her dame school for young children, and Kit’s unconventional ways create conflict. (RL.6.2, RL.6.5) As a result, Kit seeks comfort in the Meadows and is introduced to Hannah Tupper of Blackbird Pond, who provides Kit with guidance and peace.</p> <p><b>TEXT FOCUS:</b> Students continue to explore Kit’s character as she changes over the course of the text and responds to the pressures of the Puritan society. (RL.6.3)</p>
<p><b>LESSON 5:</b></p> <p>“<a href="#">A Duty to Family, Heritage and Country</a>” from NPR’s <i>This I Believe</i>, Ying Ying Yu</p>	<p><b>TEXT DESCRIPTION:</b> “A Duty to Family, Heritage and Country” is a supplemental text in which the author follows her family’s wishes against her own.</p> <p><b>TEXT FOCUS:</b> Students analyze how the author introduces, illustrates, and elaborates on the idea of “duty” through particular details. (RI.6.2, RI.6.3) This text can then be used as a comparison to the decisions Kit makes throughout <i>The Witch of Blackbird Pond</i>. (RL.6.3, RL.6.9)</p>
<p><b>LESSON 6:</b></p> <p>Chapters 11-17 of <i>The Witch of Blackbird Pond</i>, Elizabeth George Speare</p> <p>“<a href="#">Puritan Intolerance</a>” from <i>Just the Facts: The Colonization of North America: The English Settlements: Part 02</i> Cerebellum, Discovery Education</p>	<p><b>TEXT DESCRIPTION:</b> “Puritan Intolerance” is a video clip (2:26 minutes) that provides more information about the Puritans and their beliefs. It also discusses the idea that the Puritans were intolerant of witchcraft and introduces the Salem witch trials of the 1690s. Access to this video clip can be obtained by using a Discovery Education user name and password, or the entire video can be purchased <a href="#">here</a>.<sup>17</sup></p> <p><b>TEXT FOCUS:</b> It is important for students to understand that Kit’s experience is not an isolated event but connected to the context of the time period. Students determine the author’s purpose in creating “Puritan Intolerance” and explain how this purpose is conveyed in the text to further their understanding of the time period. (RI.6.6, RI.6.7)</p>
<p><b>LESSON 7:</b></p> <p>Chapters 18-20 of <i>The Witch of Blackbird Pond</i>, Elizabeth George Speare</p>	<p><b>TEXT DESCRIPTION:</b> “Choices” is about a limitation of choices, when one feels restricted. At this point in the novel, Kit is frustrated with the life she has and is looking for choices.</p> <p><b>TEXT FOCUS:</b> A comparison of points of view allows students to take a deeper look at the role choices play or do not play in everyday life, connecting back to the unit focus. (RL.6.6, RL.6.9)</p>

<sup>17</sup> [http://www.amazon.com/Just-Facts-Colonization-English-VHS/dp/B00008J2HS/ref=sr\\_1\\_fkmr1\\_1?s=movies-tv&ie=UTF8&qid=1389185718&sr=1-1-fkmr1&keywords=Just+the+Facts%3A+The+Colonization+of+North+America%3A+The+English+Settlements%3A+2](http://www.amazon.com/Just-Facts-Colonization-English-VHS/dp/B00008J2HS/ref=sr_1_fkmr1_1?s=movies-tv&ie=UTF8&qid=1389185718&sr=1-1-fkmr1&keywords=Just+the+Facts%3A+The+Colonization+of+North+America%3A+The+English+Settlements%3A+2)

