



Views on Freedom: Part 2 of 3

Resource ID#: 49436 Primary Type: Lesson Plan

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In this second part of a three-part unit, students first read a nonfiction article by Nelson Mandela about freedom and fill out a rhetorical triangle and an outline to help them understand and process the key points and supporting details. Students will also read and analyze the folk tale "The People Could Fly" for its use of figurative language and literary elements using a chart similar to the poetry chart from Lesson #1. Text-dependent questions for both texts have also been included. In the closure activity students will compare and contrast these texts with a poem they read in the first lesson in the unit as to how each text approaches the topic of freedom.

Subject(s): English Language Arts

Intended Audience: [Educators](#)

Instructional Time: 4 Hour(s)

Keywords: The People Could Fly, Virginia Hamilton, Nelson Mandela, freedom, folk tale, African America folktale

Resource Collection: CPALMS Lesson Plan Development Initiative

Grade Level(s): 6

Suggested Technology: Computer for Presenter, Internet Connection, LCD Projector

Freely Available: Yes

Instructional Component Type(s): [Lesson Plan](#), [Worksheet](#), [Assessment](#), [Text Resource](#), [Formative Assessment](#)

ATTACHMENTS

- [Triple Venn Diagram- Lesson 2 Views on Freedom.docx](#)
- [Mandela Rhetorical Triangle _ Outline- Lesson 2 Views on Freedom.docx](#)
- [Mandela Rhetorical Triangle Sample Answers- Lesson 2 Views on Freedom.docx](#)
- [Story Chart- Lesson 2 Views on Freedom.docx](#)
- [The People Could Fly.pdf](#)
- [Story Chart Answer Key- Lesson 2 Views on Freedom.docx](#)
- [Short Answer Questions- Lesson 2 Views on Freedom.docx](#)

LESSON CONTENT

Lesson Plan Template: General Lesson Plan

Formative Assessment

Hook - Journal

- The teacher will walk around the room while students are writing their initial journal entry and ensure that all students are writing and on topic.
- The teacher can gather information about student understanding of the overall topic of "Freedom" by skimming student responses.

Nelson Mandela Article

- The teacher can listen to small group discussions while circulating around the room as students read the text, fill out the triangle, and complete the outline.
- The teacher should also collect these papers at the end of class for more thorough analysis.
- The teacher should also circulate while students are adding to their journals to determine whether they are making thoughtful additions based on the text.

"The People Could Fly"

- The teacher should circulate while students are discussing the literary elements present in "The People Could Fly."
- The teacher should also circulate while students are adding to their journals to determine whether they are making thoughtful additions based on the text.

Feedback to Students

Hook - Journal

- The teacher will give verbal feedback to students as he/she observes students writing.
- The teacher can also provide immediate verbal feedback for specific students who share their journal entries with the class.
- Feedback should be focused on helping students to give clear explanations and detail in their entries.

Nelson Mandela Article

- The teacher can provide immediate verbal feedback to students while circulating around the room. This feedback should guide students towards identification of speaker, audience, and theme on the rhetorical triangle, and key points and details on the outline. A [sample answer key](#) is provided but this should be used as a guide only-- there are other possible answers.
- If the teacher collects papers at the end of class, he/she should indicate correct and incorrect answers. Alternatively, the teacher could go over answers with the entire class and allow students to make corrections to their work.
- Teachers should also provide feedback to students on the quotes they added to their journal entries. The teacher should ensure that all students are adding quotes that either support, modify, or refute their personal interpretation of freedom so that their quotes will be useful to them in writing their final paper in lesson three. The teacher should be on the lookout for students who seem to be randomly writing down quotes and guide them towards thoughtful, useful entries.

"The People Could Fly"

- Although the discussion on literary elements does ultimately lead directly to the Summative Assessment and therefore students should not be given any answers outright, the teacher could guide students in their discussion at this point in the lesson as they see fit.
- Teachers should again provide feedback to students on the quotes they added to their journal entries, following the guidelines above.

