

ELA: Grade 6, Lesson 6, *The Wall* Chapter 1

Lesson Focus: The focus of the instruction is on historical fiction and understanding a character based on what he says, how he acts, and what others say to/about him. Students will be drawing inferences from the text and analyzing the impact of setting in historical fiction.

Practice Focus: Students will write a summary of the events from Chapter 1, noting elements that relate to historical fiction specifically and a prediction of what might happen next in the story.

Objective: (Overall goal for lesson set: Students will experience the building of the Berlin Wall from a child's point of view in *The Wall* with a focus on setting and character development in a work of historical fiction.) Today's objective: Students will be introduced to the main character in *The Wall* and note how the character's attributes are revealed in Chapter 1. Students will use notes from their charts to write a summary of Chapter 1 and predict what will happen next.

Academic Vocabulary: groggily, admonishment, incoherent, scurried, winced, omniscience.

TN Standards: 6.RL.KID.1, 6.RL.KID.2, 6.RL.KID.3

Teacher Materials:

- ELA Grade 6, Lesson 6 Teacher Packet (PowerPoint slides)
- Chart paper or white board

Student Materials:

- Paper, pen/pencil, surface to write on

Teacher delivery notes:

- If you have chart paper or a white board, you can prepare the features of historical fiction list before filming. You will likely want to reference the list in this and other lessons in this set.
- There are several words in this text that may be unfamiliar to students. If you find that you don't have time to spend time with all of them, make sure you at least provide a "drive by" definition as you are reading. (For example: for the word *incoherent* in the phrase "**incoherent mumbled response**" could be defined by teacher modeling how Franz might have sounded and that it wasn't something his mother could really understand because he was talking under his breath).
- This text has some German words and phrases. There are some phonetic spellings provided. You may want to Google the phrases to hear the pronunciations. Try to "translate" the phrases for students. (ie, Danke-Thank you; Guten Morgen-Good morning, Die Tr-the door. The family's last name is Müller-rhymes with Ferris Bueller. 😊)
- Several pictures are included in the teacher packet to give students context about the Berlin Wall. One is a picture of a map. It's probably best to focus on the city of Berlin and not talk too much about the separation between East and West Germany since Berlin is so far over in East Germany. It could lead to more confusion than clarity. You likely won't have time to show all of the pictures of the Berlin Wall, but I wanted you to have some options.
- There is a blank chart for Characters, Setting, and Main events (Image L6-E) and one that is filled out (L6-J). If you have chart paper or a white board, you may want to create your own and add details on setting.

Teacher Do	Students Do
<u>Opening</u> (1 min) Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 6th graders out there, though everyone is welcome to tune in. This lesson is the first in this series.	

<p>My name is ____, and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see our previous lessons, you can find them on the TN Department of Education's website at www.tn.gov/education. You can still tune in to today's lesson even if you haven't seen any of our others.</p> <p>Today, we will be reading a chapter from a book about the Berlin Wall! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • Paper, pen/pencil, surface to write on <p>I'll pause while you get your supplies. [Pause]</p> <p>Ok, let's begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>
<p>Intro (5 min)</p> <p>In our lessons last week, we learned a lot about life in the Middle Ages. You wrote "A Day in the Life" adventures of people who lived during that time. I hope you shared your writing with someone!</p> <p>To introduce today's lesson, the teacher says:</p> <p>Today, our goal is to learn how an author develops a setting and character when he or she writes historical fiction. We will begin with me showing you what that looks like as we read the text together, and then there will be time for you to practice answering some questions on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.</p> <p>Let's talk a little about historical fiction before we start reading. The term itself helps us know the meaning—fiction (a made up story) based on something in history (something that is true and really happened).</p> <p>Here are a few features of historical fiction: [If teacher has white board or chart paper, he/she could list the features while teaching or have the chart already prepared. Chart could be used as reference source throughout the set of lessons.]</p> <ul style="list-style-type: none"> • The characters lived or could have lived in the time and place portrayed. (So, we are not likely to see an alien dropped into World War II or anything like that.) • The events did occur or could have occurred in the setting. (It's important that the author includes events that make sense during that historical time period.) 	<p>Students prepare to follow the gradual-release trajectory, understanding that they will be doing more listening at first and more "doing" toward the end of the lesson.</p> <p>Students will think of examples of historical fiction they may have read.</p>

- The dialogue is made up but may be based on historical letters, diaries, or reports. Dialogue means the words spoken by the characters. This is where the author can really get creative even if he/she uses a source like a diary. However, the story that we are reading today is not based on specific historical documents.