TEXT SEQUENCE	TEXT USE
<p>“<a href="#">Choices</a>,” Nikki Giovanni (Poem)</p>	<p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read both texts independently. Students work in pairs to analyze “Choices” and use it to better understand Kit. Students debate the question “Should Kit be persecuted as a witch?” as a whole class and end with their personal written argument to this question.</p> <p><b>READ THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Have students read Chapters 18-20 of <i>The Witch of Blackbird Pond</i> and read the poem “Choices” independently. (<a href="#">RL.6.10</a>)</li> </ul> <p><b>UNDERSTAND THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Have students work in pairs to analyze “Choices” using <a href="#">TP-CASTT</a><sup>18</sup> and determine a theme of the poem. (<a href="#">RL.6.1</a>, <a href="#">RL.6.2</a>, <a href="#">RL.6.4</a>, <a href="#">RL.6.6</a>, <a href="#">L.6.5b-c</a>, <a href="#">L.6.6</a>) In groups of three or four, have students apply the theme of “Choices” to <i>The Witch of Blackbird Pond</i> and discuss how the poem reflects similar feelings to those expressed by Kit.</li> <li>• Have students return to the chart they have been keeping all unit (begun in Lesson 2) to update it with events and Kit’s choices.</li> <li>• Have students reread Chapter 18 of <i>The Witch of Blackbird Pond</i>. Using a <a href="#">philosophical chairs debate</a>,<sup>19</sup> <b>have students consider</b> whether Kit should be prosecuted as a witch. (<a href="#">RL.6.3</a>) Form two student-led groups—one defending Kit during her upcoming hearing and the other opposing. First, have students work with their group to form written opening arguments, citing from any text read throughout the unit. Their goal is to convince as many classmates as possible to join their side. (<a href="#">RL.6.1</a>; <a href="#">RI.6.1</a>; <a href="#">SL.6.1a</a>, <a href="#">b</a>; <a href="#">W.6.9a</a>, <a href="#">b</a>; <a href="#">W.6.10</a>)</li> <li>• Have each side deliver their opening arguments to the class.</li> <li>• Then, engage students in a debate, responding to each side’s opening argument. During the debate, students will form two lines facing each other, each line representing a different side of the debate. They will present their claims, reasons, and evidence; pose questions that elicit elaboration; and respond to others’ claims with relevant ideas. (<a href="#">SL.6.1a</a>, <a href="#">b</a>, <a href="#">c</a>; <a href="#">SL.6.4</a>; <a href="#">SL.6.6</a>) As students listen to the other side and evaluate the soundness of the reasoning and sufficiency of the evidence, they may modify their own views and switch sides by physically moving to the other line. (<a href="#">SL.6.1d</a>, <a href="#">SL.6.3</a>)</li> </ul>

<sup>18</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>19</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>After the debate, have students independently write a paragraph arguing for their final position on the debate. They should introduce their final claim (should Kit be prosecuted as a witch based upon the information presented) and support their claim with reasoning and relevant evidence gathered during the debate. (<a href="#">RL.6.1</a>; <a href="#">W.6.1a, b</a>; <a href="#">W.6.9a</a>; <a href="#">W.6.10</a>) Have students share their written paragraph with a partner, who will review the writing with a student-developed rubric to evaluate whether the evidence supports the claim and whether the explanation is logical. (<a href="#">W.6.5</a>)</li> </ul>
<p><b>LESSON 8:</b></p> <p>“<a href="#">Identity</a>,” Julio Noboa Polanco (Poem)</p>	<p><b>TEXT DESCRIPTION:</b> This poem addresses similar themes to the anchor text and is sufficiently complex for grade 6.</p> <p><b>MODEL TASKS</b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Cold-Read Assessment</a></p>
<p><b>LESSON 9:</b></p> <p>The title and last page of “<a href="#">Confession of Salem Jurors</a>” from <i>Strange Phenomena of New England in the 17th Century including the “Salem Witchcraft, 1692,”</i> Cotton Mather</p>	<p><b>TEXT DESCRIPTION:</b> “Confession of Salem Jurors” is a signed primary source document by Salem jurors asking forgiveness for their role in the Salem witch trials. (<a href="#">RI.6.10</a>)</p> <p><b>TEXT FOCUS:</b> “Confession of Salem Jurors” brings this study full circle, helping students see from a primary source how the religious and social expectations of the time influenced people. Students should use this text to reflect on the decisions Kit made throughout <i>The Witch of Blackbird Pond</i>. (<a href="#">RL.6.2</a>, <a href="#">RL.6.9</a>)</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> As a class, read “Confession of Salem Jurors” and analyze the sentences and vocabulary to identify a central idea and supporting reasons. Have students reread the text in pairs and compare the details to the setting of <i>The Witch of Blackbird Pond</i>. Finally, have students write a confession letter from the viewpoint of one of the key characters from <i>The Witch of Blackbird Pond</i>.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>“Confession of Salem Jurors” is complex. Read this text aloud as students follow along with a printed copy. Students then work in collaborative groups to reread the text to answer the questions.</li> <li>Paraphrase the text as a class by analyzing the words, phrases, and sentences of the text to put them into students’ own words. Some words will need to be defined by the teacher as not all words are defined through context (e.g., <i>sundry</i> [various], <i>candidly</i> [honestly]). Ask students to determine the meaning of words and phrases (e.g., <i>delusions of the powers of darkness</i>, <i>prevailed</i>, <i>impute</i>, <i>unwittingly</i>, <i>condemning</i>, <i>unacquainted</i>, <i>deluded</i>) using context. (<a href="#">L.6.4a</a>) Provide them with a list of Greek and Latin affixes and roots. Have students verify the preliminary definitions of words based on the affixes. (<a href="#">L.6.4b</a>) Confirm the meaning with a dictionary. (<a href="#">L.6.4d</a>)</li> </ul>

