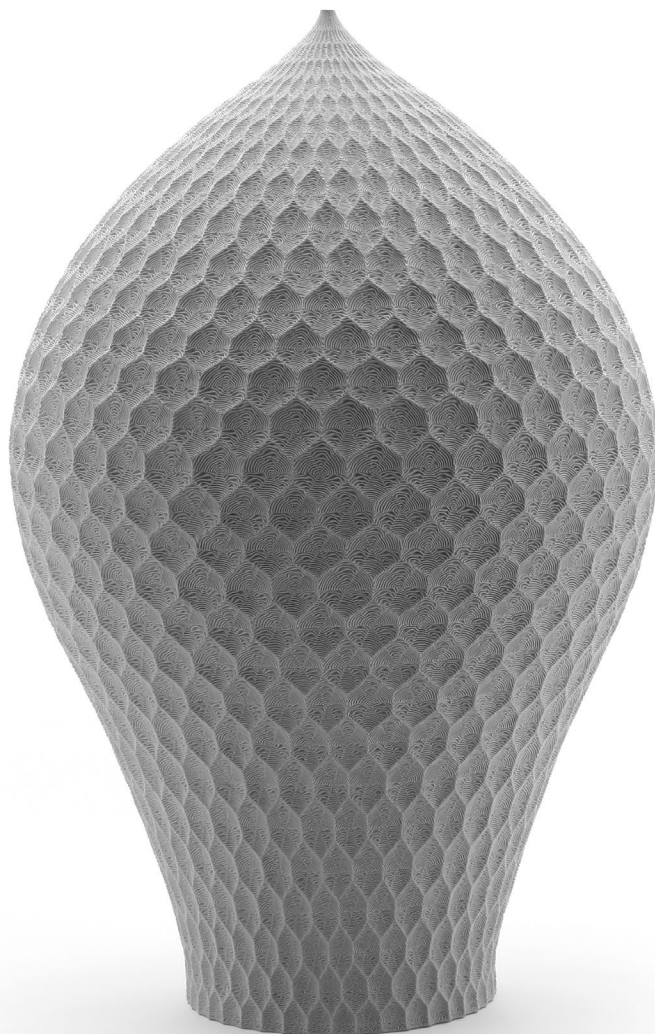






6 | Module 3

Jade and Water

How does tradition influence art?



Great Minds® is the creator of *Eureka Math*®, *Eureka Math*²®, *Wit & Wisdom*®, *Arts & Letters*™, and *PhD Science*®.

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- Determine structural similarities and differences in two types of essays.

L9 | Know 106

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- Examine the introduction of the writing model.

L10 | Reveal 120

- Explain how Linda Sue Park uses imagery to describe and emphasize the importance of celadon pottery.
- For Module Task 1, examine the prompt.

L11 | Know 132

- Build knowledge about celadon.
- For Module Task 1, collect evidence to respond to a prompt.

L12 | Organize 142

- Explain ethical dilemmas.
- For Module Task 1, collect evidence to respond to a prompt.

L13 | Organize 154

- Compare and contrast character responses.
- For Module Task 1, explain the required elements of the thesis statement.

L14 | Know 166

- Compare the process of creating celadon pottery in *A Single Shard* and "Playing with Mud."
- Examine the connection between the thesis statement and topic sentences in the writing model.

L15 | Know 182

- Connect knowledge of folktales to *A Single Shard*.
- For Module Task 1, examine elaboration in the writing model.

L16 | Organize 194

- Compare and contrast how different characters interact.
- For Module Task 1, examine transitions in the writing model.

L17 | Reveal 204

- Examine a character's experiences.
- For Module Task 1, examine an introduction and conclusion.

L18 | Distill 216

- Explain a central idea in *A Single Shard*.
- For Module Task 1, complete an essay outline.

L19 | Know 226

- Express knowledge about artistic tradition, morality, and celadon pottery.
- For Module Task 1, complete a draft of an argument essay.

L20 | Reading Comprehension Assessment 1 236

- Demonstrate knowledge of cultural traditions, and apply reading comprehension skills to a new text related to cultural traditions.

L21 | Responsive Teaching 240

- Analyze relevant questions on Reading Comprehension Assessment 1.

Arc B | *A Single Shard*

L22 | Organize 246

- Identify what is happening in *A Single Shard*.
- For Module Task 1, revise an essay to strengthen writing.

L23 | Organize 256

- Explain Tree-ear's character growth in *A Single Shard*.
- For Module Task 2, examine the prompt.

L24 | Reveal 266

- Analyze the effect of symbolism in *A Single Shard*.
- For Module Task 2, collect evidence to respond to a prompt.

L25 | Organize 276

- Explain major aspects of Tree-ear's journey to Songdo.
- For Module Task 2, draft a thesis statement.

L26 | Know 286

- Demonstrate an understanding of the requirements of a sijo.
- For Module Task 2, elaborate on evidence.

L27 | Know 296

- Analyze major elements of "Botany Lesson."
- Examine the hook in the Writing Model for Module 3.

L28 | Organize 306

- Summarize a character's accomplishments.
- Examine background information in the writing model.

L29 | Organize 318

- Explain Tree-ear's future plans.
- Examine the conclusion in the writing model.

L30 | Reveal 328

- Explain how a scene enhances a story's plot.
- For Module Task 2, complete an essay outline.

L31 | Distill 340

- Explain a theme from *A Single Shard*.
- For Module Task 2, draft an argument essay.

L32 | Know 352

- Express knowledge about art and tradition.
- For Module Task 2, revise an essay to include parenthetical elements.

L33 | Know 366

- Describe connections between *Delicate Carving on White Porcelain* and the Thousand Cranes Vase.
- Examine the End-of-Module Task prompt.

L34 | Reading Comprehension Assessment 2 376

- Demonstrate knowledge of cultural traditions, and apply reading comprehension skills to a new text related to how tradition influences art.

L35 | Responsive Teaching 380

- Analyze relevant questions on Reading Comprehension Assessment 2.

Module Finale

L36 | Know 386

- Reflect on how tradition influences art.
- For the End-of-Module Task, draft a thesis statement and topic sentences.

L37 | Know 396

- For the End-of-Module Task, draft an argument essay.

L38 | Know 404

- For the End-of-Module Task, draft an argument essay.
- For the End-of-Module Task, revise a draft of an argument essay.

L39 | Know 412

- For the End-of-Module Task, revise an argument essay.
- Share the End-of-Module Task.

L40 | Closing Bookend 418

- Share knowledge gained from the module about cultural traditions.
- Reflect on the module topic.



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ESSENTIAL QUESTION

How does tradition influence art?



SUMMARY

Traditions play an important role in shaping culture. Examining traditional art, belief systems, and stories provides insight into cultural values. In *Jade and Water*, students explore the unique beauty of a specific artistic tradition: celadon pottery. Throughout the module, students consider the Essential Question: How does tradition influence art?

The module opens with Linda Sue Park's *A Single Shard*, an award-winning historical fiction novel about a boy who dreams of becoming a potter. Tree-ear is a twelve-year-old whose painstaking efforts to assist master potter Min illuminate the significance of cultural traditions in twelfth-century Korea. Students learn the significance of both tradition and innovation by reading about Tree-ear's commitment to supporting Min's art and Tree-ear's efforts to cultivate his own art.

Throughout the module, students build knowledge of artistic, moral, and literary traditions. To complement this contextual study, students view the Thousand Cranes Vase, made by an unknown artist and lauded as Korea's finest example of celadon pottery; then they read about the history of this art form, the process required to make it, and the elements that make its design particularly unique.

To deepen their understanding of the values that shape Tree-ear's life as he strives toward his goal of making pottery of his own, students read about the history of Confucianism and the specific virtues it promotes. They then apply those virtues to situations in *A Single Shard*. Students also learn about oral tradition and explore how the stories told by Crane-man, Tree-ear's beloved guardian, reflect this tradition. They read a traditional Korean folktale and note its potential connections to the folktale genre.



and to multiple characters in *A Single Shard*. To build further knowledge of literary tradition, students study *sijo*, a traditional form of Korean poetry. They read a *sijo* written by Linda Sue Park and create one of their own.

To conclude their study of *A Single Shard*, students connect Park's description of the Thousand Cranes Vase to the design that Tree-ear envisions, which provides a satisfying resolution to the story's major conflicts. Students compare the Thousand Cranes Vase to *Delicate Carving on White Porcelain*, a modern Korean vase, to consider how traditional celadon design influences modern Korean pottery. This comparison emphasizes the enduring power of art.

During writing instruction, students use the Painted Essay® structure to write argument essays expressing their knowledge of tradition. They learn to develop a claim and supporting reasons, draft topic sentences that reflect those reasons, properly cite and elaborate on evidence to support an argument, create a hook and context for introductory paragraphs, and craft an effective conclusion. They also practice adding transitions to their work. At the end of the module, students craft an essay arguing whether traditions associated with art or traditions associated with morality have a stronger influence on Tree-ear's development.

Throughout the module, students build knowledge of cultural traditions, honing a specific focus on celadon pottery and following Tree-ear's journey to becoming an artist in this story of courage, survival, and the power of art. Students gain insight into the value of artistic tradition and innovation, which empowers them to answer the Essential Question: How does tradition influence art?

TEXTS

Book

Literary

- *A Single Shard*, Linda Sue Park

Poetry

- “Botany Lesson,” Linda Sue Park

Articles

- “Can You Sijo?” Robin Hansen
- “Celadon,” *Encyclopedia Britannica*
- “Confucianism,” *Faces*
- “The Five Virtues,”
Monique Nagel-Angermann
- “Folktale,” *Britannica Kids*
- “Playing with Mud,” Katherine Schouten



Art

- *Delicate Carving on White Porcelain*,
Lee Jong Min
- Thousand Cranes Vase, artist unknown

Short Story

- “Taming a Tiger,” Ann Martin Bowler





KNOWLEDGE THREADS

- Traditions preserve knowledge from the past and inspire innovation.
- Art is influenced by, but also innovates upon, the cultural traditions of specific communities.
- Korean celadon pottery represented a technological and conceptual evolution of artistic tradition.
- Systems of thought like Confucianism influence how people understand what it means to live a “good life” or a life that considers, defines, and favors ethics and morality.
- Folktales transmit life lessons and cultural values, connecting people through different times and places.
- Authors draw on historical, literary, and artistic traditions to develop and write their stories.
- Artists rely on both inspiration and discipline to produce innovative work.

MATERIALS AND PREPARATION

- Module 3 Knowledge Chart
- Module 3 Word Analysis Chart (digital platform)
- Module 3 Question Board
- Module 3 Speaking and Listening Goal Tracker (digital platform)

Determine how to display class versions of *Learn* book pages and lesson materials throughout the module. Use the slides available on the digital platform, or use another method of display, such as chart paper or a document camera. For a comprehensive list of all the materials used in the module, see the digital platform.



LEARNING GOALS

- Build understanding through literary and informational texts about how tradition influences art.
- Describe how Tree-ear's character develops and changes across the text.
- Analyze how the author describes the relationships that Tree-ear has with other characters and what he learns from them.
- Summarize a literary text without including personal opinions.
- Integrate information from texts to build an understanding of the history of the Korean art of celadon pottery and the cultural and religious traditions that influence Tree-ear.
- Write argument essays that present a claim about a literary text and support the claim with reasons and evidence.
- Revise argument writing by elaborating on evidence, using transitions to show the relationships between a claim and evidence, and incorporating dashes to set off nonrestrictive or parenthetical elements.
- Participate in class discussions about how tradition influences art, connecting new ideas to the discussion, elaborating on evidence to make connections clear and explain significance, and listening closely to identify a speaker's argument.



ASSESSMENTS

In every *Arts & Letters*™ module, students complete three types of formal assessments: module tasks, Listening Comprehension Assessments, and an End-of-Module Task. For the module tasks in this module, students write argument pieces. Each module task prepares students for the End-of-Module Task.

For additional information about assessments, including texts, rubrics, achievement descriptors, scoring guidance, and report analysis, see the Assessment Guide on the digital platform.

End-of-Module Task | Argument Essay

For the End-of-Module Task, students explore how traditions affect an individual to write an argument essay. In the essay, students make a text-based claim about whether traditions of art or morality have a stronger influence on a character. Using the Evidence Organizer for the End-of-Module Task, students write a thesis that presents a claim. Students support their claim with reasons and evidence. After drafting their essays, students participate in a peer review and revise their writing based on the feedback they receive.

Summary of Assessments

Lesson 20 | Reading Comprehension Assessment 1

Students complete a four-section Reading Comprehension Assessment. The first section, Fluency, assesses rate, accuracy, phrasing, and expression. The second section, Show What You Know, assesses content knowledge and vocabulary built during the first half of the module. The third section, Grow What You Know,

assesses comprehension of a new topically related text about how artistic traditions are passed through generations. The fourth section, Self-Reflection, gives students an opportunity to evaluate their own confidence about the assessment and identify challenges posed by the assessment text.

Lessons 18–19 and 22 | Module Task 1

Students write an argument essay that presents a claim about a character's morality. Students use evidence gathered to show whether Crane-man's words or actions better reflect his morality. Students support their ideas by elaborating on their evidence and making a clear connection to the claim.

Lessons 30–32 | Module Task 2

Students write an argument essay that makes a claim about characters who contribute to an artistic innovation. Students use evidence from the module text to support their claim. They strengthen their essays by using precise language to explain their argument.

Lesson 34 | Reading Comprehension Assessment 2

Students complete a four-section Reading Comprehension Assessment. The first section, Fluency, assesses rate, accuracy, phrasing, and expression. The second section, Show What You Know, assesses content knowledge and vocabulary built during the second half of the module. The third section, Grow What You Know, assesses comprehension of a new topically related text about how artistic traditions inspire artistic innovation. The fourth section, Self-Reflection, gives students an opportunity to evaluate their own confidence about the assessment and identify challenges posed by the assessment text.

Lessons 36–39 | End-of-Module Task

For the End-of-Module Task, students write an argument essay about whether traditions of art or traditions of morality have a stronger influence on a character.

ACHIEVEMENT DESCRIPTORS OVERVIEW

Achievement Descriptors (ADs) are standards-aligned descriptions that detail what students should know and be able to do based on instruction. ADs are written by using portions of various standards to form a clear, concise description of the work covered in each module. Grade-level ADs may appear in multiple modules.

Arts & Letters alignment to state standards is available on the digital platform.

The ADs are organized into five strands.

Each strand is composed of grade-level parent ADs. Some parent ADs are further divided into child ADs, and some child ADs are further broken down into grandchild ADs.

Each AD has a unique code, which indicates the strand, the AD number, and the grade to represent the parent AD. If applicable, the code may also include a capital letter to indicate a child AD and a lowercase letter to indicate a grandchild AD.

The example shows the relationship of parent, child, and grandchild ADs.

The first number in the code is the AD number, which corresponds to the list of Achievement Descriptor Numbers by Strand. The second number in the code is the grade-level number.

For a list of this module's Achievement Descriptors, see the appendix.

Achievement Descriptor Strands

MM Make Meaning from Texts

CP Compose and Present Content

BU Build Understanding

DF Develop Foundations

DM Develop Metacognition

Grade Level 6 Achievement Descriptor

CP.4.6.A.a

Parent

CP.4.6 Structure: Organize content with an effective structure appropriate to the task, purpose, and audience.

Child

CP.4.6.A: Develop an introduction.

Grandchild

CP.4.6.A.a: Introduce claim(s) clearly.

ENGLISH LANGUAGE DEVELOPMENT STANDARDS

By engaging students in a variety of language- and text-based activities, module 3 lessons align with the following English Language Development (ELD) standards. *Arts & Letters Prologue™* lessons provide additional language support to develop ELD standards. Educators should consult their state's ELD standards and proficiency descriptors to identify the best ways to help multilingual learners reach the module's learning goals. See the digital platform for a lesson-by-lesson breakdown of ELD standards.

WIDA Standards

ELD-SI.4-12.Narrate: Multilingual learners will

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform: Multilingual learners will

- Report on explicit and inferred characteristics, patterns, or behavior
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain: Multilingual learners will

- Generate and convey initial thinking

- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances

ELD-SI.4-12.Argue: Multilingual learners will

- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback

ELD-LA.6-8.Narrate.Interpretive: Multilingual learners will interpret language arts narratives by

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

ELD-LA.6-8.Argue.Expressive: Multilingual learners will construct language arts arguments that

- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

ELP Standards

Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Standard 2: An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Standard 4: An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Standard 5: An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Standard 6: An ELL can analyze and critique the arguments of others orally and in writing.

Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Standard 9: An ELL can create clear and coherent grade-appropriate speech and text.

Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

MODULE PLAN

Essential Question | How does tradition influence art?

KEY

 = **assessment**

 = **Prologue lesson**

Arc A | A Single Shard

Lesson 1 Opening Bookend	Lesson 2 Wonder <i>A Single Shard</i> Thousand Cranes Vase	Lesson 3 Organize <i>A Single Shard</i> Thousand Cranes Vase 	Lesson 4 Organize <i>A Single Shard</i> Thousand Cranes Vase 	Lesson 5 Organize <i>A Single Shard</i> Thousand Cranes Vase	Lesson 6 Reveal <i>A Single Shard</i> “Celadon” 	Lesson 7 Organize <i>A Single Shard</i> 
Lesson 8 Reveal <i>A Single Shard</i>	Lesson 9 Know “Confucianism” “The Five Virtues” 	Lesson 10 Reveal <i>A Single Shard</i> 	Lesson 11 Know “Celadon” 	Lesson 12 Organize <i>A Single Shard</i> 	Lesson 13 Organize <i>A Single Shard</i>	Lesson 14 Know “Playing with Mud”
Lesson 15 Know “Taming a Tiger” “Folktale” 	Lesson 16 Organize <i>A Single Shard</i> 	Lesson 17 Reveal <i>A Single Shard</i>	Lesson 18 Distill <i>A Single Shard</i> 	Lesson 19 Know <i>A Single Shard</i>	Lesson 20  Reading Comprehension Assessment 1	Lesson 21 Responsive Teaching

Arc B | A Single Shard

Lesson 22 Organize <i>A Single Shard</i> Module Task 1 completed 	Lesson 23 Organize <i>A Single Shard</i>	Lesson 24 Reveal <i>A Single Shard</i> 	Lesson 25 Organize <i>A Single Shard</i> 	Lesson 26 Know “Can You Sijo?” 	Lesson 27 Know “Botany Lesson”	Lesson 28 Organize <i>A Single Shard</i> 

Lesson 29 Organize <i>A Single Shard</i> 	Lesson 30 Reveal <i>A Single Shard</i>	Lesson 31 Distill <i>A Single Shard</i> 	Lesson 32 Know <i>A Single Shard</i> Module Task 2 completed	Lesson 33 Know <i>Thousand Cranes Vase</i> <i>Delicate Carving on White Porcelain</i>	Lesson 34 Reading Comprehension Assessment 2	Lesson 35 Responsive Teaching

Module Finale

Lesson 36 Know module texts	Lesson 37 Know <i>A Single Shard</i>	Lesson 38 Know <i>A Single Shard</i>	Lesson 39 Know <i>A Single Shard</i> End-of-Module Task completed	Lesson 40 Closing Bookend



Lesson 1

Essential Question | How does tradition influence art?

OVERVIEW

Preview

In this opening Bookend lesson, students explore the module topic and the Essential Question. Students share what they know about cultural traditions. They continue to engage with the module topic through an experience that the teacher chooses. Students may create a visual representation of how tradition is passed down in communities, regions, or countries, explore how regional or cultural tradition influences local artists' work, read a text about cultural traditions, or engage in a teacher-created experience.

Learning Goals

- Share experiences about cultural traditions.
- Explore the module topic.

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Share:** Discuss Prior Knowledge
- **Engage:** Create, Experience, or Read

LAND

Revisit the Essential Question

Vocabulary

culture (n.)

tradition (n.)

Materials and Preparation

- journal
- Knowledge Cards: *culture*, *tradition*
- Determine how to display the Essential Question. Students work with the question throughout the entire module.
- Prepare materials for the selected activity in the Engage section.
- Depending on the option you choose, consider planning for more than the typical 60 minutes recommended for a lesson.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Tell students that today they are starting a new module about cultural traditions.
2. Display and Choral Read the Essential Question: How does tradition influence art?

Teacher Note

Customize this lesson's content to incorporate your school's regional geography, the community's resources, and the area's history. Use the activities to activate and honor students' funds of knowledge, including their home life, languages, and experiences.

LEARN 53 minutes

Share | Discuss Prior Knowledge | 10 minutes

1. Tell students that today they will share what they know about the module topic. Ask these questions:



What do you know about cultures?



What do you know about traditions?

Teacher Note

As students share, listen closely for what they might already know about a topic. Note students' prior knowledge to activate and incorporate into future discussions. Note misconceptions to correct in future instruction.

2. Introduce the vocabulary term *culture* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



Definition

culture (n): the shared beliefs, traditions, language, and way of life of a particular group of people

3. Introduce the vocabulary term *tradition* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Teacher Note

The Word Analysis Chart, located on the digital platform, identifies relevant word-part information for each vocabulary term defined in the module. Use the chart to inform additional phonics and word analysis support for students.

Differentiation Challenge

To promote vocabulary exploration, instruct students to Think–Pair–Share to answer this question: What is the difference between a routine and a tradition? Use responses to reinforce that while people may do things regularly, these things are not always related to a particular family, group, or society. The term *tradition* implies something that is specifically associated with a family, group, or society.



Definition

tradition (n): a way of thinking, behaving, or doing something that has been used by the people in a particular family, group, or society for a long time

4. Explain that in this module students will learn about cultural traditions and how tradition influences art.
5. Direct students to their journals. Instruct them to Jot–Pair–Share to answer these questions:

☞ **What tradition is specific to your favorite music, dance, or other form of art?**

☞ **What tradition is specific to your community?**

☞ **What tradition is specific to America?**

Engage | Create, Experience, or Read | 43 minutes

Choose a Create, Experience, or Read activity to engage students with the module topic. Plan your own activity or choose an option below.

Option 1 | **Create** a Visual Representation of Tradition

1. Explain that this module features many cultural traditions.
2. Instruct students to Think–Pair–Share to answer this question:
 **How is tradition passed down in communities, regions, or countries?**
3. Instruct students to create a visual representation (e.g., a collage or poster) of how people in communities, regions, or countries pass down their traditions.
4. Lead students in a Gallery Walk to view one another's visual representations.
5. Close the Gallery Walk by inviting a few students to share ways in which tradition is passed down.

Option 2 | **Experience** a Visit from an Artist

1. Invite one or more local artists to your classroom to speak about how their art, processes, or influences reflect community, regional, or cultural tradition.

Teacher Note

If a classroom visit is not feasible, consider facilitating a virtual field trip to an artist's studio in your community or state which represents a local or regional tradition.

2. After listening to the guest speaker, direct students to their journals and instruct them to Jot–Pair–Share to answer this question:

 **How does tradition influence art in this community?**

Option 3 | Read a Book About Cultural Traditions

1. Display and briefly introduce the volume of reading texts, and allow students to select which text to read. Invite a few students to share their initial impressions of the books they have chosen.
2. Instruct students to begin reading their selected volume of reading text.

Teacher Note

If you do not choose option 3 during this lesson, be sure to complete these steps at another time near the beginning of the module so students can familiarize themselves with the volume of reading choices and make their selections.

LAND 5 minutes

Revisit the Essential Question

1. Facilitate a brief discussion to connect what students experienced in this lesson to the Essential Question. Consider using one of the following questions, based on each option from the Engage section, to initiate the discussion:
 - **Option 1**—How is tradition passed on to you or your community?
 - **Option 2**—How does tradition manifest in the guest speaker's art?
 - **Option 3**—How does your chosen text provide insight into how tradition influences art?
2. Tell students that throughout the module they will continue to build knowledge about cultural traditions.

Teacher Note

Arts & Letters student and teacher materials feature borders, header images, and other carefully chosen visuals to align with each module's knowledge. Consult About the Images, located in the appendices, to learn more about how these elements connect to the module's knowledge. As students progress through the module, share related information about the images and encourage them to make connections to what they are learning.

ACHIEVEMENT DESCRIPTORS

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.C

BU.4.6 Expression

DM Develop Metacognition

DM.3.6 Schema Building



Lesson 2

Essential Question | How does tradition influence art?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students notice and wonder about *A Single Shard*. They examine text features, focus on pages 1–7, and fluently read a passage. This work prepares students to explain how carefully reading aloud changes what they notice and wonder. During visual art instruction, students observe the Thousand Cranes Vase. They share what they notice and wonder about the work of art.

Learning Goals

Notice and wonder about *A Single Shard*.

LEARNING TASK: Explain how carefully reading aloud from *A Single Shard* affects what you notice and wonder about the text.

Notice and wonder about the Thousand Cranes Vase.

LEARNING TASK: Write the question about the Thousand Cranes Vase you're most curious about, and explain your interest in that question.

Vocabulary

shard (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *A Single Shard*
- **Respond:** Notice and Wonder About the Text
- **Observe:** Notice and Wonder About the Thousand Cranes Vase

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*
- Thousand Cranes Vase (digital platform)
- class Notice and Wonder Checklist for *A Single Shard* (*Learn book*)
- Module 3 Question Board
- Module 3 Knowledge Chart

STUDENTS

- *A Single Shard*
- journal
- Notice and Wonder Checklist for *A Single Shard* (*Learn book*)
- Glossary for Module 3 (*Learn book*)
- Fluency Practice for *A Single Shard*, passage 1 (*Learn book*, Fluency)

- Notice and Wonder Chart for a Work of Art (*Learn book*)
- Knowledge Statements for Module 3 (*Learn book*)

Preparation

- Determine how to display the Module 3 Question Board. Students continue adding to the board throughout the module. If the class uses chart paper and sticky notes, ensure that students have access to sticky notes during each lesson.
- Determine how to display the knowledge chart. Students continue working with this chart throughout the entire module.

Follow-Up

- Before the next lesson, students finish reading chapter 1 of *A Single Shard*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *A Single Shard*, passage 1 (*Learn book*, Fluency), reading all parts themselves, and focus on a fluency element or summarizing.

