Unit 1/Week 2

Title: The Ballad of Mulan

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.7; RF.3.3, RF.3.4; W.3.1, W.3.4; SL.3.1, SL.3.2, SL.3.6; L.3.1, L.3.2, L.3.3, L.3.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before 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

Mulan showed true love and service by sacrificing herself and asking for nothing in return.

Synopsis

When war breaks out in Mulan’s land and her father is drafted into the army, Mulan makes a great sacrifice when she disguises herself as a male to take her father’s place in the army. Despite her initial fears, Mulan proves herself to be a brave and courageous soldier, winning her the title of general. When the Emperor offers her any reward her heart desires, she wishes only to return to her family.

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

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and 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** | **Answers** |
| Reread the sentence, “One day she sat at her loom weaving cloth.” What is a loom? (page 58) Describe the loom from the illustration on page 58-59. | A loom is a machine that weaves (makes) cloth. It is large, wooden, with thread and strings hanging on it. |
| How does Mulan’s mother know that something is troubling Mulan? (pg 59) | The sound of the weaving cannot be heard. Instead, only Mulan’s sorrowful sighs can be heard. |
| Reread pages 60-61. *Invaders* are enemies that enter people’s land without permission and attack the people who live there. A draft poster lists the names of people who must go fight when there is war. What is the emperor telling certain people they must do to protect the land? | The Emperor is calling for troops in defense to fight against the invaders. |
| Reread pages 62-63. Why does Mulan decide she has to fight in her father’s place? | Her father is old and frail  Her father has no grown son who can fight in his place  Mulan has no elder brother who can fight in his place |
| What does the author tell us that Mulan does in order to prepare for war? (pg. 64 – 65) | She buys a horse, saddle, bridle and whip and then at dawn she dressed in armor, bid everyone a farewell, and rode off with the soldiers. |
| How do Mulan and her family feel as she prepares for war? Find evidence from the words and the illustrations. (pg. 64-65) | Sad, there is a farewell, people are crying |
| Reread pg. 66 -67. What clues do the author’s words give us about how she might be feeling? | She thinks she hears her mother. This shows that she is feeling sad and misses her family.  The author means to show that Mulan is feeling sad and homesick. Her interpretation of the river as “crying” demonstrates her mood. |
| Reread page 69. What words and phrases tell you that Mulan is still homesick? | “In the darkness she longed to hear her father’s voice.” |
| On page 70, the author says, “She crossed peaks and passes like a bird in flight.” Why does the author compare Mulan to a “*bird in flight*?” | Like a bird, Mulan is fast and graceful. She is also traveling over peaks which are higher up. |
| Describe the nights at camp for Mulan. How does she get through (endure) it? (pg. 71) | Nights at camp were harsh and cold  Knowing her father was safe warmed her heart – this shows that instead of feeling homesick, Mulan is motivated to endure knowing that her family is safe. |
| What did Mulan earn at the end of the ten-year war? (pg. 73) | Respect and moved up in the ranks  The post of general  She was triumphant and victorious |
| The author states on page 74 that the Emperor “summoned” Mulan to the palace. When a person is summoned, they are asked to go someplace. Why did the Emperor summon Mulan to the palace? | He wanted to reward her for her skill and courage. |
| How did the emperor reward Mulan for her skill and courage? (page 74, 75, 76) | He praised her  Bestowed many titles upon her  Showered her with gifts of gold  Offered her her heart’s desire |
| What does Mulan ask for? (page 77) | To return home to her family |
| Knowing that Mulan’s heart’s desire was to return home to her family, what does the phrase “heart’s desire” mean? | Heart’s desire means the thing that you want the most out of everything because it is the thing that will make you most happy. |
| How does Mulan’s family feel about her coming home? Use evidence from the text. (pg. 78-79) | Parents proud, sister and brother happy excited, getting beautiful and sharpening blade |
| When Mulan returns home, what does the author say about what she does first? | She goes into her bedroom, changes into her favorite dress, brushes her hair, and pastes on a flower on her face. She changes from looking like a man to looking like a woman. |
| Who are Mulan’s comrades? Why were they so surprised? (pg. 82) | Her comrades are friends she fought with in war. They were surprised to see that she was really a woman. |
| What was Mulan really talking about when she spoke about rabbits in times of danger? (pg. 84) | She was really talking about the difference between herself (woman) and her comrades (men), but that in battle, women and men can appear the same because they are both fighting together. |
| What does it mean that “Mulan’s glory spread through the land?” | People all over hear about her bravery and are surprised that she is a woman. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Triumphant (pg 73)  Victorious (pg 73)  Summoned (pg 74)  Bestow (pg 75)  Words not found in the text but critical to understanding the big idea:  Sacrifice  Homesick | Loom (pg 58)  Draft (pg 61)  Scrolls (pg 61)  Elder (pg 62)  Bridle (pg 64)  Bank (pg 66)  Dusk (68)  Ravaged (pg 72)  Swift (pg 77)  Comrades (pg 82) |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Sorrowful signs (pg 59)  Frail (pg 62)  Farewell (65)  Harsh (71)  Endured (pg 71)  Triumphant (pg 73)  Victorious (pg 73) | Invaders (pg 61)  Troops (pg 61)  Armor (pg 65)  Escort (pg 77)  Astonished (pg 82) |

Culminating Task

* The author concludes the story by stating that, “to this day, we sing of this brave woman who loved her family and served her country, asking for nothing in return.” Describe all of the ways that Mulan showed love for her family and served her country.

Answer:

* + Mulan doesn’t hesitate to take her father’s place in army. (page 62 and 63)
  + She thought of her family often during her journey in the army. (page 66, 69)
  + Despite the hardships of war, Mulan was content knowing that her father was safe. (page 71)
  + Instead of accepting material gifts, Mulan asks only to return home to her family. (pg 77)
  + Even though she had received great titles and honor in the war, Mulan happily returns to her life as a woman. (pg 80, 81,

Additional Tasks

* Throughout the story, the author uses figurative language to provide us information regarding Mulan’s feelings and moods. Identify the figurative language used and describe the literal and figurative meaning of the words and phrases.

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| Statement | Literal | Figurative |
| “…But it was only the sound of the river crying.” (personification) Page 67 | The river was crying. | To Mulan, the river sounded like it was crying. This reflects Mulan’s feelings of being homesick. |
| “Mulan rode then thousand miles to fight in a hundred battles. She crossed peaks and passes like a bird in flight.” | Mulan moved like a bird in flight. | Mulan is compared to a bird in flight. This suggests that she is a graceful rider. It may also refer to the height of the peaks and mountains she crossed. |

* On page 84, Mulan tells a parable of two rabbits to her comrades. What does this parable mean and how does it explain why the soldiers did not notice that she was a female?

Normally, the gender of a rabbit can be distinguished by their behavior. However, during times of danger, they both respond the same. This explains why no one may have noticed that Mulan was a woman. Her response to the challenge of the war and to the needs of her family had little to do with her gender and more to do with her character. During the war, the focus of fellow soldiers would be the task and not whether each soldier was male or female.

(\*Also see page \*84 of the TE for other possible explanations of the author’s use of the parable.)

Supports for English Language Learners (ELLs) to use with Basal Alignment Project 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 Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a 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 the reading:**

* Read passages, sing songs, 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 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, or 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.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* 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.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* 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 the objective(s) that were shared with students.
* 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/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* 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).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**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.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.