

Lesson Guidance 27	
<b>Grade</b>	6
<b>Unit</b>	4
<b>Selected Text(s)</b>	<i>When My Name Was Keoko</i> <b>Culminating Task (Informational Writing)</b>
<b>Duration</b>	2-3 days

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

### Learning Goal(s)

*What should students understand about today's selected text?*

Students will research a resistance moment in US history and write an informational essay that addresses the significance of this moment

#### 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.

**W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**W.6.2.a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.


#### **End of lesson task** *Formative assessment*

In *When My Name is Keoko*, Sunhee and her family demonstrate a loyalty to their Korean culture and identity in different ways. Sunhee's uncle and father are part of undercover resistance movements by writing for and distributing the Korean newspaper. Omoni keeps and hides the Rose of Sharon tree and dragon brooch even though it is illegal to keep items.

For your culminating task, explore and research a resistance moment or act of civil disobedience in US history that similarly involves bravery and loyalty despite strong opposition. Write an informational essay that covers the following:

1. What significant events in this person's life shaped their social commitment? What happened in their life to make them willing to take the risks they took?
2. What did the person want to accomplish or change?
3. What did they accomplish?
4. What methods did this person use to try to effect change?
5. What meaning does this person's life have for today?
6. How was this person's example similar to and different from the



	<p>examples of resistance and civil disobedience found in <i>When My Name Was Keoko</i>?</p> <p>Questions adapted from  Zinn Ed Project - Unsung Heroes.pdf</p> <p>Use this <a href="#">Slide Deck</a> for this culminating task.</p>
<p><b>Knowledge Check</b></p> <p><i>What do students need to know in order to access the text?</i></p>	<p><b>Key Terms</b></p> <ul style="list-style-type: none"><li>• <b>Resistance Movement:</b> a movement fighting (for freedom, etc), often secretly or illegally, against an invader in an occupied country or against the country's government, etc</li><li>• <b>Civil Disobedience:</b> the refusal by ordinary people in a country to obey laws or pay taxes, usually as a protest.</li></ul>

## Core Instruction



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

### Culminating Task Organizer:

#### Culminating Task

### Resources:

Students will be able to find bios of people who demonstrated civil disobedience and articles about resistance movements in the three resources listed here:

- 1)  **Zinn Ed Project - Unsung Heroes.pdf**
- 2)  **Teaching for Change - Resistance 101.pdf**
- 3) [Newsela Text Set](#):
  - "Student immigrants stage a risky protest at U.S.-Mexico border"
  - "Selma to Montgomery March"
  - "The Rise of Organized Labor in the United States"
  - "Black and Indigenous Resistance in 1800"
  - "'We're Sick of It' Student Walkout Protests Gun Violence"
  - "'It's Up To People to Change the System; The Artists Using Stamps as Resistance"
  - "Native Resistance at California Missions"

### Writing Checklist:

[Informational Writing Checklist for Teachers](#)

**Source:** Vermont Writing Collaborative

## Fluency, Comprehension and Writing Supports

Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<a href="#">Juicy Sentence Protocol</a>



	Sample sentence:
Writing	<a href="#">Pattan Writing Scope and Sequence</a>  Suggested writing skills for this lesson:

Additional Supports	
<a href="#">ELD Practices</a>	Practices to promote Tier 1 access
<a href="#">SpEd Practice</a>	<a href="#">Lesson Guidance 27 SpEd Accommodations</a>
<a href="#">MTSS Practices</a>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access