LAUNCH 2 minutes**Read the Content Framing Question**

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Explain that during a Wonder lesson the class begins to read the book for the first time to spark their curiosity. Students share what they notice and wonder about the book. Introduce *A Single Shard* by reading aloud the title and author. Tell students that in this lesson they will notice and wonder about the text features and the first seven pages of this text.

LEARN 53 minutes**Read | Read *A Single Shard* | 30 minutes**

1. Direct students to their journals. Instruct students to briefly write a response to this question:



What stories do you know about your name?

2. Invite a few students to share their responses. Explain that people's names can signify important situations or desired characteristics.
3. Tell students that they will engage with a text whose main characters have meaningful names. Explain that the text is fictional, indicating that the author chose the characters' names for specific reasons.
4. Display the class Notice and Wonder Checklist for *A Single Shard*, and direct students to the page in their *Learn* book.
5. Remind students that what they notice will likely spark related questions about the text. Think aloud to model how to use the first item on the checklist, and add what you notice and wonder about the text to the class checklist.

Notice	Wonder

Sample Think Aloud

I will follow the checklist by looking at the front cover of *A Single Shard*. On the front cover, I notice an illustration of a person. This person's face and the area around the person is struck through with white lines that look like tree branches or cracks. The person holds something green in their hands. I wonder if the thing the person is holding is the "single shard" of the title.

6. Instruct students to use the checklist and chart to notice and wonder about the text.
7. Instruct students to Think-Pair-Share to answer this question:



 What do you notice and wonder?

Teacher Note

As students share what they notice and wonder, use this as an opportunity to conduct an informal, formative assessment of the knowledge and skills students built during previous modules. For example, do students correctly identify story elements? Do their responses indicate attention to both the text and illustrations? Do they express complete thoughts? Use the information you gather to prepare for subsequent lessons with this text.

8. Add responses to the class Notice and Wonder Checklist for *A Single Shard*.
9. Introduce the vocabulary term *shard* by displaying the term, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.

Direct attention to the illustration on the front cover of *A Single Shard*. Instruct students to work with a partner to infer the meaning of the term *shard*. Invite a few students to share their ideas. As students share, reinforce the correct definition.

Emphasize that readers can use context clues to determine the meaning of an unknown word.

- 10.** Direct students to the term *shard* in the Glossary for Module 3, located in the *Learn* book. Instruct them to add in the Notes section a picture that represents *shard*.
- 11.** Direct attention to the page before chapter 1. Read aloud “A small village on the west coast of Korea, mid- to late 12th century.”

Instruct students to Think–Pair–Share to answer this question:

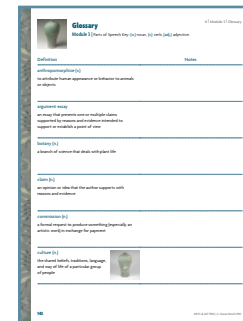


 What do you notice and wonder?

Use responses to reinforce that *A Single Shard* is set in Korea a very long time ago.

Definition

shard (n.): a sharp piece of something, such as glass or pottery



12. Tell students that now that they have had a chance to notice and wonder about text features, they will continue to notice and wonder about the text itself.
13. Instruct students to read the portion of pages 1–7 of *A Single Shard* from “Eh! Tree-ear!” to “of long life” and annotate what they notice and wonder.

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *cumbersome*, *protruded*, *ruefully*).

14. Ask this question:



What do you notice and wonder about how Crane-man and Tree-ear get their names?

Differentiation Support

To help students write an informed response, direct them to page 7.

Key Ideas

- Crane-man stands on one leg, like a crane.
 - Cranes symbolize long life, and when Crane-man was born he wasn’t expected to survive.
 - Tree-ear has no parents, like certain mushrooms do not have parent seeds.
 - Tree-ear may have had another name, but he doesn’t know what it is.
15. Tell students that they will now practice reading an excerpt from *A Single Shard* with fluency. Explain that in this lesson they will focus on reading accurately.

Invite a few students to explain in their own words what it means to read with accuracy. Use their responses to reinforce that reading with accuracy means to correctly decode, or read, with few mistakes. Explain that accurate readers correct their own mistakes as they read. Think aloud to model how to self-correct a natural error.

Sample Think Aloud

As I’m reading a sentence aloud, I might incorrectly decode a word. For example, if I read the word *experiment* too quickly, I might misread it as the word *experience*, because it shares many of the same initial letters. At that point, I would say, “Excuse me, experiment,” and continue reading the sentence.

- 16.** Display Fluency Practice for *A Single Shard*, passage 1, and direct students to the page in their *Learn* book. Tell students that the fluency passage for this module is a Readers' Theater script similar to the passage that began in module 1. Remind them that in a Readers' Theater they will perform a scene by speaking lines and adding dramatic elements, such as facial expressions and gestures.

Explain that the script includes three readers: Tree-ear, Crane-man, and the narrator. Instruct students to read the script to themselves and put a box around any word that is challenging to decode.

	Words	Comments
Step 1 Read the passage to yourself		
Step 2 Read aloud the fluency passage from a first reader		
Step 3 Read the fluency passage to yourself		
Step 4 Read the passage to a partner and correct before		
Performance		

Fluency Strategies
 Identify words that are difficult to read.
 Read the words aloud and listen for the sound.
 Read the words to a partner and correct for pronunciation.
 Read the words to a partner and correct for pronunciation.

Form groups of three, and appoint a Tree-ear, a Crane-man, and a narrator in each group. Explain that small groups and assigned parts will stay the same throughout all work with this script. Instruct students to practice reading the words that they identified as challenging to decode.

Tell students that they will read the excerpt aloud in small groups, and instruct them to pay close attention to words that they drew a box around.

- 17.** Instruct each group to read aloud the script again, pronouncing every word accurately.

Respond | Notice and Wonder About the Text | 13 minutes

- 1.** Direct students to their Notice and Wonder Checklist for *A Single Shard*. Instruct students to Think–Pair–Share to answer this question:

... **What new questions do you have after engaging in fluency practice?**

2.  **Introduce the learning task.** Direct students to their journals, Notice and Wonder Checklist for *A Single Shard*, and Fluency Practice for *A Single Shard*, passage 1. Instruct students to write in their journals an explanation of how carefully reading aloud from *A Single Shard* changes what they notice and wonder about the text.

Analyze Student Progress

Monitor: Do students connect their fluency work with a new or changed observation or question?

Offer Immediate Support: If students need additional support changing an observation or question, ask these questions: What did you learn as you read the fluency passage? How did reading aloud give you something new to think about?

Plan Future Practice: Students practice noticing things and asking questions about “Confucianism” in lesson 9.

3. Display the Module 3 Question Board. Remind students that the class will use Question Boards throughout the year to track lingering questions about the texts and motivate themselves and their peers to work toward answering these questions as they continue to study the topic.
4. Instruct students to identify a question from the Wonder column of their Notice and Wonder Checklist for *A Single Shard* that they think is especially important to answer throughout the module. Invite a few students to share their responses, and add those responses to the Question Board.

Teacher Note

As questions emerge throughout the module, consider which should be answered immediately to remove comprehension roadblocks and which might be answered naturally in subsequent lessons or through student curiosity. Invite students to add their questions to the Question Board during Land instruction.

5. Explain that students will read informational texts in addition to *A Single Shard* to help answer the questions they may have.

Observe | Notice and Wonder About the Thousand Cranes Vase | 10 minutes

1. Remind students that in module 2 they studied a three-dimensional object in a photo. In module 3, they will continue to consider the object itself as the work of art, not the photo.

Teacher Note

Korea designated the celadon vase featured in this module a national treasure in 1962. It held wine or beverages and originally came with a lid. Celadon is a green-gray glaze used on pottery and is also the name for the finished pottery. Celadon was made for the aristocracy of the Goryeo dynasty (918–1392). Although Chinese ceramics influenced it, celadon from the Korean peninsula was unique due to its green-gray hue and inlay design.

2. Direct students to the Notice and Wonder Chart for a Work of Art, located in the *Learn* book.
3. Display the Thousand Cranes Vase without telling students the title of the sculpture or the name of the artist.
4. Instruct students to look closely at the work of art in silence. After at least three minutes, direct attention to different parts of the vase, including the top, middle, bottom, and sides. Instruct students to write what they notice and wonder about the work of art on their Notice and Wonder Chart for a Work of Art.
5. Instruct students to Think–Pair–Share to answer this question:



What do you notice and wonder about the shape, line, and form?

6. Instruct students to add what they notice and wonder to their Notice and Wonder Chart for a Work of Art.
7. Facilitate a brief discussion of students' additional questions.

Notice	Wonder

8.  **Introduce the learning task.** Direct students to their Notice and Wonder Chart for a Work of Art and to their journals. Instruct them to write in their journals the question that they're most curious about and to explain their interest in that question.

Analyze Student Progress

Monitor: Do students identify one question from their Notice and Wonder Chart for a Work of Art?

Offer Immediate Support: If students need additional support choosing a question they're most curious about, ask them to consider which question is most open-ended.

Plan Future Practice: Students describe the Thousand Cranes Vase using their questions and observations in lesson 3.

LAND 5 minutes

Reflect on Learning

1. Direct attention to the Module 3 Knowledge Chart, and read aloud each column heading. Remind students that knowledge of the world is knowledge they gain from texts in the module. Remind them that knowledge of English is knowledge they gain as they learn reading, writing, and speaking skills. Writing statements about new learning helps people remember and track the knowledge they gain.

World Knowledge	ELA Knowledge

2. Direct students to Knowledge Statements for Module 3, located in the *Learn* book.
3. Instruct students to work with a partner to form knowledge statements and add them to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

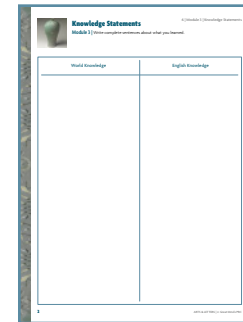
- What did you learn about names?
- What did you learn from *A Single Shard*?
- What did you learn to do?

4. Invite a few students to share their statements, and add them to the knowledge chart. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.

Teacher Note

We do not include a prescribed list of student knowledge statements because the discussion should flow organically and the statements should represent the authentic learning of each class. As needed, ask follow-up questions to guide students toward key ideas from the lesson, world knowledge from the texts, or English knowledge related to the learning goals.

5. Assign the follow-up work to read chapter 1 of *A Single Shard* before the next lesson.



ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.A.a, MM.5.6.A.c, MM.5.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.C, MM.12.6.C.b

BU Build Understanding

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B

BU.3.6 Conversation and Collaboration: BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.5.6 Fluency: DF.5.6.B, DF.5.6.C

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.A

DM.3.6 Schema Building



Lesson 3

Essential Question | How does tradition influence art?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review key details in *A Single Shard*. They read about Tree-ear's observations of Crane-man and Min. This work prepares students to choose and explain the best example of Tree-ear's observant nature. During visual art instruction, students identify key elements of the Thousand Cranes Vase and practice describing it as they would to someone who cannot see it. Students prepare to write a description of the work of art by using anthropomorphic terms.

P A Prologue to lesson 3 is available for students who need additional support.

Learning Goals

Identify what is happening in *A Single Shard*.

LEARNING TASK: Explain which is the best example of Tree-ear's observant nature: his conversation with Crane-man or his appreciation of Min's artistry.

Describe the Thousand Cranes Vase.

LEARNING TASK: Describe the Thousand Cranes Vase by using anthropomorphic terms.

Vocabulary

anthropomorphize (v.)

observation (n.)

pottery (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify What You Learn About Tree-ear and Crane-man in *A Single Shard*
- **Respond:** Explain Tree-ear's Observant Nature
- **Observe:** Describe the Thousand Cranes Vase

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*
- Knowledge Cards: *observation, pottery*
- Thousand Cranes Vase (digital platform)

STUDENTS

- *A Single Shard*
- Fluency Practice for *A Single Shard*, passage 1 (*Learn* book, Fluency)
- Glossary for Module 3 (*Learn* book)
- journal
- Map of Tree-ear's Home and Journey for *A Single Shard* (*Learn* book)

- Notice and Wonder Chart for a Work of Art (*Learn* book, lesson 2)
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapter 2 of *A Single Shard*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *A Single Shard*, passage 1 (*Learn* book, Fluency), reading all parts themselves, and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Explain that during an Organize lesson the class rereads sections of the book and identifies what is happening to gain a basic understanding of the section of the book. Tell students that in this lesson they will review chapter 1 of *A Single Shard* to identify what they learn about Tree-ear's and Crane-man's characters.

LEARN 53 minutes

Read | Identify What You Learn About Tree-ear and Crane-man in *A Single Shard* | 30 minutes

1. Direct students to Fluency Practice for *A Single Shard*, passage 1, located in the *Learn* book.
2. Invite a student to read aloud the first lines of Crane-man, from “Such questions serve” to “his empty stomach.”
3. Instruct students to put a finger on the em dash in the second sentence.
4. Ask this question:



Why do you think the author uses an em dash in this sentence?

Key Ideas

- to surprise the reader
- because Crane-man is attempting to show humor

	Initials	Comments
Day 1 Accuracy		
Day 2 Fluency		
Day 3 Expression		
Day 4 Rate		
Performance		

Fluency Elements:
 Fluency Elements include the words, phrases, and sentences that are repeated and practiced.
 Fluency Elements include the words, phrases, and sentences that are repeated and practiced.
 Fluency Elements include the words, phrases, and sentences that are repeated and practiced.

5. Remind students that commas and em dashes are types of punctuation that separate parts of the sentence to indicate a pause for readers.

Invite a student to read the second sentence and pause longer at the em dash.

6. Tell students that they will annotate the fluency passage for other pauses. Instruct them to follow along as their classmate reads aloud and annotate pauses by using one slash (/) to indicate where they hear a short pause and two slashes (//) to indicate where they hear a longer pause.

Teacher Note

To help students annotate the passage for other pauses, display the annotation symbols for students' reference.

7. Tell students that they are going to read the entire fluency passage as a class with attention to phrasing. Choral Read the fluency passage in sections to ensure that students are pausing at the same time in the same places.

Teacher Note

When Choral Reading as a class, if students read and pause at different times, begin the line again so they can get it right before moving forward.

8. Ask this question:



What do you learn about each character in this passage?

Key Ideas

Crane-man

- helps to educate Tree-ear
- teaches Tree-ear by asking him questions
- is not judgmental of Tree-ear

Tree-ear

- does not always find it easy to follow Crane-man's advice
- thinks hard about difficult questions
- feels Crane-man knows his thoughts

9. Direct students to *A Single Shard*, and ask this question:



What do you learn about each character in chapter 1 of *A Single Shard*?

Differentiation Support

To help students organize information about each character in chapter 1, instruct them to create a two-column chart and to write down important details they remember about each character.

Key Ideas

Min

- master potter
- always rejects first attempt at a pot
- very skilled and confident

Tree-ear

- an orphan
- pays close attention
- is about 10 years old

Crane-man

- parental figure to Tree-ear
- has outlived all his family
- very poor

10. Instruct students to review pages 1–9 and Think–Pair–Share to answer these questions:

 **Which of the following descriptive words best describes Tree-ear? Crane-man?**

- accepting
- caring
- conflicted
- observant
- responsible
- thoughtful

Language Support

To help students choose descriptive words to describe Tree-ear and Crane-man, provide them with definitions and synonyms for these words.

Key Ideas

Tree-ear

- conflicted
- observant
- thoughtful

Crane-man

- accepting
- caring
- responsible

11. Instruct students to read the portion of pages 6–7 from “Tell me about” to “the world itself.”

12. Ask this question:

 **What does Tree-ear observe about the man carrying the rice?**

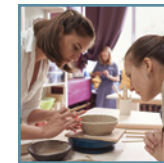
Key Ideas

- The man lacks patience.
- The man can laugh easily, even at himself.
- The man would not mind Tree-ear taking the fallen rice.

13. Introduce the vocabulary term *observation* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Teacher Note

To deepen student understanding of the term *observation*, explain how they can use it as an adjective. Demonstrate how the adjectival form *observant* builds from the noun form *observation* to describe someone who is skilled in observation.



Definition

observation (n.): the act of careful watching and listening

14. Remind students that knowing the definition of a root can help readers understand the meaning of new words. Direct students to the term *observation* in the Glossary for Module 3, located in the *Learn* book. Invite a few students to identify the root and share the root’s definition. Reinforce the correct response: The root *ser* means “to watch or keep safe.”

15. Ask these questions:



How does Tree-ear watch and keep safe?



How does observation help Tree-ear determine whether he did the right thing with the man carrying the rice?

Key Ideas

Watch and Keep Safe

- sees details about the man's behavior and personality
- stores those details in his memory
- compares his decision-making process to his prior discussions with Crane-man

How Observation Helps

- reviews the dilemma
- remembers what he saw
- keeps his memories safe so he can determine he made the correct decision about his dilemma

16. Instruct students to read the portion of pages 10–12 from “the mud-and-wood structure” to “another throwing day” and annotate evidence of Tree-ear’s ability to closely observe.

Sample Annotations

- “Tree-ear slowed as he neared the mud-and-wood structure. He tilted his head, listening, and grinned when the droning syllables of a song-chant reached his ears. The master potter Min was singing, which meant that it was a ‘throwing’ day.” (10)
- “Tree-ear made his way cautiously to his favorite spot. ... He peeped through the leaves and caught his breath in delight. Min was just beginning a new pot.” (10)
- “Why, he wondered, had Min found it unworthy? What had he seen that so displeased him?” (11)
- “Tree-ear was able to watch the clay rise and fall four times before Min was satisfied.” (11–12)
- “As Tree-ear crept away, he counted the days on his fingers. He knew the potter’s routine well, it would be many days before another throwing day.” (12)

Respond | Explain Tree-ear's Observant Nature | 10 minutes

1.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a paragraph explaining which is the best example of Tree-ear's observant nature: his conversation with Crane-man or his appreciation of Min's artistry.

Analyze Student Progress

Monitor: Do students connect Tree-ear's observant nature to his interactions with characters in *A Single Shard*?

Offer Immediate Support: If students need additional support connecting Tree-ear's observant nature to his conversation with Crane-man or with his appreciation of Min's artistry, ask this question: What does Tree-ear's observation allow him to see?

Plan Future Practice: Students practice organizing their understanding of Tree-ear's character traits in lesson 4.

2. Direct students to the Map of Tree-ear's Home and Journey for *A Single Shard*, located in the *Learn* book, and locate Ch'ulp'o.

Teacher Note

Explain that Ch'ulp'o was located in a village called Puan, which is now known as Buan-gun in South Korea.

3. Instruct students to Think–Pair–Share to answer this question:



What do you notice and wonder about the location of Ch'ulp'o?

Differentiation Challenge

To encourage students to extend their thinking, instruct them to sketch what they imagine Ch'ulp'o might look like given descriptions in the book and the location on the map.



Observe | Describe the Thousand Cranes Vase | 13 minutes

1. Display the Thousand Cranes Vase without telling students the name of the piece or name of the artist. Instruct students to look closely at the work of art for at least 30 seconds in silence.
2. Direct students to their Notice and Wonder Chart for a Work of Art, located in the *Learn* book. Ask this question:

How would you describe this work of art based on your questions and observations from the previous lesson?

Key Ideas

- green, black, and white colors
- white cranes
- appears to be a pot or a vase

3. Tell students that this is a celadon vase. It is hand-thrown clay, meaning the potter shaped it by hand with the aid of a wheel. An unknown Korean artist made it during the Goryeo era (918–1392) in the 13th century. Tell students that its dimensions are 16.5 inches high, 7 inches in diameter at the base, and 2.5 inches in diameter at the opening. Explain that Korea designated this work of art as National Treasure No. 68 but that students will refer to it as the Thousand Cranes Vase in this module.

Explain that students will draw connections between this vase and *A Single Shard* as they continue reading.

4. Introduce the vocabulary term *pottery* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
5. Explain that *pots* is the generic term for the vessels that a potter makes and that students can refer to this work as a vase or a pot.



Definition

pottery (n.): objects such as bowls that are made of clay, usually by hand, and then baked at high temperatures to harden

6. Direct students to the image of the Thousand Cranes Vase. Ask this question:

 **What part would you point to on the pot as the mouth?**

Reinforce the correct response: The mouth is the opening of the pot.

7. Instruct students to work with a partner to predict where the lip, neck, shoulder, belly, and foot might be located on the vase.
8. Facilitate a brief discussion of students' predictions.

Reinforce the correct responses:

- **lip**—edge of the mouth
 - **neck**—thinner section below the lip
 - **shoulder**—wider, sloping part below the neck
 - **belly**—the middle of the pot
 - **foot**—the base of the pot
9. Introduce the vocabulary term *anthropomorphize* by displaying the term, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.
10. Display and read aloud these word parts and their definitions:
- ***anthropo* (root)**—pertaining to human beings
 - ***morph* (root)**—form, shape
 - ***-ism* (suffix)**—practice of

Definition

anthropomorphize (v.): to attribute human appearance or behavior to animals or objects

11. Instruct students to work with a partner to infer the term's meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.

12. Ask this question:



Why might potters anthropomorphize their pots?

Key Ideas

- The mouth of a pot is where liquid would go, much like the mouth of a person.
- The neck of a pot is similar proportionally to a neck of a person.
- The shoulders of a pot form one of the widest parts, much like the human form.
- The belly of the pot is in the middle, like on a person.
- The foot is at the base of the pot and feet are at the base of a person.

13. Tell students that potters think about how the line that connects the mouth to the foot will make their vase look a certain way (e.g., bottom heavy or broad at the shoulders). Prompt students to consider the connection between pottery and the human form.

Differentiation Support

To help students draw connections between pottery and the human form, instruct them to pose like a pot that is broad at the shoulders, narrow at the foot, etc.

14. Ask these questions:



How would you describe this work of art to someone who is not in the room?



What details would make it clear that this is the work of art you're describing?

Key Ideas

Description

- an intricate green-gray pot
- a little over a foot high, with a small opening at the top
- almost no neck
- widest at the shoulders and then tapering down past the belly before widening a bit at the foot

Details

- intricately decorated with a repeating pattern of cranes in circles
- white-and-black detailing on circles and white squiggles between circles
- arch-shaped detailing at the foot of the pot
- celadon glaze

15.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a description of the Thousand Cranes Vase by using anthropomorphic terms.

Analyze Student Progress

Monitor: Do students use a variety of anthropomorphic terms to describe the Thousand Cranes Vase?

Offer Immediate Support: If students need additional support using anthropomorphic terms to describe the Thousand Cranes Vase, direct them to their notes on the parts of the pot and ask these questions: Which part of the pot seems most interesting? Why?

Plan Future Practice: Students apply their knowledge of negative space in the Thousand Cranes Vase to discussion connections in lesson 4.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

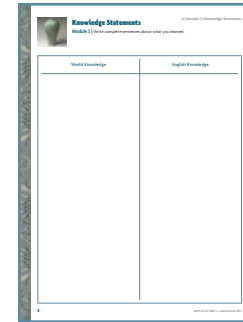
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about observation?
- What did you learn from *A Single Shard*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Assign the follow-up work to read chapter 2 of *A Single Shard* before the next lesson.
4. Conclude the lesson by inviting students to add their questions to the Question Board.



The image shows a page from a 'Learn' book titled 'Knowledge Statements' for 'Module 3'. It features a header with a small icon and the title. Below the header, there are two large, empty rectangular boxes side-by-side, labeled 'World Knowledge' and 'English Knowledge' respectively. The page is designed for students to write their knowledge statements.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.A.d, MM.5.6.A.e, MM.5.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.C, MM.12.6.C.b

CP Compose and Present Content

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.5.6 Fluency: DF.5.6.B

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 4

Essential Question | How does tradition influence art?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students examine character relationships in *A Single Shard*. They compare two episodes to determine what each illuminates about Tree-ear's character. This work prepares students to explain which episode better illustrates Tree-ear's commitment to learning to be a potter. During visual art instruction, students analyze the effects of negative space in the Thousand Cranes Vase. They explain how an exploration of negative space enhances their understanding of the Thousand Cranes Vase.

P A Prologue to lesson 4 is available for students who need additional support.

Learning Goals

Identify what is happening in *A Single Shard*.

LEARNING TASK: Explain which episode better illustrates Tree-ear's commitment to learning to be a potter: his confrontation with Min or his first day of work.

Examine negative space in the Thousand Cranes Vase.

LEARNING TASK: Explain how negative space enhances understanding of the Thousand Cranes Vase.

Vocabulary

honesty (n.)

negative space

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Characters' Relationships in *A Single Shard*
- **Respond:** Compare the Episodes with Min and Crane-man
- **Observe:** Describe Negative Space in the Thousand Cranes Vase

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*
- Thousand Cranes Vase (digital platform)
- Knowledge Card: *honesty*

STUDENTS

- *A Single Shard*
- Fluency Practice for *A Single Shard*, passage 1 (*Learn* book, Fluency)
- journal
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapter 3 of *A Single Shard*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *A Single Shard*, passage 1 (*Learn* book, Fluency), reading all parts themselves, and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Remind students that during an Organize lesson the class rereads sections of the book and identifies what is happening to gain a basic understanding of the section of the book. Tell students that they will review chapter 2 of *A Single Shard* to identify what they learn about Tree-ear's relationship with Crane-man and with Min.

LEARN 53 minutes

Read | Examine Characters' Relationships in *A Single Shard* | 30 minutes

1. Direct students to Fluency Practice for *A Single Shard*, passage 1, located in the *Learn* book. Tell them that they are going to read the passage with attention to expression. Invite a few students to define *expression*.

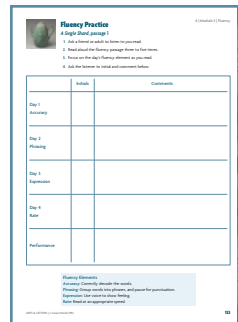
As students share, reinforce that expression is the use of your voice to show feeling and bring out the meaning of a text. Explain that expression is even more important in a Readers' Theater script where the aim is a dramatic presentation.

Explain that actors in a play need to know what their characters are feeling.

Ask this question:

 **What is happening in this script?**

Reinforce the correct response: Crane-man prompts Tree-ear to consider whether he made the right decision telling the man about his rice.



