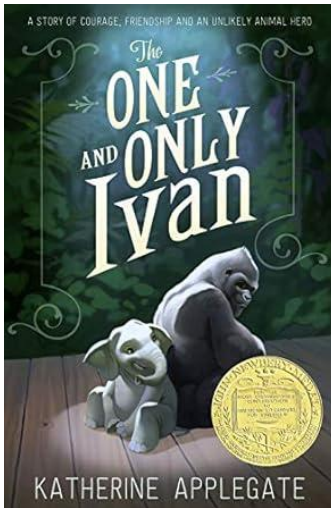




# Unit Overview:

## *The One and Only Ivan* by Katherine Applegate

### Introduction



What does life look like for an animal in a cage? What obligations do we have, as humans, to advocate for animals?

This unit exposes students to the themes of animal welfare, compassion and activism. In the Novel Studies portion, students will read Katherine Applegate's award-winning *The One and Only Ivan*, a fictional story written in the form of short vignettes. Ivan, the narrator, is a gorilla held in captivity in a shopping mall for the enjoyment of humans who stop to watch him and for the profit of his caretakers. Ivan has resigned himself to a lifestyle of captivity and constant observation until he meets Ruby, a baby elephant and new addition to his domain. As Ivan learns more about Ruby's experience outside the four glass walls, he begins to reconsider his own needs, desires and relationship with his human captors. Simultaneously, readers are invited to reconsider their own ideas about what constitutes humane treatment of animals, their relationship with animals and humankind's responsibility as caretakers of animals.

The unit will introduce differing perspectives on keeping animals captive, and readers will understand how authors craft a persuasive piece by including relevant facts that support their viewpoint and language that helps evoke emotion in their reader. This unit will invite students to develop an understanding of animal rights through the consideration of different perspectives regarding animals in captivity.

In addition to following these characters' journeys, students will engage in a daily word or world knowledge building routine. This routine introduces students to key vocabulary and content knowledge that will help them build a depth of knowledge and offer varying perspectives on animal welfare. Throughout the summer, students will get daily practice exploring, analyzing, and practicing strong argumentative writing in order to be able to articulate their ideas and understanding of the novel.

### Standards of Focus

- 3.RL.1C
- 3.RL.2A
- 3.RL.1A
- 3.PL.1B
- 3.RL.2D
- 3.W.1D
- 3.W.1E

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## Learning Goals

### Essential Question

- Who do we have a responsibility to protect?

### Enduring Understandings

- You can use your own strengths and talents to protect your loved ones mentally, emotionally and physically.
- Humans have a responsibility to allow animals to live in their natural environment.

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## Writing Skills

This unit's lessons are designed to develop students' writing skills, helping them confidently express ideas about the text. Each day, teachers will present a focused Mini-lesson on a key writing concept, which students will then apply in their independent writing about the day's text.

### Key Points

- A full paragraph includes a claim, two pieces of evidence and analysis that explains how the evidence supports the claim.
- I begin my claim with words from the question. Then, I include my own answer to the question, which is in my own words.
- Evidence is relevant if it supports the claim.
- Strong analysis needs to do more than restate the claim or evidence. It needs to explain how/why the evidence proves the overall argument of your paragraph.
- When writing your evidence tag, ask yourself, who does this evidence belong to? What verb best describes the action this character is taking?
- It can be really effective to use transition words in your analysis that show the relationship between your ideas.

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## Learning Output

### Informal Written Assessments

- Students will have an opportunity to write a short response paragraph daily in response to the Deeper Meaning Discussions about the text.

### End-of-Unit Assessment

- Students will take the Pre-/Post-assessment at the start and end of the unit.
- Students will engage in a discourse-based and written Essential Question Reflection on the last day of the unit.

### Optional Project

- Genre emulation: Katherine Applegate writes *The One and Only Ivan* through the eyes of a silverback gorilla living in captivity. Write your own three-paragraph narrative from the perspective of an animal living in captivity.
- Design a diorama of one of our characters (Ivan, Stella, Ruby or Bob) in the wild.
- Humans protesting in front of the Big Top Mall and Video Arcade are responsible for the animals being moved to a zoo. Create a protest poster that you would carry to advocate for them.
- Write a letter to your local zoo with three concrete ways it can make its domains and habitats better for the animals.