Have you read any historical fiction before? [Pause]

If you've read *Number the Stars*, *Bud, Not Buddy*, *War Horse*, or *Little House on the Prairie*, then you've read historical fiction! There are lots more historical fiction books, too. I really like historical fiction because I can learn about an event in history and still enjoy a good story!

As we read our text for today, keep these elements of historical fiction in mind. We want to watch for the importance of the historical setting in the story. Location and events from the past can be an important part of the setting, so let's pay close attention to how the period and location affect the plot of the story.

The title of the book we'll be reading from is *The Wall* [Show L6-A]. When I see this picture of the front cover, I'm trying to think of an historical event that involves a wall, and I remember that there was a wall in the city of Berlin that separated East and West Berlin in Germany. The story actually does take place in Berlin. Let me show you a map. [Show L6-B] You can see that Germany is in Europe and was divided into East and West Germany. The pop-out shows the city of Berlin and that it was also divided in East and West sections. Here is a picture of the Berlin Wall [Show one or more-L6-C1, C2, C3, or C4]. We'll read more in our story about who controlled each side, but I will tell you that East Berlin was controlled by the Communists, and they were responsible for putting up the wall. Walls can either keep people out or keep people in, or both. We'll learn more about the purpose of the wall as we read.

Let's look at the Table of Contents. [Show L6-D] What do you notice here that gives us a clue about the setting? [Pause] That's right! The chapters are arranged by date, so the reader knows exactly when the story takes place.

Since I knew that the Berlin Wall was built in the city of Berlin, I did a little Google searching and found out that on the night of August 12, 1961, East German soldiers laid down more than 30 miles of barbed wire barrier through the heart

Students should notice that the chapters are arranged by dates.

<p>of Berlin (Source- History.com) Look at how that lines up with the dates on the chapters. [Show L6-D again] What did you notice? [Pause]</p> <p>I noticed that Chapter 1 happens the day before the Wall was built, August 12, 1961, and the other Chapters are after the Wall was built. I'm ready to read and find out what happens! I think we'll need to remember that in 1961, there were no cell phones, email, or internet. Communication would have been much different then, so an actual wall would have been pretty scary!</p>	
<p>Teacher Model/Read-Aloud (15 min)</p> <p>Today, we are going to read Chapter 1 of <i>The Wall</i>. I think it will be helpful for us to set up a chart to keep up with the story elements we are looking for. On your piece of paper, create a chart that looks like this: [Show L6-E] You can go ahead and add information on your chart about the setting because we know it takes place in Berlin in August, 1961. Because the setting is in Germany, there are some names and some dialogue that are German. I'll do my best with the pronunciation!</p> <p>Are you ready? Let's read Chapter 1:</p> <p>"Schnell! Schnell! Franz, you are going to be late for school!" In his bedroom, Franz yawned as he stretched out in bed. He <i>groggily</i> reached over to his nightstand, blindly searching for an object he knew was somewhere on the wooden surface. His hand brushed the cool metal and smooth leather, so he closed his fingers around the object and brought it in front of his unfocused eyes as he slowly sat up. Franz blinked several time to get rid of the blurriness and read the face of his watch: 6:57 A.M. [Show L6-F]</p> <ul style="list-style-type: none"> The first sentence is "Schnell, schnell! Franz, you are going to be late for school!" Based on the rest of the sentence, what do you think the German word <i>schnell</i> means? [Pause] I agree! <i>Schnell</i> must mean <i>hurry</i> or <i>quickly</i>. I also noticed the word <i>groggily</i>. What can I use from the context or a part of the word to help me know the meaning? [Pause] I looked at the word first and found the suffix -ly. That tells me the word is an adverb which will tell <i>how</i> something was done. I'm also picturing from the text, Franz just waking up and groping around for his watch. So, I can infer that <i>groggily</i> means dazed or not quite clear. 	<p>Students set up a chart for capturing characters, setting, and main events in Chapter 1.</p> <p>Students follow along, comprehending the text. They use teacher think-alouds and tips (e.g., definitions of words) to support their comprehension, and they think or write as directed in response to prompts and questions.</p> <p>Students are listening for and recording characters, setting, and main events, particularly for how setting is important in historical fiction.</p> <p>Students use context to determine the meaning of <i>schnell</i>.</p> <p>Students use context and the suffix of the word to determine the meaning of <i>groggily</i>.</p> <p>Students add Franz to chart under Characters.</p>