Fluency Practice
A Single Shard, passage 1

1. Ask a student to read the first line aloud.
2. Read aloud the first line, pausing after the first line.
3. Repeat the first line, pausing after the first line.
4. Ask the student to read the first line aloud.

	Initials	Comments
Step 1: Read		
Step 2: Read		
Step 3: Read		
Step 4: Read		
Performance		

Fluency Practice
Students will read the script aloud, pausing after the first line, and repeat the performance. Students will read the script aloud, pausing after the first line, and repeat the performance.

2. Introduce the vocabulary term *honesty* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
3. Poll students to determine whether Crane-man's response to Tree-ear encourages honesty.
4. Instruct students to Think–Pair–Share to answer these questions:



Definition

honesty (n.): the quality of being fair and truthful

... **What emotions is Tree-ear feeling, and how do you know?**

... **What emotions is Crane-man feeling, and how do you know?**

Key Ideas

- Tree-ear is reflective; he considers a question for several moments.
- Tree-ear is amused; he laughs.
- Crane-man is patient; he waits for Tree-ear to respond.

5. Instruct students to notice the words in parentheses that come before and after dialogue.

Ask this question:

... **What information is contained in the parentheses?**

Reinforce the correct response: directions for the actor on how to perform.

Remind students that stage direction is direction for actors on how to act or say certain lines.

Invite a student to model the stage direction “pause and then laugh a little.”

Instruct students to read the script, emphasizing the particular emotions that each character is attempting to express.

6. Form small groups, and assign them the following excerpts:

- **“confrontation” episode**—the portion of pages 17–20 from “Please! Please, honorable” to “behind the house.”
- **“first day of work” episode**—the portion of pages 20–24 from “Chopping wood for” to “done with Min.”

7. Instruct groups to determine a brief summary of events in each episode.

Key Ideas

- **“confrontation” episode—pages 17–20:** Tree-ear is caught in Min’s studio. At first, Min thinks he is stealing from him, but Tree-ear convinces him he is not. Min notices Tree-ear damaged some of his pottery when he fell. Min is very frustrated. Tree-ear respectfully asks Min whether he can work for him to repay for the damaged pots. Min agrees to allow Tree-ear to work for him for nine days to repay his debt.
- **“first day of work” episode—pages 20–24:** Tree-ear finds chopping and hauling a cart of wood to be very challenging. He stumbles, and his whole cart falls over. When he finally returns after a long day, Crane-man greets Tree-ear and is eager to comfort him. Crane-man tends to Tree-ear’s wounds and makes sure he is fed.

8. Invite a few students to share a summary of each episode.

Language Support

To help students understand the metaphor “sharpest edge of its anger,” ask this question: What could something sharp do to someone? (17).

9. Remind students that seeing how characters respond to events in episodes like these can help the reader understand the characters’ traits.

10. Instruct each group to determine a character trait for Tree-ear with supporting evidence based on their episode.

Sample Annotations

“confrontation” episode

- **eager:** “You would not need to teach me as much as you think, sir.” (18)
- **persistent:** “Tree-ear crossed his arms stubbornly and did not look away.” (18–19)

“first day of work” episode

- **determined:** “For a moment he didn’t know whether to curse or cry. He set his lips together tightly and scrambled to his feet, then pulled the cart upright and began flinging the wood back into it in a frenzy.” (21)
- **focused:** “From then on he worked slowly and methodically, stacking the wood in neat rows in the cart.” (22)
- **receptive:** “Crane-man picked up a little rice in his fingers, and insistently, but still without a word, began feeding Tree-ear as if he were a baby.” (22)

Differentiation Challenge

To extend student thinking, instruct students to determine character traits for Crane-man or Min.

11. Direct students to their annotations and to their journals. Instruct students to add their character trait, evidence, and explanation to their journals.

Respond | Compare the Episodes with Min and Crane-man | 10 minutes

1. Instruct students to Think–Pair–Share to answer the following question:

 **What similar character traits does Tree-ear show in both episodes?**

Key Ideas

- determination
- persistence
- focus

2.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a paragraph explaining which episode better illustrates Tree-ear's commitment to learning to be a potter: his confrontation with Min or his first day of work.

Analyze Student Progress

Monitor: Do students connect Tree-ear's character traits to his interactions with Crane-man and with Min?

Offer Immediate Support: If students need additional support connecting Tree-ear's character traits to his interactions with Crane-man and with Min, ask these questions: Which character trait does Tree-ear demonstrate most with Crane-man or with Min? Why?

Plan Future Practice: Students continue to identify what is happening in *A Single Shard* in lesson 5.

Key Ideas

- **“confrontation” episode:** Tree-ear's eagerness and ability to remain calm and respectful to Min show his determination to learn pottery.
- **“first day of work” episode:** Tree-ear's focus despite the physical challenge of his work shows his commitment.

Observe | Describe Negative Space in the Thousand Cranes Vase |

13 minutes

1. Display the Thousand Cranes Vase.
2. Ask these questions:

 **Which part of the vase is the widest?**

 **What shape does the line make between each part?**

 **Does the line go up or down?**

Reinforce the correct responses:

- The shoulder is widest.
- The line is curved between parts.
- The line goes down toward a flared foot.

3. Instruct students to Think–Pair–Share to answer this question:

 **What visual impression does the combination of these parts create?**

Key Ideas

- inflation, like a balloon
- visual weight—looks heavy
- like the pot is inverted

4. Explain that the combination of those parts—line, shape, and visual weight—creates form.

5. Introduce the vocabulary term *negative space* by displaying the term and definition. Engage students in Vocabulary Exploration.

Teacher Note

Tell students that they can practice their visual vocabulary with many objects they encounter daily. Prompt students to consider pottery (e.g., cups, mugs, bottles, and vases) and form (can you find the foot, mouth, etc.?) and describe the negative space that's created.

6. Tell students that we can also look at the design on and around the vase and consider the function of negative space.

Definition

negative space: the empty areas between and around a subject in a work of art; in a three-dimensional work of art (e.g., a sculpture), the area not occupied by the art itself

7. Ask this question:

 **What do you notice about negative space on and around the vase?**

Key Ideas

- Cranes and circles create shapes in the negative space.
- Many parts of the vase do not have drawings on them.
- The form of the vase creates an outline of negative space.

8.  **Introduce the learning task.** Direct students to their journals. Instruct them to write an explanation of how negative space functions in the Thousand Cranes Vase.

Analyze Student Progress

Monitor: Do students connect negative space to an explanation of the work of art?

Offer Immediate Support: If students need additional support connecting negative space to their explanation of the work of art, ask this question: What would the pot look like without negative space?

Plan Future Practice: Students practice describing *Delicate Carving on White Porcelain* in lesson 33.

9. Ask this question:

 **Is the design of this pot perfect or imperfect?**

Reinforce the correct response: imperfect.

10. Facilitate a brief discussion of what those imperfections might tell us.

Key Ideas

- Overall visual impression of the pot matters more than complete symmetry.
- Form and line contribute more to the impression of a pot than something absolutely perfect.
- Imperfections and variations create visual interest.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

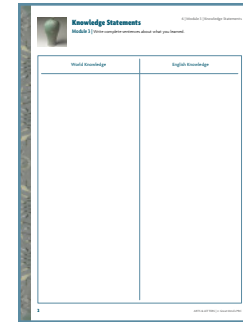
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about character traits?
- What did you learn from *A Single Shard*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Assign the follow-up work to read chapter 3 of *A Single Shard* before the next lesson.
4. Conclude the lesson by inviting students to add their questions to the Question Board.



The image shows a page from a 'Learn' book titled 'Knowledge Statements' for 'Module 3'. It features a table with two columns: 'World Knowledge' and 'English Knowledge'. The table is currently empty, with only the headers visible. The page number '4' is visible in the bottom right corner of the form.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.C, MM.12.6.C.b

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.5.6 Fluency: DF.5.6.B

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 5

Essential Question | How does tradition influence art?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students examine several passages in *A Single Shard* that illuminate Tree-ear's motivation to learn to be a potter. This work prepares students to explain how those motivations influence Tree-ear's responses to Min and Crane-man. During visual art instruction, students build knowledge of yin yang. This work prepares them to discuss how they see yin yang in the Thousand Cranes Vase based on what they know about celadon pottery.

Learning Goals

Identify what is happening in *A Single Shard*.

 **LEARNING TASK:** Explain how Tree-ear's motivation to be a potter influences his responses to Min and Crane-man in chapter 3 of *A Single Shard*.

Determine a connection between celadon pottery and yin yang in the Thousand Cranes Vase.

 **LEARNING TASK:** Explain how you see yin yang in the Thousand Cranes Vase based on your knowledge of celadon pottery.

Vocabulary

yin yang

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Episodes in *A Single Shard*
- **Respond:** Explain Tree-ear's Motivations
- **Observe:** Connect the Work of Art to Yin Yang

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*
- Thousand Cranes Vase (digital platform)

STUDENTS

- *A Single Shard*
- Fluency Practice for *A Single Shard*, passage 1 (*Learn* book, Fluency)
- journal
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *A Single Shard*, passage 1 (*Learn* book, Fluency), reading all parts themselves, and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Remind students that during an Organize lesson the class rereads sections of the book and identifies what is happening to gain a basic understanding of the section of the book. Tell students that in this lesson they will review chapter 3 of *A Single Shard* to identify what they learn about Tree-ear through his interactions with other characters.

LEARN 53 minutes

Read | Examine Episodes in *A Single Shard* | 24 minutes

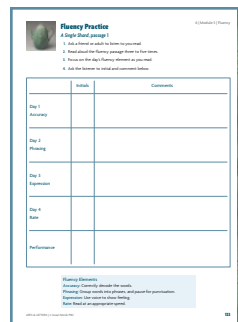
1. Direct students to Fluency Practice for *A Single Shard*, passage 1, located in the *Learn* book. Tell them that they are going to read the fluency passage with attention to rate. Remind students that stage directions tell actors how to act or say certain lines.

Ask this question:

 **Why might a stage direction tell an actor to read something quickly or more slowly?**

Key Ideas

- **quickly:** to show that they are in a hurry, to show that they are speaking without thinking
- **slowly:** to show that they are carefully choosing their words



Fluency Practice
A Single Shard, passage 1

1. Add a character or action to the scene to perform.
2. Read the scene with the fluency passage, then read the scene.
3. Perform the scene with the fluency passage as you read.
4. Add the scene to the stage directions table.

	Initials	Comments
Step 1: Accuracy		
Step 2: Fluency		
Step 3: Expression		
Step 4: Rate		
Performance		

Fluency Practice
Perform the scene with the fluency passage, then read the scene.
Perform the scene with the fluency passage as you read.
Add the scene to the stage directions table.

2. Form small groups, and assign students each a part from the fluency passage. Instruct students to practice reading their assigned parts with attention to rate in their small groups. Encourage students to provide kind, useful, and specific feedback on the rate of their classmates' speeches.

Invite a group to perform for the class. Invite a few students to give them feedback.

3. Form eight small groups. Direct attention to *A Single Shard*, and assign each group one of these passages:
 - the portion of pages 25–26 from “Tree-ear trotted” to “the kiln site.”
 - the portion of pages 26–27 from “On the third” to “resembled a meal.”
 - the portion of pages 28–29 from “Besides his quiet” to “efforts for dinner.”
 - the portion of pages 29–30 from “It was the” to “and wondered why.”
 - the portion of pages 30–31 from “Min was washing” to “the good news.”
 - the portion of pages 33–34 from “Min glanced briefly” to “had earned it.”
 - the portion of pages 34–36 from “Tree-ear carted” to “broke, of course.”
 - the portion of pages 36–37 from “A little pile” to “ended in laughter.”

Instruct students to work in their groups to determine a brief summary of each passage. Listen for students to address key ideas in their discussions.

Key Ideas

- **pages 25–26:** Tree-ear overhears Min express frustration that Tree-ear has not taken the wood to the kiln. Tree-ear apologizes, and Min forgives him after correcting his original instructions.
- **pages 26–27:** Crane-man offers to accompany Tree-ear to help him chop wood. Tree-ear is touched but tells Crane-man that providing a meal each night is kindness enough.
- **pages 28–29:** Tree-ear meets the potter Kang at the kiln. Kang explains that Min has needed help for a while and helps Tree-ear unload his cart.
- **pages 29–30:** Tree-ear meets Min’s wife, and she is grateful that Min has some help since he is aging and his work is difficult. Tree-ear is polite to her, and her kind eyes remind him of Crane-man.
- **pages 30–31:** Tree-ear asks Min if he can keep working for him after he repays his debt. When Min agrees by saying, “I cannot pay you,” Tree-ear is very grateful that he can continue to work with Min.
- **pages 33–34:** Now that Tree-ear is working for Min, he is entitled to a meal. After Tree-ear’s long day of spadework, Min’s wife offers him a modest meal. He accepts it respectfully and is very grateful.
- **pages 34–36:** Tree-ear returns home to find out that Crane-man broke his crutch after not catching flounder.
- **pages 36–37:** Tree-ear feels guilty about not having saved some of his meal for Crane-man. Feeling angry with himself for not thinking about Crane-man, he likens himself to a beast with “*four* good legs” (36). Crane-man mishears, and Tree-ear jokes that Crane-man might be a rabbit in his next life.

4. Invite a student from each group to share their summary.
5. Assess and activate prior knowledge by asking this question:



What do you know about character motivation?

Remind students that a character’s motivation is the reason behind their behavior and actions in a story. Character motivation is often tied to a character’s deepest longing.

Language Support

Provide student-friendly examples of motivation, and invite students to discuss with a partner what motivates them.

6. Ask this question:

 **According to chapters 1–3, what does Tree-ear want more than anything?**

Reinforce the correct response: Tree-ear wants to learn to be a potter.

7. Instruct students to work in their small groups to review their assigned passages and Think–Pair–Share to answer this question:

 **What evidence from your assigned passage best shows Tree-ear’s motivation to be a potter?**

Instruct students to work in their small groups to determine evidence that helps the reader understand Tree-ear’s motivation to be a potter. Listen for students to address key ideas in their discussions.

Key Ideas

- **pages 25–26:** “He feared being sent away before he could learn to make a pot.” (26)
- **pages 26–27:** “Tree-ear came to expect the pain; the throbbing was like an unwelcome companion who appeared daily after the first few strokes of the ax.” (26)
- **pages 28–29:** “Tree-ear liked arranging his wood neatly so the potters could take what they needed without the whole of the stack collapsing.” (28)
- **pages 29–30:** “Awake for most of the night, Tree-ear had considered over and over how best to approach Min. ... He would never be able to make a pot unless he could continue his relationship with the potter.” (29)
- **pages 30–31:** “‘It would be a great honor for me to continue working for the potter.’ Tree-ear began the speech he had planned so carefully.” (30)
- **pages 33–34:** “The feast-day banquets in the palace of the King could never better the modest meal before him, for he had earned it.” (34)
- **pages 34–36:** “Tree-ear spoke eagerly about his work that day.” (34)
- **pages 36–37:** “Still cross with himself, Tree-ear grumbled half under his breath, ‘Some of us will have *four* good legs.’” (36)

8. Invite a few students to share their responses.

Respond | Explain Tree-ear's Motivations | 14 minutes

1. Facilitate a brief discussion of these questions:



How does Tree-ear show his motivation to be a potter with Min?



How does Tree-ear's motivation to be a potter affect his relationship with Crane-man?

Differentiation Support

To help students determine examples of how Tree-ear shows his motivation, partner students who read about Min with students who read about Crane-man so they can discuss and compare.

Key Ideas

Min

- He is always very respectful, even when Min is short or frustrated with him.
- He never shows anger or complains about the work or his injuries.
- He carefully plans a speech to ask to continue working for Min.
- He is enthusiastic about his work.

Crane-man

- He feels guilty when he realizes his focus on work has affected Crane-man.
- He feels selfish for eating a meal from Min's wife and not saving any for Crane-man.
- He knows that Crane-man got hurt and broke his cane because Tree-ear was working for Min instead of fishing with Crane-man.
- He worries that Crane-man will resent him for focusing on his own work.
- He wants to make sure that his commitment to his own work does not cause him to let Crane-man down.

2.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a paragraph explaining how Tree-ear's motivation to be a potter influences his responses to Min and Crane-man in chapter 3.
-

Analyze Student Progress

Monitor: Do students connect Tree-ear's motivation to be a potter with how he responds to Min and Crane-man?

Offer Immediate Support: If students need additional support tracking Tree-ear's motivations along multiple points in the text, instruct them to recall two interactions with Min and to describe how he responds.

Plan Future Practice: Students practice discussing character motivation in *A Single Shard* in lesson 7.

3. Look for students to address key ideas in their responses.

Key Ideas

- Tree-ear is motivated to become a potter, so he is willing to work for Min while injured.
- Tree-ear is motivated to continue working for Min, so he plans a speech to ensure that the conversation in which he makes the request goes well.
- Tree-ear is motivated to be helpful to Min, so he looks for ways to improve and to be more valuable to him.
- Tree-ear is motivated to make sure he is not so focused on his work that he becomes ungrateful for everything Crane-man has done for him.

Observe | Connect the Work of Art to Yin Yang | 15 minutes

1. Introduce the vocabulary term *yin yang* by displaying the term and definition. Engage students in Vocabulary Exploration.
2. Display the Thousand Cranes Vase. Instruct students to Think–Pair–Share to answer this question:

 **Based on what you know of celadon pottery, negative space, and form, how do you think elements of yin yang might apply to celadon pottery?**

Key Ideas

- The form of the pot creates a balanced illusion of something heavy that is also floating like a balloon.
- The surface of the pot balances patterns and negative space.
- The design pattern is not perfectly symmetrical, but the impression is harmonious.

3. Review discussion norms.

4.  **Introduce the learning task.** Form small groups. Instruct students to discuss this question:

 **How do you see yin yang in the Thousand Cranes Vase?**

Analyze Student Progress

Monitor: Do students discuss a connection between yin yang and their observations about the Thousand Cranes Vase?

Offer Immediate Support: If students need additional support discussing a connection between information about yin yang and their observations about the Thousand Cranes Vase, instruct them to identify one thing they have learned about yin yang and to assess how that fact affects their observations about the Thousand Cranes Vase.

Plan Future Practice: Students practice discussing connections between works of art in lesson 33.

Definition

yin yang: Two forces in the universe according to Chinese philosophy. Yin is the passive, negative force, and yang is the active, positive force. The idea of yin and yang is that balancing forces can live together harmoniously.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

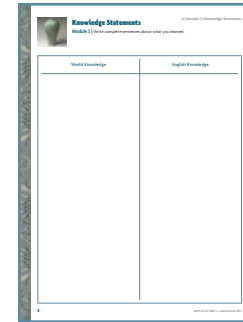
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about character traits?
- What did you learn from *A Single Shard*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.

A form titled "Knowledge Statements" with a subtitle "Module 3 | Form complete sentences about what you learned." The form is divided into two columns: "World Knowledge" and "English Knowledge". Each column has a large empty box for writing. There is a small icon of a person in the top left corner of the form.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.C, MM.12.6.C.b

BU Build Understanding

BU.2.6 Discovery and Evidence: BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B, BU.3.6.F

BU.4.6 Expression

DF Develop Foundations

DF.5.6 Fluency: DF.5.6.B

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 6

Essential Question | How does tradition influence art?

Content Framing Question | **Reveal:** What does a deeper look at language reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine point of view in *A Single Shard*. This work prepares them to explain how Tree-ear's point of view affects their understanding of the story. During visual art instruction, students describe knowledge gained about Korean pottery. They write a statement explaining the knowledge that they gained about celadon pottery.

P A Prologue to lesson 6 is available for students who need additional support.

Learning Goals

Analyze the effect of point of view in *A Single Shard*.

LEARNING TASK: Write a paragraph explaining how Tree-ear's point of view affects our understanding of the story.

Explain knowledge gained about the celadon pottery.

LEARNING TASK: Write a statement explaining knowledge gained about celadon pottery.

Vocabulary

ethical (adj.)

point of view

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Analyze Point of View in *A Single Shard*
- **Respond:** Examine Tree-ear's Point of View
- **Observe:** Connect the Work of Art to the Texts

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*
- “Celadon” (digital platform)
- Knowledge Card: *ethical*

STUDENTS

- *A Single Shard*
- journal
- Fluency Practice for *A Single Shard*, passage 1 (*Learn* book, Fluency)
- “Celadon” (*Learn* book)
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapters 4 and 5 of *A Single Shard*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In partners, students rehearse and perform the passage on Fluency Practice for *A Single Shard*, passage 1 (*Learn* book, Fluency), reading all parts themselves.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at language reveal?
3. Explain that during a Reveal lesson the class focuses on only a part of the text—a part that is particularly complex or important. The class closely rereads and discusses this part to gain a deeper understanding of it. Tell students that in this lesson they will analyze how Linda Sue Park uses narrative point of view to develop Tree-ear's point of view.

LEARN 53 minutes

Read | Analyze Point of View in *A Single Shard* | 25 minutes

1. Direct attention to *A Single Shard*. Instruct students to fluently read the portion of page 25 from “He felt like” to “him complete instructions” with a partner.
2. Ask this question:



What do we learn about Tree-ear?

Reinforce the correct response: We learn about his feelings of shame and resentment.

3. Form small groups. Instruct students to read the following passages and annotate Tree-ear's thoughts and feelings:
 - the portion of page 4 from “Tree-ear had been” to “rounds the bend.”
 - the portion of page 17 from “Please! Please, honorable” to “sigh of relief.”
 - the portion of page 18 from “So you were” to “the damaged box.”

Sample Annotations

- “Tree-ear’s thoughts wrestled with one another. Tell him—quickly! Before he loses too much rice! No! Don’t say anything—you will be able to pick up the fallen rice after he rounds the bend.” (4)
- “Tree-ear’s thoughts scrambled about as he tried to think what to answer.” (17)
- “Tree-ear stood slowly, shame hot in his breast.” (18)

4. Introduce the vocabulary term *ethical* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

5. Instruct students to Think–Pair–Share to answer this question:

 **How does Tree-ear demonstrate ethical behavior?**

Language Support

To help students find examples of Tree-ear demonstrating ethical behavior, provide a student-friendly definition and example of ethical behavior.

Key Ideas

- is honest with the man carrying rice
- respectfully begs pardon for breaking Min’s work
- feels shame for his deceptive behavior

6. Ask this question:

 **Do we know any other characters’ thoughts and feelings?**

Reinforce the correct response: No, we know only Tree-ear’s thoughts and feelings.

**Definition**

ethical (adj.): following accepted rules of behavior

7. Ask this question:

 **From what point of view is *A Single Shard* told?**

Reinforce the correct response: Park tells *A Single Shard* from a third-person point of view, which means that the narrator is not a character in the story. Explain that the point of view is considered limited since the reader only has access to Tree-ear's thoughts and feelings, and not to the thoughts and feelings of other characters.

8. Introduce the vocabulary term *point of view* by displaying the term and definition. Engage students in Vocabulary Exploration.

Explain that Park writes *A Single Shard* from Tree-ear's point of view, so readers experience the story as Tree-ear does.

Teacher's Note

In *Arts & Letters*, the term *point of view* refers to the narrative perspective an author uses to tell a story. *Point of view* is also an umbrella term to explain how a character feels or thinks about something. Writers use point of view and perspective to refer to a character's worldview or broader narrative outlook.

Definition

point of view: the narrative perspective from which a story is told; a way of looking at or thinking about something

Respond | Examine Tree-ear's Point of View | 15 minutes

1. Instruct students to Think–Pair–Share to answer this question:

 **How might Tree-ear's particular point of view affect how the story is told and experienced?**

Key Ideas

- The reader learns about and experiences events along with Tree-ear.
- The reader can see how Tree-ear might be making a mistake even if he cannot yet see it.
- Tree-ear may not be able to see the way he is growing or changing in the story.

2. Ask this question:

 **How might Tree-ear's age affect the way the story is told?**

Key Ideas

- sees things without the same perspective as an adult
- experiences things from a less powerful position
- needs to learn and grow more than an adult would

3. Direct students back to the portion of page 25 from “He felt like” to “him complete instructions.”

Instruct students to Think–Pair–Share to answer this question:

 **What do you learn about Tree-ear in this passage?**

Differentiation Support

To help students identify what they learn about Tree-ear in this passage, instruct them to read the first sentence to consider how Tree-ear imagines his feelings.

Key Ideas

- He is complex.
- He has conflicting feelings of responsibility and anger.
- He thinks visually.

4. **Introduce the learning task.** Direct students to their journals. Instruct them to write a paragraph explaining how Tree-ear's point of view affects their understanding of the story.

Key Ideas

- Third-person limited point-of-view narration conveys Tree-ear's intense emotions.
- Third-person limited point-of-view narration allows the reader access only to Tree-ear's thoughts and feelings, and not to those of the other characters.
- Third-person limited point-of-view narration highlights Tree-ear's unspoken thoughts and emotional responses.

Analyze Student Progress

Monitor: Do students connect the limited point-of-view narration with understanding Tree-ear's thoughts and feelings?

Offer Immediate Support: If students need additional support connecting Tree-ear's point of view with their understanding of the story, ask this question: What do you know about Tree-ear based only on the narration?

Plan Future Practice: Students practice examining point of view in module 4.

5. Direct students to Fluency Practice for *A Single Shard*, passage 1, located in the *Learn* book. Instruct them to annotate words or phrases that they want to emphasize in their performance.

Poll students to see whether their annotations are mostly related to phrasing, expression, or rate.

Instruct students to perform the passage, reading all parts themselves, with a partner.

Fluency Practice
A Single Shard, passage 1

1. Ask students to read the passage aloud.
2. Read aloud the passage, pausing when you hear a student who is struggling.
3. Stop when you hear a student who is struggling.
4. Ask the student to read and comment on the passage.

	Index	Comments
Step 1: Accuracy		
Step 2: Phrasing		
Step 3: Expression		
Step 4: Rate		
Performance		

Fluency Elements
Accuracy: Students should be able to read the words correctly.
Phrasing: Students should be able to read the words in groups.
Expression: Students should be able to read the words with feeling.
Rate: Students should be able to read the words at a steady pace.

