

ELA: Grade 6, Lesson 10, *The Wall* Chapter 5

**Lesson Focus:** Determining and analyzing theme

**Practice Focus:** Informative paragraph-analysis of the development of a theme in *The Wall*

**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, character development, and structure in a work of historical fiction.) Today's objective: Students will determine a theme of *The Wall* and analyze how the author develops that theme.

**Academic Vocabulary:** adrenaline, circuitous, hulking, reverberated, contemplating

**TN Standards:** 6.RL.KID.1, 6.RL.KID.2, 6.W.TP.2

**Teacher Materials:**

- Lesson 10 Teacher Packet (PowerPoint slides)
- Chart paper or white board

**Student Materials:**

- Paper, pen/pencil, surface to write on
- Independent work from Lesson 9-figurative language sentences and examples.

**Teacher delivery notes:**

- Lessons 6-10 are a lesson set, so you will want to keep all of your materials for the lessons accessible. You may find you need to go back and show a reference chart, an independent practice example response, or other visual.
- Abbreviated directions for Lesson 9 Independent activity are on L10-A. You can show that slide as you review the assignment. An example response for Lesson 9 independent activity on L10-B of the Teacher Packet slides.
- To preview the vocabulary words for this chapter, you will be asking students to sort the four words based on the familiarity with each word. You will walk them through an activity using a stick figure and words. You can use Slides L10-G and L10H for the activity, or you may want to draw the stick figure and write the words on chart paper for a real-time example to students.
- Students will be taking notes on events that happen in Chapter 5. The list of events is on L10-Q, but you may want to keep your own running chart as a model for what you want students to write on their notes.
- 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, "Anhalten! Anhalten!"-Stop! Halt! The family's last name is Müller-rhymes with Ferris Bueller. 😊)

Teacher Do	Students Do
<p><b>Opening</b> (1 min)</p> <p><b>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 fifth in this series.</b></p> <p><b>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson!</b></p> <p><b>Welcome to my virtual classroom!</b></p>	

<p>If you didn't see our previous lessons, you can find them on the TN Department of Education's website at <a href="http://www.tn.gov/education">www.tn.gov/education</a>. You can still tune in to today's lesson if you haven't seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today we will finish our historical fiction text, <i>The Wall</i>.</p> <p>Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> <li>• Paper, pen/pencil, surface to write on</li> <li>• Your independent work from Lesson 9-figurative language sentences and examples.</li> </ul> <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><b>Intro</b> (2-3 min)</p> <p>In Lesson 9, we read Chapter 4 of the historical fiction book <i>The Wall</i>. In this chapter, Franz's father has made it back to the East Berlin side of the wall and has told the family they need to escape to the West Berlin side of the wall to start a new life there. After our lesson, you wrote sentences using some of the figurative language examples we read in Chapter 4. [Show L10-A] You also may have written some other examples of figurative language that you read, saw, or heard. Take a minute to reread what you wrote. [Pause]</p> <p>[To help your students follow this section, show L10-B or write the following model and refer to this visual as you talk through this model.]</p> <p>Let's look at a couple of examples:</p> <p>As the ring master walked into the center of the ring at the circus, the air was thick with excitement. What figurative language is used? [Pause] That's right! <i>the air was thick with excitement</i>. In Chapter 4 of <i>The Wall</i>, the air was thick with <i>tension</i> when Franz walked into the room where his family was waiting. In this example, the air is thick with excitement. Do you see how the figurative language tells the reader there is an emotion that everyone is experiencing—that's the point of saying the air was thick with something! Let's look at one more example:</p> <p>After Donovan broke his sister's favorite toy, the guilt weighed on him like a bear, so he gave her some of his</p>	<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 reread their responses to Lesson 9 independent activity.</p>

allowance to buy a new one. What is the figurative language in this sentence? [Pause] Yes, *weighed on him like a bear*. What does that figurative phrase convey? [Pause] It indicates some situation is heavy, or hard to deal with. In chapter 4, the news that a classmate and her family had been arrested for trying to escape East Berlin was hard for Franz to deal with because he was afraid the same thing might happen to him and his family. In this example, it's the guilt of breaking his sister's toy that is hard for Donovan to deal with. He just feels really bad.

I hope you found some other examples of figurative language in what you read, hear, and watch. We use figurative language far more than we realize because it's such an effective way to help people understand what we mean!

Today, we will finish the historical fiction text we've been reading titled *The Wall*. Remember, historical fiction is a story that is made up but the setting is a time and place that really happened.