TEXT SEQUENCE	TEXT USE
	<p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• As a class, identify the central idea of the “Confession of Salem Jurors.”</li> <li>• Have students reread the text in pairs and circle descriptive words and phrases. Project the words and phrases students circled and have a discussion about the meaning of the words based on context and their relationship to each other. (<a href="#">RI.6.4</a>; <a href="#">L.6.4a</a>; <a href="#">L.6.5a</a>, <a href="#">b</a>) What do the words make the students think of or feel? (<a href="#">L.6.5c</a>)</li> <li>• Put two pairs together (forming groups of four) and provide each group with a copy of the text. Have each group identify three details that connect to the central idea in the text and record the details on a piece of chart paper. (<a href="#">RI.6.1</a>) Each group should determine whether their details introduce, illustrate, or elaborate on the central idea. (<a href="#">RI.6.2</a>, <a href="#">RI.6.3</a>) Students should cite evidence from the text to explain why they made the claim they did and note that on their chart paper.</li> <li>• Have each group share their details with the class. Then determine whether any claims in the text are unsupported by reviewing the details from each group. (<a href="#">RI.6.8</a>, <a href="#">SL.6.1a</a>)</li> <li>• Determine the author’s purpose in writing this confession. How do the words, phrases, claims, and supporting details reveal the purpose? Is the purpose explicitly stated by the author? Is there another purpose that is revealed through the analysis of the text? (<a href="#">RI.6.6</a>) Lastly, discuss how the confession supports or refines students’ understanding of <i>The Witch of Blackbird Pond</i>. (<a href="#">RL.6.9</a>, <a href="#">SL.6.1a</a>, <a href="#">SL.6.6</a>)</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students compose letters of confession similar to the “<a href="#">Confession of Salem Jurors</a>.” Students should choose a character from <i>The Witch of Blackbird Pond</i> that they will represent in their letter. Each letter should be written in first person and represent the viewpoint given what the students understand about the historical setting of the time. (<a href="#">RL.6.6</a>, <a href="#">W.6.3a-e</a>, <a href="#">W.6.4</a>, <a href="#">W.6.5</a>, <a href="#">W.6.10</a>)</li> <li>• Have students select a character and identify the confession that character will make. Consider the character’s interactions with and treatment of Kit. (<a href="#">RL.6.3</a>)</li> <li>• Provide students with an evidence chart to gather and record thoughts, information, and evidence about the character’s confession from class notes on the time period and <i>The Witch of Blackbird Pond</i>. (<a href="#">RL.6.1</a>, <a href="#">RI.6.1</a>) The evidence chart has three columns: (1) Evidence: Quote or Paraphrase, (2) Page Number, (3) Elaboration/Explanation of How This Evidence Supports Ideas. Then have students work in pairs, small groups, or at a teacher table to discuss the ideas and information gathered and refine their thinking, including locating additional relevant evidence. (<a href="#">RL.6.1</a>; <a href="#">RI.6.1</a>; <a href="#">W.6.9a-b</a>; <a href="#">SL.6.1a</a>, <a href="#">c</a>, <a href="#">d</a>) <b>Model</b><sup>20</sup> how to turn notes and words from</li> </ul>