Teacher Note

After this arc of explicit instruction on the elements of fluency (accuracy, phrasing, expression, and rate), students have numerous opportunities to practice fluent oral and silent reading during lessons. Encourage students to apply what they have learned about fluent reading when they read in class, and reinforce these skills with the fluency passages assigned for follow-up. See Implementation Resources for additional fluency resources and advice on identifying readers who need regular fluency support, setting goals, and tracking progress.

Observe | Connect the Work of Art to the Texts | 13 minutes

1. Direct students to “Celadon,” located in the *Learn* book. Instruct them to read the text with a partner.
2. Ask this question:

How does this text build your knowledge of celadon pottery?

Key Ideas

- notes that Korean celadon is highly valued
- notes belief that celadon dishes will crack if poisoned food is put in them
- explains that the potter applies a layer of iron-rich slip to the pot before glazing
- explains that the interaction of the iron and the glaze creates the characteristic green hue
- notes that if unglazed, the pots are a reddish brown
- explains that Korean celadon is often lobed, like a melon
- explains that Korean celadon uses inlaid designs, usually floral or birds or clouds



3. Direct students to *A Single Shard*. Instruct them to Think–Pair–Share to answer this question:

What connections do you see between “Celadon” and Min’s work?

Differentiation Support

To help students identify connections between “Celadon” and Min’s work, direct attention to pages 12 and 15 of *A Single Shard*.

Key Ideas

- Celadon from Ch’ulp’o, such as the sort Min makes, is highly valued and was traded with China, as described in “Celadon.”
- The clay Min uses from Ch’ulp’o has the right amount of iron to produce the green-gray hue that is described in “Celadon.”
- Min produces a melon-shaped pot such as the kind that is described as typical in “Celadon.”

- Instruct students to Mix and Mingle to answer this question:

 **What did you learn about the tradition of celadon pottery?**

-  **Introduce the learning task.** Direct students to their journals. Instruct students to write a statement explaining what they learned about celadon pottery.

Analyze Student Progress

Monitor: Do students include facts about celadon pottery in their statements?

Offer Immediate Support: If students need additional support describing what they learned about celadon pottery, ask this question: What traditional celadon processes does the work of art include?

Plan Future Practice: Students practice synthesizing knowledge about works of art in lesson 33.

LAND 5 minutes

Reflect on Learning

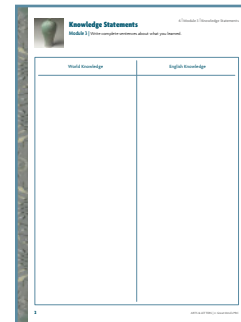
- Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about point of view?
- What did you learn from *A Single Shard*?
- What did you learn to do?



2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Assign the follow-up work to read chapters 4 and 5 of *A Single Shard* before the next lesson.
4. Conclude the lesson by inviting students to add their questions to the Question Board.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A, MM.1.6.B

MM.8.6 Point of View, Perspective, and Purpose: MM.8.6.A, MM.8.6.B

MM.11.6 Connections: MM.11.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.B, MM.12.6.B.b

BU Build Understanding

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.5.6 Fluency: DF.5.6.B

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.C

DM.3.6 Schema Building



Lesson 7

Essential Question | How does tradition influence art?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students examine Tree-ear's actions in *A Single Shard* to identify his artistic development and explore what Tree-ear learns about the artistic process. This work prepares students to explain his growth as an artist. During writing instruction, students read an example of an argument essay that states a claim. They explain how the Writing Model for Module 3 is an example of an argument essay.

P A Prologue to lesson 7 is available for students who need additional support.

Learning Goals

Explain Tree-ear's growth in *A Single Shard*.

LEARNING TASK: Write an explanation of how Tree-ear grows as an artist.

Examine the Writing Model for Module 3.

LEARNING TASK: Explain how the Writing Model for Module 3 is an example of an argument essay.

Vocabulary

argument essay

claim (n.)

patience (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Artistic Development in *A Single Shard*
- **Respond:** Explain Tree-ear's Growth
- **Write:** Examine an Argument Essay

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*
- Knowledge Card: *patience*

STUDENTS

- *A Single Shard*
- journal
- Writing Model for Module 3 (*Learn* book, Writing)
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *A Single Shard*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Explain that during an Organize lesson the class rereads sections of the book and identifies what is happening to gain a basic understanding of the section of the book. Tell students that in this lesson they will review chapters 4–5 of *A Single Shard* to identify what they learn about Tree-ear as a person and as an artist.

LEARN 53 minutes

Read | Identify Artistic Development in *A Single Shard* | 25 minutes

1. Direct students to their journals. Instruct students to briefly write in response to this question:



What is a goal that you have demonstrated growth toward?

2. Direct students to chapter 4 of *A Single Shard*. Lead them through a Jigsaw to study the following text sections.
 - the portion of page 38 from “In the morning” to “argued to himself.”
 - the portion of page 39 from “He carted clay” to “so loudly anymore.”
 - the portion of pages 41–42 from “Tree-ear was learning” to “it, Tree-ear supposed.”
 - the portion of pages 43–44 from “The stirring, sieving” to “feel it himself.”
 - the portion of pages 44–45 from “In the past” to “as Min’s assistant.”

Instruct students to write an explanation of what Tree-ear is doing in their assigned section. Listen for students to address key ideas in their discussions.

Key Ideas

- **page 38:** Tree-ear brings his own bowl to Min's wife so he can save half of his food and share it with Crane-man.
- **page 39:** Tree-ear is learning spadework. He's getting used to the hard work and isn't in as much pain as before.
- **pages 41–42:** Tree-ear is learning how to drain clay, first stirring clay and water and then putting it through a sieve.
- **pages 43–44:** Tree-ear is learning about the difficulty of draining for the celadon glaze. He can feel the difference between some but not all of the clay drainings.
- **pages 44–45:** Tree-ear closely observes the villagers and listens to other people's conversations.

- 3.** Direct attention to page 45. Read aloud Crane-man's statement about Tree-ear: "You are like the ears of a scrawny little tree, noticed by none but hearing all!"

Direct students to their journals. Instruct students to Jot–Pair–Share to answer this question:



How does Tree-ear's name reflect who he is?

Key Ideas

- Tree-ear is named after mushrooms that are shaped like ears.
 - Tree-ear and the mushrooms are quiet and not always easy to notice.
 - Tree-ear is a good listener who pays close attention to his surroundings.
- 4.** Direct attention to chapter 5. Invite a student to fluently read aloud the portion of pages 53–54 from "Crane-man made Tree-ear's" to "Crane-man's wasted work." Remind students that characters can grow in different ways, just as people do. Tell students that they will consider how Tree-ear demonstrates growth that is not just physical.

5. Instruct students to read the portion of text on page 52 from “Tree-ear no longer” to “in the world.” Instruct them to annotate words and phrases that show how Tree-ear demonstrates growth toward his goal of making a prunus vase.

Sample Annotations

- “no longer woke each morning with the thought that perhaps *this* would be the day” (52)
- “thought in moons or even seasons” (52)
- “flame of hope that burned in him was smaller now, but no less bright” (52)
- “tended it almost daily” (52)

6. Introduce the vocabulary term *patience* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

3. Ask this question:

 **How does Tree-ear’s patience influence his artistic development?**

Key Ideas

- makes him willing to continue working
 - motivates him to practice art in any way he can, even if he can’t be formally taught
 - helps him carefully observe other artists
4. Emphasize that Tree-ear’s patience supports his ability to closely observe other artists. Instruct students to read the following text sections with a partner:
 - the portion of pages 50–51 from “Over the next” to “in his mind.”
 - the portion of pages 58–59 from “Flickering lamplight caught” to “he had seen.”

Instruct students to annotate phrases and sentences to answer this question:

 **What does Tree-ear learn about Kang’s artistic process?**



Definitions

patience (n.):

1. the ability to withstand pains or trials calmly or without complaint
2. the ability to give attention to something for a long time without becoming bored or losing interest

Language Support

To help students understand Kang's process, explain that an awl is a pointed tool that is used for marking surfaces or for making small holes in leather, wood, etc.

Sample Annotations

- “Two bowls, two different colors of slip.” (50)
- “the diggers avoided the areas where the clay was striped dirty white or rusty red ... Yet Kang was working with red and white slip.” (51)
- “what else could one do with small amounts of colored slip?” (51)
- “inscribed the leather-hard clay ... clearing away the clay to leave teardrop-shaped impressions” (59)
- “took up a dab of the semiliquid white clay ... deposited it into one of the petal-spaces” (59)
- “with a planning tool, he carefully smoothed away the surface of the design” (59)

Respond | Explain Tree-ear's Growth | 13 minutes

1. Post the words *Agree* and *Disagree* at opposite sides of the classroom or space.
2. Tell students that they will follow the instructional routine Value Lineup. Explain that students will discuss whether they agree or disagree with a statement. Tell them that they will show how strongly they agree or disagree by standing closer to or farther away from *Agree* or *Disagree*. Then they will discuss their ideas with a partner who had a different opinion.
3. Guide students through the Value Lineup routine to discuss this statement: Tree-ear has grown a lot since the beginning of the book.

Differentiation Support

To help students assess Tree-ear's level of growth, instruct them to consider how his character traits have evolved or remained consistent, and how he has grown in these categories: physical, emotional, moral, and artistic.

Teacher Note

A range of responses are possible. Tree-ear has demonstrated some growth, but encourage students to debate the degree.

4.  **Introduce the learning task.** Direct students to their journals. Instruct students to write an explanation of how Tree-ear has grown as an artist.

Analyze Student Progress

Monitor: Do students name specific character traits that will benefit Tree-ear's art?

Offer Immediate Support: If students need additional support explaining how Tree-ear's traits will help him grow as an artist, direct them to the character traits they selected as most useful for an artist. Instruct students to write one sentence for each trait that explains how it helps Tree-ear become a better artist.

Plan Future Practice: Students practice explaining character development in *A Single Shard* in lesson 23.

Key Ideas

- Tree-ear grows in many ways, both personally and artistically.
- Tree-ear's patience will help him wait as long as it takes to become a better artist.
- Because Tree-ear is so observant, he pays attention to other artists and learns from them.
- Tree-ear's persistence helps him become more skilled at the hard work he does for Min.

Write | Examine an Argument Essay | 15 minutes

1. Explain that in this module, students will practice argument writing. Introduce the term *argument essay* by displaying the term and definition. Engage students in Vocabulary Exploration.
2. Direct students to the word *claim* in the definition of *argument essay*. Introduce the term *claim* by displaying the term and definition. Engage students in Vocabulary Exploration.
3. Display the Writing Model for Module 3, and direct students to the page in their *Learn* book. Explain that they will read an example of an argument essay that states a claim about which character trait is most important for Tree-ear's success.

Teacher Notes

Students use the writing model throughout the module. It shows them the structure that they will be expected to follow in their writing. The on-target writing model is an example of an essay that fully meets the on-target criteria listed in the End-of-Module Task rubric. The advanced writing model is an example of an essay that exceeds some criteria for the End-of-Module Task. See the Assessment Guide for more information. The *Learn* book includes two copies of each writing model. Students color-code one copy according to the Painted Essay® and annotate the other for specific essay components. Examples in lessons and key ideas align with the on-target writing model.

The *Learn* book also includes a checklist for the writing model. This checklist can be used to clarify expectations for writing an argument essay.

Differentiation Challenge

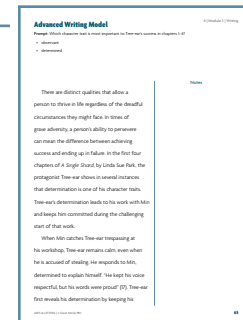
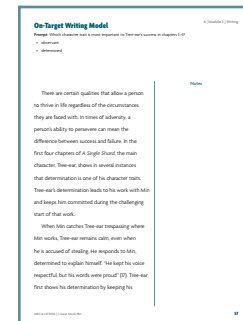
Some students may be able to write advanced responses. For example, they may be able to add specific technical vocabulary or complex sentences. Use the advanced writing model to support instruction for these students.

Definition

argument essay: an essay that presents one or multiple claims supported by reasons and evidence intended to support or establish a point of view

Definition

claim (n.): an opinion or idea that the author supports with reasons and evidence



4. Instruct students to examine the writing model with a partner. Ask these questions:



What does this argument essay claim?



What are the reasons for the claim?

Differentiation Support

To help students locate the claim and reasons, remind students of the definition of *claim*. Ask this question: In what part of the essay might you find the author’s main opinion or idea? Direct students to the thesis statement.

Reinforce the correct responses:

- **claim**—Tree-ear’s determination is his most important trait.
 - **reasons**—Tree-ear’s determination leads to his work with Min and keeps him committed during the challenging start of working for Min.
5. Remind students of the definition of *opinion essay*: “a piece of writing on a topic or texts, supporting a point of view with reasons and information.” Ask this question:



What differences do you notice between an opinion essay and an argument essay?

Key Ideas

- A thesis statement in an opinion essay contains a personal opinion.
 - A thesis statement in an argument essay contains a claim implied in the text.
6. Instruct students to annotate the writing model for evidence that analyzes Tree-ear’s character through what he says and through how the narrator describes his behavior.

Language Support

To help students identify examples of evidence that show how the narrator describes his behavior, remind them that the third-person limited narrative point of view allows readers to see how Tree-ear behaves in addition to his spoken words. Instruct students to look for descriptions of external or internal actions: physical gestures, tone, and thoughts.

Sample Annotations

What Tree-ear Says

- “‘It would be a great honor for me to continue working for the potter.’ Tree-ear began the speech he had planned so carefully.”

How the Narrator Describes Tree-ear’s Behavior

- “He kept his voice respectful, but his words were proud.”
- “Tree-ear crossed his arms stubbornly and did not look away.”
- “Tree-ear said nothing. He knew that Crane-man had already guessed there would be no rest that day.”

7.  **Introduce the learning task.** Direct students to their journals. Instruct students to write an explanation of how the Writing Model for Module 3 is an example of an argument essay.

Analyze Student Progress

Monitor: Do students refer to claim, reasons, and evidence in their explanation?

Offer Immediate Support: To help students explain how the Writing Model for Module 3 is an argument essay, direct them to the definition. Ask these questions: What is the claim? What are the reasons that support the claim? What evidence supports the reasons?

Plan Future Practice: Students practice analyzing structural similarities and differences in argument and informative essays in lesson 8.

Key Ideas

- states a claim
- includes reasons to support the claim
- includes evidence to support each reason

LAND 5 minutes

Reflect on Learning

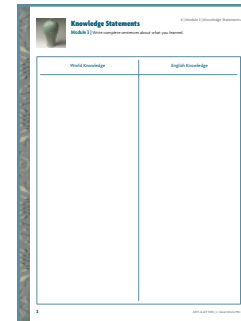
1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about argument essays?
 - What did you learn from *A Single Shard*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Conclude the lesson by inviting students to add their questions to the Question Board.


ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.5.6 Vocabulary: MM.5.6.B, MM.5.6.B.a

MM.10.6 Argument: MM.10.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 8

Essential Question | How does tradition influence art?

Content Framing Question | **Reveal:** What does a deeper look at character interactions reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine Tree-ear's interactions with other characters in *A Single Shard*. Students identify guidance that these characters share with Tree-ear and explain why it is helpful. This work prepares students to analyze how other characters help Tree-ear change or affirm his perspective on something he values in his life. During writing instruction, students identify the components of an argument essay. This prepares them to identify structural similarities and differences between the Painted Essay®—Argument and the Painted Essay®—Informative.

Learning Goals

Analyze how interactions with other characters help Tree-ear change or affirm his perspective.

 **LEARNING TASK:** Explain how interactions with adult mentors change or affirm Tree-ear's perspective on something he values in his life.

Determine structural similarities and differences in two types of essays.

 **LEARNING TASK:** Write an explanation of how the structure of the Painted Essay®—Argument is similar to and different from the structure of the Painted Essay®—Informative.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Character Interactions in *A Single Shard*
- **Respond:** Analyze How Characters Affect Perspective
- **Write:** Identify Structural Similarities and Differences

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*

STUDENTS

- *A Single Shard*
- index cards
- journal
- Painted Essay®—Argument (*Learn* book, Writing)
- Writing Model for Module 3 (*Learn* book, Writing)
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- Familiarize yourself with the full-color Painted Essay®—Informative and Painted Essay®—Argument, located on the digital platform.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *A Single Shard*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at character interactions reveal?
3. Explain that during a Reveal lesson the class focuses on only a part of the text—a part that is particularly complex or important. The class closely rereads and discusses this part to gain a deeper understanding of it. Tell students that in this lesson they will analyze Tree-ear’s interactions with other characters.

LEARN 53 minutes

Read | Examine Character Interactions in *A Single Shard* | 23 minutes

1. Instruct students to fluently read the portion of pages 5–6 from “Tree-ear had learned” to “he often said” with a partner, and annotate phrases and sentences that demonstrate the guidance that Crane-man gives to Tree-ear. Look for students to annotate appropriate passages.

Sample Annotations

- “learned from Crane-man’s example” (5)
- “stealing and begging, Crane-man said, made a man no better than a dog” (6)
- “Work gives a man dignity, stealing takes it away.” (6)

Reinforce that Tree-ear learns a great deal from Crane-man and from other characters.

Differentiation Challenge

Tell students that *aphorism* means “a short phrase that expresses a true or wise idea.” Explain that aphorisms are characterized by their brevity, wit, and universality. Instruct students to identify the aphorism in the passage (“Work gives a man dignity, stealing takes it away”), and encourage them to track additional aphorisms that Crane-man states as they continue reading the text.

2. Instruct students to annotate the following excerpts to identify sentences in which other characters share with Tree-ear:

- the portion of pages 6–7 from “Now, as always” to “*the world itself*.”
- the portion of pages 16–18 from “It was the” to “the damaged box.”
- the portion of pages 33–34 from “Min glanced briefly” to “had earned it.”
- the portion of page 36 from “Tree-ear swept the” to “his free hand.”

Language Support

To help students understand and identify guidance, provide a synonym: *advice*. Instruct students to look for quotation marks that signify another character is speaking directly to Tree-ear, offering advice.

Sample Annotations

- **pages 6–7 (Crane-man):** “*Scholars read the great words of the world. But you and I must learn to read the world itself.*” (7)
- **pages 17–18 (Min):** “It is the same to me—with one part damaged, the rest is of no use.” (18)
- **pages 33–34 (Min’s wife):** “Eat well, work well.” (34)
- **page 36 (Crane-man):** “But I think it a waste for either of us to spend too much time in sorrow over something we cannot change.” (36)

3. Distribute an index card to each student. Lead students through Give One–Get One–Move On to discuss the guidance Tree-ear receives from other characters. Pose this prompt:



Choose your favorite piece of guidance from Crane-man, Min, or Min's wife. Write it on your index card. Before trading cards with your partner, restate the guidance in your own words. As you trade cards, restate each new piece of guidance in your own words.

4. Listen for students to address key ideas in their discussions.

Key Ideas

- It is important to be observant. (Crane-man)
- Perfection is necessary. Something is ruined if even a small part of it isn't quite right. (Min)
- People can't work if they haven't eaten. It's important to nourish yourself in addition to others. (Min's wife)
- We shouldn't be sad about things we can't change. (Crane-man)

5. Ask this question:



Why is it helpful for Tree-ear to receive guidance from these characters?

Key Ideas

- Tree-ear is still developing as a person and can benefit from advice.
- Tree-ear is an orphan who lost his parents at a very young age.
- Older adult characters serve as mentors to Tree-ear.

Respond | Analyze How Characters Affect Perspective | 15 minutes

1. Form groups of three. Assign each group member one character: Min, Crane-man, or Min's wife. Direct students to their journals. Instruct each group member to briefly write in response to this question:



How does Tree-ear's interaction with your assigned character help develop his perspective on something he values?

Instruct students to share their responses with their group members. Invite a few groups to share with the class.

Differentiation Support

To help students identify how specific characters help Tree-ear develop his perspective, explain that each character offers advice about a different topic. Provide a bank of topics (behavior, art, and work). Instruct students to complete the following sentence frame by identifying a character and corresponding topic: _____ helps develop Tree-ear's perspective on _____.

Key Ideas

- Crane-man helps develop Tree-ear's perspective on behavior.
- Min helps develop Tree-ear's perspective on art.
- Min's wife helps develop Tree-ear's perspective on work.

2.  **Introduce the learning task.** Direct students to their journals. Instruct students to write an explanation of how interactions with adult mentors change or affirm Tree-ear's perspective on something he values in his life.
-

Analyze Student Progress

Monitor: Do students refer to specific interactions with characters to explain how Tree-ear's perspective on something he values is changed or affirmed?

Offer Immediate Support: To help students identify how other characters change or affirm Tree-ear's perspective, instruct them to create a three-column chart and list the guidance each character shares in the first column, the topic their guidance refers to in the second column, and an explanation of perspective as a result in the third column.

Plan Future Practice: Students practice comparing and contrasting how characters interact in *A Single Shard* in lesson 16.

Key Ideas

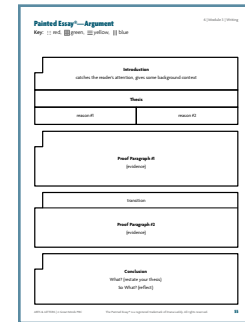
- Tree-ear's interactions with other characters teach him about what is important.
- Crane-man helps Tree-ear develop several perspectives: that honesty and integrity are important, that it's good to be a close observer of people and the world, and that it's helpful to stay positive.
- Min helps Tree-ear develop the perspective that it takes a lot of time and effort to make high-quality art and that any imperfection would diminish its value.
- Min's wife helps Tree-ear develop perspective about the proper nourishment he needs to work effectively and about the importance of caring for oneself in addition to caring for others.

Write | Identify Structural Similarities and Differences | 15 minutes

1. Direct students to their journals and to the Painted Essay®—Argument, located in the *Learn* book. Assess and activate prior knowledge by instructing students to Jot–Pair–Share in response to this prompt:

... List the elements of the Painted Essay®.

Reinforce the correct response: hook, introduction, thesis statement with claim, proof paragraphs, *so what?* conclusion



Teacher Note

The Painted Essay® is a visual representation of the organization of an essay and its individual parts. Using an organizational structure such as this creates a shared language between students and the teacher; it also helps students organize their thinking and communicate clearly and effectively. Based on student needs, annotate the parts with patterns, labels, or variations of the standard colors. For additional support, use familiar analogies or a textured model to demonstrate the relationship between parts of the essay.

2. Direct students to the Writing Model for Module 3, located in the *Learn* book. Instruct them to color-code the writing model for all components of the Painted Essay®—Argument.

Look for students to determine the correct responses:

- red—Introduction
- green—Thesis statement with claim, *so what?* conclusion
- yellow—Proof Paragraph 1
- blue—Proof Paragraph 2

3.  **Introduce the learning task.** Direct students to their journals. Instruct students to write in response to this question: How is the structure of the Painted Essay®—Argument similar to and different from the structure of the Painted Essay®—Informative?
-

Analyze Student Progress

Monitor: Do students recognize that an argument essay includes a specific claim?

Offer Immediate Support: If students need additional support explaining how the structures are similar and different, ask these questions: What is the purpose of each paragraph in an argument essay and in an informative essay? What does an argument essay include that an informative essay does not?

Plan Future Practice: Students continue to examine components of the writing model in lesson 9.

Key Ideas

Similar

- well-structured with an introduction, body, and conclusion
- includes a hook
- evidence explained in relation to thesis statement

Different

- thesis statement of Painted Essay®—Argument includes a specific claim
- claim supported with reasons and evidence

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

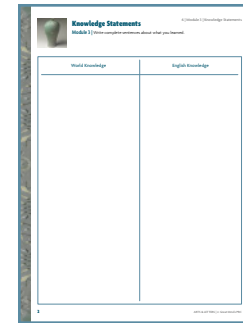
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about perspective?
- What did you learn from *A Single Shard*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.



The image shows a page from a 'Learn' book titled 'Knowledge Statements' for 'Module 3'. It features a header with a small icon and the title. Below the header, there are two large, empty rectangular boxes side-by-side, labeled 'World Knowledge' and 'English Knowledge' respectively. The page is designed for students to write their knowledge statements.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.8.6 Point of View, Perspective, and Purpose: MM.8.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.C

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 9

Essential Question | How does tradition influence art?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students build knowledge of Confucianism. They read two articles to learn about Confucian history and virtues. This work prepares students to explain how Confucian and Buddhist tradition influence *A Single Shard*. During writing instruction, students examine the structure of the writing model. They explain how the introduction reflects the prompt.

P A Prologue to lesson 9 is available for students who need additional support.

Learning Goals

Express knowledge of Korean belief systems.

LEARNING TASK: Write an explanation of how *A Single Shard* incorporates elements of Confucian and Buddhist tradition.

Examine the introduction of the writing model.

LEARNING TASK: Explain how the introduction of the writing model reflects the stated requirements of the prompt.

Vocabulary

filial (adj.)

moral (n.)

moral (adj.)

morality (n.)

piety (n.)

virtue (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Build Knowledge of Confucianism
- **Respond:** Connect Confucian and Buddhist Tradition to *A Single Shard*
- **Write:** Examine an Introduction

LAND

Synthesize Learning

Materials

TEACHER

- *A Single Shard*
- “Confucianism” (digital platform)
- “The Five Virtues” (digital platform)
- Knowledge Cards: *moral, morality*

STUDENTS

- *A Single Shard*
- “Confucianism” (*Learn book*)
- “The Five Virtues” (*Learn book*)
- Notice and Wonder Chart for “Confucianism” (*Learn book*)
- Question and Answer Chart for “Confucianism” (*Learn book*)

- color-coded Writing Model for Module 3 (*Learn book*, Writing)
- Checklist for the Writing Model (*Learn book*, Writing)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *A Single Shard*, passage 2 (*Learn book*, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
3. Explain that during a Know lesson the class reflects on the knowledge they built and makes connections among texts to share what they know now. Tell students that in this lesson they will learn more about belief systems that shape Tree-ear and other characters in *A Single Shard*.