What is the historical setting for *The Wall*? [Pause and show L10-C]

That's right! It is set in East Berlin at the time the Berlin Wall was erected, or put up.—August, 1961. Here is a picture of the Berlin Wall. [Show L10-D], and here's a map showing how the city of Berlin was divided in 1961. [Show L10-E]

Before we start reading, let's look at the Table of Contents again. [Show L10-F] What is the date for Chapter 5? [Pause] Yes! It's August 19<sup>th</sup>. The date for Chapter 1 is August 12, 1961. So, the entire story unfolds over only eight days!

[To introduce today's lesson, the teacher says:]

Today our goal is determine a theme of this text and to analyze how the author develops that theme. We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work you can complete after the video ends.

We will encounter a few words today you may not be familiar with, so I'd like to give you an opportunity to think about them before we read. On your paper, write these four words in the upper left corner: adrenaline, circuitous, hulking, and reverberated and draw a stick figure person toward the middle. [Show L10-G or use a chart so you can create the example in real-time.] I'm sure you could do a much more elaborate drawing, but I'm no artist, so we'll stick

Students will write adrenaline, circuitous, hulking, and reverberated in the upper left corner of their papers and draw a stick figure in the middle of their papers.

<p><b>to something simple!</b> [Pause] <b>Now, I want you to think about how familiar you are with each word and show that by placing the word near or far from the stick figure. Let me show you what I mean</b> [Show L10-G and reference the stick figure] <b>If a word is very familiar to you—you know what it means, could use it in a sentence of your own—put it up near the head of the stick figure.</b> [point to the head of the stick figure] <b>That shows it's already in your brain—part of your working vocabulary. If you've heard the word before and you have an idea what it means, put it near the hand.</b> [point to the hand of the stick figure] <b>That means it's just within reach. The less familiar you are with the word, the farther you put it from the stick figure</b> [point to the space away from the stick figure] <b>Here's an example:</b> [Show L10-H] <b>When we get to these words in the text we'll talk about each one. You will want to pay special attention to the ones far away from your stick figure. You can add definitions or synonyms as we talk through them.</b></p> <p><b>Keep in mind our goal today is to determine a theme of this text—a message the author wanted to convey—and to analyze how the author developed that theme. We'll need to follow the events that happen in this chapter to determine the theme, so put a heading on your paper—Chapter 5 Events. We'll stop and add notes as we go.</b></p>	<p>Students will place the words in proximity to the stick figure based on their level of familiarity with the word.</p> <p>Students write Chapter 5 Events on their papers and prepare to take notes.</p>
<p><b>Teacher Model/Read-Aloud</b> (16 min)</p> <p><b>Are you ready to find out what happens to the Müller family? Let's read!</b></p> <p><b>The Wall (Chapter 5)</b>  <b>August 19, 1961</b>  <b>East Berlin</b>  <b>1:15 A.M.—(notice the time—still morning of the next day, but it would feel like the middle of the night.)</b>  <b>The door to his apartment clicked shut softly behind him, and Franz realized that he might never set foot inside his home again. His grandmother and grandfather remained inside, and Franz's heart sank knowing that he had just said his last good-bye to them. His grandparents couldn't go with them. They didn't think they could make it over the wall. They feared they would slow the family down or—even more horrifying to imagine—cause them to get caught.</b>[Show L10-I]  <b>"We've lived in this neighborhood our whole lives. This is our only home," his grandfather had told Franz. "But tonight, your new life begins."</b></p> <ul style="list-style-type: none"> <li>• <b>We see the first event of the chapter here. What has happened?</b> [Pause] <b>That's right! Franz, his mother, and his father are leaving</b></li> </ul>	<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>their apartment, but his grandparents are staying behind.</p> <ul style="list-style-type: none"> <li>• Why aren't they escaping with the rest of the family? [Pause] How sad! They aren't going because they don't want to possibly put the rest of the family in danger.</li> <li>• Summarize this event on your paper. [Pause] I wrote: Franz and his parents leave their apartment, but his grandparents stay behind because they don't want to slow the others down and possibly get them caught by the police.</li> </ul> <p>Let's keep reading:</p> <p>Franz considered his grandfather's parting words and tried to imagine what the future would hold for him on the other side of the wall. What would life be like in West Berlin? Would he make friends at his new school? But the question that loomed largest was whether his family could even make it over the wall—and what would happen if they didn't. "Franz, it's time. We must leave now," his father said. "Are you ready?"</p> <p>Franz looked into his father's eyes, and in them he found the courage he needed. The future was unknowable, but he felt ready for anything.</p> <ul style="list-style-type: none"> <li>• Franz's grandfather's parting words were "<i>tonight, your new life begins.</i>" Franz had a lot of things to think about, but there really wasn't much time for that, was there? His father interrupted his thoughts and brought him back to the moment.</li> <li>• In Chapter 4, Franz found courage in the main character from his favorite book, <i>The Count of Monte Cristo</i>. Where does he find courage now? [Pause] Yes! Now he found courage in his father's eyes.</li> </ul> <p>Franz and his parents set off into the night. Though Franz had walked these same streets a million times before, he felt he was seeing them for the first time. All of his senses were heightened. His mind was on full alert, and <b>adrenaline</b> raced through his veins. Every sound and shadow caught Franz's attention as he scanned the streets for soldiers and police. Though they didn't live far from the crossing point, the family took a <b>circuitous</b> route around the neighborhood, in case they were being followed. They couldn't risk having a guard notice that they were making their way to the wall.</p> <ul style="list-style-type: none"> <li>• In this description of their movement through the streets, we see two of our vocabulary words—</li> </ul>	<p>Students will summarize the first event of the Chapter.</p>
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***adrenaline and circuitous.*** Look at your stick figure and see where you placed those words. Let me reread the text: *All of his senses were heightened. His mind was on full alert, and adrenaline raced through his veins.* Adrenaline is a hormone released into the body, especially when a person is under stress. Write that definition on your paper next to the word ***adrenaline***- a hormone released into the body, especially when a person is under stress. Do you get the sense of how Franz was feeling? [Pause] Yes, hyper-sensitive!