## Unit At-a-Glance- Standard Lessons

	Text	Deeper Meaning Question for Discussion and Writing	Materials		
<b>Day 1</b>	Unit Launch	Pre-assessment Pre-assessment Scoring Guide	Lesson 1 Daily Overview	Lesson 1 Student Work	Lesson 1 Slides
<b>Day 2</b>	p. 1-14	How is Ivan's life different from that of a gorilla living in the wild? (3.RL.1C)	Lesson 2 Daily Overview	Lesson 2 Student Work	Lesson 2 Slides
<b>Day 3</b>	p. 15-26	How does Ivan feel living in the Big Top Mall? (3.RL.2C)	Lesson 3 Daily Overview	Lesson 3 Student Work	Lesson 3 Slides

## Unit At-a-Glance- Condensed Lessons

<b>Day 4</b>	p. 27-42	How are Ivan's relationships with other animals different from his relationships with humans? (3.RL.1C)	Lesson 4 Daily Overview	Lesson 4 Student Work	Lesson 4 Slides	p. 43-60	How is Ivan's memory different from Stella's? (3.RL.1C)	Lesson 5 Daily Overview	Lesson 5 Student Work	Lesson 5 Slides
<b>Day 5</b>	p. 61-74	What does Stella want for Ruby? (3.RL.1C)	Lesson 6 Daily Overview	Lesson 6 Student Work	Lesson 6 Slides	p. 75-89	Is the Big Top Mall a good home for Ruby? (3.RL.1C)	Lesson 7 Daily Overview	Lesson 7 Student Work	Lesson 7 Slides
<b>Day 6</b>	p. 90-105	What impact is Ruby having on the Big Top Mall and its inhabitants? (3.RL.2A)	Lesson 8 Daily Overview	Lesson 8 Student Work	Lesson 8 Slides	p. 106-120	How does Ivan feel about the promise he makes to Stella? (3.RL.2C)	Lesson 9 Daily Overview	Lesson 9 Student Work	Lesson 9 Slides
<b>Day 7</b>	p. 121-134	Mack raises Ivan like a human baby. In what ways is this unnatural? (3.RL.1C)	Lesson 10 Daily Overview	Lesson 10 Student Work	Lesson 10 Slides	p. 135-147	What changes when Ivan grows up? (3.RL.2A)	Lesson 11 Daily Overview	Lesson 11 Student Work	Lesson 11 Slides
<b>Day 8</b>	p. 148-165	Ivan referring to his domain as "a cage" indicates a big change for him. What is causing this change? (3.RL.2A)	Lesson 12 Daily Overview	Lesson 12 Student Work	Lesson 12 Slides	p. 166-183	What is the impact of Ivan remembering his past? (3.RL.2A)	Lesson 13 Daily Overview	Lesson 13 Student Work	Lesson 13 Slides
<b>Day 9</b>	p. 184-199	What is Ivan's perspective on the zoo? (3.RL.2A)	Lesson 14 Daily Overview	Lesson 14 Student Work	Lesson 14 Slides	p. 200-213	In what ways is this an important turning point for Ivan? (3.RL.2A)	Lesson 15 Daily Overview	Lesson 15 Student Work	Lesson 15 Slides
<b>Day 10</b>	p. 214-230	Why is Julia an important character? (3.RL.2A)	Lesson 16 Daily Overview	Lesson 16 Student Work	Lesson 16 Slides	p. 231-244	How do Ivan and Ruby view the box? (3.RL.2A)	Lesson 17 Daily Overview	Lesson 17 Student Work	Lesson 17 Slides

<b>Day 11</b>	p. 245-259	How does Ivan feel about leaving the mall? (3.RL.2C)	p. 260-274	What conflicts does Ivan have in his new home? (3.RL.2A)
	Lesson 18 <a href="#">Daily Overview</a>	Lesson 18 <a href="#">Student Work</a>	Lesson 18 <a href="#">Slides</a>	Lesson 19 <a href="#">Daily Overview</a>
				Lesson 19 <a href="#">Student Work</a>
				Lesson 19 <a href="#">Slides</a>
<b>Day 12</b>	p. 275-287	Earlier in the book, Ivan said, “But many days I forget what I am supposed to be. Am I a human? Am I a gorilla?” How would Ivan answer those questions now? (3.RL.1C, 3.RL.1A)	p. 288-300	What is the significance of the last line? (3.RL.2A, 3.RL.1A)
	Lesson 20 <a href="#">Daily Overview</a>	Lesson 20 <a href="#">Student Work</a>	Lesson 20 <a href="#">Slides</a>	Lesson 21 <a href="#">Daily Overview</a>
				Lesson 21 <a href="#">Student Work</a>
				Lesson 21 <a href="#">Slides</a>
<b>Day 13</b>	<b>Writing Project</b>	<a href="#">Post-assessment</a> <a href="#">Post-assessment Scoring Guide</a>		Lesson 23 <a href="#">Daily Overview</a>
				Lesson 23 <a href="#">Student Work</a>
				Lesson 23 <a href="#">Slides</a>
<b>Day 14</b>	<b>End-of-Unit Wrap-Up:</b> Essential Question reflection			Lesson 24 <a href="#">Daily Overview</a>
				Lesson 24 <a href="#">Student Work</a>
				Lesson 24 <a href="#">Slides</a>
<b>Differentiated Materials</b>				<a href="#">Differentiated Student Work</a>
				<a href="#">Spanish Translated Student Work</a>