LEARN 53 minutes

Read | Build Knowledge of Confucianism | 28 minutes

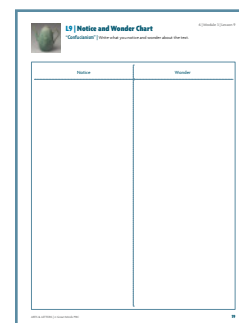
1. Ask this question:

 **Who in your life has helped you understand the difference between right and wrong?**

Invite a few students to share their responses.

2. Direct students to “Confucianism,” located in the *Learn* book. Explain that students will be reading about a belief system, or a philosophy, that originated in ancient China.

Direct students to the Notice and Wonder Chart for “Confucianism,” located in the *Learn* book. Instruct them to read “Confucianism” with a partner and write what they notice and wonder.



3. Facilitate a brief discussion of what students notice and wonder.

Reinforce that although Confucianism originated in China, it spread to other parts of Asia, including Korea.

4. Direct attention to this sentence: “The doctrine sets up an ethical or moral system intended to govern relationships within the family and the state.”

Assess and activate prior knowledge by asking this question:

 **What does it mean to be ethical?**

Reinforce the correct response: An ethical person acts in accordance with right behavior. Explain that this sentence introduces a closely related term: *moral*.

5. Introduce the vocabulary term *moral* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Language Support

To help students explore the meaning of *moral*, instruct pairs to discuss something a character in *A Single Shard* does that is moral.



Definitions

moral (n.): a lesson that is learned from a story or an experience

moral (adj.): considered right and good by most people

6. Demonstrate how an additional noun, *morality*, builds from the root word *moral* to encompass a set of beliefs. Introduce the vocabulary term *morality* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



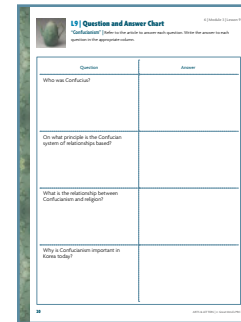
Definition

morality (n.): beliefs about what is right behavior and what is wrong behavior

7. Direct students to the Question and Answer Chart for “Confucianism,” located in the *Learn* book. Instruct students to reread “Confucianism” with a partner and answer the questions on the chart.

Invite a few students to share their responses, and reinforce the correct responses:

- **Who was Confucius?** Confucius was a philosopher and teacher whose theories were recorded in a book called the *Analects*.
- **On what principle is the Confucian system of relationships based?** The Confucian system is based on subordination, for example of child to parent.
- **What is the relationship between Confucianism and religion?** Confucianism doesn't conflict with religion.
- **Why is Confucianism important in Korea today?** Confucian ideas still affect how Koreans think and act. Korean society regularly celebrates Confucian thinkers.



- 8.** Direct students to “The Five Virtues,” located in the *Learn* book. Read aloud the portion starting with “Virtues are neither” to “a closer look!”

- 9.** Introduce the vocabulary term *virtue* by displaying the term, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.

- 10.** Display and read aloud this word part and its definition:

- *vir* (root)—life

- 11.** Instruct students to work with a partner to infer the term's meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.



Definition

virtue (n.): morally good behavior or character; a good and moral quality

12. Instruct students to Jot–Pair–Share to answer this question:

 **How does the root *vir* help you understand the word *virtue*?**

Key Ideas

- Virtues are necessary for a good life.
- Virtues guide people's actions.
- Virtues help people live responsibly with others.

Teacher Note

The meanings of *virtues*, *morals*, and *ethics* overlap. As needed, explain that ethics constitute a system of behavior; morals suggest principles or lessons to live by; and virtues are qualities people develop.

13. Instruct students to read the portion of text from “Perhaps the best” to “both these virtues” with a partner and annotate words and phrases that explain the first virtue, *ren*.

Sample Annotations

- ““humanity”” (par. 3)
- “occurs when someone practices these five virtues” (par. 3)
- ““reciprocity”” (par. 5)
- “what you do not want done to yourself, do not do to others” (par. 6)

14. Lead students through a Jigsaw to study the remaining virtues.

- *yi*
- *li*
- *zhi*
- *xin*

Instruct students to explain information about their assigned virtue. Listen for students to address key ideas in their discussions. Encourage students to refer to the illustrations as they share.

Teacher Note

Based on your students' needs, leverage their funds of knowledge to demonstrate accurate pronunciation of these terms, or utilize another resource.

Language Support

This text provides further context for each term but does not define the terms. To support students' understanding of each virtue, provide the following definitions:

- ***yi* (righteousness)**—being morally good
- ***li* (propriety)**—being correct and proper
- ***zhi* (wisdom)**—good sense or judgment
- ***xin* (integrity)**—being honest and fair

Key Ideas

- ***Yi*** should guide how people in leadership positions behave.
- ***Li*** refers to following important rituals and having good manners.
- ***Zhi*** means knowing not only yourself but others. It's more than just being smart.
- ***Xin*** means integrity. It is thought of as a treasure.

Respond | Connect Confucian and Buddhist Tradition to *A Single Shard* |

15 minutes

1. Read aloud the portion of text from the heading “Yet Another Virtue!” to “of human behavior.” Introduce the terms *filial* and *piety* by displaying the definitions. Engage students in Vocabulary Exploration for each term.
2. Instruct students to Think–Pair–Share to answer this question:

 **How might *xiao* apply to Crane-man and Tree-ear?**

Reinforce the correct response: Although not related by blood, Crane-man and Tree-ear are family. Tree-ear demonstrates respect for Crane-man as he would for a father or grandfather.

Differentiation Challenge

Instruct students to read “Why the Five?” and create a visual image depicting how one of the five virtues plays an important role in their own lives.

Definitions

filial (adj.): of or relating to a son or daughter

piety (n.): the quality of being religious or reverent

3. Direct students to their journals. Instruct them to briefly write in response to this question:

 **How do Crane-man and Tree-ear demonstrate other virtues?**

Invite a few students to share their responses.

Differentiation Support

To help students identify actions that indicate other virtues, direct them to pages 5–6, 7, 9, 16–17, and 22–23 of *A Single Shard*. Ask these questions:

- How does Crane-man show a sense of righteousness (*yi*) that makes him a good leader for Tree-ear?
- How does Tree-ear demonstrate good manners (*li*)?
- How do Crane-man and Tree-ear both demonstrate honesty (*xin*) and an ability to know others as well as themselves (*zhi*)?

Key Ideas

- **yi:** Crane-man gives Tree-ear advice about how to live correctly and responsibly.
- **li:** Tree-ear is polite to Min and bows in respect when Min finds him at the studio.
- **xin:** Crane-man advises the importance of honesty, and Tree-ear shows it when he tells the man about his lost rice.
- **zhi:** Crane-man tells Tree-ear to be a close observer of the world in order to know others, which helps Tree-ear have insight into the man who lost his rice.

4. Direct students to *A Single Shard* and to the author's note on page 149. Instruct them to read the first paragraph. Ask this question:

 **How does the information in the author's note complement what you know about Confucianism?**

Key Ideas

- emphasizes tradition
- gives a specific example of filial piety
- extends knowledge by drawing a link to Buddhism

5.  **Introduce the learning task.** Direct students to their journals. Instruct them to write an explanation of how *A Single Shard* incorporates elements of Confucian and Buddhist tradition.

Analyze Student Progress

Monitor: Do students reference virtues?

Offer Immediate Support: If students need additional support explaining how *A Single Shard* incorporates elements of Confucian and Buddhist tradition, remind them of the five virtues and direct students to their journals, where they briefly wrote about how Crane-man and Tree-ear demonstrate those virtues.

Plan Future Practice: Students practice expressing knowledge about artistic tradition, morality, and celadon pottery in lesson 19.

Key Ideas

- Confucianism emphasizes the importance of virtuous behavior.
- Crane-man and Tree-ear each demonstrate different virtues, particularly *ren* (humanity), *yi* (righteousness), *xin* (integrity), and *xiao* (filial piety).
- In Confucian and Buddhist tradition, monks play an important role in helping people who don't have families.
- A monk brings Tree-ear and Crane-man together.

Write | Examine an Introduction | 10 minutes

1. Assess and activate prior knowledge by instructing students to Think–Pair–Share to answer this question:

 **Why are introductions important?**

Key Ideas

- engage readers
 - provide background information about a topic
 - state the thesis
2. Direct students to the Checklist for the Writing Model, located in the *Learn* book. Remind them of this row: uses an introduction to catch the reader’s attention and provide background information on the topic.
 3. Direct students to the color-coded Writing Model for Module 3, located in the *Learn* book. Read aloud the prompt: Which character trait is most important to Tree-ear’s success in chapters 1–4? Write an essay that presents a claim and supports the claim with reasons and evidence.
 - observant
 - determined

Checklist
Writing Model: Which character trait is most important to Tree-ear's success in chapters 1–4?
1. Observant
2. Determined

	Row 1	Row 2
Knowledge		
Shows knowledge of a single thread	☐	☐
Shows knowledge of a specific character trait	☐	☐
Writing		
Uses an introduction to catch the reader's attention and provide background information on the topic	☐	☐
Has a thesis statement that presents a claim	☐	☐
Uses a clear structure to organize the claim, reasons, and evidence	☐	☐
Has relevant evidence from a single thread	☐	☐
Uses the evidence to develop the claim and supports the claim	☐	☐
Uses elaboration to explain evidence and identify its relationship to the claim	☐	☐
Uses transitions to clarify the relationships among the claim, reasons, and evidence	☐	☐
Uses a clear conclusion to reflect on the claim presented	☐	☐
Uses a formal writing style	☐	☐
Language		
Uses precise language and topic-specific vocabulary to explain ideas	☐	☐
Uses details to set off reasons from general statements	☐	☐
Supports the claim with evidence	☐	☐

4.  **Introduce the learning task.** Direct students to their journals. Instruct students to write an explanation of how the introduction of the writing model reflects the stated requirements of the prompt.
-

Analyze Student Progress

Monitor: Do students use language from the checklist row to explain why the introduction reflects the prompt requirements?

Offer Immediate Support: Instruct students to articulate the argument. Ask this question: How does the background information connect to the argument?

Plan Future Practice: Students practice examining an introduction for Module Task 1 in lesson 17.

Key Ideas

- briefly explains the importance of character traits
- catches the reader's attention by stating that traits can make the difference between success and failure
- provides background information about Tree-ear's traits in *A Single Shard*
- claim asserts which trait most helped Tree-ear thrive

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How does tradition influence art?

2. Use responses to reinforce this Knowledge Thread:
 - Systems of thought like Confucianism influence how people understand what it means to live a “good life” or a life that considers, defines, and favors ethics and morality.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- According to Confucian tradition, what does it mean to live a “good life”?
- How does Confucian and Buddhist tradition influence people in *A Single Shard*?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A, MM.1.6.B

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.A.d, MM.5.6.C

MM.11.6 Connections: MM.11.6.A, MM.11.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.B, MM.12.6.B.b

CP Compose and Present Content

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 10

Essential Question | How does tradition influence art?

Content Framing Question | **Reveal:** What does a deeper look at language reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine text excerpts from *A Single Shard* that use vivid imagery to describe celadon pottery. They consider how figurative language, adjectives, adverbs, and juxtaposition contribute to imagery. This work prepares students to explain what Linda Sue Park's imagery reveals about celadon pottery. During writing instruction, students examine the prompt for Module Task 1. They explain the prompt's requirements in their own words.

P A Prologue to lesson 10 is available for students who need additional support.

Learning Goals

Explain how Linda Sue Park uses imagery to describe and emphasize the importance of celadon pottery.

LEARNING TASK: Write an explanation of what Linda Sue Park's imagery reveals about celadon pottery.

For Module Task 1, examine the prompt.

LEARNING TASK: For Module Task 1, explain the requirements of the prompt in your own words.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Imagery
- **Respond:** Analyze Imagery
- **Write:** Examine a Prompt

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*
- Thousand Cranes Vase (digital platform)

STUDENTS

- *A Single Shard*
- journal
- index cards
- Module Task 1 (*Learn* book, Writing)
- Checklist for Module Task 1 (*Learn* book, Writing)
- Knowledge Statements for Module 3

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *A Single Shard*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at language reveal?
3. Explain that during a Reveal lesson the class focuses on only a part of the text—a part that is particularly complex or important. The class closely rereads and discusses this part to gain a deeper understanding of it. Tell students that in this lesson they will analyze descriptions of celadon pottery.

LEARN 53 minutes

Read | Examine Imagery | 25 minutes

1. Display the Thousand Cranes Vase. Remind students of their work with this piece of art. Direct students to their journals. Instruct them to briefly write in response to this question:



What makes this work of art unique?

Invite a few students to share their responses.

2. Direct students to *A Single Shard*. Instruct them to fluently read with a partner the portion of pages 43–44 from “How proud the” to “Korean celadon pottery!”
3. Instruct students to annotate words and phrases that describe celadon pottery.

Language Support

To support students in finding words and phrases that describe celadon pottery, remind them of the following art terms they have used in previous modules: *color, shape, line, form*. Ask this question: Where in the passage can you find language that connects to these terms?

Sample Annotations

- “shades of blue and gray and violet whispered” (43)
- “as in the sea on a cloudy day” (44)
- “glaze pooled thickly in the crevices” (44)
- “glossed sheer on the raised surfaces of an incised design” (44)
- “wonders of the world” (44)

4. Instruct students to Think–Pair–Share to answer this question:



How do the words and phrases you annotated support your observation of the vase?

Reinforce that the words and phrases provide a vivid description of the vase that matches what people can visually observe.

5. Assess and activate prior knowledge by asking this question:



What do we call the kind of language that could help us picture a vase like this in our minds?

Reinforce the correct response: Imagery creates pictures in readers’ minds.

6. Remind students that writers can create imagery by using different types of descriptive language, including figurative language. Instruct students to review their annotations with their partner and identify one example each of personification, simile, adjectives, adverbs, and verbs that create imagery.

Invite a few students to share their responses.

Differentiation Support

Remind students of the definitions of *personification*, *simile*, *adjectives*, *adverbs*, and *verbs* and provide an example of each.

Key Ideas

- **personification:** “shades of blue and gray and violet whispered” (43)
- **simile:** “as in the sea on a cloudy day” (44)
- **adjectives:** “blue and gray and violet” (43), “sheer” (44), “raised” (44), “incised” (44)
- **adverb:** “thickly” (44)
- **verbs:** “pooled” (44), “glossed” (44)

7. Remind students of their work with personification in module 2. Direct students to the example in the excerpt: “shades of blue and gray and violet whispered” (43). Instruct students to briefly write in their journals a response to this question:



How does Park’s use of personification affect the way you think about the pottery?

Invite a few students to share their responses. Emphasize that attributing human qualities to a nonhuman thing can make it seem alive and emphasize its importance.

8. Explain that to deepen their knowledge of imagery, students will examine another description of celadon pottery. Instruct students to read the portion of page 52 from “It would be” to “in the world” and annotate words and phrases that create imagery.

Key Ideas

- “tall and beautifully proportioned” (52)
- “rising from its base to flare gracefully and then round to the mouth” (52)
- “display a single branch of a flowering plum” (52)
- “symmetry” (52)
- “gentle curves” (52)
- “mysterious green color” (52)
- “sharp angles of the plum twigs” (52)
- “blackness stark amid the airy white blossoms” (52)
- “clay from the earth, a branch from the sky” (52)

- 9.** Remind students of their work with juxtaposition in module 1. Instruct students to work with a partner to write juxtaposed elements on two different index cards.

Invite a few students to display and explain their juxtaposed index cards.

Language Support

As needed, remind students that juxtaposition involves placing different things together in order to create an interesting effect or to show how they are the same or different. Explain that in this case, students should look for opposite elements.

Sample Annotations

- “gentle curves” juxtaposed with “sharp angles” (52)
- “blackness” juxtaposed with “airy white” (52)
- “work of a human” juxtaposed with “work of nature” (52)
- “earth” juxtaposed with “sky” (52)

- 10.** Ask this question:



What does juxtaposition contribute to this imagery?

Key Ideas

- makes the imagery more interesting
- reflects the artistic composition of the vase
- contrasts shapes and colors

11. Direct students to the following sentence on page 52: “A kind of peace spread through Tree-ear, body and mind, as if while he looked at the vase and its branch, nothing could ever go wrong in the world.” Direct students to their journals. Instruct students to Jot–Pair–Share to answer this question:

 **What effect does art have on Tree-ear?**

Differentiation Challenge

Instruct students to annotate the sentence for an additional example of juxtaposition (“body and mind”). Point out the parallel physical and ethereal juxtaposition of “earth” and “sky.” Remind students of the concept of yin yang, learned in lesson 5. Ask this question: How might the contrast in the art contribute to Tree-ear’s sense of peace?

Respond | Analyze Imagery | 15 minutes

1. Lead students through Give One–Get One–Move On to answer this question:

 **What example of imagery do you think best captures the uniqueness of celadon pottery?**

Invite a few students to share their responses.

2.  **Introduce the learning task.** Instruct students to write in their journals an explanation of what Linda Sue Park’s imagery reveals about celadon pottery.

Analyze Student Progress

Monitor: Do students use evidence that shows Park’s use of imagery to convey the complexity of a prunus vase?

Offer Immediate Support: If students need additional support explaining what imagery reveals, refer them to their annotations. Ask this question: What do the adjectives suggest about celadon pottery?

Plan Future Practice: Students continue to examine the celadon process described in *A Single Shard* in lesson 14.

Key Ideas

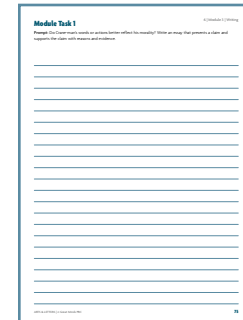
- is exceptionally beautiful
- is complex
- has a very unique, distinct color
- contains contrast
- blends influences of humans and nature

Write | Examine a Prompt | 13 minutes

1. Direct students to Module Task 1, located in the *Learn* book. Invite a student to read aloud the prompt: Do Crane-man's words or actions better reflect his morality? Write an essay that presents a claim and supports the claim with reasons and evidence.
2. Ask this question:

 **What type of essay does this prompt require?**

Reinforce the correct response: an argument essay.

**Differentiation Support**

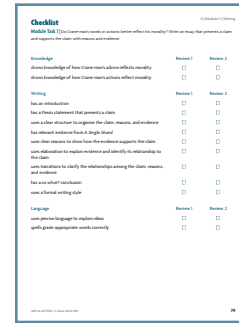
To help students discern the type of essay the prompt requires, remind students of the module 2 End-of-Module Task prompt: What is a human rights advocate? Write an essay to define *advocacy* and explain Malala's motivations and actions as a human rights advocate. Instruct students to compare and contrast the two prompts, reinforcing that the module 3 prompt has students choosing between two argument options rather than defining a term. Remind students of the definition of *argument* essay that they learned in lesson 7.

3. Direct students to the Checklist for Module Task 1, located in the *Learn* book. Instruct students to review the checklist with a partner. Ask this question:

 **What knowledge will you need to write this essay?**

Key Ideas

- what *morality* means
 - how people can demonstrate morality
 - what morals are most important to Crane-man
 - how Crane-man demonstrates his morality through advice and actions
4. Instruct students to write in their journals any questions they have about the Module Task 1 prompt or checklist. Invite a few students to share their questions and facilitate a brief discussion to clarify the requirements of the task.
5.  **Introduce the learning task.** Direct students to their journals. Instruct them to use their own words to explain the requirements of the Module Task 1 prompt.



Checklist		Module 3 Writing	
Module Task 1: Crane-man's moral actions affect his morality. What are ways that prompt a claim and support the claim with relevant evidence?			
Knowledge		Review 1	Review 2
Shows knowledge of how Crane-man's actions affect his morality	☐	☐	☐
Shows knowledge of how Crane-man's actions affect his morality	☐	☐	☐
Writing		Review 1	Review 2
Has an introduction	☐	☐	☐
Has a thesis statement that presents a claim	☐	☐	☐
Uses a clear structure to organize the claim, reasons, and evidence	☐	☐	☐
Has relevant evidence from at least three sources	☐	☐	☐
Uses the evidence to show how the evidence supports the claim	☐	☐	☐
Uses elaboration to explain evidence and identify its relationship to the claim	☐	☐	☐
Uses transitions to clarify the relationships among the claim, reasons, and evidence	☐	☐	☐
Has a clear subject conclusion	☐	☐	☐
Uses a formal writing style	☐	☐	☐
Language		Review 1	Review 2
Uses precise language to explain ideas	☐	☐	☐
Uses grade-appropriate words correctly	☐	☐	☐

Analyze Student Progress

Monitor: Do students connect an element of the prompt to an element of the checklist?

Offer Immediate Support: If students need additional support explaining the requirements of Module Task 1, direct them to the Checklist for Module Task 1. Ask this question: What might you gather evidence about?

Plan Future Practice: Students practice examining a prompt for Module Task 2 in lesson 23.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

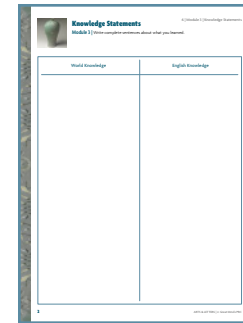
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about Tree-ear's relationship with Crane-man?
- What did you learn from *A Single Shard*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.



The image shows a page from a 'Learn' book titled 'Knowledge Statements' for 'Module 3'. It features a header with a small icon and the title. Below the header is a large rectangular area divided into two columns: 'World Knowledge' on the left and 'English Knowledge' on the right. The page is designed for students to write their knowledge statements.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.5.6 Vocabulary: MM.5.6.B, MM.5.6.B.a, MM.5.6.B.c

MM.6.6 Diction: MM.6.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.C, MM.12.6.C.b

CP Compose and Present Content

CP.2.6 Planning: CP.2.6.A

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.C

DM.3.6 Schema Building



Lesson 11

Essential Question | How does tradition influence art?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students build and reflect on knowledge of celadon. They read an article to learn about celadon and review information about celadon in *A Single Shard*. This work prepares students to explain the historic and modern influence of celadon. During writing instruction, students consider how evidence can support a claim made in argument writing. They collect evidence for Module Task 1.

P A Prologue to lesson 11 is available for students who need additional support.

Learning Goals

Build knowledge about celadon.

LEARNING TASK: Write an explanation of the historic and modern influence of celadon.

For Module Task 1, collect evidence to respond to a prompt.

LEARNING TASK: For Module Task 1, collect and organize evidence.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Build Knowledge of Celadon Pottery
- **Respond:** Express Knowledge
- **Write:** Collect Evidence

LAND

Synthesize Learning

Materials

TEACHER

- *A Single Shard*
- “Celadon” (digital platform)

STUDENTS

- *A Single Shard*
- “Celadon” (*Learn* book, lesson 6)
- Notice and Wonder Chart for “Celadon” (*Learn* book)
- journal
- Checklist for Module Task 1 (*Learn* book, Writing)
- Evidence Organizer for Module Task 1 (*Learn* book, Writing)

Preparation

- none

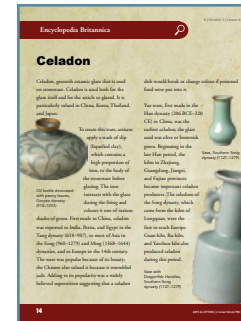
Follow-Up

- Before the next lesson, students read chapter 6 of *A Single Shard*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *A Single Shard*, passage 2 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “Celadon.”
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Explain that during a Know lesson the class reflects on the knowledge they built and makes connections among texts to share what they know now. Tell students that in this lesson they will build and express their knowledge of celadon.



LEARN 53 minutes

Read | Build Knowledge of Celadon Pottery | 20 minutes

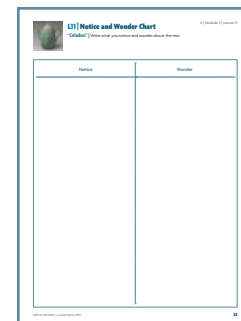
1. Direct students to “Celadon” and to the Notice and Wonder Chart for “Celadon,” located in the *Learn* book. Instruct students to read the text with a partner.

Teacher Note

Remind students that they read part of this text in a prior lesson. Tell students that in this lesson they will read the entire text to build further knowledge of celadon and its connection to *A Single Shard*.

2. Instruct students to Think–Pair–Share to answer this question:

 **What do you notice and wonder?**



3. Instruct students to add what they notice and wonder to their Notice and Wonder Chart for “Celadon.”
4. Instruct students to annotate information in “Celadon” about the history and influence of celadon pottery.

Language Support

To support students’ identification of information about the history and influence of celadon pottery, instruct students to look for dates to isolate sections of text having to do with historical periods or important dates.

Sample Annotations

- “First made in China, celadon was exported to India, Persia, and Egypt in the Tang dynasty (618–907), to most of Asia in the Song (960–1279) and Ming (1368–1644) dynasties, and to Europe in the 14th century.” (second paragraph)
- “Yue ware, first made in the Han dynasty (206 BCE–220 CE) in China, was the earliest celadon.” (third paragraph)
- “The celadons of the Song dynasty, which came from the kilns of Longquan, were the first to reach Europe.” (third paragraph)
- “Korean celadon’s major divergence from typical Chinese celadon was the inlaid decoration often found beneath the glaze.” (fourth paragraph)
- “Thai celadons, influenced by Chinese wares, had a translucent glaze, usually grayish green and often crackled, over a grayish white body.” (fifth paragraph)
- “In Japan, the importation of Yue ware and the respect for Korean celadon led to imitative production near Seto (Aichi prefecture) during the Kamakura period (1192–1333).” (sixth paragraph)
- “In modern times, large-scale production of traditional celadon domestic wares has been undertaken at Bangkok. Ingenious copies of early ware were made in the 20th century in China, Japan, and Korea.” (seventh paragraph)

5. Instruct students to Think–Pair–Share to answer these questions:



How did celadon develop historically?



How did celadon change or stay the same in the hands of other artists?

Key Ideas

Develop

- Chinese Yue ware was the first celadon.
- Celadon was exported to India, Persia, Egypt, Europe, Japan, and Korea.
- Countries such as Japan, Korea, and Thailand made their own celadon.

Change or Stay the Same

- The Korean innovation of inlay work differed from Chinese celadon decoration.
- Chinese celadons influenced Thai celadons.
- Japan imitated Chinese and Korean celadon.
- Copies of early celadon were made in the 20th century in China, Japan, and Korea.