Summative Assessment

- The teacher will collect and grade the short answer questions for "Nelson Mandela Reflects on Working towards Peace." [Sample answers](#) are provided.
 - NOTE: The teacher could also have students fill out a portion of the Mandela outline independently as another summative assessment for this article.
- The teacher will collect and grade the short answer questions for "The People Could Fly." [Sample answers](#) are provided.
- The teacher will collect and grade the story chart for students' analysis of "The People Could Fly." A [sample answer key](#) is provided.

Learning Objectives: What should students know and be able to do as a result of this lesson?

Students will be able to:

- respond to a writing prompt through a journal entry to support or modify their ideas about freedom based upon their subsequent readings of two texts (an informational article by Nelson Mandela and a folk tale).
- determine speaker, audience, and theme as well as key points and supporting details in the article "Nelson Mandela Reflects on Working toward Peace."
- demonstrate understanding of figurative language and literary elements including tone, mood, and theme in "The People Could Fly."
- cite textual evidence to support analysis of "Nelson Mandela Reflects on Working toward Peace" and "The People Could Fly."
- determine or clarify the meaning of unknown words in "Nelson Mandela Reflects on Working toward Peace" and "The People Could Fly" using various strategies.
- compare and contrast the texts in this lesson with a poem in lesson 1 in regards to the topic of freedom.

Guiding Questions: What are the guiding questions for this lesson?

"Nelson Mandela Reflects on Working toward Peace"

- What different types of freedom are there?
- How can individuals tell if they are free?
- What different factors can affect one's freedom?
- How did Nelson Mandela's concept of freedom evolve throughout his life?
- How did Nelson Mandela organize this article? What are his key points and supporting details?

"The People Could Fly"

- What are the characteristics of a folk tale?
- What is the theme of this folk tale?
- How did the author use various literary elements like figurative language, sensory language, mood, and tone in this folk tale?
- How did the author use symbols in this folk tale?

Prior Knowledge: What prior knowledge should students have for this lesson?

- To get the most out of this lesson, ideally students should have completed lesson #1 before teachers implement lesson #2 in this unit. It has been attached as a related CPALMS resource.
- It would be helpful if students have prior knowledge of figurative and sensory language as well as the literary elements of theme, symbol, mood, and tone. These are typical and are found on most teacher websites or in most literature textbooks by grade level. Teachers can also consult sites like literarydevices.net and literary-devices.com.
- It would also be helpful if students were familiar with Nelson Mandela and his role in the history of South Africa. Teachers might want to refer to resources about Nelson Mandela (informational texts and short videos) on Biography.com and share certain aspects with students.

Teaching Phase: How will the teacher present the concept or skill to students?

Hook:

As a hook for this lesson, students will write a journal entry on what a visual image of freedom "says" to them, and whether this image supports, modifies, or refutes their previous journal entries about freedom from lesson #1.

1. To accomplish this, the teacher first needs to find multiple (five are recommended) pictorial representations of freedom that he/she can show to the class. Examples would include the Statue of Liberty, flying birds, broken chains, etc. Teachers can perform a quick Internet search for "Images of Freedom" to find suitable images to display.
2. If the teacher has a projector, he/she could use it to show the images. The images could also be printed out and hung up in the room. Note: All images should be shown simultaneously. This requires that the teacher prepare the images ahead of time.
3. The students will pick one image that "speaks to them" and add information to their journals to support, modify, or outright refute their previous ideas about freedom based on the new thoughts that are inspired by the image.
4. The teacher may choose to allow students five minutes to share their journal entries with a partner and/or may ask some students to share with the class.

Activation of Prior Knowledge:

- The teacher will return students' poetry charts from lesson #1 of this unit and go over the possible answers for the "Sympathy" poem as a review of literary elements before moving on with the rest of the lesson.

Guided Practice: What activities or exercises will the students complete with teacher guidance?

Part One:

Note: Teachers should make sure to incorporate the guiding questions (see guiding questions section above) throughout the activities below when appropriate.