- Hey, we already have met a character, even though he's half asleep! Let's add Franz to our chart under Characters. [Pause]

Let's keep reading:

Franz groaned and thought, *I could've had another three minutes of sleep.*

He threw his quilt aside, gave a longing glance at his comfortable pillow, and rose from bed, strapping the watch to his wrist as he did so. His now-adjusted eyes scanned the closet for his jacket. When he finally caught sight of it hanging at the very end of the line of clothes, he rolled his eyes and sighed. He pulled it on slowly; it was as if the jacket were weighed down with rocks. Now Franz wondered which bothered him more—waking up early or the itchy clothes he had to wear to school.

The door to Franz's room swung open, revealing his mother standing in the hallway with her arms crossed, wearing a look of admonishment.

"You're going to be late," she said, tapping her foot impatiently.

- It sounds like Franz is getting a slow start to his day! Did you hear the word *admonishment*? Does the context—mother's arms crossed, tapping her foot impatiently, and saying "You're going to be late," help us know what a look of admonishment would be? [Pause] Yes, I think her look of admonishment told him he was about to be in trouble! I checked a reference and found that *admonishment* is a warning or reprimand. Not a great way to start out a morning, is it?

Let's keep reading:

Franz dismissed his mother's concerns with an incoherent mumbled response.

- Hmm...I wonder what he said to his mother. I know *incoherent* means *not understandable*. It was probably not understandable because he was mumbling. It might have been something not very nice! [Teacher demonstrates an incoherent mumble])

Franz dismissed his mother's concern with an incoherent mumbled response and scurried past her toward the kitchen. He scooped up his school books and the case that held his pens and pencils. In the center of the kitchen table was a wicker basket filled with various types of bread rolls. Franz

Students use context to determine the meaning of *admonishment*.

<p>reached over and grabbed a plain roll, took a large bite, and muttered “good-bye” to his mother with his mouth still full.</p> <ul style="list-style-type: none"> • Did you hear the word <i>scurried</i>? What do you think it means? [Pause] Let me read that sentence again. “Franz dismissed his mother’s concerns with an incoherent mumbled response and <i>scurried</i> past her toward the kitchen.” I’ve heard the phrase “<i>scurried</i> like a mouse,” so it makes me think that Franz was trying to get out the door quickly and unnoticed by his mother. So, <i>scurried</i> means moving quickly with short steps. <p>Back to the text:</p> <p>The front door to the Müllers’ apartment slammed shut as Franz hurried out into the hallway. He winced knowing how often his mother had told him to close the door <i>gently</i> whenever he left. Hoping to avoid another lecture this early in the morning, he bolted down the hallway.</p> <ul style="list-style-type: none"> • I want to stop and talk about the word <i>wincing</i>. I know it is a verb because it ends in –ed and tells what he did. I used a resource and found that winced means to draw back from something that is potentially dangerous or painful. Have you ever had a shot at the doctor’s office? You know the pain is coming, and you just can’t help it—you wince! [Teacher demonstrates wincing] The way the word is used in this sentence tells me that people can wince at things that are emotionally painful—things that hurt their feelings—not just physical pain. <p>Let’s get back to our story:</p> <p>Rounding the corner, he blurted out “Guten Morgen!” to his neighbor, a startled Mrs. Schulz, then flew down the stairs to the front entrance of the building. He was about to make his exit when he faintly heard his mother call out, “Die Tr (dee-tee-air’), Franz Müller! What did I tell you about the door?”</p> <ul style="list-style-type: none"> • There were a couple of German phrases there. Did you hear any words that made you think he is no longer scurrying? [Pause] Yes, I heard it, too. He “flew down the stairs” and “blurted “Good morning” to the neighbor. It sounds like he’s running at full speed now so that he escapes more admonishment (there’s that word) from his mother. 	<p>Students use context to determine the meaning of <i>scurried</i>.</p> <p>Students use the part of speech and a resource to determine the meaning of <i>wince</i>.</p> <p>Students listen for words that are the opposite actions as <i>scurrying</i>.</p> <p>Students take notes about East and West Berlin. They should note that</p>
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As I read this next part, listen for what the author tells us about East and West Berlin. Jot down some notes as I read:

The morning air was cool and damp, typical for Berlin. Franz paused for a moment in front of his building and inhaled deeply [Teacher inhales]. It smelled distinctly like summer, but it didn't feel like summer anymore—not now that school was back in session. Franz sighed deeply and began his short trek to school.

A steady stream of pedestrians (people walking), young and old, lined the street. It was the morning rush when most East Berliners commuted to work or to school. A handful of Trabants - that's an inexpensive cars made in East Berlin; I'll show you a picture [Show L6-G] - A handful of Trabants zipped past Franz in the busy road, headed in the opposite direction. Anyone who lived in Communist-controlled East Berlin and had a car was most likely using it to drive to a job in democratic West Berlin.

From what Franz had heard his parents say, life over in West Berlin was much better than it was in East Berlin. He didn't know what was so great about it, but he knew that a lot of people were leaving and not coming back. Five classmates had moved to West Berlin with their families last year. Franz's father had even taken a job over there. It paid nearly twice what the same job would pay in East Berlin. But Franz didn't think it was worth the money. He barely got to see his father anymore.

- **We start to learn more about the historical setting here. What did the author tell us about East and West Berlin? [Pause] Right!**
- **The weather was cool and damp at the end of summer. And East Berlin was controlled by the Communists. People who were able to (because they had cars) would go from East Berlin to West Berlin to work.**
- **We also learned a little more about Franz. How did he feel about West Berlin? [Pause] I thought that, too. He didn't seem to think that West Berlin was that great, and he didn't like that his father worked there because he didn't get to see him very much.**

As I read, listen for an historic detail related to next character we meet.

the weather is cool and damp at the end of summer. They will also note that East Berlin was controlled by the Communists and people who were able (because they had cars) would go from East Berlin to West Berlin to work.

Students will think about what the author reveals about Franz.

Students will notice that Karl is a member of the Combat Groups of the Working Class, and that his father was not a fan of the group.

[Show L6-H) “Running late this morning, aren’t you, Franz?”

Surprised, Franz snapped out of his daze and turned around. “Oh, hello, Karl. Sorry, I guess I was daydreaming.”

Karl was in the full uniform of the Combat Groups of the Working Class, a volunteer police force. Franz’s father often complained that the group was just a way for the Soviets to strengthen their hold over East Berlin. Franz liked Karl, though. He always had a good joke or a funny story to tell.

“Well, it’s a good idea to get daydreaming out of your system before class,” said Karl with a grin. He glanced at his watch and laid a hand on Franz’s shoulder. “I have great dog joke for you, but school is about to start. You better hurry.

Franz looked down at his own watch, which now read 7:26 A.M. and began to run toward the plainly painted white-brick façade of the school. (When I read the word *façade*, I think of the word *face*. *Façade* means the front of something or the part that faces out, so *face* helps me remember that.) As he hustled, it occurred to Franz he had only one year left here before he would be leaving all of his friends, either to get a job or to become an apprentice.

That’s if I don’t get expelled for being late again, Franz said to himself as he pulled open the door to the school building and ran inside as quickly as he could.

- What did you learn about Karl that has historical significance? [Pause] That’s right, Karl was a member of the Combat Groups of the Working Class, a volunteer police force. That was a real organization during that time in history.
- How does Franz’s father feel about the Combat Groups of the Working Class? [Pause] Let me reread the text: Franz’s father often complained that the group was just a way for the Soviets to strengthen their hold over East Berlin.” It sounds like he wasn’t a big fan.
- How does Franz feel about Karl? [Pause] I read in the text that he likes Karl; Karl always has funny jokes to tell.