# Appendix

## Supplemental Reading List

- *The One and Only Bob* by Katherine Applegate
- *Saving Lives & Changing Hearts* by Rob Laidlaw
- *Wild Animals in Captivity* by Rob Laidlaw
- *Saving Sorya: Chang and the Sun Bear* by Trang Nguyen
- *A Wolf Called Wander* by Rosanne Parry
- *A Whale of the Wild* by Rosanne Parry
- *Elephant Journey: The True Story of Three Zoo Elephants and Their Rescue From Captivity* by Rob Laidlaw

## Standards of Focus

Standard	Description	Students Should Know	Students Should Be Able to Do
3.RL.1C	Describe a character's attributes, including their traits, motivations, or feelings and how they develop throughout the text.	<ul style="list-style-type: none"> <li>• Good readers understand the importance of the setting and how it affects the characters and events in a story.</li> <li>• Good readers know that characters can be described through their thoughts, words and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Good readers describe the setting of a story and explain how the setting is important to the characters and events.</li> <li>• Good readers pay attention to a character's thoughts, words and actions and consider what those tell us about who they are on the inside.</li> </ul>
3.RL.2A	Discuss how an author uses characters and settings to advance the plot.	<ul style="list-style-type: none"> <li>• Good readers understand how the events in a story affect the characters.</li> <li>• Good readers understand that characters change and grow throughout a novel.</li> </ul>	<ul style="list-style-type: none"> <li>• Good readers examine how characters react to events through their words, thoughts and actions.</li> <li>• Good readers explain how and why characters are different than they were in the beginning of a novel.</li> </ul>
3.RL.1A	Identify thematic topics of stories (e.g. friendship, survival, determination) and the lessons learned.	<ul style="list-style-type: none"> <li>• Good readers understand that stories help us to learn bigger ideas about life and the world.</li> <li>• Good readers know the most important parts of a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Good readers consider what a story teaches us through the ideas it presents and how they connect to our own lives.</li> <li>• Good readers pay attention to the characters, their relationships, conflicts, resolutions and lessons learned and are able to summarize key events.</li> </ul>
3.PL.1B	Identify the central conflict and resolution using events from the plot to summarize the text		
3.RL.2D	Identify the characteristics of different genres.	<ul style="list-style-type: none"> <li>• Good readers appreciate the purpose of chapters, scenes, stanzas, etc.</li> <li>• Good readers understand the connection between chapters within a novel.</li> </ul>	<ul style="list-style-type: none"> <li>• Good readers explain how an author uses chapters, scenes, stanzas, etc., to introduce new and supporting ideas within a novel, poem, scene, etc.</li> <li>• Good readers explain how ideas in a chapter support and/or build upon ideas from a previous chapter by making connections between characters, relationships, events, etc.</li> </ul>

<b>3.W.1D</b>	Write opinion pieces on topics or texts, supporting a point of view with facts and reasons.	<ul style="list-style-type: none"> <li>• Good writers know that an opinion is the personal thoughts and understandings of the reader of the text or topic.</li> <li>• Good writers know that adding details and evidence from the text supports the opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Good writers identify the topic or claim of their opinion and make it clear.</li> <li>• Good writers use details and evidence from relevant sources to prove their claim or topic sentence.</li> <li>• Good writers further prove their evidence by including rationale that connects evidence and claim/topic sentence.</li> </ul>
<b>3.W.1E</b>	Write in response to text(s) read or heard to share thinking using supporting details from the text.	<ul style="list-style-type: none"> <li>• Good writers know that linking words help the reader make connections between the author's thoughts and ideas.</li> </ul>	