- Repeat the word circuitous. [Pause] For some reason, I have trouble putting the emphasis on the second syllable. The way I try to remember it is that the second syllable sounds like the letter “Q.” So, I just have to give the “Q” the emphasis-cir-Q-i-tous! Circuitous comes from the same root word as circle. Listen as I reread the text and see if knowing the root word can help you determine the meaning. *Though they didn’t live far from the crossing point, the family took a circuitous route around the neighborhood, in case they were being followed.* Did the family go straight to the wall from their apartment? [Pause] No, when the author described their route as circuitous he let the reader know that they took a roundabout way—almost like going in circles to make sure they weren’t followed. Make sure to write the definition for circuitous next to the word on your paper—in a roundabout, not direct manner.

The family moved swiftly, passing long rows of trees that looked like silver columns in the moonlight. Whenever he saw a passerby, Franz slid into the night shade of the trees. When the family finally emerged from the plaza, the hulking, menacing wall loomed before them. It had grown even taller and sturdier since Franz had first laid eyes upon it.

- What does the author describe as hulking? [Pause] That's right! The Wall. Of course, I can't help but think of the Incredible Hulk when I hear the word *hulking*! He was so big (and green)! Let's reread and look for other clues for what the word means: *When the family finally emerged from the plaza, the hulking, menacing wall loomed before them. It had grown even taller and sturdier since Franz had first laid eyes upon it.* What did you hear? [Pause] I agree. I think "grown even taller and sturdier" and "loomed before them" and even "menacing" tell me that *hulking* must mean very big and heavy. But *hulking*

Students will add definitions for adrenaline and circuitous to their notes.

Students will add the definition for hulking in their notes.