<p>The story picks up after school has ended. Listen for clues to Franz's mood. Jot down words or phrases that help you decide his mood:</p> <p>When school got out that afternoon, Franz headed directly home. His friends had asked him to stay and hang out, but he wasn't in the mood. He just wanted to be alone. He had found out that his best friend, Roland, was moving to West Berlin tomorrow night, and there was nothing he could do about it. <i>I hate West Berlin</i>, he thought.</p> <p><i>Slam.</i></p> <p>"Franz!"</p> <p>"Sorry, Mother," he mumbled.</p> <p>He had forgotten about the door again.</p> <ul style="list-style-type: none"> • How is Franz feeling? [Pause] Right, he's angry and upset. • How did you know? Did you write down text evidence like "He just wanted to be alone." <i>Slam. "I hate West Berlin"</i> • What has gotten him so upset? [Pause] Yes, His best friend Roland is moving to West Berlin tomorrow. That would upset me, too! <p>Let's finish the chapter:</p> <p>[Show L-6I] Despite his mother's frustration, she addressed him calmly, without pausing from her dinner preparations. "Dinner's ready, Franz," she said. "I made Buletten (Bew-let-tin), your favorite."</p> <p>Franz walked slowly into the kitchen and dropped his books onto the table. "Danke (Dahn-kuh)," he muttered absently.</p> <p>His mother turned around to look at Franz, her expression a portrait of a mother's omniscience. She knew immediately that something was bothering Franz. "Do you want to talk about it?" she asked.</p> <ul style="list-style-type: none"> • I like that phrase about Franz's mom, "her expression a portrait of a mother's omniscience." Remember at the beginning of the story that we talked about his mother's "look of admonishment." Now, we have another look—or expression—on her face. We are learning a lot about his mother through her facial expressions! Think about where you may have heard the word <i>omniscience</i> before. [Pause] Were you thinking about lessons you've had on point of view? I was! Remember that third person point of view is when the narrator knows all—the feelings, thoughts, and actions of all characters. So, I'm picturing that 	<p>Students will write down words and phrases that indicate Franz's mood. (i.e. "He just wanted to be alone." <i>Slam. "I hate West Berlin"</i>)</p>
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<p>the mother's expression showed that she knew Franz was upset. Does it feel like moms know everything sometimes?</p> <p>"No thanks," said Franz as he slumped down in his chair. He wasn't hungry, and he definitely didn't feel like talking.</p> <p>"Oh, your father called," remarked his mother, not pushing the topic. She placed Franz's plate in front of him. "He had to work late again, so he'll be staying with Tante (taun-tuh) Fran for the night. He'll be home a bit earlier than usual tomorrow, though."</p> <p>Franz's reply was a barely noticeable nod. He and his mother ate their dinner in silence, and Franz washed up and crawled into bed immediately after. He felt his eyelids sink the moment his head touched the pillow. He slept so deeply that even the sounds of heavy construction in the middle of the night barely stirred him. When he heard someone shouting "Mauer!" (Mou-er) over and over again, he figured he was dreaming. He rolled over and let himself drift back to sleep.</p> <ul style="list-style-type: none"> • <i>Mauer</i> is a German word that means <i>wall</i>. • We've come to the end of the chapter, but not the end of the book. How does the author end the chapter and leave us wanting to know what will happen in the next chapter. Take a minute to write down your thoughts. [Pause] I'm really interested in the word Mauer (wall). We know from the chapter titles that the wall is going up before we start Chapter 2. I wonder how that will that change things for Franz? 	<p>Students will write their responses. They may include the word Mauer or the fact that Franz's father was staying in West Berlin after working late.</p>
<p>Guided Practice (4 min)</p> <ul style="list-style-type: none"> • Let's complete our charts. You already have Franz listed as a character. Are there other characters to add? [Pause] Yes, we can add his mother and Karl. We also already recorded that the setting is in East Berlin in August, 1961. Make sure you have that on your chart. What else would you like to add about the setting? [Pause] Yes, you can add the apartment, the street, and the school. • Now, we want to think about the main events that happened in Chapter 1. Think back to how the story began, and write down 	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Students will be able to complete their charts, giving them the needed prewriting to do a summary of the first chapter and a prediction of what they think will happen next.</p>

