

Fifth Grade Advanced Differentiation in Literacy

❖ Fiction Stories and Narrative Writing

➤ = Learning Targets for Advanced Learners

Readings:

Articles:

- *The Life of JM Barrie (Author of Peter Pan)*
- *A Linguist's Alternative History of 'Redskin' by Guy Gugliotta*

Book: *Peter Pan by James M. Barrie*

Unit 2 Lessons:

1. Thinking like a literary critic-predicting thematic concept
 - I can infer an author's background and worldview.
 - I can support my inferences with text-based evidence.
 - I can make a prediction about thematic concept based on the author's background and worldview.

Aim of the Lesson:

- ✓ To find evidence to support inferences
- ✓ To introduce thematic concept
- ✓ To use insights about the author to predict thematic concepts that will be important to the author
- ✓ To prepare to pre-read chapter 1 of Peter Pan

2. Dealing with Antiquated Language in Classical Literature

- I can annotate a text to note and interpret antiquated, poetic, and significant language.

Aim of the Lesson:

- ✓ To recognize and interpret antiquated language in classical literature

3. Patterns as Evidence for Themes

- I can analyze patterns to infer a literary theme connected to the theme.

Aim of the Lesson:

- ✓ To analyze texts for patterns in phrases and events to determine a literary theme
- ✓ To interpret patterns as literary motifs

4. Words as Social-Cultural Constructs: Why does the author use words like "redskins"?

- I can research the social and political context of terms in a classic novel.
- I can relate the etymology of the term 'redskin' to the social and political context of the novel.

Aim of the Lesson:

- ✓ To research the etymology and history of the term 'redskin'
- ✓ To infer the social and political context of the novel Peter Pan
- ✓ To develop an understanding of terms in classical literature that connote an author's worldview as well as the time and place in which a book was written

5. Symbolism and Thematic Concept: What is Neverland?

- I can identify a I can analyze the setting and relate its symbolism to the thematic concept.

Aim of the Lesson:

- ✓ To think critically about setting (i.e. Neverland) by considering it a symbol of the thematic concept
- ✓ To develop an understanding of symbolism and the role it plays in communicating theme

6. Symbolism of Characters

- I can analyze characters as symbols of the thematic concept.

Aim of the Lesson:

- ✓ To think critically about characters and events by considering them symbols of the thematic concept
- ✓ To develop an understanding of symbolism and the role it plays in communicating theme

7. Thematic Concept Vs. Author's Message- Are they the same?

- I can compare and contrast thematic concept and author's message.
- I can identify a generalization that explains the author's message.
- I can relate the author's message to the thematic concept.

Aim of the Lesson:

- ✓ To differentiate between thematic concept (what the reader thinks the work is about) and author's message (what the author is trying to express)
- ✓ To create a generalization that represents the 'author's message'
- ✓ To identify evidence in support of the author's message

8. Discussion: Does the Concept of Change Play a Role in the Novel Peter Pan?

- I can relate the concept of change to the thematic concept, author's message, themes, language, and symbolism in the novel Peter Pan.
- I can prepare questions for my fellow readers and think dialogically about the opening question.

Aim of the Lesson:

- ✓ To review and continue developing the concept of change
- ✓ To search for and prove the presence of universal themes in literature
- ✓ To relate the universal theme to other conceptual components of literature such as theme, symbolism, thematic concept, and author's message

9. Discussion: Final Analysis

- I can prove a big idea about change using evidence from the novel 'Peter Pan'.
- I can question my fellow readers in order to better understand their perspectives.

Aim of the Lesson:

- ✓ To develop Socratic Seminar skills by encouraging students to ask and answer questions of each other
- ✓ To practice the critical thinking skills of proving with evidence and considering multiple perspectives
- ✓ To connect a big idea about change to the motifs, symbolism, thematic concept and author's message in a novel
- ✓ To further develop understanding of the universal theme of change