

Lesson Guidance 27	
Grade	6
Unit	3
Selected Text(s)	The Bridge Home- Culminating Task
Duration	2-3 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s) <i>What should students understand about today's selected text?</i>	
Analyze how the author uses the title, <u>The Bridge Home</u> , to represent or symbolize the theme throughout the story.	
CCSS Alignment	<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W. 6.3B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3E Provide a conclusion that follows from the narrated experiences or events.</p>
End of lesson task <i>Formative assessment</i>	<p>Culminating Task</p> <p>TDA Sometimes authors select a title, or word/words in the title of a story or book to represent a physical structure, and sometimes they use a word/words in the title to symbolize the theme. In the Bridge Home, the bridge represents both the physical structure and the theme.</p> <p><u>Consider the following definition of a bridge when responding to the TDA</u></p> <p><i>A bridge can be defined as a structure, forming or carrying a road over an obstacle in order to provide a passage between two points.</i></p> <p>Analyze how the author uses the title, <i>The Bridge Home</i>, to represent or symbolize the theme throughout the story, by having the reader reflect on Viji's internal journey and the external plot. Cite evidence from the text to support your response.</p> <p>Use this Text Dependent Analysis template to organize your writing.</p> <p>TDA Resources: TDA Toolkit</p>
Knowledge Check <i>What do students need to know in order to access the</i>	<p>Key Terms (<i>domain specific terms to analyze the text</i>)</p> <ul style="list-style-type: none"> External Plot: Refers to conflicts between a character and an external force, such as another character.

text?

- **Internal Journey:** The way characters think, and the path of change we see in their thoughts, beliefs, and behaviors.
- **Plot:** The connected series of events that make up the story.
- **Theme:** The main idea or underlying meaning a writer explores in a short story or novel.

Optional Activity

Text-centered questions and ways students will engage with the text

Group Project-

T- Slide Deck and Student Hand Out is Below

Post Mortem Character Analysis of a Protagonist or Other Characters in a Novel:

A character analysis is a way to take a deep dive into the character's traits, roles in the story, and conflicts they experience. One fun way to do a character analysis is by having students conduct a Post Mortem or Autopsy of the Character. This requires students to make inferences supported by textual evidence in a format other than a written analysis.

Process: Divide students into groups of 3 or 4. Students will create a visual representation of Viji or another character in *The Bridge Home* using chart paper or butcher block paper. Find quotations/passages to illustrate the "body parts." Place these strategically on the body outline. Write the chapter and page number in parentheses after each quotation or passage. Group members should sign the project and present their "findings" to the class.

Body Parts:

Head: Intellectual side of the character. Street smarts, book smarts, survival instincts. What are his/her dreams? Visions? What are their moral beliefs?

Eyes: Seeing through the eyes of the character. What events or conflicts did the character witness? How did they affect him/her?

Ears: Hearing through the character's ears. What impact did the words of others have on him/her? How did these words affect the character?

Nose: What smells affected the character? How do you know?

Mouth: Communication with him/herself or other characters. What arguments/debates does the character have? What philosophy/beliefs does the character share with others? What song or poem, or shape might symbolize their philosophy/beliefs?

Arms: Working for him/herself. What is the character's work ethic? What work did the character perform? Why?

Hands: The practical side of the character The thoughtful choices they make. What conflicts does the character deal with? Why/how do these conflicts influence the character?

Legs: Right Leg- Strengths and Virtues- What is one of the character's strengths/virtues?
Left Leg- Weakness- What is one of your character's weaknesses/flaws?

Feet: The character's mobility. Where have they been? How have they been affected by their travels?

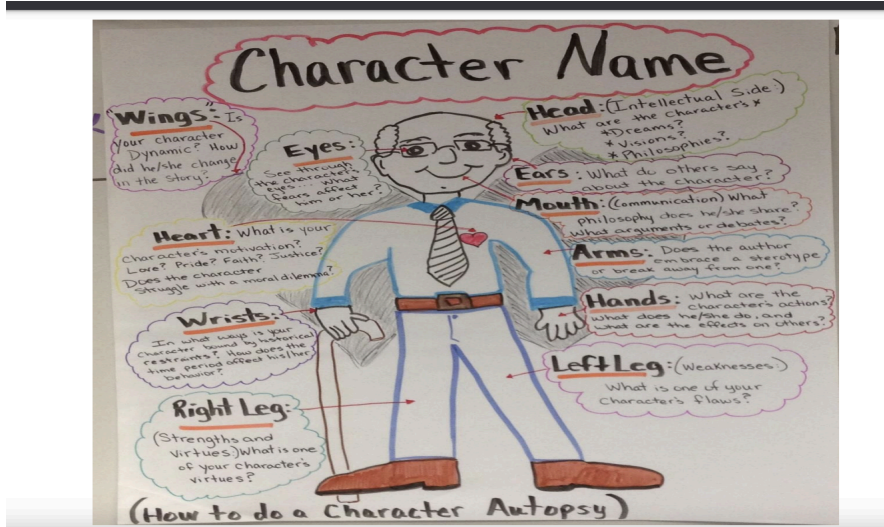
Torso: Instinctive side of the character. What does the character like or dislike about him/herself? What does the character try to hide from others? What brings the character pain? What or who does the character fear?

Heart: Emotional side of the character. Emotional reactions to other characters, conflicts, events. Who/what



does the character love? Who/what does the character hate? Who/what does the character long for?
Wings: The character's future. Where are they going? What does the future hold for them? Make a prediction based on text evidence.

Here is one example:



The slide deck can be found [here](#).

A student hand out can be found [here](#).

Fluency, Comprehension and Writing Supports

Fluency

[Fluency Protocols](#)

Sentence Comprehension

[Juicy Sentence Protocol](#)

Sample sentence:

Writing

[Pattan Writing Scope and Sequence](#)

Suggested writing skills for this lesson:

Additional Supports

[ELD Practices](#)

Practices to promote Tier 1 access



<u>SpEd Practice</u>	<u>Lesson Guidance 27 SpEd Accommodations</u>
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access