1. The teacher will distribute the [article](#) "Nelson Mandela Reflects on Working toward Peace."
2. The teacher and/or strong student readers will read aloud the text to model fluency for all students. The teacher can instruct students that as they are reading the article they should text-mark the article and highlight or circle any words or phrases that address freedom or ideas relating to freedom. The teacher can also instruct students to underline any words that they cannot determine the meaning of the word.
3. The teacher will give students time to share with a partner words or phrases they identified as dealing with freedom or relating to freedom. Students can make corrections to their text-marking during this discussion.
4. The class will come back together and the teacher can call on several students to share some of their text-marking. The teacher can provide verbal feedback as needed.
5. The teacher will have students share out the words they underlined because they could not determine their meanings. The teacher can make a chart of these words. The teacher should model for students use of different strategies (context clues, Greek or Latin affixes and roots, and/or use of a dictionary) to determine the meanings for a few of the words. After modeling for a few words, the teacher can allow students time to work with a partner to use some of the strategies to determine the meanings of the rest of the words. If there are many words, they can be divided among groups. When ready, the class can come back together and students can report out the meaning they identified for each word and how they went about determining the meaning. The teacher should provide verbal corrective feedback as needed. Students should make sure to have the definitions for the words they struggled with written in their notebooks or on the Mandela article for future reference.
6. The teacher will ask students to read the article for a second time, but this time they will read the text independently. The teacher should instruct students that this time they will be identifying the key points and supporting details in this text. Students can text-mark for key points (mark with a "KP") and supporting details (mark with a "D") as they read.
7. The teacher will copy and distribute the [rhetorical triangle and outline handout](#).
8. In pairs, students will first fill out only the rhetorical triangle. When students are ready, the teacher can have a few students report out their answers. The teacher can provide corrective feedback at this time and the students should make corrections to their triangle if needed.
9. In pairs, students will fill in the outline. The teacher may need to model the first key point and supporting details to get students started.
 - Note: There is an [answer key](#) for this outline, but there are other possible answers. The important thing is that students are identifying the key points and some corresponding details in each paragraph. This will serve as a model for the paragraphs that students are writing in lesson three of the unit.
10. The teacher will collect students' completed outlines as a formative assessment. The teacher will provide written feedback on students' work as described in the "formative assessment" and "feedback to student" sections of this lesson plan.
 - Alternatively, this could serve as one of the summative assessments for the lesson. In that case, teachers should direct students to work together on only a few of the paragraphs and have students complete the final paragraphs independently.
11. Students will complete a series of short answer questions about the article independently as one of the summative assessments for this lesson. Please see Independent Practice Part One below.
12. Students add to their journal any evidence they could use from the article to support or modify the ideas about freedom about which they have already written, complete with direct quotes from the piece.
 - The teacher should clearly express to students that their ideas about freedom should be evolving and maturing as they progress through this unit. The purpose is for students to refine their understanding of freedom, not simply gather evidence to support their initial idea. Their journals should reflect this evolution.
 - As an accommodation, the teacher may choose to either model this journal activity or have students discuss with a partner or as a class the quotes that they are adding to their journals and why they are adding them.
 - NOTE: Students will need this evidence for the essay they will produce in lesson three of this unit. The goal of that essay is for students to make a claim to establish their view on freedom and include whether or not these pieces support their interpretation. The teacher should make this ultimate goal clear to students and guide students towards collecting evidence that will help them to answer this prompt later.
13. The teacher should ask students to complete an exit slip explaining how their idea of freedom has changed and evolved as a result of reading this article. If a student's idea has not evolved at all, he/she should be directed to try to find something in the next piece that further develops his/her ideas about freedom.

Part Two:

Note: Teachers should make sure to incorporate the guiding questions (see guiding questions section above) throughout the activities below when appropriate.

