

Lesson Guidance 26	
Grade	6
Unit	1
Selected Text(s)	Fever 1973, Ch. 28
Duration	1 Day

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

Learning Goal(s) <i>What should students understand about today's selected text?</i>	
Explain Mattie's internal conflict despite having achieved success and independence.	
CCSS Alignment	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
End of lesson task <i>Formative assessment</i>	Explain Mattie's internal conflict despite having achieved success and independence. After completing the organizer below, write a well-organized paragraph, using textual evidence to respond to the prompt above. Use this Internal Conflict Organizer
Knowledge Check <i>What do students need to know in order to access the text?</i>	Key Background Knowledge - By December, most political leaders of Philadelphia, who had left the city during the yellow fever outbreak, had returned. Key Terms: Epigraph: quotation set at the beginning of a literary work to suggest its theme Internal conflict: struggle within one's self; struggles with one's own choices, limitations, behaviors, thoughts, feelings, etc Vocabulary Words <i>Explicit Instruction (before reading)</i> Peer: look keenly at someone or something Scraggly: thin and bony Dash: run or travel somewhere in a great hurry Fare: perform in a specific way in a particular situation or over a



- particular period of time
- **Cradle:** hold gently and protectively

Implicit Instruction (while reading)

- **Handbill:** a small printed advertisement or other notice distributed by hand
- **Huzzah:** used to express approval or delight
- **Mutton:** sheep
- **Scoundrel:** a dishonest or unscrupulous person; a rogue

Core Instruction

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

Opening Activity:

Many stores are lately opened and the city exhibits a scene of increasing trade and bustle.

-Letter of John Welsh, clerk

Philadelphia 1793

Why do you think the author chose this epigraph to begin chapter 28?

[Think Pair Share](#)
[Epigraph Slides](#)

Explicit Vocabulary Instruction:

1. Define each word with these student-friendly definitions.
 - a. **Peer:** look keenly at someone or something
 - b. **Scraggly:** thin and bony
 - c. **Dash:** run or travel somewhere in a great hurry
 - d. **Fare:** perform in a specific way in a particular situation or over a particular period of time
 - e. **Cradle:** hold gently and protectively
2. Use each word in a sentence.
 - a. The police **peered** through the window to see if anyone was in the room.
 - b. The **scraggly** boy didn't have enough food to eat.
 - c. The **frail** old woman needed a cane to help her walk.
 - d. We **dashed** all over the city in just under two hours.
 - e. Did you **fare** well on the exam or was it just too hard?
 - f. The mother **cradled** her newborn baby in her arms.
3. Review vocabulary slide deck inserted [here](#).
4. Active practice:
 - a. Would it be accurate to say that **scraggly** is the same as scrawny?
 - b. Should you **dash** in the school hallways? Why or why not?
 - c. How is it different to state that you **peered** at something as opposed to stared?
 - d. Are all old people **frail**?
 - e. Show how you would **cradle** a baby.
 - f. What is the difference between fair and **fare**?

[\(ELD Support\)](#)

Content Knowledge:

Go over the term:

Internal conflict: struggle within one's self; struggles with one's own choices, limitations, behaviors, thoughts, feelings, etc

[\(ELD Support\)](#)

Shared Reading

Pages 228-229

1. Explain how Mattie utilizes her creative ideas to achieve success in her new role as a “business woman.”

Page 230

2. Examine the reason that Nathaniel's actions contribute to Eliza's new opinion of him.

Independent Reading

Page 230 (Last Paragraph) to 231 (First Paragraph)

3. Analyze the meaning behind Mattie's words, “I felt hollow.”

Page 231

4. Why is the arrival of President Washington significant to the people of Philadelphia?
5. “If the president was back, then the fever was truly over. If the president was back, we were safe.” Do you agree with Mattie's sentiment?

Formative Assessment

Explain Mattie's internal conflict despite having achieved success and independence.

After completing the organizer below, write a well-organized paragraph, using textual evidence to respond to the prompt above.

Use this [Internal Conflict Organizer](#)

Fluency, Comprehension and Writing Supports

Fluency	Practices and strategies to support fluency practice and a recommended passage
Sentence Comprehension	Juicy Sentence protocol with sample sentence
Writing	Pattan Writing Scope and Sequence

Additional Supports

ELD Practices	Practices to promote Tier 1 access Vocabulary in Context Juxtaposition Video
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<u>SpEd Practice</u>	<u>Lesson 26 Guidance SPED Accommodations</u>
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access