<p>feels much more descriptive than <i>big</i>, doesn't it? Write down the definition next to the word <i>hulking</i> on your paper.</p> <ul style="list-style-type: none"> <li>Let's add another event to our notes: The family made their way to the section of the wall that they planned to go over.</li> </ul> <p>Franz pointed eagerly to the section of the wall standing just ahead of them. "There it is! That's the spot!" Just as Franz had described it in the note, there were no guards standing by the wall. The family cautiously made their way toward it, glancing up and down the street to make sure there was no one who might see them. To their left and right in the distance, Franz could see two guards patrolling the wall, still walking with their backs to the family. "This is our chance!" said Franz's father. "We must go before they turn and face us. It's now or never. Hurry!" Franz had played this moment in his mind a thousand times, and now it was actually here. His heart raced, and the air crackled with electricity. He and his father hoisted his mother up the wall first, and with outstretched arms she fumbled for something to hold onto other than the sharp barbed wire. At last, her searching hands found a metal pole, and she pulled herself up [Show L10-J]. As she edged over the top of the wall, she noticed that it was sparkling strangely in the moonlight. Then she realized why. Jagged shards of glass were embedded along the surface. She warned Franz and his father before safely lowering herself down the other side.</p> <ul style="list-style-type: none"> <li>Wow! Everything just shifted into high gear! Notice how the author uses phrase like <i>His heart raced</i>, and <i>the air crackled with electricity</i> to make the reader feel the tension.</li> <li>Franz's mother went over the wall first. What did she find on the top? [Pause] Yes, not just barbed wire but also pieces of glass sticking out of the top of the wall. Look at this picture of the Berlin Wall. [Show L10-K] So, once again, the author uses facts from the actual historical period in the plot of the story. Let's add this event to our notes: Franz's mother went over the wall.</li> </ul> <p>Listen for and jot down phrases the author uses to create tension as I read:</p> <p>As soon as Franz's mother was safely across the wall, his father tossed their bags over to her, then boosted his son up to the same metal pole. Franz used all his strength trying to pull himself up, but his feet kept slipping against the wall's</p>	<p>Students will add the second event of the chapter to their notes.</p>                      <p>Students will add the third event of the chapter to their notes.</p>
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slick surface. As he struggled to the top of the wall, he heard a voice booming from the street behind them, followed by the rapid clacking of boots against the pavement. To his dismay, he saw a soldier running right toward them. In a moment of panic, Franz's grip loosened and his hands slipped off the pole. Falling backward, he grabbed for the top of the wall and his palm skated across the broken glass. A shard cut a deep gash in his hand, but he was able to maintain his grip through the pain. He pulled himself onto the top of the wall and stood as close to the edge as he could and still avoid the barbed wire. When Franz looked back, his face went pale.

[Show L10-L]

- What phrases did you write down that created tension for the reader? [Pause] Here are a few I heard: *his feet kept slipping, he struggled to the top of the wall, a voice booming, rapid clacking of boots, and his face went pale.*
- Let's add another event. Franz made it to the top of the wall, but heard soldiers coming toward them.
- Franz saw something that made his face turn pale. What emotion might make a person's face turn pale or seem to lose its color? [Pause] Fear, yes, fear!

Let's read on to see what made Franz so afraid:

Karl stood with his back to the wall, pointing a rifle at Franz's father directly in front of him.

Franz's father looked closely at the soldier's face and breathed a sigh of relief. "Hello, Karl. I am your friend Franz's father. We've known each other for years."

Karl hesitated but kept his rifle lifted. He seemed as scared and confused as Franz felt.

- It's Karl! But Karl is pointing a rifle at Franz's father's face. What is Karl's conflict here? [Pause] I agree. Karl is a soldier, and he is supposed to be keeping people from escaping East Berlin. But, as we've seen before, he seems to want to help his friend Franz.
- I think this is an event to write down. Karl holds Franz's father at gunpoint. [Pause]

What will Karl do?

Only when Karl looked up and saw Franz on the wall with blood running down his hand did he finally lower his gun. "Listen to me carefully," said Karl, breathing heavily and glancing over his shoulder. "Other soldiers will be here any

Students will write down phrases that the author uses to create tension.

Students will add the fourth event to their notes.

Students will write the fifth event in their notes.



second. You have no time. Please hurry. There is nothing more I can do to help you.”

“Thank you, Karl,” Franz’s father whispered. “My family and I will never forget you.”

- Did you expect that Karl would help Franz and his family? Was there any evidence from earlier in the text to support your opinion? [Pause] Yes, he had helped Franz before when he agreed to try to get the message to Franz’s father.
- Record his decision as an event in your notes. [Pause]

Then Franz’s father swiftly scaled the wall. He helped Franz past the treacherous barbed wire and down the other side. From the West Berlin side, Franz watched helplessly as his father struggled to get himself over the dangerous barrier. Franz couldn’t see what was happening across the wall, but he heard more voices, and they were getting louder.

“Anhalten! Anhalten!” [Ahn-halt-en] (Stop! Halt!)

Franz stared in horror when he realized his father’s shirt was caught in the barbed wire. “Hurry! Hurry, Father! The soldiers are coming!” he pleaded. His heart pounded like a drum, and the only sound he could hear at this point was its thudding beat. Suddenly the crack of gunfire **reverberated** through the air. The next thing Franz saw was his father falling toward him and landing on the ground. Franz ran to his side, tears instantly welling up in his eyes.