Respond | Express Knowledge | 13 minutes

1. Tell students that they will Mix and Mingle to discuss ancient celadon pottery. To prepare for the routine, direct students to their journals and instruct them to briefly write in response to this question:



How was ancient celadon pottery different from previous forms of pottery?

Lead students through a Mix and Mingle.

Differentiation Support

To help students articulate what was unique about celadon pottery, ask these questions:

- Why was ancient celadon pottery particularly difficult to make?
- How did Korean celadon potters distinguish their work from what others had done?

Key Ideas

- Ancient celadon pottery had a unique color that potters achieved through a specific firing process.
- Korean celadon pottery was known for its simple shapes, molded pieces, and inlay work.

2.  **Introduce the learning task.** Direct students to their journals. Instruct them to write an explanation of the historic and modern influence of celadon pottery.

Analyze Student Progress

Monitor: Do students use text-based references to support their explanation of the historic and modern influence of celadon pottery?

Offer Immediate Support: If students need additional support using text-based references to explain the historic and modern influence of celadon pottery, direct them to their annotations and ask this question: What do you now know about celadon that you did not know before?

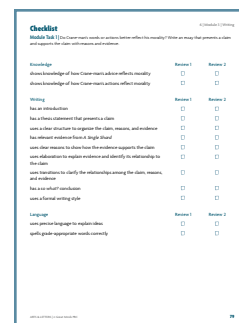
Plan Future Practice: Students continue to build knowledge about the process of creating celadon pottery in lesson 14.

Write | Collect Evidence | 20 minutes

1. Direct students to the Checklist for Module Task 1, located in the *Learn* book. Direct attention to this row in the Writing section: has relevant evidence from *A Single Shard*. Tell students that they will gather evidence to help them analyze and argue how Crane-man's words and actions reflect his morality.

Teacher Note

As needed, remind students that while they can summarize and present parts of a text as evidence, in this essay, they will continue to integrate evidence in the form of direct quotations. Review the Citation Guidelines: Level 6 from module 2.



	Review 1	Review 2
Knowledge		
Does knowledge of how Crane-man makes celadon affect morality?	☐	☐
Does knowledge of how Crane-man makes celadon affect morality?	☐	☐
Writing		
Has an introduction?	☐	☐
Has a thesis statement that presents a claim?	☐	☐
Uses a clear structure to organize the claim, reasons, and evidence?	☐	☐
Has relevant evidence from <i>A Single Shard</i> ?	☐	☐
Uses clear reasons to show how the evidence supports the claim?	☐	☐
Uses evidence to explain evidence and clearly its relationship to the claim?	☐	☐
Uses transitions to clarify the relationships among the claim, reasons, and evidence?	☐	☐
Has a clear effort conclusion?	☐	☐
Uses relevant writing style?	☐	☐
Language		
Uses precise language to explain ideas?	☐	☐
Applies grade-appropriate words correctly?	☐	☐

2. Instruct students to Think–Pair–Share to answer this question:

 **How might you use what you know about informative writing to collect evidence for argument writing?**

Differentiation Support

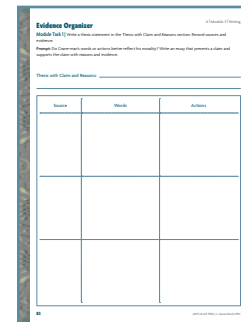
Remind students that they have collected evidence from texts in previous levels. Direct students to the Evidence Organizer for Module Task 1, located in the *Learn* book. Use the sample row to model how to use the columns titled Source, Words, and Actions.

Key Ideas

- Argument writing, like informative writing, includes a thesis statement, so evidence needs to support the thesis statement.
- Argument writing involves a claim, so evidence should support that specific opinion or idea, as opposed to just providing information.

3. Direct students to the Evidence Organizer for Module Task 1, located in the *Learn* book.

4.  **Introduce the learning task.** Instruct students to collect evidence for Module Task 1 on their evidence organizer.



Analyze Student Progress

Monitor: Do students collect evidence that directly responds to the Module Task 1 prompt?

Offer Immediate Support: If students need additional support collecting evidence, direct them to pages 6, 9, 27, and 36 of *A Single Shard*. Explain that these pages include words and actions that have moral significance.

Plan Future Practice: Students practice collecting evidence for Module Task 1 in lesson 12.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How does tradition influence art?

2. Use responses to reinforce these Knowledge Threads:
 - Traditions preserve knowledge from the past and inspire innovation.
 - Art is influenced by, but also innovates upon, the cultural traditions of specific communities.
 - Korean celadon pottery represented a technological and conceptual evolution of artistic tradition.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- How does tradition relate to both the past and the future?
- Why is cultural tradition important to art?
- What role does Korean celadon pottery play in artistic tradition?

3. Assign the follow-up work to read chapter 6 of *A Single Shard* before the next lesson.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A, MM.1.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.B, MM.12.6.B.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.2.6 Planning: CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.a, CP.3.6.A.d, CP.3.6.A.f, CP.3.6.B

CP.4.6 Structure

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.E

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 12

Essential Question | How does tradition influence art?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review *A Single Shard* for information about royal commissions for art in Tree-ear's time. They describe how Min's artwork differs from Kang's and identify the importance of innovative approaches. This work prepares students to explore the ethical considerations around Tree-ear's decision not to share Kang's idea with Min but to add his own touch to Min's artwork. During writing instruction, students continue collecting evidence for Module Task 1.

P A Prologue to lesson 12 is available for students who need additional support.

Learning Goals

Explain ethical dilemmas.

LEARNING TASK: Compare Tree-ear's ethical dilemmas and explain his response to each one.

For Module Task 1, collect evidence to respond to a prompt.

LEARNING TASK: Collect and organize evidence on the Evidence Organizer for Module Task 1.

Vocabulary

commission (n.)

emissary (n.)

innovation (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Compare Artistic Techniques
- **Respond:** Explain Ethical Considerations for Art
- **Write:** Collect Evidence

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*
- Knowledge Card: *innovation*

STUDENTS

- *A Single Shard*
- journal
- 5 W's and 1 H for Royal Commissions in *A Single Shard* (*Learn* book)
- Evidence Organizer for Module Task 1 (*Learn* book, Writing)
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapter 7 of *A Single Shard*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *A Single Shard*, passage 3 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Explain that during an Organize lesson the class rereads sections of the book and identifies what is happening to gain a basic understanding of the story. Tell students that in this lesson they will determine how Min and Kang differ in their approach to art.

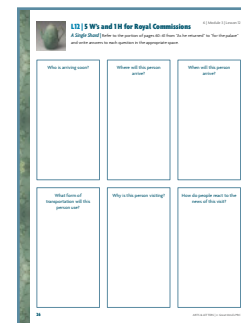
LEARN 53 minutes

Read | Compare Artistic Techniques | 25 minutes

1. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:

 **In your opinion, what makes one work of art more special or beautiful than another?**

2. Direct students to *A Single Shard*. Instruct them to read the portion of pages 60–61 from “As he returned” to “for the palace.” Direct students to 5 W’s and 1 H for Royal Commissions in *A Single Shard*, located in the *Learn* book. Instruct them to answer the 5 W’s and 1 H.



5 W's and 1 H for Royal Commissions
A Single Shard (lines 10 to the portion of page 61) all lines "As he returned" to "for the palace" and other portions to each question in the appropriate space.

Who is answering?	Where will this person answer?	When will this person answer?
What form of transportation will this person use?	Why is this person writing?	How do people react to the work of this artist?

Reinforce the correct responses:

- **who**—The royal emissary is arriving soon.
- **where**—They will arrive in Ch’ulp’o.
- **when**—They will arrive at the next moon.
- **what**—They will travel by boat.
- **why**—They will choose an artist to receive a royal commission.
- **how**—People are excited and nervous.

Emphasize that both Kang and Min, along with other artists in Ch’ulp’o, would hope to be chosen for the royal commission.

3. Introduce the vocabulary terms *commission* and *emissary* by displaying the terms and simultaneously clapping once for each syllable. Instruct students to say the terms and clap for each syllable.
4. Display and read aloud this word part and its definition:
 - ***mittere* (root)**—to release, to send, to let go

Explain that the terms *commission* and *emissary* both grew from this Latin root.

5. Instruct students to work with a partner to infer each term’s meaning. Invite a few students to share their ideas. As students share, reinforce the correct definitions.

Language Support

To help students discern the meanings of both words, direct them to the following portions of the text and instruct them to use context to aid their work:

- the portion of pages 46–47 from “Beyond all else” to “of all potters”
- the portion of page 61 from “Tree-ear! Have you” to “for the palace!”

Definitions

commission (n.): a formal request to produce something (especially an artistic work) in exchange for payment

emissary (n.): a person who is sent on a mission to represent another person or organization

6. Instruct students to Think–Pair–Share to answer this question:

 **How does the root *mittere* apply to each word?**

Key Ideas

- An emissary is sent from a particular place.
- The artist must send the commissioned piece of art to the person who requests it.
- An artist must release their commissioned pieces of art and allow someone else to take ownership.

7. Instruct students to read the portion of pages 62–64 from “Min’s work was” to “far better effect,” and annotate words and phrases that describe either Min’s or Kang’s artwork. Instruct students to share their annotations with their partner.

Teacher Note

Based on your students’ needs, use the portion of page 72 from “The potters whose” to “chance came again” and the portion of the author’s note on page 150 from “Some experts speculate” to “of their story” to emphasize the importance of a royal commission.

Sample Annotations

- **Min:** “far superior” (62), “slow to begin with,” “more replicas than any other potter” (63), “could use the process to far better effect” (64)
- **Kang:** “skillful enough,” “well-shaped,” “fine color,” “lacked patience,” “lacked Min’s attention to detail in the making as well as his caution in the firing” (63)

8. Direct students to their journals. Instruct them to work with a partner to briefly write in response to these questions, with each partner answering one question and sharing their response:

 **How is Min’s artwork different from Kang’s?**

 **Why is Tree-ear worried that Kang might get the commission?**

Invite a few students to share their responses. Reinforce the correct responses: Min’s artwork demonstrates an attention to detail that Kang’s does not. Tree-ear worries that Kang’s new technique will attract a commission.

9. Introduce the vocabulary term *innovation* by displaying the Knowledge Card and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.



Definition

innovation (n.): a new idea, device, or method

10. Display and read aloud these word parts and their definitions:

- *in-* (prefix)—into
- *nov* (root)—new

Remind students that in module 2, they learned the term *injustice* and identified the prefix *in-* as meaning “not.” Explain that *in-* is an example of a morpheme that has multiple meanings.

11. Instruct students to work with a partner to infer the term’s meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.
12. Instruct students to read the portion of pages 69–70 from “There was yet” to “the next stall” and annotate words and phrases that suggest that Kang is innovative.

Sample Annotations

- “caught one’s attention and seized it as if they would never let go” (69)
- “unmistakably new, different, remarkable” (69)
- “so striking” (70)
- “inlay work was common enough in other arts, but no one there had ever seen it used in ceramics before” (70)

Respond | Explain Ethical Considerations for Art | 13 minutes

1. Tell students that they will Mix and Mingle to discuss the value of being innovative. Direct students to their journals. To prepare for the routine, instruct students to jot a response to this question:

 **Would you rather be more innovative or more technically skilled?**

Lead students through a Mix and Mingle.

2. Read aloud Tree-ear's question on page 62: "Is it stealing to take from another something that cannot be held in your hands?"

Differentiation Challenge

Provide a student-friendly definition of *intellectual property*. Instruct students to research cases of intellectual property infringement. AI and social media provide interesting contemporary examples.

3. Instruct students to read the portion of page 64 from "If Tree-ear were" to "of Kang's idea." Instruct them to Think–Pair–Share to answer this question:

 **In your opinion, do Crane-man and Tree-ear reach the correct conclusion at this point in the text?**

Poll students to determine how many believe Crane-man and Tree-ear reach the correct conclusion.

Differentiation Support

To help students articulate their opinion, ask these questions: Is Kang keeping his technique to himself? Does Tree-ear use stealth or trickery to learn of Kang's idea?

4. Instruct students to read the portion of pages 67–68 from "On the lower" to "which it was." Ask this question:

 **What does Tree-ear do?**

Reinforce the correct response: Tree-ear replaces one of Min's petals with his own.

5. Post the words *Agree* and *Disagree* at opposite sides of the classroom or space.

6. Guide students through the Value Lineup routine to discuss this statement: It was right for Tree-ear to replace one of Min's petals with his own.
7.  **Introduce the learning task.** Direct students to their journals. Instruct students to write in response to this prompt: Identify two ethical dilemmas that Tree-ear faces in chapter 6. Compare these dilemmas and explain Tree-ear's response to each one.

Analyze Student Progress

Monitor: Do students recognize Tree-ear's dilemma about whether to tell Min about Kang and whether to add his own petal to Min's work?

Offer Immediate Support: If students need additional support comparing the dilemmas, ask these questions: Is Tree-ear honest when he makes this choice? Is he following or breaking a rule when he makes this choice?

Plan Future Practice: Students practice gathering evidence that best shows a character's morality in *A Single Shard* in lesson 13.

Key Ideas

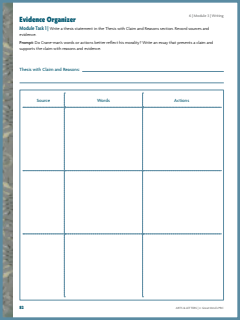
- Crane-man says that “once a man has revealed his idea to others, it is no longer his alone” (64). Kang hasn't yet shared his artwork when Crane-man and Tree-ear discuss the issue, but Min has shared his petals with Tree-ear.
- Min openly shares his design, but he doesn't know Tree-ear is contributing to it.
- Tree-ear isn't changing Min's artwork; he is sticking to the original design.
- Tree-ear doesn't compromise the quality of Min's artwork, because he can't tell his petals apart from Min's.
- Min might be upset if he knows Tree-ear added a petal, but he probably won't be upset if Tree-ear tells him about Kang.

Write | Collect Evidence | 15 minutes

- 1. Remind students that in the previous lesson, they began collecting evidence for Module Task 1. Explain that in this lesson, they will continue collecting evidence. Remind students to collect evidence to add to both the Words and Actions columns of the organizer.
- 2.  **Introduce the learning task.** Direct students to the Evidence Organizer for Module Task 1, located in the *Learn* book. Instruct students to collect evidence for Module Task 1.

Analyze Student Progress

- Monitor:** Do students collect evidence that directly responds to the Module Task 1 prompt?
- Offer Immediate Support:** If students need additional support collecting evidence, direct them to pages 6, 9, 27, and 36.
- Plan Future Practice:** Students practice collecting evidence for Module Task 2 in lesson 24.



LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

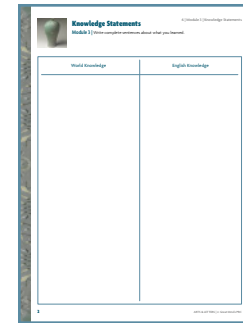
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about being innovative?
- What did you learn from *A Single Shard*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Assign the follow-up work to read chapter 7 of *A Single Shard* before the next lesson.
4. Conclude the lesson by inviting students to add their questions to the Question Board.



The image shows a page from a 'Learn' book titled 'Knowledge Statements' for 'Module 3'. It features a header with a small icon and the title. Below the header, there are two large, empty rectangular boxes side-by-side, labeled 'World Knowledge' and 'English Knowledge' respectively. The page is designed for students to write their knowledge statements.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.A.a, MM.5.6.A.d, MM.5.6.C

MM.10.6 Argument: MM.10.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.2.6 Planning: CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.a, CP.3.6.A.d, CP.3.6.A.f, CP.3.6.B

CP.4.6 Structure

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 13

Essential Question | How does tradition influence art?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students identify how characters respond to different situations in chapter 7 of *A Single Shard*. After reading about Crane-man's response to the fox, students focus on Min's response to the challenge of making pottery in hopes of receiving a commission. This work prepares them to compare and contrast how Min, Tree-ear, and Min's wife each respond to Min's failed glaze. During writing instruction, students consider how to use the evidence they gather to make a claim. They write a thesis statement for Module Task 1.

Learning Goals

Compare and contrast character responses.

 **LEARNING TASK:** Compare and contrast how Min's wife, Min, and Tree-ear each respond to the failed glaze.

For Module Task 1, explain the required elements of the thesis statement.

 **LEARNING TASK:** Draft a thesis statement that presents a claim on the Evidence Organizer for Module Task 1.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Character Responses
- **Respond:** Compare and Contrast Character Responses
- **Write:** Write a Thesis Statement

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*
- Artistic Process Chart

STUDENTS

- *A Single Shard*
- journal
- Checklist for Module Task 1 (*Learn* book, Writing)
- color-coded Writing Model for Module 3 (*Learn* book, Writing)
- Evidence Organizer for Module Task 1 (*Learn* book, Writing)
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *A Single Shard*, passage 3 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Explain that during an Organize lesson the class rereads sections of the book and identifies what is happening to gain a basic understanding of the story. Tell students that in this lesson they will explore how characters respond to different situations.

LEARN 53 minutes

Read | Identify Character Responses | 23 minutes

1. Direct students to their journals. Instruct them to quickly sketch an animal that they think of as frightening or dangerous.

Invite a few students to share and explain their sketches.

2. Read aloud Crane-man's sentence in the fifth paragraph on page 82: "It was a fox that kept me from the temple."

Remind students of their work with episodes in module 1. Explain that they will examine an episode related to Crane-man's experience with foxes.

Instruct students to read the portion of pages 83–84 from "The house had" to "down at last" with a partner. Direct students to their journals. Instruct them to Jot–Pair–Share to respond to this prompt:

 **Summarize the episode of Crane-man encountering a fox, including his response and how it affected his life.**

Listen for students to include accurate, text-based responses in their summaries.

3. Affirm that characters' responses to difficult situations can play an important role in a story. Crane-man's interaction with the fox is one example of how a character responds in a difficult situation. Explain that students will examine Min's response to the challenge of making art worthy of a commission.
4. Instruct students to read the portion of pages 73–74 from “Min was far” to “for a potter?” and annotate words and phrases that describe Min's response to news of Kang's work.

Sample Annotations

- “loud guffaw of laughter” (74)
 - “‘Ha!’ he spat out, choked, cleared his throat.” (74)
 - “What else could Kang do, that bumble-fingered excuse for a potter?” (74)
5. Direct students to these sentences in the fourth paragraph on page 74: “Suddenly, he clapped his hands once and snapped, ‘Go, then. White and red clay, as for glaze.’” Invite a student to fluently read the sentences aloud using tone and gestures Min might use.

Ask this question:



What does this response indicate about Min?

Key Ideas

- takes competition with Kang seriously
- feels tense, on edge
- wastes no time creating more art

6. Affirm that Min ultimately responds to Tree-ear’s news about Kang by resuming his own work. Tell students that they will examine what that work entails.

Direct students to their journals. Instruct them to read with a partner the portion of pages 74–79 from “Over the next” to “ruin the firing,” and write in their own words a list of the steps in Min’s artistic process.

Display the Artistic Process Chart. Invite a few students to share their steps and record their ideas on the chart.

Artistic Process Chart

1. Sketch the design.
2. Gather and drain clay.
3. Shape a vessel on the wheel.
4. Incise decorations using sharp tools.
5. Make multiple replicas.
6. Dip pottery in glaze.
7. Put pottery into the kiln.
8. Make and tend fire in kiln.

Differentiation Support

To help students determine steps in the artistic process, direct them to the following excerpts:

- the portion of pages 74–75 from “Over the next” to “clay, something happened.”
- the portion of page 76 from “Having finally selected” to “the final result.”
- the portions of page 78 from “Min made five” to “dipped in glaze.” and “At last, the” to “would fire best.”
- the portion of pages 78–79 from “Then the wood” to “to cool down.”

Teacher Note

While Linda Sue Park does not explicitly describe the actual forming of the pot in these excerpts, she alludes to it in the first paragraph on page 76: “even more than he had once loved watching the vessels grow on the wheel.”

Reinforce the correct response: First, sketch the design; second, gather and drain clay; third, shape a vessel on the wheel; fourth, incise decorations using sharp tools; fifth, make multiple replicas; sixth, dip pottery in glaze; seventh, put pottery into the kiln; eighth, make and tend fire in kiln.

7. Instruct students to read the portion of the author’s note on pages 150–151 from “The cause of” to “by past artisans.” Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:



How does the information in the author’s note clarify why Min’s vases are ruined?

Language Support

To help students understand the term *oxidation*, provide a definition of the term: “to become combined with oxygen.” Explain that oxidation is a chemical process that refers to gaining oxygen, whereas *reduction* refers to losing oxygen. Show students a picture of metal that has oxidized.

Key Ideas

- explains the concept of oxidation
- clarifies that too much air entered Min’s kiln
- emphasizes how hard it is to achieve the perfect celadon color, even in modern times

8. Direct attention to the Artistic Process Chart. Ask this question:

 **Which step in the artistic process contributes to Min’s failed glaze?**

Reinforce the correct response: Making and tending the fire in the kiln contributed to the failed glaze. Affirm that even if Min performed every previous step correctly, a mistake in the final step could ruin his pottery.

Differentiation Support

To help students identify the correct step, instruct them to read the portion of pages 78–79 from “The kindling of” to “to cool down.” Ask this question: Which step in the process best matches this description?

9. Instruct students to review the portion of pages 84–86 from “To Tree-ear’s surprise” to “vase was flawed,” and annotate how Min’s wife, Min, and Tree-ear each respond to the failed glaze.

Sample Annotations

- **Min’s wife:** “face was placid and kind as always,” “in her eyes some great worry,” “quietly” (84)
- **Min:** “smashed the vases himself” (85)
- **Tree-ear:** “gripped the shards tightly,” “cried out,” “flung them into the river” (86)

Respond | Compare and Contrast Character Responses | 15 minutes

1. Form groups of three. Tell students that they will follow the instructional routine Tableau, and explain how this routine works. First, students work in groups to recreate a scene or represent an idea by silently freezing their bodies and faces in a specific position. Next, each group presents their Tableau. A student within or outside the group may narrate the scene for the viewers.
2. Instruct groups to create a Tableau of how Min, Min's wife, and Tree-ear each respond to the failed glaze.

Ensure that students understand each character's role: When Min realizes that the glaze on his pottery has failed, he smashes the pieces. His wife asks Tree-ear to collect clay to make new pieces. Tree-ear does as she asks and also observes the failed glaze.

3.  **Introduce the learning task.** Direct students to their journals. Instruct them to compare and contrast how Min's wife, Min, and Tree-ear respond to the failed glaze.

Analyze Student Progress

Monitor: Do students recognize at least one difference between two characters?

Offer Immediate Support: If students need additional support contrasting characters' responses, remind students that sometimes people's internal feelings can be different from their external reactions. Ask these questions: How does each character feel about the failed glaze? How do they react?

Plan Future Practice: Students practice explaining how Tree-ear responds to challenging or novel situations in *A Single Shard* in lesson 23.

Key Ideas

- Everyone is upset about the failed glaze.
- Min's wife remains calm; she is quiet and moves on to the next task.
- Both Tree-ear and Min respond with external frustration.
- Min smashes the ruined pottery, and Tree-ear throws the shards.

4. Instruct students to briefly write in their journals a response to this question:

... **Considering the ending of this episode, what might happen in the next episode?**

Invite a few students to share their responses.

Write | Write a Thesis Statement | 15 minutes

1. Direct students to the Checklist for Module Task 1, located in the *Learn* book. Direct attention to this row in the Writing section: has a thesis statement that presents a claim. Explain that in this lesson students will use their evidence to write a thesis statement.
2. Direct students to the color-coded Writing Model for Module 3. Read aloud the thesis statement. Ask this question:

... **What claim does this thesis statement present?**

Reinforce the correct response: The thesis statement presents the claim that Tree-ear's determination is his most important trait for success.

3. Direct attention to the Checklist for Module Task 1, and read aloud this row in the Writing section: uses a clear structure to organize the claim, reasons, and evidence.

Instruct students to annotate the reasons presented to support the claim. Invite a few students to share their annotations.

Knowledge	Writing	Language	
shows knowledge of how characters' actions affect the world	has an introduction	uses precise language to explain ideas	
shows knowledge of how characters' actions affect the world	uses a clear structure to organize the claim, reasons, and evidence	uses precise language to explain ideas	
	has relevant evidence from the text to support the claim	uses precise language to explain ideas	
	uses other sources to show how the evidence supports the claim	uses precise language to explain ideas	
	uses transitions to clarify the relationships among the claim, reasons, and evidence	uses precise language to explain ideas	
	has a formal writing style	uses precise language to explain ideas	
		uses precise language to explain ideas	

4. Direct students to their Evidence Organizer for Module Task 1, located in the *Learn* book. Review the prompt: Do Crane-man’s words or actions better reflect his morality? Write an essay that presents a claim and supports the claim with reasons and evidence.

Ask this question:

 **How will you use the evidence you have gathered to make a claim?**

Key Ideas

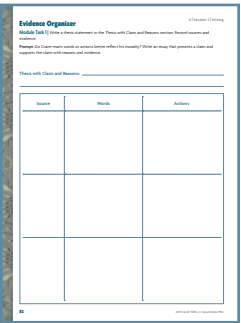
- Consider how Crane-man’s words reflect his morality.
- Consider how Crane-man’s actions reflect his morality.
- Determine which side has stronger evidence.

5. Instruct students to develop a claim in response to the Module Task 1 prompt. Tell students to orally rehearse their claim and reasons with a partner.

Differentiation Support

If students need additional support developing a claim and reasons, ask these questions: How many pieces of evidence support Crane-man’s words versus his actions? How can you sort your evidence into broader categories that show Crane-man’s morality? For example, how might your evidence show Crane-man helping Tree-ear or demonstrating Confucian virtues?

6.  **Introduce the learning task.** Instruct students to draft a thesis statement on their Evidence Organizer for Module Task 1 that presents a claim and two reasons.



Analyze Student Progress

Monitor: Do students’ thesis statements include two reasons to support their claim?

Offer Immediate Support: To help students write their thesis statements, provide this sentence frame: Crane-man’s [words or actions] best illustrate his morality because they _____ and _____.

