

| Lesson Guidance 15 | |
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| Grade | 6 |
| Unit | 4 |
| Selected Text(s) | When My Name Was Keoko Chapter 20 |
| 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> Analyze the role of a kamikaze pilot and Tae-yul's fascination with it | |
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| 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>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.</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |
| End of lesson task <i>Formative assessment</i> | <p>Tae-yul first learns about kamikaze pilots at the neighborhood accounting and he does everything he can to learn more about them. Analyze the role of a kamikaze pilot and Tae-yul's fascination with it. Write a well-organized paragraph using specific evidence from the story to support your answer.</p> <p>Writing a TDA Style Prompt (ELD Support)</p> |
| Knowledge Check <i>What do students need to know in order to access the text?</i> | <p>Background Knowledge</p> <ul style="list-style-type: none"> Facts and Details about Kamikaze Pilots <p>Key Terms <i>(domain specific terms to analyze the text)</i></p> <ul style="list-style-type: none"> First Person Point of View: The narrator is a character in the story, may be unreliable (not relating the literal truth about events) Internal conflict: struggle within one's self; struggles with one's own choices, limitations, behaviors, thoughts, feelings, etc Internal Dialogue: an opportunity to get inside your character's head, allowing the reader to experience the character's innermost thought patterns, point of view, and opinion <p>Vocabulary Words <i>(words found in the text)</i> <i>Explicit Instruction (before reading)</i></p> |

- **Inflicted:** cause (something unpleasant or painful) to be suffered by someone or something
- **Utmost:** most extreme; greatest

Implicit Instruction (while reading)

- **Kamikaze:** a Japanese aircraft loaded with explosives and making a deliberate suicidal crash on an enemy target.
- **Sake:** an alcoholic beverage of Japanese origin made by fermenting rice that has been polished to remove the bran
- **Sool:** the general term for alcoholic beverages in Korea

Core Instruction

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

Opening Activity:

Watch [Former Kamikaze Pilots Explain Recruitment](#)

Engage in [See, Think, Wonder](#) Activity after viewing. Students jot down what they See, Think, and Wonder. Share responses as a whole group.

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Inflicted:** cause (something unpleasant or painful) to be suffered by someone or something
 - b. **Utmost:** most extreme; greatest
2. Model how each word can be used in a sentence.
 - a. She **inflicted** pain on the person that she hit with her car.
 - b. Please take the **utmost** care in completing your work.
3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. Should you purposely **inflict** a friend with pain? Why or why not?
 - b. Would it be normal to give your good friend your **utmost** attention when that person is speaking?

Content Knowledge:

Background Knowledge:

Watch [The Truth About Japan's Kamikaze Pilots Is Pretty Grim](#) for further details about kamikaze pilots.

Review Key Terms as needed:

- **First Person Point of View:** The narrator is a character in the story, may be unreliable (not relating the literal truth about events)
- [Internal conflict:](#) struggle within one's self; struggles with one's own choices, limitations, behaviors, thoughts, feelings, etc
- [Internal Dialogue:](#) an opportunity to get inside your character's head, allowing the reader to experience the character's innermost thought patterns, point of view, and opinion

Shared Reading:

Chapter 20

Pages 107 - 108

1. What was the Japanese soldier's purpose in telling the story from the past about the *divine wind* to Korean people at the neighborhood accounting? In regards to Tae-yul, was it effective?

2. What does the soldier tell the group that Tae-yul finds hard to believe?

Pages 109-110 (stop after “Nothing but air underneath me and my plane.”)

3. Tae-yul says “It’s one thing to know you might die in a battle – but choosing to die is something else, something special.” Why does Tae-yul choose the word “special” to describe kamikaze pilots?
4. What actions indicate that Tae-yul is thinking about being a kamikaze pilot?
5. What is nourishing Tae-yul’s interest in the kamikaze?

Discuss:

6. Is Tae-yul’s desire to fly a plane greater than his hatred toward the Japanese? Cite evidence to support your opinion.

Formative Assessment:

Tae-yul first learns about kamikaze pilots at the neighborhood accounting and he does everything he can to learn more about them. Analyze the role of a kamikaze pilot and Tae-yul’s fascination with it. Write a well-organized paragraph using specific evidence from the story to support your answer.

[Writing a TDA Style Prompt](#)
[\(ELD Support\)](#)

Fluency, Comprehension and Writing Supports

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| Fluency | Fluency Protocols |
| Sentence Comprehension | Juicy Sentence Protocol Sample sentence: “It’s one thing to know you might die in a battle – but <i>choosing</i> to die is something else, something special.” |
| Writing | Pattan Writing Scope and Sequence Suggested writing skills for this lesson: II. Content A. Connect ideas to a topic B. Write a series of related sentences and elaborate on ideas |

Additional Supports

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| ELD Practices | Practices to promote Tier 1 access |
| SpEd Practice | Lesson Guidance 15 SpEd Accommodations |
| MTSS Practices | Practices to promote Tier 1 access |



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| Enrichment Practices | Practices to promote Tier 1 access |
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