Unit 2/Week 2

Title: The Bear Boy

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.7.1, RL.7.2, RL.7.4; W.7.2, W.7.4, W.7.9; SL.7.1; L.7.1, L.7.2, L.7.4, L.7.5

Teacher Instructions

**Preparing for Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

A parent’s role is to teach love, and care for their child with all of their heart. It is a responsibility; not a choice!

Synopsis

In *The Bear Boy*, a man neglects his son and does not teach him the ways of Pueblo life and how to transition into manhood. One day, the boy follows some bear tracks. He meets and becomes friends with bear cubs and is adopted by their mother. The bears teach the boy how to be confident and live in a community. When the boy’s father tries to rescue the boy, he learns several lessons. Both learn to appreciate the bears and the importance of caring for one’s own family.

1. Read the entire selection, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the text while noting the stopping points for the Text Dependent Questions and teaching Tier II/academic vocabulary.

**During Teaching**

1. Students read the entire selection independently.
2. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other. Depending on the text length and student need, the teacher may choose to read the full text or a passage aloud. For a particularly complex text, the teacher may choose to reverse the order of steps 1 and 2.
3. Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| In the first paragraph on page 220, the author states that Kuo-Haya’s dad, “did not treat him well.” Why didn’t his father treat him well? Cite evidence from the text. | The text says, “In his heart he still mourned the death of his wife, Kuo-Haya’s mother and didn’t enjoy doing things with his son.” He was still sad and missed his wife. It infers he was too sad to care for his son. |
| On the second paragraph on page 220, what does the word *timid* mean? What context clues does the author provide to help the reader determine the meaning of this word? | Timid means the boy is shy.  “walked about stooped over all the time.”  “When the other boys raced or wrestled, Kuo-Haya slipped away.”  “He spent much of his time alone.” |
| On page 220, it states that Kua-Halya’s father did not help him “get ready for his initiation into manhood.” Why does the author purposefully include this detail? | The author included this detail to signify that one of the most important roles and responsibilities of a father in any society is to raise his boy to become a man. Because Kuo-Hays’s father neglects this responsibility, it leads Kuo-Haya to search for this guidance somewhere else. The author specifically included this detail to further support the rest of the story. |
| Cite evidence from the text that tells why the people of the village stayed away from the cliffs. | On page 220 it states that the people stayed away from the cliffs because, “The bear was a very powerful animal…if someone saw a bear’s tracks and followed them he might never come back.” |
| Why did Kuo-Haya walk toward the danger of the cliffs where the bears lived? (Page 221) | Kuo-Haya was never told it was dangerous and that the bears were powerful animals. He was just walking and he didn’t know to stay away from the cliffs. |
| Reread paragraphs 2-3 on page 221. Describe Kuo-Haya’s first interaction with the bears. How does the author create a sense of mystery? | Initially the cubs were frightened and “ran away” when they saw Kuo-Haya. After he reassured them that he would not harm them, the cubs began to play with Kuo-Haya. When the mother bear saw her cubs playing with Kuo-Haya, the author described the mother bear’s presence as “A shadow came over them” and left that scene there. This creates a sense of mystery in the story. |
| What evidence does the author provide on page 221 to show the bears accepted and wouldn’t hurt Kuo-Haya? | The bear cubs walked back to the boy and they played together and, “the mother bear watched them approvingly, nudging Kuo-Haya now and then to encourage him.” |
| A simile is a comparison between two things using the words “like” or “as”. What is the significance of the simile in the last sentence on page 221? | The simile in the sentence is, “Every one of the medicine man’s words went into the father’s heart like an arrow.” This sentence shows the power of the medicine man’s words, which “like an arrow” pierced into Kuo-Haya’s father’s heart. It is important because now the father finally realized that he had neglected his son instead of guiding him to manhood. On page 222 the author states, *“He began to realize that he had been blind to his son’s needs.”* |
| On Page 221 the author states that Kuo-Haya’s father shouted to his son, “Come to me.” But the boy just looked at his father and walked away into the bears’ cave. What can you infer about Kuo-Haya’s state of mind regarding his father at this point in the story? | The boy wanted to be with the bears more than his father. The bears were helping him more than his father had up to this point and he trusted the bears more than his father. |
| On page 222, the author states that Kuo-Haya’s father was angry and wanted to harm the bear for keeping him away from his son. What changed his attitude? | The medicine man told him not to harm the bears because they were teaching his boy how people should care for each other. He must show love, not violence to get his son back. |
| On page 222, the author invites the reader to predict what the father will do when he sees the bees. What can you infer about the father’s knowledge of bees from the passage, “As he sat there, a bee flew up to him, right by his face. Then it flew away. The father stood up. Now He knew what to do!”? | The reader infers that the father knows that bees make honey and that bears like honey because right after that the father gets the honey and takes it to the bears. He found a non-violent way to approach the bears. |
| What did Kuo-Haya learn from the bears? (Pages 222-223) | The boy is surer of himself. The Bears taught him to wrestle. Also, the boy had learned the importance on caring for one another because the bears loved and cared for him. These are things he should have learned from his father. |
| What did the father learn from the bears? (Pages 223-224) | The bears taught the father that he should treat Kuo-Haya, “as a father should treat a son.” He learned to give his boy “the love a son deserves” and “taught him all the things a son should be taught.” |

