

**Lesson 3:** Inferences in “What Could You Live Without?”  
**Grade Level/Content Area:** 8th Grade English Language Arts  
**Date:** 10/2/2014 & 10/3/2014

**Common Core Standards:**

- R.S.I.1.: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- R.S.I.6.: Determine an author’s point of view...in a text.

**Student Learning Objectives:**

1. Students will cite the textual evidence that most strongly supports their explanation of Nicholas Kristof’s point of view in “What Could You Live Without?”
2. Students will infer Nicholas Kristof’s point of view from reading “What Could You Live Without?”

**Language/Vocabulary Information:**

In order to succeed in this lesson, students will need to use the language function inference. They will also need to understand the follow academic language: textual evidence and point of view as in an author’s feelings about the main idea of an article. The article also includes some challenging vocabulary that students will need to know in order to understand the article’s main idea and the author’s point of view; these words include inequity, idealistic, altruism, and sanctimonious. To help break down the process of analyzing point of view and aid correct academic discourse, students will be provided with sentence frames.

I will also be reviewing the parts of the writing process with students and focusing particularly on the concept of prewriting.

**Instructional Plan**

**Materials & Resources:**

Day 1	Day 2
<ul style="list-style-type: none"> <li>• electronic whiteboard</li> <li>• powerpoint presentation</li> <li>• “What Could You Live Without?” by Nicholas Kristof</li> <li>• point of view notes &amp; sentence frames</li> <li>• point of view guided questions (Tiered for 3 ability levels)</li> <li>• observation data collection sheet</li> </ul>	<ul style="list-style-type: none"> <li>• writing process handout</li> <li>• powerpoint presentation</li> <li>• Extra copies of “What Could You Live Without?” and guided questions (at all 3 levels)</li> <li>• <i>Stargirl</i> chapters 21-27 guided reading questions</li> <li>• observation data collection sheet</li> </ul>

**Learning Activities:**

**Day 1**

Orientation/Engagement/Motivation (5 minutes):

Students will take out their homework, a walk in Stargirl’s shoes. They will place the assignment on their desks and discuss it with their seat partner, the person that sits next to

them. If a student does not have a seat partner, they may join another group. If a student does not, have their homework they will be instructed to move to the back of the classroom where they begin working on it. Students will focus on questions projected on the board such as:

- What activity did you complete?
- How did it make you feel?
- How did others react?

I will ask students to pass their assignments forward and then move on to asking some groups to share out their answers to the above questions. I will prompt their thinking further with the following questions:

- Based on what you know about Stargirl (textual evidence from the book) and what you know about giving back now that you've completed this activity (personal experience/knowledge), discuss why would Stargirl or anyone for that matter commit a random act of kindness such as the ones you did from your homework assignment?
- How far do you think someone would or should go to be nice to someone?
- How much kindness is too much?

I will then explain to students that we will be reading a nonfiction article today called "What Do You Have to Give?" by Nicholas Kristof ([http://www.nytimes.com/2010/01/24/opinion/24kristof.html?\\_r=0](http://www.nytimes.com/2010/01/24/opinion/24kristof.html?_r=0)), which is about one family and what they choose to give. It also explores the idea of what each of us might be able to give.

Presentation/Explicit Instruction (15 minutes):

Before we begin reading, I will tell students that we are going to preview some of the vocabulary that is in the text and essential to its understanding. I will then ask students to explain what they do when they come to a word in a text that they do not understand?

I will explain that one thing I do is try to figure out the meaning of the word based on the context or the way it is used. In order to help students understand this concept, I will model how it is done with the following word from the text: inequity.

- I could not take the **inequity** of the situation, how could she have everything when I had nothing.
  - Means inequality or lack of fairness or justice.

I will display each of the following words in context on the board and ask students to discuss with their seat partner what they think the meaning of the word is based on the context.

- It was **idealistic** to think we could so easily overcome those obstacles.
  - Means unrealistically aiming for perfection.
- Some, for example, may work with the elderly or sick out of **altruism**.
  - Means a selfless concern for others.
- The family is also troubled that some people are reacting negatively to their kindness, seeing them as **sanctimonious** showoffs.
  - Means making a show of being morally or ethically above others.

Once students determine a joint definition with their partners, I will ask for pairs to share their definitions. I will then show students the actual definition of the word.

I will hand out the article along with the point of view graphic organizer (differentiated levels) and sentence frame sheet. I will then tell students I want them to focus their reading on the point of view of this text. I will clearly state that I do not mean whether the text is in first or third person. What I mean by determining the author's point of view is inferring what side the author would take in a debate on the topic, what is the author's opinion, and/or how does the author feel about this topic.

I will display this definition on the board along with some helpful hints or steps for doing this:

- Look at the language the author uses when talking about the topic; is it positive or negative?
- If possible, try to break the article down to a list of pros and cons and see what the author offers more of.
- Use sentence frames like:
  - When the author says \_\_\_ it makes me think he/she may believe...
  - The author seems to be making the point that ... The sentence or words giving evidence of that point is \_\_\_
  - The author doesn't say anything about \_\_\_, so I wonder if he/she thinks...
  - If the author was debating this topic, his or her side might be \_\_\_. I think this because...
  - When the author uses words like \_\_\_, \_\_\_, and \_\_\_, this tells me he/she might feel \_\_\_ about the subject.
  - If the central idea of the text is \_\_\_\_, then the author's point of view might be \_\_\_ because...