<sup>20</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>the word display into sentences, focusing on a portion of the letter where students need additional support (e.g., establishing a context, composing sentences for reader interest, incorporating descriptive language).</p> <ul style="list-style-type: none"> <li>Finally, have students write the letters in pairs or small groups using techniques (such as descriptive details and sensory language) to develop the experiences and point of view of the character, and transition words, phrases, and clauses to convey sequence and proper formal letter format. (<a href="#">W.6.3b</a>, <a href="#">c</a>, <a href="#">d</a>) Have students suggest ideas and revisions for improving the writing based on a <a href="#">writing rubric</a>.<sup>21</sup> Incorporate cycles of drafting with peer and teacher conferencing and revision through small-group writing. (<a href="#">W.6.4</a>; <a href="#">W.6.5</a>; <a href="#">L.6.1c</a>, <a href="#">d</a>; <a href="#">L.6.2b</a>; <a href="#">L.6.3a</a>; <a href="#">L.6.6</a>) Use a similar process for the culminating writing task.</li> <li><b>Note for Small-Group Writing:</b> Use <a href="#">mentor texts and student models</a><sup>22</sup> in small-group writing focused around targeted areas of student writing weakness. Present a model that is strong in the targeted area and discuss its strengths based on the writing rubric. Then present a model that is weak in the targeted area and have the small group of students suggest revisions based on the writing rubric.<sup>23</sup> (<a href="#">W.6.5</a>, <a href="#">L.6.3a</a>, <a href="#">L.6.6</a>)</li> </ul>
<p><b>LESSON 10:</b></p> <p>Chapter 21 of <i>The Witch of Blackbird Pond</i>, Elizabeth George Speare</p>	<p><b>TEXT DESCRIPTION:</b> Kit struggles with the need to follow family expectations and religious values throughout the text. In the end, she decides to follow her heart regardless of others’ perception of her. Due to this struggle, Kit’s loyalty wavers throughout the novel.</p> <p><b>TEXT FOCUS:</b> Tracing the development of Kit’s character throughout the novel and analyzing its impact on her loyalty to others defines Kit and her journey throughout the novel. (<a href="#">RL.6.1</a>, <a href="#">RL.6.10</a>)</p> <p><b>MODEL TASKS</b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Culminating Writing Task</a></p>
<p><b>LESSON 11:</b></p> <p>Various texts selected by students for research on historical figures</p>	<p><b>TEXT DESCRIPTION:</b> Kit finds the strength to follow her heart and make her dreams a reality regardless of the expectations of her family or their religious values. Have students research historical figures who found the strength to similarly hold fast to their personal beliefs and overcome obstacles created by family expectations, religious values, and societal norms.</p>

<sup>21</sup> <http://www.parcconline.org/sites/parcc/files/Grade6-11-ELACondensedRubricFORANALYTICANDNARRATIVEWRITING.pdf>

<sup>22</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-writing>

<sup>23</sup> For example, if students are struggling to incorporate grade-appropriate words and phrases, use Adam Cruff’s speech after learning his daughter could read in Chapter 19 of *The Witch of Blackbird Pond* as a mentor text. Analyze the words and phrases with the students and show them how to imitate the sentences to develop proficiency in using a variety of sentence patterns for meaning, reader interest, and style, and incorporate more robust vocabulary similar to the texts provided.



TEXT SEQUENCE	TEXT USE
	<p><b><u>MODEL TASKS</u></b></p> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Prior to engaging in research for the extension task, conduct a <a href="#">Socratic seminar</a><sup>24</sup> based on the following question: In “Confession of Salem Jurors,” the jurors apologize for their actions during the Salem witch trials. Considering this and Kit’s experiences in <i>The Witch of Blackbird Pond</i>, why do social norms and religious values sometimes lead to prejudice or mistreatment of those who don’t conform?</li> <li>• Provide students with key quotes from various texts in the unit or outside sources to support their discussion and/or allow students to prepare for the seminar by developing their claims and gathering evidence in advance of the seminar. (<a href="#">RL.6.1</a>, <a href="#">RL.6.2</a>, <a href="#">RL.6.5</a>, <a href="#">RI.6.1</a>, <a href="#">RI.6.2</a>, <a href="#">RI.6.5</a>, <a href="#">W.6.8</a>)</li> <li>• During the seminar, divide the class into two circles (inner and outer). (<a href="#">SL.6.1b</a>) Have the inner circle discuss the questions for a certain amount of time, inviting others in the inner circle to speak so all voices are heard, posing and responding to additional questions, bringing the conversation back on track as needed, and acknowledging when opinions are changed and views are modified based on evidence provided during the discussion. (<a href="#">SL.6.1c</a>, <a href="#">d</a>; <a href="#">SL.6.4</a>; <a href="#">SL.6.6</a>) As the inner circle (speakers) discuss, each person in the outer circle evaluates a person in the inner circle to determine the evidence that is relevant or irrelevant and the evidence that most strongly supports the speaker’s claim. Track evaluations, make comments, and ask questions using a graphic organizer, journals, or on a back-channel platform like <a href="#">TodaysMeet</a>.<sup>25</sup> Then swap positions of the circles. (<a href="#">W.6.6</a>, <a href="#">SL.6.3</a>)</li> </ul> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Extension Task</a></p>

<sup>24</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>25</sup> <https://todaysmeet.com/>