- Just when we thought the family was going to be safe, the author throws in more tension for the reader. What events happened after Karl let Franz’s father go? Write the events in your notes. [Pause] Here’s what I wrote: Franz’s father climbed the wall and helped Franz get over but got stuck on the barbed wire at the top of the wall. Then, a shot was fired, and Franz’s father fell to the ground on the West Berlin side of the wall.
- Listen as I reread this sentence from the text: *Suddenly the crack of gunfire **reverberated** through the air.* We see the prefix *re-* which we know means *again*. So, what is happening over and over? [Pause] That’s right! The sound of the gunfire echoed again and again. Just think about it: Everything was very, very quiet until the soldiers yelled, “Halt!” and fired a shot. The stillness was broken by the sound, so it echoed into the night. Add the definition of reverberated to your notes.

Okay. Let’s see how this story ends.

Students will record Karl’s decision to help Franz’s family as an event in their notes.

Students will record events that happened after Karl let Franz’s father go.

Students will add the definition of reverberated to their notes.

**“Father!” he shouted. “Are you hurt?”**

**His father staggered to his feet, dazed but not injured.**

**“I’m . . . fine, son,” he said, checking his body to make sure.**

**“That must have been a warning shot. I was able to get my shirt free before they fired again.” His father took a step and Franz could see he was limping. But his father was less worried about his leg and more worried about his son. He put a hand on Franz’s back. “I’m afraid I saw the soldiers arresting Karl . . . there was nothing I could do to help him.”**

**Franz and his parents stood in silence, each of them**

**contemplating what Karl had done for them.**

[Show L10-M] **His father took his hand, and then his mother’s, and gently led them away from the shadow cast by the wall. As they walked toward their new home in West Berlin, Franz knew that they would never forget the struggles and sacrifices of their family and friends on the other side of the wall.**

- I feel like I need to stop and breathe a sigh of relief since Franz and his family made it safely to West Berlin! [Pause] Okay, thanks for that pause. Isn’t it amazing how an author can make us care about the characters in a story—even though we know it’s just a story? Let’s add this last event to our notes: Franz’s family makes it safely over the wall, but Franz finds out that Karl has been arrested. [Pause]
- We read *Franz and his parents stood in silence, each of them contemplating what Karl had done for them*. Is there a word or phrase that you could put in place of *contemplating*? [Pause] Yes, it could have read, “each of them thinking about what Karl had done for them.” So, why is *contemplating* a better choice? [Pause] Words have degrees of intensity. Think of this example: I can be angry, or I can be furious. Which word conveys a deeper intensity of emotion? [Pause] Definitely! Furious is the stronger emotion. *Contemplating* is kind of like that...it’s a deeper kind of thinking about something. That really fits here because Franz’s family was aware of the sacrifice that Karl had made for them, so they would be thinking deeply with emotion. Add a definition for *contemplating*: thinking deeply.
- What do you think was the significance of this sentence in the text? *The wall had once*

Students will record the last event of the story.

<p><i>again taken someone away from Franz. Who had the wall taken from Franz? Write your response on your notes page.</i> [Pause. Record these responses as a bulleted list on chart while students are writing. Then, students can compare to their notes to yours. See example on L10-N.] <b>First, the wall had separated Franz from his father when it was built overnight and his father was stuck on the West Berlin side. Then, it would be separating him from his grandparents because they stayed on the East Berlin side. Now, it has separated him from Karl, and Karl will likely suffer because he helped Franz's family. So, this sentence tells the reader what the wall represented. Walls are always meant to separate. The wall has separated Franz from people he cared about.</b></p>	
<p><b>Guided Practice</b> (6 min)  <b>Before we talk about the theme of The Wall, let's look back at our stick figures and vocabulary words. Do you have definitions for each word?</b> [Pause. Show L10-O or vocabulary chart you have completed and read definitions]</p> <ul style="list-style-type: none"> <li>• <b>adrenaline-</b> <i>noun</i> a hormone released into the body, especially when a person is under stress.</li> <li>• <b>circuitous-</b> <i>adjective</i> in a roundabout, not direct manner</li> <li>• <b>hulking-</b><i>adjective</i> very big and heavy</li> <li>• <b>reverberated-</b> <i>verb</i> repeated as an echo</li> <li>• <b>contemplating-</b> <i>verb</i> thinking deeply</li> </ul> <p><b>Based on what you learned today, can you move any of the words closer to your stick figure's head to show you understand what they mean? Take a minute to move the words, or you could draw arrows to where they best represent your understanding of each one.</b> [Pause] <b>I love learning new words!</b></p> <p><b>Okay, our goal today is to determine a theme from The Wall and to analyze how the author develops that theme. Now that we have finished the story, I think we can use some evidence from the text to help us determine a theme. Let's reread the last line of the text. In fact, I'm going to read it slowly so you can write it down on your notes page with the events. Ready?</b> [Pause. Read slowly. ] <b><i>As they walked toward their new home in West Berlin, Franz knew that they</i></b></p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>During this guided practice, students will review vocabulary and engage with the teacher in prewriting activities so they will have the resources they need to complete the independent activity.</p> <p>Students will add any definitions they need to their charts. They will also re-sort their words in relation to the stick figure to indicate their level of understanding.</p> <p>Students will write the last sentence of the text as the teacher slowly reads it.</p>