At this point, I will also hand students out a point of view notes and sentence frame sheet.

Exploration/Expression/Guided Practice/Independent Practice/ Feedback/Application (20 minutes):

I will explain to students that they have a nonfiction guided questions sheet in front of them that they will use as they read to help them as they try to discover the author's point of view or how he feels about the main idea of the article.

Students will be broken into same or similar ability groups of 2 or 3 and asked to work on their level of guided questions together as they read. There will be three levels of guided questions that offer students varied levels of support.

## Day 2

Re-Orientation/Engagement/Motivation (5 minutes):

Students will complete the following Do Now that will be projected on the electronic whiteboard:

- Copy down your homework in your planner: Read Chapters 21-27 in *Stargirl* due Tuesday and complete the guided reading questions.
- Take out your Making Connections homework and place it on your desk.
- Also take out your copy of "What Do You Have to Give?" and your guided reading questions for that nonfiction article.

I will walk around and check the Making Connections homework as well as hand out the next homework assignment to students as they work on this.

“What Could You Live Without?” Continued (15 - 20 minutes)

Students will finish working in their small groups to read the article and finish the guided questions. I will walk around and assist groups as well as prompt their thinking further where necessary.

Whole-Class Discussion (5 minutes):

We will come back together as a class and discuss the article and the point of view. I will use the following questions to guide the discussion:

- What is Kristof’s point of view? What evidence is there from the text to back that up?
- Who positive language does he use? What negative language?
- Does he think the Salwen family is crazy?
- What does he think of the concept of the power of half?
- What do you think? Do you agree or disagree? Why?
- Would Stargirl agree with Kristof’s views of the Salwen family? Why or why not? What evidence from *Stargirl* can you use to back up your point.

Mini-Lesson on the Writing Process (5-10 minutes)

I will lead a mini-lesson on the writing process. We will discuss how the writing process is not always linear and a writer might move forwards and backwards through the process in order to create the best possible product. I will hand students the writing process notes sheet and go over the 5 steps of the writing process: prewriting, drafting, revising, proofreading, and publishing. While we will go over the entire process of writing, I will focus on prewriting by presenting students with the prompt they will be working on during the next lesson and going over the following prewriting techniques: clustering, listing, and freewriting.

Closure (5 minutes)

Students will choose one of the prewriting options from the mini-lesson and pre-write in preparation for their writing on Monday and also to close out some of their thoughts from our reading and discussion.

**Modifications/Accommodations:**

- Copies of notes for students with those accommodations specified in their IEPs/504s.
- Sentence Frames for students who have trouble verbalizing their thoughts.
- Differentiated nonfiction guided questions at 3 support levels.

**Assessment:**

Assessment Name	Type of assessment	SLOs Evaluated
Observation/Questions	Formative/Informal	1, 2
Point of View Guided Questions	Formative/Informal	1,2

## Lesson 3 Instructional Materials:

### Powerpoint Slides:

#### Do Now

- Take out your homework.
- Discuss the following questions and the homework with the person sitting next to you:
  - What activity/task did you complete?
  - How did it make you feel?
  - How did others react?
- Copy down tonight's homework.

#### Vocabulary

I could not take the **inequity** of the situation, how could she have everything when I had nothing.

Definition: inequality or lack of justice or fairness

It was **idealistic** to think we could so easily overcome those obstacles.

Definition: unrealistically aiming for perfection

#### Vocabulary

Some, for example, may work with the elderly or the sick out of **altruism**.

Definition: a selfless concern for others

The family is troubled that some people are reacting negatively to their kindness, seeing them as **sanctimonious** showoffs.

Definition: making a show of being morally above others

#### Author's Point of View OR Viewpoint

- how the author feels about the main idea or topic of a text
- the author's opinion on the topic

**NOT** to be confused with the point of view of a story (1st person, 3rd person, etc).

#### Some Tips:

- Look at the language the author uses when talking about the topic; is it positive or negative?
- If possible, try to break the article down to a list of pros and cons and see what the author offers more of.
- Use sentence frames like:
  - When the author says \_\_\_\_ it makes me think he/she may believe...
  - The author seems to be making the point that ... The sentence or words giving evidence of that point is \_\_\_\_

#### Do Now

- Place your homework (Making Connections) on your desk.
- Copy down your homework in your planner: Read Chapters 21-27 in *Stargirl* and complete the guided reading questions - Due: Tuesday.
- Take out the nonfiction article from yesterday and the accompanying guided questions.