Plan Future Practice: Students practice drafting a thesis statement for Module Task 2 in lesson 25.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

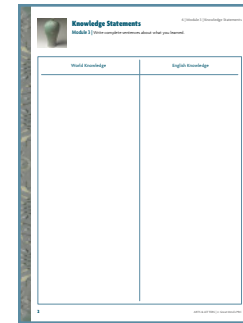
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the artistic process?
- What did you learn from *A Single Shard*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.


ACHIEVEMENT DESCRIPTORS**MM Make Meaning from Texts**

MM.1.6 Comprehension and Evidence: MM.1.6.A, MM.1.6.B

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.7.6 Structure: MM.7.6.B

MM.11.6 Connections: MM.11.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.B, MM.12.6.B.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.2.6 Planning: CP.2.6.B, CP.2.6.D

CP.3.6 Content

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.a, CP.4.6.B, CP.4.6.B.a

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 14

Essential Question | How does tradition influence art?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students explore the process of creating celadon pottery in “Playing with Mud.” They examine the celadon process that Linda Sue Park describes in *A Single Shard*. This work prepares them to argue whether following the explanation of the celadon process from *A Single Shard* or from “Playing with Mud” would most likely result in a successful celadon pot. During writing instruction, students examine topic sentences in the Writing Model for Module 3. They write topic sentences to support their claim for Module Task 1.

Learning Goals

Compare the process of creating celadon pottery in *A Single Shard* and “Playing with Mud.”

 **LEARNING TASK:** Write a paragraph using evidence to argue whether the celadon process explained in *A Single Shard* or in “Playing with Mud” is more likely to result in a successful celadon pot.

Examine the connection between the thesis statement and topic sentences in the writing model.

 **LEARNING TASK:** For Module Task 1, write a topic sentence for each proof paragraph.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine “Playing with Mud”
- **Respond:** Argue Which Explanation of the Celadon Process Would Lead to a Successful Pot
- **Write:** Write Topic Sentences

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*
- “Playing with Mud” (digital platform)

STUDENTS

- *A Single Shard*
- “Playing with Mud” (*Learn book*)
- Celadon Process Chart (*Learn book*)
- journal
- Notice and Wonder Chart for a Work of Art (*Learn book*, lesson 2)
- Checklist for Module Task 1 (*Learn book*, Writing)
- color-coded Writing Model for Module 3 (*Learn book*, Writing)
- Evidence Organizer for Module Task 1 (*Learn book*, Writing)

- Argument Essay Outline for Module Task 1 (*Learn book*, Writing)
- Knowledge Statements for Module 3 (*Learn book*)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *A Single Shard*, passage 3 (*Learn book*, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “Playing with Mud.”
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Explain that during a Know lesson the class reflects on the knowledge they built and makes connections among texts to share what they know now. Tell students that they will build knowledge of the process of creating celadon pottery and connect it to the process described in *A Single Shard*.

**LEARN** 53 minutes

Read | Examine “Playing with Mud” | 22 minutes

1. Remind students that in a previous lesson they learned about the artistic process of creating a celadon pot. Tell them that today they will expand their knowledge of creating a celadon pot.
2. Direct students to “Playing with Mud,” located in the *Learn* book. Instruct students to read from “Playing with Mud” and annotate elements of the celadon pottery-making process.

Sample Annotations

- “The first step in making celadon, as with all pottery, is to find and prepare the clay.” (par. 4)
- “In Korea, it is dug from riverbanks. Because the clay is wet, it is very, very heavy.” (par. 4)
- “the clay is taken to big pits nearby. There it is mixed with water until it is the texture of mud. The sludgy mixture is poured through a sieve, a thin, wire net that separates out tiny pebbles, sticks, and other grit.” (par. 5)
- “Then it is left for several days to settle. ... The water is poured off, and the clay is scooped up, chopped into blocks, and sent to the potter’s studio.” (par. 5)

- “A lump of freshly prepared clay is placed in the center of the wheel. As it spins, the potter pushes the clay back toward the middle. Next, very carefully, he begins to pull the clay up into a cone. When it is just the right height, the potter presses down on the tip of the cone and slowly begins to shape its sides.” (par. 6)
- “Once it is shaped, the clay is left in the open air to dry so that it becomes ‘leather hard.’” (par. 7)
- “After inlay is applied, the dried pieces of celadon are put into a fiery oven called a kiln.” (par. 9)
- “Most pieces of pottery are dipped in glaze, a thin liquid made from colored clay and water. Glaze is even finer than slip; its clay has been sieved at least three times to remove grit and larger pieces of earth.” (par. 10)
- “Wood ash is then added to celadon’s glaze, which makes the glaze appear clear like water, not opaque, like paint.” (par. 10)
- “Celadon’s remarkable greenish color comes from the combination of minerals in Korea’s soil, mostly titanium (yellow) and iron (blue).” (par. 11)
- “But if too much oxygen gets inside the kiln, the iron in celadon’s precious glaze will rust, leaving brown spots. And if the kiln isn’t hot enough, the glaze will not set properly.” (par. 11)

Ask this question:



What ingredients and tools for making celadon pottery does the writer describe in “Playing with Mud”?

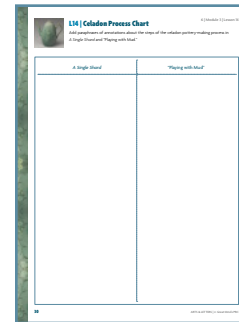
Key Ideas

- clay
- water
- sieve
- wheel
- kiln
- glaze
- wood
- oxygen

3. Direct students to the Celadon Process Chart, located in the *Learn* book. Instruct students to add paraphrases of the celadon pottery-making process to the column for “Playing with Mud.”

Key Ideas

- dig out clay (par. 4)
- mix clay with water (par. 5)
- sieve clay (par. 5)
- let clay settle before chopping into blocks (par. 5)
- put clay onto wheel to shape (par. 6)
- let clay dry until it is leather hard (par. 7)
- put inlaid celadon pieces into a kiln (par. 9)
- dip pieces into glaze (par. 10)
- apply wood ash to the glaze (par. 10)
- hope that the combination of titanium, iron, oxygen, and heat produces the celadon color (par. 11)



4. Form small groups. Instruct students to read the following text sections from *A Single Shard* and annotate elements of the celadon pottery-making process:

- the portion of page 11 from “Min threw a” to “as if ashamed.”
- the portion of page 14 from “Against the wall” to “glazed or fired.”
- the portion of pages 31–32 from “Once again Tree-ear” to “swallow the spade.”
- the portion of pages 42–43 from “At some distance” to “even three times.”
- the portion of pages 50–52 from “Clay, mixed with” to “shape and size.”
- the portion of page 63 from “Firing—the final” to “unflawed celadon green.”

Sample Annotations

- “Min threw a mass of clay the size of a cabbage onto the center of the wheel.” (11)
- “They were at the stage that potters called ‘leather-hard’—dried by the air but not yet glazed or fired.” (14)

- “Using spades, they slashed at the clay with movements almost too swift to follow.” (31)
- “Tree-ear stirred and stirred the mixture with a wooden paddle until the clay and water were uniformly combined.” (42)
- “Clay, mixed with enough water to be semiliquid: the potters called it ‘slip.’” (50)
- “what the potters sought was the gray-brown clay that fused so well with the celadon vase. Both the body of the vessel and its glaze changed color when fired; a vessel that went into the kiln a dull mousy color emerged a remarkable translucent green.” (50–51)
- “Min sent him to the beach for seashells. They were used as stilts in the kiln, to support the vessel clear of the clay stand on which it was fired, so that the two would not fuse together. The shells had to be of a precise shape and size.” (51–52)
- “Firing—the final step in the process that determined the color of the celadon—was handled well by no man.” (63)
- “The length of time a vessel was fired, its position in the kiln, the number of other pieces fired with it, even the way the wind blew that day—a thousand factors could affect the final color of the glaze.” (63)
- “when Min made a special piece, he prepared not one but several, sometimes as many as ten. Identical when they entered the kiln, they would emerge in slightly different colors.” (63)

Ask this question:



What ingredients and tools for making celadon pottery does Park describe in *A Single Shard*?

Key Ideas

- wheel
- spade
- clay
- water
- sieve
- slip
- shells
- kiln

5. Instruct students to add paraphrases of the celadon pottery-making process to the column for *A Single Shard* on their Celadon Process Chart.

Key Ideas

- dig out clay (31)
- mix clay with water (42)
- sieve clay (42)
- put clay onto the wheel to shape (11)
- let clay dry until it is leather hard (14)
- slip used for designs but unsuccessful results after going into the kiln (50)
- special gray-brown clay fused with the celadon to turn translucent green (50)
- pots fired inside kiln on shells to prevent pots fusing to the kiln (51)
- a number of factors such as heat, time, the number of other pieces in the kiln, or the wind affect the final pot (63)
- copies of same pot fired in case some come out of the kiln better than others (63)

6. Pair students. Instruct them to discuss the similarities and differences between the descriptions of the celadon pottery-making process in “Playing with Mud” and in *A Single Shard*.

Listen for students to address key ideas in their discussions.

Differentiation Support

To help students identify similarities and differences, instruct them to look for distinguishing details in common steps of the celadon pottery-making process in “Playing with Mud” and in *A Single Shard*.

Key Ideas

- The description of Min throwing the clay in *A Single Shard* is more detailed than the description in “Playing with Mud”; for example, Park describes the clay as “oafish” and “sluggardly” (11).
- “Playing with Mud” describes a pot that works, and in *A Single Shard*, Min’s pot fails.
- The description of leather hard is similar in both “Playing with Mud” and *A Single Shard*.
- In *A Single Shard*, the description of cutting the clay from the riverbank notes the action was “almost too swift to follow” (31), but “Playing with Mud” only notes that the clay is dug out.
- The description of the clay in “Playing with Mud” is “heavy” (par. 4), and the description in *A Single Shard* is that the clay is “heaved” (31).
- “Playing with Mud” notes collecting clay is “no easy task” (par. 4), and Park describes Tree-ear’s experience as if the clay “were trying to swallow the spade” (32).
- “Playing with Mud” notes that the clay is “mixed with water until it is the texture of mud” (par. 5), and *A Single Shard* also describes the clay as “mud” (42).
- The description of the sieving is similar in each text.
- Unlike “Playing with Mud,” *A Single Shard* describes how the potter handles the clay to determine whether it is ready.
- Unlike “Playing with Mud,” *A Single Shard* notes how the fineness of the clay depends on what sort of object the potter is making.
- Unlike “Playing with Mud,” *A Single Shard* does not describe how the potter forms and cuts the sieved clay into blocks.

7. Direct students to their annotations and to their Celadon Process Chart. Ask this question:



What similarities and differences do you notice about the steps of the celadon pottery-making process from “Playing with Mud” and from *A Single Shard*?

Language Support

To leverage students’ home languages as resources to support learning, encourage students who share the same home language to discuss this question together.

Key Ideas

Similarities

- the process of firing
- the process of glazing

Differences

- *A Single Shard* describes the addition of wood ash as a “happy accident” (63), but “Playing with Mud” describes it as a standard step.
- *A Single Shard* notes that potters look for the right type of clay to work with the glaze to produce the celadon color, but “Playing with Mud” doesn’t note this.
- “Playing with Mud” notes the scientific reasons why sometimes the celadon color doesn’t appear, and *A Single Shard* does not include this detail.
- *A Single Shard* includes details such as using shells as stilts and making multiple pieces to ensure a good result, but “Playing with Mud” does not.

Differentiation Challenge

To encourage students to synthesize module knowledge, instruct them to organize the information they learned about celadon into these categories: process of making celadon, factors that affect celadon outcome, and unique artistic features of celadon from different cultures.

Respond | Argue Which Explanation of the Celadon Process Would Lead to a Successful Pot | 13 minutes

1. Instruct students to Think–Pair–Share to answer these questions:

☞ How does “Playing with Mud” build your knowledge of the celadon pottery-making process?

☞ How does *A Single Shard* build your knowledge of the celadon pottery-making process?

Language Support

To help students form their thoughts, suggest that they use words such as *firing*, *glaze*, and *kiln* in their discussions.

Key Ideas

- “Playing with Mud”: scientific factors contributing to the outcome of celadon
- “Playing with Mud”: wood ash included as standard step in making celadon
- *A Single Shard*: description of the right type of clay to produce celadon color
- *A Single Shard*: description of how vessels are elevated inside kilns to avoid fusing

2. 🎯 **Introduce the learning task.** Direct students to their journals, to their Notice and Wonder Chart for a Work of Art, and to their Celadon Process Chart, located in the *Learn* book. Instruct them to write a paragraph using evidence to argue whether the celadon process in *A Single Shard* or in “Playing with Mud” is more likely to result in a successful celadon pot.

Notice	Wonder

Analyze Student Progress

Monitor: Do students choose relevant evidence to support an argument for the efficacy of one celadon process over the other?

Offer Immediate Support: If students need additional support identifying evidence that explains which is the best process for making a celadon pot, direct them to their Celadon Process Chart and ask these questions: What would a pot using the explanation from *A Single Shard* have or be missing? What would a pot using the explanation from “Playing with Mud” have or be missing?

Plan Future Practice: Students practice expressing knowledge about celadon pottery in lesson 19.

3. Facilitate a brief discussion of the following questions:



Which words or phrases in the text contribute most to an understanding of how to produce a successful pot? Why?

Key Ideas

“Playing with Mud”

- *sludgy* because it describes what the clay will be like
- *finer* because it describes how the glaze needs to be
- *opaque* because it describes how the glaze should not look

A Single Shard

- *oafish* and *sluggardly* because they describe what the clay is like at the start of the process
- *texture* because it indicates how you can tell the clay is correct
- *stilts* because this is a requirement to prevent the pot from fusing to the kiln

Write | Write Topic Sentences | 18 minutes

1. Direct students to the Checklist for Module Task 1, located in the *Learn* book.
Read aloud this row in the Writing section: uses a clear structure to organize the claim, reasons, and evidence.
2. Instruct students to Think–Pair–Share to answer this question:

☞ **How should you structure a proof paragraph in an essay?**

Reinforce that a proof paragraph should begin with a topic sentence. Remind students that a topic sentence clarifies what the paragraph will be about and is directly related to the thesis statement.

3. Direct students to the color-coded Writing Model for Module 3. Instruct them to review the claim and then annotate the topic sentences in each proof paragraph.

Invite a few students to share their annotations.

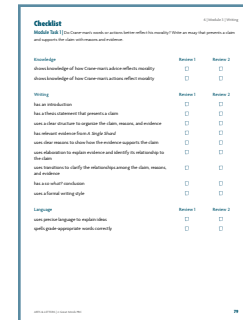
Reinforce the correct responses: “When Min catches Tree-ear trespassing where Min works, Tree-ear remains calm, even when accused of stealing.” “In addition to showing his determination in his interaction with Min, Tree-ear shows that he is determined as he struggles through the first few days of working off his debt.”

4. Ask this question:

☞ **How do the topic sentences in the Writing Model for Module 3 relate to the reasons in the claim?**

Key Ideas

- **both topic sentences:** include key words and ideas from the claim
- **first topic sentence:** states that Tree-ear’s determination helps with his success in working with Min
- **second topic sentence:** states that Tree-ear’s determination keeps him committed during challenges



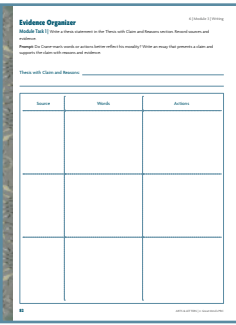
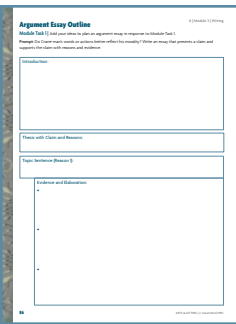
5. Direct students to the Evidence Organizer for Module Task 1 and to the Argument Essay Outline for Module Task 1, located in the *Learn* book. Instruct students to copy their thesis with their claim and reasons from their evidence organizers onto their outlines.
6.  **Introduce the learning task.** Instruct students to write on their outlines topic sentences that support their claim.

Analyze Student Progress

Monitor: Do students' topic sentences directly relate to each reason for their claim?

Offer Immediate Support: If students need additional support writing their topic sentences, instruct them to annotate their claim for two reasons and then write one complete sentence for each reason that explains how it supports the claim.

Plan Future Practice: Students practice writing topic sentences for Module Task 2 in lesson 26.

7. Tell students that recognizing and correcting inappropriate shifts in pronoun number and person can contribute to clear language. Pose this prompt:

 **Explain what is incorrect about this topic sentence: “In addition to showing his determination in his interaction with Min, Tree-ear shows that they is determined as he struggles through the first few days of working off his debt.”**

Reinforce the correct response: The pronoun “he,” for Tree-ear, shifts incorrectly to “they.”

8. Direct students to the color-coded Writing Model for Module 3 and to the second topic sentence:

“In addition to showing his determination in his interaction with Min, Tree-ear shows that he is determined as he struggles through the first few days of working off his debt.”

Ask these questions:



What is a pronoun in the topic sentence?



Why is it correct?



How does it contribute to the clarity of the topic sentence?

Key Ideas

- **pronoun:** he, his
- **correct:** Tree-ear—singular and male
- **clarity:** use of pronoun eliminates need to repeat “Tree-ear” in a way that would make it sound like the character is speaking about himself in the third person
- **clarity:** use of pronoun eliminates need to repeat “Tree-ear” multiple times, which would be distracting to the eye and would confuse the wording of the topic sentence

9. Instruct students to review their topic sentences and revise inappropriate shifts in pronoun number and person.

LAND 5 minutes**Reflect on Learning**

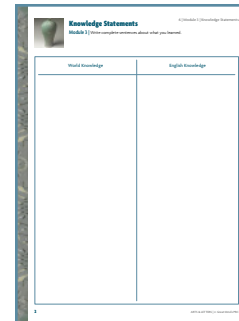
1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the process of making celadon?
 - What did you learn from *A Single Shard*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Conclude the lesson by inviting students to add their questions to the Question Board.


ACHIEVEMENT DESCRIPTORS**MM Make Meaning from Texts**

MM.1.6 Comprehension and Evidence: MM.1.6.A, MM.1.6.B

MM.5.6 Vocabulary: MM.5.6.B, MM.5.6.B.a

MM.11.6 Connections: MM.11.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.B, MM.12.6.B.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.2.6 Planning: CP.2.6.B, CP.2.6.D

CP.3.6 Content

CP.4.6 Structure: CP.4.6.B, CP.4.6.B.a

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.9.6 Nouns and Pronouns: DF.9.6.C

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 15

Essential Question | How does tradition influence art?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students build their knowledge of folktales. They examine portions of *A Single Shard* that refer to oral storytelling, read an article about folktales, and read a Korean folktale. This work prepares students to explain how knowledge of folktales helps them understand *A Single Shard*. During writing instruction, students examine elaboration in the writing model. They add elaboration sentences to their evidence for Module Task 1.

P A Prologue to lesson 15 is available for students who need additional support.

Learning Goals

Connect knowledge of folktales to *A Single Shard*.

LEARNING TASK: Explain how knowledge of folktales helps you to understand *A Single Shard*.

For Module Task 1, examine elaboration in the writing model.

LEARNING TASK: For Module Task 1, elaborate on at least one piece of evidence in the Argument Essay Outline.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read a Folktale
- **Respond:** Connect Folktales to *A Single Shard*
- **Write:** Elaborate on Evidence

LAND

Synthesize Learning

Materials

TEACHER

- *A Single Shard*
- “Folktale” (digital platform)
- “Taming a Tiger” (digital platform)
- Knowledge Cards: *tradition, moral*

STUDENTS

- *A Single Shard*
- “Folktale” (*Learn book*)
- “Taming a Tiger” (*Learn book*)
- journal
- Narrative Organizer for “Taming a Tiger” (*Learn book*)
- Checklist for Module Task 1 (*Learn book, Writing*)
- color-coded Writing Model for Module 3 (*Learn book, Writing*)

- Evidence Organizer for Module Task 1 (*Learn book, Writing*)
- Argument Essay Outline for Module Task 1 (*Learn book, Writing*)

Preparation

- Determine how to display the alternative elaboration sentences. See the Write section for details.

Follow-Up

- Before the next lesson, students read chapter 8 of *A Single Shard*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *A Single Shard*, passage 3 (*Learn book, Fluency*), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
3. Explain that during a Know lesson the class reflects on the knowledge they built and makes connections among texts to share what they know now. Tell students that in this lesson they will build their knowledge of folktales and read a Korean folktale.

LEARN 53 minutes

Read | Read a Folktale | 20 minutes

1. Instruct students to Think–Pair–Share to answer this question:

 **What stories are commonly told in your community, culture, or family?**

2. Direct students to page 80 of *A Single Shard*. Read aloud the portion of the page from “Tree-ear’s long hours” to “a dreamless sleep.” Ask this question:

 **How does Tree-ear feel when he listens to Crane-man’s stories?**

Key Ideas

- happy to hear them repeated
- distracted from his difficulties
- relaxed and comfortable

3. Direct students to their journals. Instruct students to briefly write in response to this question:

☞ **How are Tree-ear's feelings about Crane-man's stories similar to or different from your feelings about the stories commonly told in your community, culture, or family?**

Invite a few students to share their responses. Use responses to emphasize the important role that stories can play in people's lives.

4. Explain that students will learn about a specific type of story: the folktale. Direct them to "Folktale," located in the *Learn* book. Instruct students to review with a partner the article's second, third, and fifth paragraphs, annotating phrases to answer this question:

☞ **What makes a folktale different from other stories?**

Sample Annotations

- "the author (or authors) is anonymous" (second paragraph)
- "begins its life as an orally presented story" (second paragraph)
- "exists in many versions" (second paragraph)
- "present throughout all cultures" (third paragraph)
- "gives storytellers absolute freedom to create and re-create the story as they wish" (third paragraph)
- "Humans and animals abound" (fifth paragraph)
- "Adventure stories, exaggerations, other-world journeys, tales of robbers and thieves" (fifth paragraph)
- "tales of the exposure and ultimate return of the hero" (fifth paragraph)

Differentiation Challenge

Instruct students to briefly respond to this prompt in their journals: Think back to the stories you shared at the beginning of this lesson. Are any of them folktales? Why or why not?



5. Display the Knowledge Card for *tradition*, and direct attention to the image to spark students' memory. Remind students that a tradition is a way of thinking, behaving, or doing something that has been used by the people in a particular family, group, or society for a long time.
6. Invite a student to remind the class what *oral tradition* means. Reinforce that this term refers to sharing important cultural knowledge and ideas through speaking rather than writing and includes the kind of storytelling associated with folktales.
7. Direct students to page 80 of *A Single Shard*, and instruct them to reread the portion of page 80 from "Tree-ear's long hours" to "a dreamless sleep." Instruct students to Think–Pair–Share to answer this question:



How does Tree-ear's description of Crane-man's storytelling reflect what you know about folktales and the oral tradition?

Differentiation Support

To help students identify how Tree-ear's description reflects what they know, instruct them to annotate words in the excerpt that match descriptions of folktales in the article. Ask these questions:

- What does the article say folktales often involve?
- How are folktales told?

Key Ideas

- Following the oral tradition, Crane-man tells his stories aloud.
- Like many folktales, Crane-man's stories often feature animals.
- Crane-man tells stories about heroes and heroines of Korea, and these kinds of hero stories are common across many cultures.

- 8.** Remind students of Crane-man’s story about his encounter with a fox. Instruct students to read the portion of pages 82–83 from “It was a fox” to “to its offspring,” annotating reasons that foxes were considered “dreaded animals.”

Sample Annotations

- “known to be fiendishly clever” (82)
- “believed that foxes possessed evil magic” (82)
- “was said that a fox could lure a man to his doom, tricking him into coming to its den, where somehow he would be fed to its offspring” (83)

Invite a few students to share their annotations. Explain that some Korean folktales refer to a fox with nine tails, called a *gumiho*, that appears in various forms and wants to become human.

- 9.** Explain that students will read a Korean folktale that involves a tiger. Ask this question:



 How do you think the role of tigers in folktales might be different from the role of foxes?

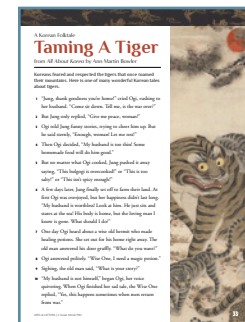
- 10.** Direct students to “Taming a Tiger,” located in the *Learn* book. Read the story aloud.

Teacher Note

While some students might benefit from following along as you read, offering students the option to just listen to the story will simulate the experience of oral storytelling.

Language Support

Provide student-friendly definitions for *bulgogi*, *hermit*, *gruffly*, and *potion*.



- 11.** Direct students to the Narrative Organizer for “Taming a Tiger,” located in the *Learn* book. Instruct students to work with a partner to complete the narrative arc organizer.

Invite a few students to share their responses, facilitating a brief discussion to establish the arc of the story.

Key Ideas

- **characters:** Ogi, Jung, Wise One
- **setting:** Korea
- **conflict:** Ogi’s husband has changed since the war. He has become more upset and difficult to live with.
- **rising action:** Ogi goes to the Wise One to ask for a potion to help her husband, Jung. The Wise One tells her to get a whisker from a tiger, so Ogi starts bringing food to tiger caves and singing, “Tiger, sweet tiger, dinnertime” (par. 17). Soon, a tiger regularly waits for her on the trail and eventually lets her pet him.
- **climax:** One night, while she is petting the tiger, Ogi asks for a whisker, and the tiger doesn’t mind when she cuts one off.
- **falling action:** Ogi brings the whisker to the Wise One, but he drops it in the fire. He tells her that the tiger is more fierce than her husband and if she figured out how to tame it, then she can do the same with her husband.
- **resolution:** Ogi goes home, excited about what she has learned.

Respond | Connect Folktales to *A Single Shard* | 13 minutes

1. Display the Knowledge Card for *moral*, and direct attention to the image to spark students’ memory. Remind students that the adjective form of *moral* means “considered right and good by most people” and the noun form means “a lesson that is learned from a story or an experience.”