*would never forget the struggles and sacrifices of their family and friends on the other side of the wall.*

Theme is a moral or message that the author conveys through literature. It's something that usually is universal—meaning it could be something that is a message that applies in a broader way than just for one story. For example, *Hard work pays off* is a universal theme. I bet you can think of several stories you've read or heard that have that as a theme. Sometimes an author states it clearly, and sometimes the reader has to infer it by thinking through the events of the story. Reread the sentence you just wrote. Does it give you an idea what a theme of this story might be? [Pause] I agree. The theme has to have something to do with sacrifices others made for Franz.

Let's brainstorm the list of people who made sacrifices for Franz. In Chapter 1, we learned Franz's father sacrificed for Franz by going to work in West Berlin, and then he was separated from them by the wall. In Chapter 5, Franz's grandparents sacrificed for Franz by staying in East Berlin. Also in Chapter 5, Karl sacrificed possibly his life for Franz and his family to escape. Look at your notes about who the wall had taken from Franz. [Show L10-N again or your charted response] All of the people the wall had taken from Franz were also the ones who sacrificed something for him! So, I think now we have our theme: *People often make sacrifices for the good of others*. Start with a clean piece of paper and write the theme: *People often make sacrifices for the good of others*. [Pause. Show L10-P] Now, look at your list of events. Where do we see evidence of the theme of sacrifice. Circle the evidence on your paper. [Pause. Show L10-Q] Yes, the events about Franz's grandparents and Karl are evidence of people sacrificing for the good of others.

For your independent practice, you will be writing a paragraph explaining how someone in *The Wall* demonstrated the theme: *People often make sacrifices for the good of others*. Let's write the beginning sentence together.

We need to include the title, the historical context, and the theme. [The beginning sentence is on L10-P, but writing the sentence on chart paper to give the impression of writing as you go is probably a more effective strategy.] In the historical fiction story, *The Wall*, which is about the Berlin Wall, the author develops the theme: *People make*

Students will write the theme.

Students will circle evidence on their Events notes page.

Students will write beginning sentence.

<p><i>sacrifices for the good of others</i> through the characters' actions.</p> <p>To finish your paragraph, use your notes from today's lesson. I think you can take it from here.</p>	
<p><b>Independent Work</b> (2 min)</p> <p>[To help your students follow this section, write the independent practice assignment and refer to this visual as you talk through this assignment. The assignment is also on L10-R].</p> <p>Your independent assignment is to write a paragraph explaining how someone in <i>The Wall</i> demonstrated the theme: <i>People often make sacrifices for the good of others</i>.</p> <ul style="list-style-type: none"><li>• Begin your paragraph with this sentence: In the historical fiction story, <i>The Wall</i>, which is about the Berlin Wall, the author develops the theme: <i>People make sacrifices for the good of others</i> through the characters' actions.</li><li>• Then, choose a character that sacrificed for Franz and describe what that character did.</li><li>• Include the last line from the text in your paragraph. "As they walked toward their new home in West Berlin, Franz knew that they would never forget the struggles and sacrifices of their family and friends on the other side of the wall."</li><li>• You may choose to begin by citing the text with a sentence starter like this <i>The author ends the story with this statement, ...</i></li><li>• Remember to use quotation marks since this is a direct quote.</li></ul>	<p>Students will write an informative paragraph explaining how someone in <i>The Wall</i> demonstrated the theme: <i>People often make sacrifices for the good of others</i>.</p>
<p><b>Closing</b> (1 min)</p> <p>I enjoyed sharing this text and taking a deeper look at how the author used historical fiction to develop a theme with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	



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