1. The teacher should list on the board and review the elements that the students will be analyzing later in the lesson on their story chart: speaker, title, figurative language, alliteration, sensory language, symbol, mood, tone, and theme.
2. Students will read the folk tale "[The People Could Fly](#)" independently or in pairs. The teacher can instruct students to underline any words that they cannot determine the meaning of the word.
3. The teacher will have students share out the words they underlined because they could not determine their meanings. The teacher can make a chart of these words. If there are many words, they can be divided among groups. Students will then work without teacher support to use various strategies to determine the meaning of these words. When ready, the class can come back together and students can report out the meaning they identified for each word and how they went about determining the meaning. The teacher should provide verbal corrective feedback as needed. Students should make sure to have the definitions for the words they struggled with written in their notebooks or on the folk tale for future reference.
4. Students will answer the multiple choice questions found on the attached [PDF](#) with a partner. They can use individual whiteboards or paper to record their answers, or the questions could be copied and distributed.
 - Answers for the multiple choice questions: 1) C, 2) A, 3) C, 4) C, 5) D, 6) B, 7) D.
 - Optional: The teacher can increase the rigor by asking students to write out an explanation of why they chose the answer they selected for each question.
5. The teacher should go over student answers and provide corrective feedback as needed.
6. Students will then analyze the literary elements previously listed in step #2 verbally in pairs.
 - Note: This is a preparatory discussion. Students will actually fill out a story chart independently the next day. This is simply an opportunity for students to discuss these literary elements with a partner prior to that activity.
7. Students will complete the remaining work for "The People Could Fly" independently. Please see Independent Practice Part Two below.
8. Students also add to their journal any evidence they could use from the story to support or develop their ideas about freedom, complete with direct quotes from the folk tale.
 - Again, student ideas should be evolving and their text evidence should reflect that evolution.

- In particular, students should be encouraged to add quotes that differ from their original ideas.
- If students are struggling with this idea because it seems that the folk tale is supporting the students' ideas of freedom, the teacher could use a student model from the previous day or his/her own model to illustrate the subtle ways that one's ideas can evolve through reading these pieces.

9. The teacher should ask students to again complete an exit slip explaining how their idea of freedom has changed and evolved as a result of reading this folk tale.

Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

Note: These activities also serve as the summative assessment, so students should not work with a partner or receive extensive assistance from the teacher.

Part One- Nelson Mandela Article:

1. Students will complete the short answer questions for the Mandela article independently. The teacher will collect and grade student work. Suggested answers (these should be used as a guide only) are included in the [attached handout](#).

Part Two- "The People Could Fly":

1. Students will complete the short answer questions for the folk tale independently. The teacher will collect and grade student work. A suggested answer key (these should be used as a guide only) has been included in this [attachment](#).

2. The teacher should copy and distribute the [story chart](#). Students should fill out the story chart on their own, drawing upon the ideas they have previously discussed with their partner. A [possible answer key](#) has been provided to assist teachers but this should be used as a guide only.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

- After assessing story charts, the teacher should hand them back and go over the answers to help students to organize their knowledge about these literary elements.
- After assessing student responses for the short answer questions for both texts, the teacher should hand them back and review with students to help them organize their knowledge about these texts.
- The teacher will also have students fill out the [Triple Venn Diagram](#) using one of the two poems from lesson one and the two texts used in this lesson to compare and contrast how each author and text approaches the topic of freedom. This Venn Diagram and the follow-up discussion about what students put in each part of the diagram will help them to organize their knowledge about all the texts in this unit before moving on to the essay portion of the unit in lesson three.
- Students can add notes to their journals to record what theme or central idea each text presents and text details that support each theme or central idea. These notes may be helpful to refer back to as students write their essay in lesson three.

ACCOMMODATIONS & RECOMMENDATIONS

Accommodations:

- Students can complete vocabulary mapping exercises prior to reading the Mandela article or "The People Could Fly" based on self-selected vocabulary words. Teachers may use this [vocabulary map](#) for this purpose. (Teachers can modify the heading from social studies.)
- Students who are more advanced readers can be paired with struggling readers to share journal entries and orally discuss literary elements in the Guided Practice section.
- Students can watch this retelling of "The People Could Fly" by Joslyn Ladson.
- The teacher may choose to either model the journal activity or have students discuss with a partner or as a class the quotes that they are adding to their journals and why they are adding them.
- ESOL students can use translation dictionaries to assist them.