Tier II/Academic Vocabulary

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|  | **These words require less time to learn**  (They are concrete or describe an object/event/  process/characteristic that is familiar to students) | **These words require more time to learn**  (They are abstract, have multiple meanings, are a part  of a word family, or are likely to appear again in future texts) |
| **Meaning can be learned from context** | Page 220 – mourned  Page 220 – wrestle  Page 220 – timid  Page 220 – manhood  Page 221 – shadow  Page 221 – track  Page 221 – encourage  Page 222 – guidance | Page 220 – result  Page 220—initiation  Page 221 – responsibility  Page 221 – neglected  Page 222 – realize |
| **Meaning needs to be provided** | Page 222 – relatives  Page 222 – violence  Page 222 – preparations | Page 223 – deserves |

Culminating Writing Task

* Prompt

*In The Bear Boy, the boy’s father could not meet his only son’s needs because he was still in mourning over the death of his wife. Write a paragraph explaining how this behavior affected his son and what led the father to change his attitude, and gain the understanding, that his role as a parent was to love and meet the needs of his son. Support your writing with evidence from the text, including direct quotes and page numbers.*

* Teacher Instructions

1. Students identify their writing task from the prompt provided.
2. Students complete an evidence chart as a pre-writing activity. Teachers should guide students in gathering and using any relevant notes they compiled while reading and answering the text-dependent questions earlier. Some students will need a good deal of help gathering this evidence, especially when this process is new and/or the text is challenging!

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| ***Evidence***  ***Quote or paraphrase*** | ***Page number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| The author states that Kuo-Haya’s dad, “did not treat him well.” Because, “In his heart he still mourned the death of his wife, Kuo-Haya’s mother and didn’t enjoy doing things with his son.” | 220 | At the beginning of the story Kuo-Haya’s father didn’t do anything to take care of his son’s needs. He was in mourning over the death of his wife. |
| The boy’s father, “did not teach his boy how to run. He did not show him how to wrestle. He was always too busy.” “As a result, Kuo-Haya was a timid boy and walked about stooped over all of the time.” Kuo-Haya spends most of his time alone | 220 | Since his father did not teach Kuo-Haya the things boys needed to know, like running and wrestling, he didn’t want to be with the other boys who were learning these things. He became timid and stayed away from the other boys. He spent his time alone. |
| “Time passed, and the boy reached the age when his father should have been helping him get ready for his initiation into manhood. Kuo-Haya’s father should have been helping him get ready for his initiation into manhood. Still Kuo-Haya’s father paid no attention at all to his son.” | 220 | As Kuo-Haya grew older, and needed his father to help him get ready for his initiation into manhood, his father still paid no attention to the boy. |
| “Every one of the medicine man’s words went into the father’s heart like an arrow.” | 221 | The father finally realized that he had neglected his son instead of guiding him to manhood. Now the bears were caring for his son and teaching him what he needed to learn. |
| When the father got angry and wanted to harm the bears for keeping him away from his son, the medicine man told him, “you must get your son back with love, not violence” | 222 | After praying for guidance, the father takes honey, not weapons to help get his son back from the bears. |
| The father, “hid behind a tree and saw how the mother bear treated Kuo-Haya and the cubs with love. He saw that Kuo-Haya was able to hold his own as he wrestled with the bears.” | 223 | The bears taught the father that he should treat Kuo-Haya, “as a father should treat a son.” He showed his boy love and taught him the things he needed to learn. |

1. Once students have completed the evidence chart, they should look back at the writing prompt in order to remind themselves what kind of response they are writing (i.e. expository, analytical, argumentative) and think about the evidence they found. (Depending on the grade level, teachers may want to review students’ evidence charts in some way to ensure accuracy.) From here, students should develop a specific thesis statement. This could be done independently, with a partner, small group, or the entire class. Consider directing students to the following sites to learn more about thesis statements: http://owl.english.purdue.edu/owl/resource/545/01/ OR http://www.indiana.edu/~wts/pamphlets/ thesis\_statement.shtml.
2. Students compose a rough draft. With regard to grade level and student ability, teachers should decide how much scaffolding they will provide during this process (i.e. modeling, showing example pieces, sharing work as students go).
3. Students complete final draft.