#### The Writing Process



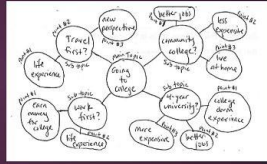
- divided into 5 stages
- NOT linear
- writers move back and forth through the stages

#### Stages of the Writing Process

- Prewrite - plan your writing
- Draft - write your 1st draft
- Revise - change your writing to make it better
- Edit - check your writing
- Publish - share your writing

## Pre-writing

- **Freewriting**
  - write out everything you know about the topic, even things that might seem unimportant without stopping
- **List**
  - Generate as many different ideas, details, and pieces of evidence related to the topic as possible
- **Cluster**
  - Draw a circle in the center of your paper with the main topic then draw lines and more circles to map out related ideas in a web format



## Writing Task

- Explain Nicholas Kristof's point of view in "What Can You Live Without?" and whether or not Stargirl would agree with his point of view.
- You MUST use at least 1 piece of textual evidence from each the novel and the nonfiction article to support your writing.
- 2 Paragraphs in Length

Lesson 3 Assessments:

Lesson 3	Student	SLO 1	SLO 2	Notes										
				1	2	3	4	5	6	7	8			

Date \_\_\_\_\_

Period \_\_\_\_\_

Tiered Point of View Nonfiction Guided Questions from Low to High:

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

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

ELA 8

Period: \_\_\_\_\_

**Author's Point of View in a Nonfiction Text**

**Author's Point of View** – the way the author feels about the main idea/topic of the article

**MAIN IDEA:** Everyone has something to give or a “half” that they can sacrifice in order to help others.

**Textual Evidence:** “Everyone has too much of something, whether it’s time, talent or treasure. Everyone does have their own half, you just have to find it.”

In the first 5 paragraphs of the article, Kristof draws the reader in with an example of a family who was altruistic and gave up something to help others. **Explain below what the family gave up and why?**

**Read the next paragraph (6), how does Kristof feel about the family’s project? What adjectives does he use to describe it? List and label them as positive (+), negative (-), or neutral (=) below.**

*Example: inspiring (+)*

Authors tend to drop hints or clues to let us know how they are feeling about the main topic of the article. **What evidence from the text can you find that supports whether Kristof feels altruism and giving up your “half” are positive or negative actions?** Remember you may not always find both positive or negative hints or clues.

Paragraph	Positive	Negative
7	<i>Example: “the Salvens offer an example of a family that came together to make a difference”</i>	
8		



11		
14		

When reporters, like Kristof, write articles they tend to include quotes from people they interviewed to add support and interest to the story. Often times, reporters will choose quotes that stress their point of view. **Pay attention as you read the quotes in paragraph's 15-18. What are these quotes saying about altruism?**

**Based on those quotes, what can we infer Kristof's point of view is? How does he feel about altruism and giving back?**

**What is Kristof's point of view in this article? Support your opinion with one piece of evidence.**

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

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

ELA 8

Period: \_\_\_\_\_

**Author's Point of View in a Nonfiction Text**

**Author's Point of View** – the way the author feels about the main idea/topic of the article

**MAIN IDEA:** Everyone has something to give or a “half” that they can sacrifice in order to help others.

**Textual Evidence:** “Everyone has too much of something, whether it’s time, talent or treasure.”

Read the next paragraph (6), how does Kristof feel about the family’s project? What adjectives does he use to describe it? List and label them as positive (+), negative (-), or neutral (=) below.

Authors tend to drop hints or clues to let us know how they are feeling about the main topic of the article. **What evidence from the text can you find that supports whether Kristof feels altruism and giving up your “half” are positive or negative actions?** Remember you may not always find both positive or negative hints or clues.

Paragraph	Positive	Negative
	<i>Example: “the Salvens offer an example of a family that came together to make a difference”</i>	

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When reporters, like Kristof, write articles they tend to include quotes from people they interviewed to add support and interest to the story. Often times, reporters will choose quotes that stress their point of view. **After you finishing reading the selection, look over the quotes again. What can we infer Kristof's point of view is based on the quotes he choose to include? How does he feel about altruism and giving back?**

**What is Kristof's point of view in this article? Support your opinion with two pieces of evidence.**

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

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

ELA 8

Period: \_\_\_\_\_

### Author's Point of View in a Nonfiction Text

**Author's Point of View** – the way the author feels about the main idea/topic of the article

**MAIN IDEA:** Everyone has something to give or a “half” that they can sacrifice in order to help others.

**Textual Evidence:** “Everyone has too much of something, whether it’s time, talent or treasure. Everyone does have their own half, you just have to find it.”

**What did the Salwen family give up and why?**

**How does Kristof feel about the family project? What adjectives does he use to describe it? List and label them as positive (+), negative (-), or neutral (=) below.**

Authors tend to drop hints or clues to let us know how they are feeling about the main topic of the article. **What evidence from the text can you find that supports whether Kristof feels altruism and giving up your “half” are positive or negative actions?** Remember you may not always find both positive or negative hints or clues.

Paragraph	Positive	Negative

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When reporters, like Kristof, write articles they tend to include quotes from people they interviewed to add support and interest to the story. Often times, reporters will choose quotes that stress their point of view. **What can we infer Kristof's point of view is based on the quotes he choose to include?**

**What is Kristof's point of view in this article? Support your opinion with three pieces of evidence.**