<p>the first event. [Pause] I wrote that Franz wakes up late and has to rush to school. Now, write the next event. [Pause] I wrote that Franz runs into his friend Karl, who is part of the volunteer police force. You may have included something about Franz's conversation with his mother before he left the house. That's okay. Just make sure you also have something about his conversation with Karl.</p> <ul style="list-style-type: none"> • Now, take a minute to list one or two more important events that happened in this chapter. [Pause] • Here's my completed chart [Show L6-J]. Remember, it's okay not to have exactly the same events on your chart. Be sure that you've captured something from the beginning, middle, and the end. • Now, think back to some of the words that may have been unfamiliar to you that we talked about. Let's review some of those now. • The author used the word <i>groggily</i> to describe how Franz reached for his watch when he woke up. Do you remember what <i>groggily</i> means? [Pause] That's right! It means <i>dazed</i> or <i>not quite clear</i>. • Can you write a sentence using the word <i>groggily</i>? Give it a try. Remember it's an adverb that describes how something is being done. [Pause] • We also read that Franz's mother had a look of admonishment. Let me reread the text: <p>The door to Franz's room swung open, revealing his mother standing in the hallway with her arms crossed, wearing a look of admonishment.</p> <p>"You're going to be late," she said, tapping her foot impatiently.</p> <ul style="list-style-type: none"> • Remember that we found lots of clues to what kind of look she had—arms crossed, tapping her foot impatiently, and from her words, "You're going to be late." 	<p>Students will write a sentence using <i>groggily</i>.</p> <p>Students will draw a picture of Franz's mother's facial expression.</p>
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<ul style="list-style-type: none"> • Draw a picture of how you think she looked to show that you understand the word <i>admonishment</i>. [Pause] • Another word we talked about is <i>scurried</i>. The author used the word to describe how Franz left his house on his way to school. We decided that he was trying to get out quickly and unnoticed by his mother. What words might the author have used to show the opposite of <i>scurried</i>? [Pause] For example, if the author had used <i>strolled</i>, he would have given readers the idea that Franz was not in a hurry. • How about the word <i>wincing</i>? Can you make an expression on your face or with your body to show what <i>wincing</i> looks like? [Pause] Here's mine... [Teacher winces]. • Another phrase we looked at was "her expression a portrait of a mother's <i>omniscience</i>. That provided us with a great way to imagine his mother's look. In a portrait or picture, someone is still. So, there she is, not moving, but knowing what Franz is feeling. <p>This chapter has really caught my attention, and I'm looking forward to reading what happens next!</p>	<p>Students will think of words that mean the opposite of <i>scurried</i>.</p> <p>Students will show <i>wincing</i> with their face or body.</p>
<p>Independent Work (2 min)</p> <p>We've read Chapter 1 of this work of historical fiction. We know that the setting is a real time and place in history. In this first chapter, we learned a little about East and West Berlin, but most of the events—getting up late, going to school, finding out bad news—could have happened to anyone, anywhere, anytime. I wonder how the events in the next chapters will be influenced by the specific time in history—August 1961—and the place—East Berlin.</p> <p>To capture your thoughts from Chapter 1, write a summary of the events using the notes on your chart. Then write a paragraph about what you think might happen next. Be sure to include events from the beginning, middle, and end of the chapter, important characters, and the setting in your summary.</p> <p>Once you have written your paragraphs, go back and check for correct punctuation and capitalization. Make sure that each sentence expresses a complete thought. Add transition words to help a reader follow the flow of your ideas. Transitions could include words like first, next, then, also, while, and finally.</p>	<p>Students will write a summary of the first chapter and a prediction of what they think will happen next.</p>
<p>Closing (1 min)</p> <p>I enjoyed reading the beginning of the historical fiction book with you today! Thank you for inviting me into your home. I</p>	

look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!	
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