* Sample Answer

*In this story The Bear Boy, Kuo-Haya’s father had a change of heart in the way he initially treated his son. In the beginning of the story he didn’t do anything to take care of his son’s needs because he was in mourning over the death of his wife. Even as Kuo-Haya grew older and needed his father’s help to get ready for his initiation into manhood, his father, “paid no attention at all to his son.” As a result of the neglect from his father, Kuo-Haya “was a timid boy and walked about stooped over all of the time.” He stayed to himself and did not join the other boys when they were running or wrestling because his father never taught him how to do those things (220). One day Kuo-Haya wandered off into the cave and encountered some bears. The entire village knew not to follow bear’s tracks because they “might never come back. But Kuo-Haya had never been told about this.”* The bears provided the love and guidance for Kuo-Haya that he never received from his father. The mother bear watched her baby cub play with Kuo-Haya “…approvingly, nudging Kuo-Haya now and then to encourage him.”

*The medicine man told the father, “You have not done well. You are the one who must guide your boy to manhood, but you have neglected him…If you love your son, only you can get him back.” (221). These words “went into the father’s heart like an arrow” and that was when “He began to realize that he had been blind to his son’s needs because of his own sorrow (221-222 ). When the father got angry and wanted to harm the bears for keeping him away from his son, the medicine man told him, “you must get your son back with love, not violence” and After praying for guidance, the father took honey, not weapons to help get his son back from the bears (222). While the bears were eating the honey, the father went to his son and told him that he had finally learned from the bears how to treat a son. When the boy went back with him, his father showed his boy love and taught him the things he needed to learn.*

Additional Tasks

* *List 3 details that tell the reader how Kuo-Haya’s life with the bears was different from his life in the village?*
  + Answer: Kuo-Haya’s father did not like to do things with his son. He neglected him and did not teach his son the lessons he needed to learn. In contrast, the mother bear treated him with love, taught him how to wrestle, and gave him confidence in himself.
* *Do you think Kuo-Haya did the right thing by returning to live with his father: Why or Why not?*
  + Answer: Answers will vary. I think Kuo-Haya did the right thing by returning to live with his father because his father went to get him back from the bears. Also, his father learned a lesson from the bears and told his son he would treat him as a father should treat a son.
* *The California Grizzly Bear is the official state animal of California. Write a brief informative article about them. Include at least 3 facts.*
  + Answer: Answers will vary. The California grizzly bear was made the official state animal of California in 1953. This was more than 30 years after the last one was killed. Before the grizzly bear was exterminated in California, this magnificent animal roamed freely in the great valleys and low mountains of the state. As people and civilization moved into their territory, the grizzlies killed livestock and interfered with settlements. For this reason they were tracked down and killed.

Supports for English Language Learners (ELLs) to use with Anthology Alignment Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Anthology Alignment Lessons to ensure ELLs can engage fully with the lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before reading:**

* Read passages, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide explicit instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, and are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Complete a [Know, Want to Learn, Learned (KWL) graphic organizer](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about the text.
* Have students research the setting or topic and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for that objective.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher order thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Provide explicit instruction, using multiple modalities, on selected vocabulary words (e.g., 5–8 for a given text) that are central to understanding the text. During reading, you should continue to draw attention to and discuss the words that you taught before the reading.

**Examples of Activities:**

* Have students include the example from the text in a student-created glossary.
* Create pictures that represent how the word was used in the passage.
* Create sentences using the word in the way it was used in the passage.
* Have students discuss the author’s word choice.
* Examine important sentences in the text that contribute to the overall meaning of the text.
* Examine sentence structure of a particular sentence. Break down the sentence to determine its meaning. Then determine how this sentence contributes to the overall meaning of the passage. Determine if there is any figurative language in the sentence and have students use context clues to determine the meaning of the figurative language.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* While reading the text, have students fill in a story map to help summarize what has happened.
* Have students fill in an evidence chart while they read to use with the culminating writing activity. Make sure to model with the students how to fill in the evidence chart by filling in the first couple of rows together as a class. Go over the prompt that the evidence should support, making sure to break down what the prompt means before having the students get to work. If some of your students frequently struggle to understand directions, have the students explain the directions back to you.
* Provide somewhere for students to store new words that they encounter. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students start a KWL before reading, have them fill in the “L” section as they read the passage.

**After reading:**

* Reinforce new vocabulary using multiple modalities.

**Examples of activities:**

* Using the words that you had students work with before the reading, require students to include the words in the culminating writing task.
* Create Frayer models with the words. Then cut up the Frayer models and have the students put the Frayer models back together by matching the pieces for each word.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* When completing the writing assignments after reading, consider using these scaffolds to support students depending on their English proficiency.

**Examples of Activities:**

* For all students, go over the prompt in detail making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.