Extensions:

- Students may complete a research project in which they find a folk tale and present it to the class. It is recommended that students find a folk tale that represents their heritage if possible.
- Or, students could find a folk tale that addresses the topic of freedom and compare and contrast the approach to freedom in that folk tale to "The People Could Fly."
- If the teacher wants to have an independent reading portion of the lesson, he/she could ask students to read an appropriate text that has similar themes and compare/contrast the text to the pieces they have read as a class. Students can also write a paragraph expressing how their independent text either supports or further refines their definition of freedom. Recommended books:
 - Dare To Dream by Angela Shelf Medearis (The story of Coretta Scott King, civil rights activist and wife of Dr. Martin Luther King, Jr.)
 - Freedom Walkers by Russell Freedman (The story of the Montgomery Bus Boycott of 1955-1956)
 - Marching for Freedom by Elizabeth Partridge (An account of the children who walked from Selma to Montgomery in 1965 to call attention to discrimination)
 - Through My Eyes by Ruby Bridges (The story of desegregation and the Civil Rights Movement)
 - Nelson Mandela: No Easy Walk to Freedom by Barry Denenberg
 - Stealing Home by Barry Denenberg (The life of baseball pioneer Jackie Robinson)
 - The Giver by Lois Lowry (In a "perfect" society free of war, fear, and pain, 12-year-old Jonas begins to understand a disturbing truth.)

Suggested Technology: Computer for Presenter, Internet Connection, LCD Projector

Additional Information/Instructions

By Author/Submitter

Unit overview: This unit focuses on the importance of freedom. Students will read a series of texts—two poems in lesson one, a folk tale and a short informational article by Nelson Mandela in lesson two—to examine different perspectives on freedom. Students' ideas about freedom should evolve and mature throughout the unit as they read and analyze the different texts. Students will gather evidence from the texts, including direct quotes, to assist them with writing an original essay in lesson three where they will make a claim to establish their view on freedom after reading these texts.

Depending on the teacher's need, with modifications lesson one and two can be conducted as stand-alone lessons.

Lesson One will cover standards LAFS.6.RL.1.1, LAFS.6.RL.1.2, LAFS.6.RL.2.4, LAFS.6.W.3.9, LAFS.6.W.4.10.

Lesson Three will cover standards LAFS.6.W.1.1, LAFS.6.W.2.4, LAFS.6.W.2.5, LAFS.6.W.3.9.

Text Complexity: The Nelson Mandela article has a 1250 Lexile. Although this is above the 6-8 grade band, students receive structured support to assist them with this complex text. The text is read aloud to model fluency for all readers. Students work with teacher support and independently to determine the meaning of self-selected academic vocabulary from the text that they struggle with. Students read the text again independently and then work as pairs to complete a rhetorical triangle and outline. Students then work independently to respond to short answer questions about the text.

Text Complexity: The folk tale "The People Could Fly" has a 660 Lexile. Although this is below the 6-8 grade band, the qualitative measures and reader and task considerations increase the complexity of the text and make it appropriately complex for the 6-8 band.

SOURCE AND ACCESS INFORMATION

Contributed by: Lois Seaman

Name of Author/Source: Lois Seaman, Margaret Little

District/Organization of Contributor(s): Miami-Dade, Sarasota

Is this Resource freely Available? Yes

Access Privileges: Public

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Related Standards

Name	Description
LAFS.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
LAFS.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Resources in the CPALMS Lesson Plan Development Initiative

Lesson Plan

Name	Description
Views on Freedom: Part 1 of 3:	This lesson is the first in a series of three focusing on the importance of freedom. In this lesson, students begin with a journal entry about freedom. Students then read two poems - "Words Like Freedom" (originally titled "Refugee in America") by Langston Hughes and "Sympathy" by Paul Laurence Dunbar - analyzing each poem according to literary and poetic elements. Text questions, a poetry chart, sample answer keys, and a PowerPoint are included.
Views on Freedom: Part 3 of 3:	This final lesson in a three-lesson unit guides students carefully through the entire process of writing an essay based on the concept of freedom and using text evidence from four sources - the poems "Words Like Freedom"/"Refugee in America" and "Sympathy," the nonfiction text "Nelson Mandela Reflects on Working toward Freedom" and the folk tale "The People Could Fly." The lesson consists of a review of the two previous lessons in the series, four days of organizing thoughts and getting teacher and peer feedback on each step in the essay, and producing a final copy. An assignment sheet, detailed organizer for students who need extra support, and rubric are all provided. Students must have completed lessons #1 and #2 in this series to complete this lesson.

Other Resources Related to the Same Standards

Lesson Plan

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