2. Direct students to their journals. Instruct students to create a Venn diagram in response to the following prompt:

 **Compare and contrast the two definitions of *moral*.**

Key Ideas

- Both definitions are related to doing what is right.
- The first definition is an adjective that can be applied generally to behavior.
- The second definition is a noun that refers to a specific lesson learned from a story.

3. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:

 **What is a moral of “Taming a Tiger”?**

Key Ideas

- When people are hurting and they lash out, don’t take their behavior personally.
- To win over a difficult person, it is better to be kind than to be mean.
- Perseverance and patience can help a person reach their goal.

4. Explain that although “Taming a Tiger” did not necessarily influence *A Single Shard*, drawing connections between the two stories and their characters is a valuable exercise because it helps us to understand Korean culture. Ask this question:

 **What similarities do you see between the characters in “Taming a Tiger” and *A Single Shard*?**

Key Ideas

- Ajima is similar to Ogi because she is patient and loving, and Min is similar to Ogi’s husband because he is sometimes grumpy and mean.
- Both Ogi’s husband and Min suffer tragedies: Ogi’s husband is a soldier in the war, and Min loses his son.
- Ajima exercises patience with Min in the same way that Ogi learns to show patience with her husband.

5.  **Introduce the learning task.** Instruct students to write an explanation in their journals of how knowledge of folktales helps them understand *A Single Shard*.

Analyze Student Progress

Monitor: Do students note that both folktales and *A Single Shard* involve oral tradition?

Offer Immediate Support: If students need additional support explaining how knowledge of folktales helps them understand *A Single Shard*, direct them to page 80 and ask these questions: How do we know Crane-man is participating in the oral tradition by telling folktales? How does hearing these folktales make Tree-ear feel?

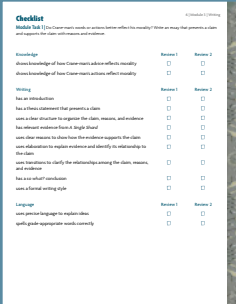
Plan Future Practice: Students discuss their knowledge gained from “Taming a Tiger” in lesson 19.

Key Ideas

- People pass down folktales through oral tradition, and Tree-ear hears many such folktales from Crane-man.
- Foxes appear in Korean folktales and also in *A Single Shard*.
- *A Single Shard* deals with morality, and folktales sometimes do too.

Write | Elaborate on Evidence | 20 minutes

1. Direct students to the Checklist for Module Task 1, located in the *Learn* book. Read aloud this row: uses elaboration to explain evidence and identify its relationship to the claim.
2. Tell students that in their argument writing, just as they do in informative writing, they will use elaboration to explain the importance of their evidence and identify its relationship to the thesis statement, which in argument writing includes a specific claim.



Checklist
Students will use evidence to support their claims. Write an essay that presents a claim and supports the claim with reasons and evidence.

	Student 1	Student 2
Knowledge		
shows knowledge of how Crane-man's actions affect the world	☐	☐
shows knowledge of how Crane-man's actions affect the world	☐	☐
Writing		
has an introduction	☐	☐
has a thesis statement that presents a claim	☐	☐
uses a clear structure to organize the claim, reasons, and evidence	☐	☐
has relevant evidence from <i>A Single Shard</i>	☐	☐
uses other reasons to show how the evidence supports the claim	☐	☐
uses elaboration to explain evidence and identify its relationship to the claim	☐	☐
uses transitions to clarify the relationships among the claim, reasons, and evidence	☐	☐
has a clear conclusion	☐	☐
uses a formal writing style	☐	☐
Language		
uses precise language to explain ideas	☐	☐
uses precise language to explain ideas	☐	☐

3. Direct students to the color-coded Writing Model for Module 3, located in the *Learn* book. Direct attention to the quoted evidence in the second proof paragraph: “Tree-ear crossed his arms stubbornly and did not look away’ (18–19).”

Read aloud the elaboration sentences that follow the evidence: “Tree-ear is determined to have a positive interaction with Min, and as a result, Min agrees to let Tree-ear work for him to repay his debt. Tree-ear’s determination helps put him on the path to a brighter future.”

Think aloud to explain how the elaboration sentences accomplish the two requirements of the checklist row: “explain evidence” and “identify its relationship to the claim.”

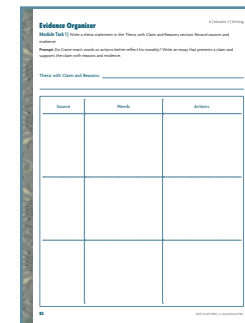
4.  **Introduce the learning task.** Direct students to the Evidence Organizer for Module Task 1 and the Argument Essay Outline for Module Task 1, both located in the *Learn* book. Instruct students to add evidence and elaboration to their outline.

Analyze Student Progress

Monitor: Do students include elaboration that explains their piece of evidence and connects it to the claim?

Offer Immediate Support: If students need additional support explaining the importance of their evidence, ask them to read aloud the claim presented in their thesis. Then ask this question: How does your evidence show a reason for the claim?

Plan Future Practice: Students practice elaborating on evidence for Module Task 1 in lesson 16.

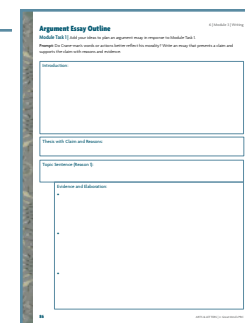


Evidence Organizer

Module Task 1: Write a claim statement in the Thesis with Claim and Reasons section. Research, explain, and support the claim with evidence and reasoning.

Thesis with Claim and Reasons:

Evidence	Reasons	Analysis



Argument Essay Outline

Module Task 1: Write a claim statement and an argument essay to support the claim. Research, explain, and support the claim with evidence and reasoning.

Thesis with Claim and Reasons:

Topic Sentence (Reason 1):

Elaboration and Evidence:

Topic Sentence (Reason 2):

Elaboration and Evidence:

Sample Think Aloud

The sentence “Tree-ear is determined to have a positive interaction with Min, and as a result, Min agrees to let Tree-ear work for him to repay his debt” explains the quoted evidence. The next sentence relates to the reason in the claim: “Tree-ear’s determination is most important for his success because it leads to his work with Min.”

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How does tradition influence art?

2. Use responses to reinforce these Knowledge Threads:
 - Folktales transmit life lessons and cultural values, connecting people through different times and places.
 - Authors draw on historical, literary, and artistic traditions to develop and write their stories.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What is the purpose of a folktale?
- How might folktales have influenced *A Single Shard*?

3. Assign the follow-up work to read chapter 8 of *A Single Shard* before the next lesson.

ACHIEVEMENT DESCRIPTORS



Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A, MM.1.6.B

MM.2.6 Theme and Central Idea: MM.2.6.A

MM.11.6 Connections: MM.11.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.B, MM.12.6.B.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.2.6 Planning: CP.2.6.B, CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.a, CP.3.6.A.d

CP.4.6 Structure

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 16

Essential Question | How does tradition influence art?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students identify Tree-ear's preparations for his journey in *A Single Shard*. They rehearse and perform scripts depicting Tree-ear's dialogue with Ajima and Min. This work prepares students to compare and contrast how different characters interact with Tree-ear. During writing instruction, students examine transition words in the writing model. They add at least one transition to their elaboration for Module Task 1.

P A Prologue to lesson 16 is available for students who need additional support.

Learning Goals

Compare and contrast how different characters interact.

LEARNING TASK: Compare and contrast Crane-man's, Ajima's, and Min's interactions with Tree-ear.

For Module Task 1, examine transitions in the writing model.

LEARNING TASK: For Module Task 1, add a transition to elaboration for at least one piece of evidence.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Illustrate Character Interactions in *A Single Shard*
- **Respond:** Compare and Contrast Character Interactions
- **Write:** Write Transitions

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*
- Transition Words and Phrases Chart (Reference Charts appendix)

STUDENTS

- *A Single Shard*
- Readers' Theater for *A Single Shard* (*Learn* book)
- Checklist for Module Task 1 (*Learn* book, Writing)
- color-coded Writing Model for Module 3 (*Learn* book, Writing)
- Argument Essay Outline for Module Task 1 (*Learn* book, Writing)
- Transition Words and Phrases Chart (*Learn* book, Writing)
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- Determine how to form groups for Readers' Theater.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *A Single Shard*, passage 3 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Explain that during an Organize lesson the class rereads sections of the book and identifies what is happening to gain a basic understanding of the story. Tell students that in this lesson they will identify and illustrate how different characters interact with Tree-ear.

LEARN 53 minutes

Read | Illustrate Character Interactions in *A Single Shard* | 23 minutes

1. Direct students to chapter 8 of *A Single Shard*. Ask this question:

 **In this chapter, what difficult task is Tree-ear preparing to complete?**

Reinforce the correct response: Tree-ear is preparing to walk to Songdo to deliver Min's work.

2. Instruct students to work with a partner to read the portion of pages 91–93 from “A few days” to “if not I” and annotate details of Tree-ear's feelings about his journey and Crane-man's advice to Tree-ear.

Sample Annotations

Tree-ear's Feelings About His Journey

- “regretted the rashness of his offer” (92)
- “How could he possibly think of making such a journey?” (92)
- “who knew what perils awaited him” (92)
- “Going to Songdo was hardly possible, but not going was worse.” (92)

Crane-man's Advice to Tree-ear

- “Your mind knows that you are going to Songdo. But you must not tell your body.” (93)
- “one hill, one valley, one day at a time” (93)
- “your spirit will not grow weary” (93)

3. Explain that students will illustrate Tree-ear's interactions with two additional characters in this chapter.
4. Form groups of three, and tell students that they will engage in a Readers' Theater. Remind students that in a Readers' Theater they will perform a scene by speaking lines and adding dramatic elements, such as facial expressions and gestures.
5. Direct students to Readers' Theater for *A Single Shard*, located in the *Learn* book. Assign each group one of the scripts. Tell students to assign the roles within their group.

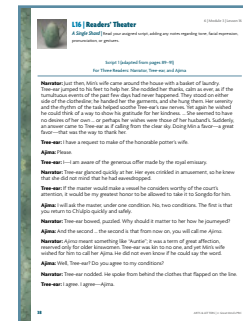
Language Support

To support multilingual learners with beginning and intermediate English proficiency, group them with students who fluently speak and read English.

6. Instruct groups to read their assigned script, adding notes for performance regarding tone, facial expression, pronunciation, or gestures.
7. Invite each group to perform.
8. Instruct students to Think–Pair–Share to answer this question:



How did performing and viewing a Readers' Theater help you understand these characters?



Respond | Compare and Contrast Character Interactions | 10 minutes

1. Instruct students to briefly write a response to this question in their journals:



How do Ajima, Crane-man, and Min each interact with Tree-ear in this chapter?

Differentiation Support

To help students identify how Ajima, Crane-man, and Min interact with Tree-ear, direct them to the following pages:

- **Ajima**—the portion of pages 90–91 from “If the master” to “I agree—Ajima.”
- **Crane-man**—the portion of pages 91–92 from “Tree-ear chewed on” to “will you go?” and the portion of pages 92–93 from “Going to Songdo” to “if not I?”
- **Min**—the portion of pages 94–95 from “And think he” to “not my son.”

2. Invite a few students to share their responses.

Key Ideas

Ajima: asks Tree-ear to return safely from Songdo; asks Tree-ear to call her Ajima

Crane-man: supports Tree-ear’s upcoming trip to Songdo; gives valuable advice about the journey

Min: rejects Tree-ear’s request to teach him to make a pot; reminds Tree-ear that he is not Min’s son

3.  **Introduce the learning task.** Instruct students to compare and contrast Ajima's, Crane-man's, and Min's interactions with Tree-ear.

Analyze Student Progress

Monitor: Do students recognize that while the characters respond differently, all three support Tree-ear's journey?

Offer Immediate Support: If students need additional support contrasting Min's interactions with Ajima's and Crane-man's, ask these questions: How do Ajima and Crane-man indicate that they view Tree-ear as a family member? How does Min indicate the opposite?

Plan Future Practice: Students practice discussing the importance of character interactions in *A Single Shard* in the Socratic seminar in lesson 36.

Key Ideas

- Crane-man, Ajima, and Min all support Tree-ear's journey to Songdo.
- Crane-man and Ajima both demonstrate care and concern for Tree-ear.
- Min's reaction to Tree-ear is very different from Crane-man's and Ajima's. He expresses anger and rejects Tree-ear's request for help.
- Crane-man and Ajima seem to feel a familial connection to Tree-ear, but Min reminds Tree-ear that they are not related.

Write | Write Transitions | 20 minutes

1. Ask this question:



How do writers connect their ideas?

Reinforce the correct response: Writers use transitional words and phrases to create connections between ideas and help readers understand the essay's logic.

2. Direct students to the Checklist for Module Task 1, located in the *Learn* book. Read aloud this row: uses transitions to clarify the relationships among the claim, reasons, and evidence.
3. Direct students to the color-coded Writing Model for Module 3, and instruct them to annotate transitional words and phrases.

Sample Annotations

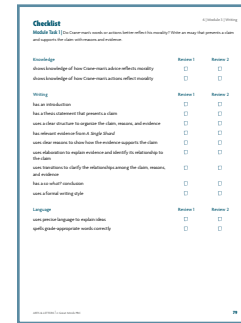
- “as a result”
- “In addition”
- “first”
- “After”

4. Ask this question:

 **How does the transition “In addition” in proof paragraph 2 clarify the relationship between reasons?**

Key Ideas

- “In addition” shows that the second reason supports the same claim as the reason in the first proof paragraph.
- “In addition” connects the two reasons to the same claim.
- “In addition” shows that the claim is strong because there is more than one reason that can support it.



Checklist
Module Task 1 (This Checklist must be used in writing before reflecting on the writing. There are many that present a claim and support the claim with reasons and evidence.)

	Reason 1	Reason 2
Knowledge		
Shows knowledge of how Claim-reasons-evidence relationship	☐	☐
Shows knowledge of how Claim-reasons-evidence relationship	☐	☐
Writing		
Has an introduction	☐	☐
Has a clear statement that presents a claim	☐	☐
Uses a clear structure to organize the claim, reasons, and evidence	☐	☐
Has relevant evidence from a single source	☐	☐
Uses the reasons to show how the evidence supports the claim	☐	☐
Uses additional evidence to support the claim and identify its relationship to the claim	☐	☐
Uses transitions to clarify the relationships among the claim, reasons, and evidence	☐	☐
Has a clear subject sentence	☐	☐
Uses a formal writing style	☐	☐
Language		
Uses precise language to explain ideas	☐	☐
Uses grade-appropriate words correctly	☐	☐

5. Remind students of their work with transitions in module 2. Instruct students to Think–Pair–Share to list other transitional words they know.

Display the Transition Words and Phrases Chart. Explain that the transitions are categorized to show how ideas can be connected, contrasted, or strengthened. Instruct students to locate the transitions used in the writing model.

Affirm that in the writing model, all the transitions connect ideas.

6.  **Introduce the learning task.** Direct students to the Transition Words and Phrases Chart and Argument Essay Outline for Module Task 1, both located in the *Learn* book. Instruct students to add a transition to elaboration for at least one piece of evidence.

Analyze Student Progress

Monitor: Do students use a transition word or phrase from the chart that logically connects the elaboration?

Offer Immediate Support: To help students use transitions in their elaboration, ask this question: Do your elaboration ideas need to connect or contrast?

Plan Future Practice: Students practice using transitions to write knowledge statements in lesson 19.

7. If time allows, instruct students to continue writing evidence and elaboration on the outline.

6 | Module 3 | Reference Charts

Connect	Contrast	Strengthen
additionally	alternatively	certainly
also	although	even
and	at the same time	for example
because	but	for instance
before	conversely	including
finally	despite	indeed
first	even so	in fact
in addition	even though	of course
lastly	however	particularly
in conclusion	if... then	specifically
likewise	in contrast (to)	surely
next	instead	to demonstrate
overall	nevertheless	to illustrate
second	nonetheless	
similarly	on the contrary	
since	on the other hand	
so	otherwise	
than	still	
to conclude	though	
	were... then	
	whenever	
	while	
	yet	

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Transition Words and Phrases Chart

Connect	Contrast	Strengthen
additionally	alternatively	certainly
also	although	even
and	at the same time	for example
because	but	for instance
before	conversely	including
finally	despite	indeed
first	even so	in fact
in addition	even though	of course
lastly	however	particularly
in conclusion	if... then	specifically
likewise	in contrast (to)	surely
next	instead	to demonstrate
overall	nevertheless	to illustrate
second	nonetheless	
similarly	on the contrary	
since	on the other hand	
so	otherwise	
than	still	
to conclude	though	
	were... then	
	whenever	
	while	
	yet	

Argument Essay Outline

Write a full essay on the topic in your argument essay response to Module Task 1.

Remember to: Organize your ideas in a way that reflects the complexity of the issue. Write an essay that presents a claim and supports the claim with evidence and reasoning.

Thesis Statement (Claim):

Topic Sentence (Evidence):

Elaboration:

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LAND 5 minutes**Reflect on Learning**

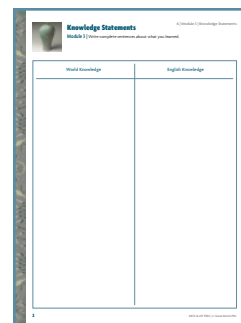
1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about transitions?
 - What did you learn from *A Single Shard*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Conclude the lesson by inviting students to add their questions to the Question Board.


ACHIEVEMENT DESCRIPTORS**MM Make Meaning from Texts**

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.9.6 Media: MM.9.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.2.6 Planning: CP.2.6.B, CP.2.6.D

CP.3.6 Content

CP.4.6 Structure: CP.4.6.B, CP.4.6.B.c

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.5.6 Fluency: DF.5.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 17

Essential Question | How does tradition influence art?

Content Framing Question | **Reveal:** What does a deeper look at language reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine Tree-ear's experience in *A Single Shard* when he notices a deer that has been present all along. They identify comparisons between this experience and Tree-ear draining clay and noticing items in his home. This work prepares students to understand the significance of nature in Tree-ear's life and to explain how descriptions of these experiences show his character development. During writing instruction, students examine the introduction and conclusion in the Writing Model for Module 3. They plan an introduction and conclusion for Module Task 1.

Learning Goals

Examine a character's experiences.

 **LEARNING TASK:** Explain how descriptions from the text show that Tree-ear is becoming more perceptive.

For Module Task 1, examine an introduction and conclusion.

 **LEARNING TASK:** Plan the introduction and conclusion on the Argument Essay Outline for Module Task 1.

Vocabulary

perception (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Tree-ear's Perception in *A Single Shard*
- **Respond:** Analyze Tree-ear's Changing Perception
- **Write:** Plan an Introduction and Conclusion for an Argument Essay

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*
- “My Wife and My Mother-in-Law” (digital platform)

STUDENTS

- *A Single Shard*
- journal
- Argument Essay Outline for Module Task 1 (*Learn* book, Writing)
- Knowledge Statements for Module 3

Preparation

- Determine how to make students aware of both images in “My Wife and My Mother-in-Law.” See the Read section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *A Single Shard*, passage 4 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at language reveal?
3. Explain that during a Reveal lesson the class focuses on only a part of the text—a part that is particularly complex or important. The class closely rereads and discusses this part to gain a deeper understanding of it. Tell students that in this lesson they will analyze what language reveals about character.

LEARN 53 minutes

Read | Examine Tree-ear's Perception in *A Single Shard* | 25 minutes

1. Display “My Wife and My Mother-in-Law.” Ask this question:



What image do you see?

2. Explain that “My Wife and My Mother-in-Law” is a famous optical illusion in which two images are present, but people typically see one or the other more easily. Invite students who initially saw different images to explain the image they saw.

3. Introduce the vocabulary term *perception* by displaying the term and definition. Engage students in Vocabulary Exploration.

Remind students of their work with *perspective* as it relates to character. Explain that both words share the prefix *per-*, or “through,” implying the ways through which people achieve understanding. *Perspective* implies sight, but *perception* can involve other senses.

Explain that what people notice or understand can change depending on factors such as their experiences and expectations. No matter which woman we initially perceive in the picture, both women are always there.

Teacher Note

A 2018 study involving “My Wife and My Mother-in-Law” showed that age affected perception of the image; younger people typically saw the young woman first.

4. Direct students to their journals. Direct attention to the list of Tree-ear’s character traits. Remind students that one of Tree-ear’s important character traits is that he is observant. Instruct them to briefly write in response to this question:

 **How is *perception* different from *observation*?**

Reinforce the correct response: *Observation* relates to two senses: sight and sound. *Perception* involves additional senses.

Invite students to add the adjective *perceptive* to their list of Tree-ear’s character traits.

Language Support

As needed, remind students that *observation* means “the act of careful watching and listening.”

Definition

perception (n.): the way that you notice or understand something using one of your senses

5. Instruct students to fluently read with a partner the portion of pages 75–76 from “Meanwhile, Tree-ear was” to “held secret forever.” Instruct students to Think–Pair–Share to answer this question:



How would you describe Tree-ear's perception of the deer?

Differentiation Support

To help students understand how Tree-ear might not see the deer initially, assess and activate prior knowledge by asking this question: What do you know about deer? Display a picture of a deer in a forest. Explain that deer are very good at moving and standing quietly. They can be hard to see; their brown fur is similar in color to the trunks of trees, and they often appear in the early morning or evening when the light isn't as bright.

Key Ideas

- delayed
 - dream-like
 - looking at it without seeing
6. Instruct students to annotate words and phrases that indicate that Tree-ear's perceptions are shifting. Remind students to focus on details that incorporate any of the five senses.

Sample Annotations

- “fingertips tingled with a strange feeling” (75)
- “abrupt focus” (75)
- “had been there all along ... only at the last moment had he actually seen it” (75)
- “instead of seeing with his eyes, he was feeling with his hands” (75)
- “*not ready yet*” (75)
- “somehow he knew” (75)
- “a clear vision emerging from a cloudy dream” (75)

7. Ask this question:

 **How has Tree-ear's perception of the clay changed?**

Key Ideas

- focuses more clearly on it
- develops a heightened sense of touch
- can now perceive subtle differences in texture showing the clay is ready to use

8. Read aloud the sentence on page 75 to demonstrate a comparison between Tree-ear's perception of the clay and of the deer: "It was like suddenly seeing the deer—a clear vision emerging from a cloudy dream."

9. Instruct students to read the portion of pages 81–82 from "Tree-ear should have" to "him by now." Invite a student to fluently read aloud the phrase that shows an additional comparison to seeing the deer and touching the clay.

Reinforce the correct response: The phrase on page 81, "Like the deer with his eyes, or the clay with his fingers," compares Tree-ear's experience in the den with touching the clay and seeing the deer.

10. Direct students to their journals. Instruct them to briefly write in response to this question:

 **How are the experiences of draining clay, seeing deer in the forest, and noticing items in a den similar?**

Key Ideas

- happen in nature
- not easily noticed
- require sensory perception (touch or sight)

11. Instruct students to Think–Pair–Share to answer this question:

 **Why is nature significant to Tree-ear?**

Key Ideas

- He spends a lot of time in nature.
- He lives outdoors—under the bridge by the river in warm weather and in a den on a farm in cold weather.
- His diet relies on items found in nature, such as fish and greens.
- He loves art, and the artistic process relies on a natural element, clay.

Respond | Analyze Tree-ear’s Changing Perception | **13 minutes**

1. Ask this question:

 **In the excerpts you read today, what does Tree-ear perceive clearly that he didn’t perceive before?**

Key Ideas

- a deer in the forest
- how clay feels when it is ready to use in pottery
- items in the den he shares with Crane-man

Differentiation Challenge

Read aloud the portion of page 82 from “Everything was so” to “him by now.” Ask this question: Why might it sometimes be harder to see very familiar things clearly? Point out that conversely, familiarity can also be helpful: Tree-ear isn’t able to perceive the quality of the clay until he has spent more time with it. Instruct students to briefly write about a time when their perception of something familiar changed.

2. Direct students to their journals. Instruct students to Jot–Pair–Share to answer this question:

 **Why are the changes in Tree-ear’s perception important to his goal of becoming a potter?**

Key Ideas

- Potters need clay to make pottery, so it’s good for Tree-ear to know this material well.
- Potters need to notice small details.
- Potters need to have a highly developed sense of touch, such as Tree-ear does with clay.

3.  **Introduce the learning task.** Instruct students to explain how descriptions from the text connect to show that Tree-ear is becoming more perceptive.

Analyze Student Progress

Monitor: Do students recognize that the descriptions of Tree-ear being perceptive are rooted in nature?

Offer Immediate Support: If students need additional support connecting experiences to character development, direct students to the comparisons they annotated. Ask these questions: How does Tree-ear feel with the deer and the clay? How is Tree-ear changing?

Plan Future Practice: Students practice analyzing the role of character’s experiences in their development in *A Single Shard* in lesson 24.

Key Ideas

- Tree-ear sees a camouflaged deer, and it reminds him of discerning when he has drained the clay sufficiently.
- Before, it was hard for Tree-ear to perceive the differences in texture in the clay, but finally, he is able to feel them.
- Tree-ear is developing a heightened sense of perception.
- Park’s descriptions reveal Tree-ear’s ability to see and feel things he hasn’t noticed before.

Write | Plan an Introduction and Conclusion for an Argument Essay |

15 minutes

1. Direct students to the color-coded Writing Model for Module 3. Invite a student to fluently read the introduction.

2. Ask this question:



Why is this introduction effective?

Key Ideas

- has a hook
- includes background information about the topic
- ends with a thesis statement that includes a claim and reasons

3. Invite a student to fluently read the conclusion.

4. Ask this question:



Why is this conclusion effective?

Key Ideas

- relates to the claim in the thesis statement
- summarizes key information
- shows why the topic matters

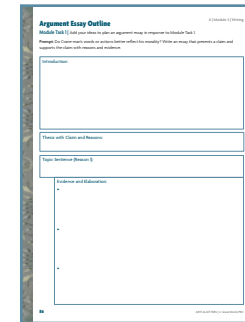
5. Direct students to their journals. Instruct students to Jot–Pair–Share to answer this question:



What is unique about the introduction and conclusion in an argument essay?

Reinforce the correct response: In an argument essay, the introduction presents a claim and the conclusion emphasizes that claim.

6.  **Introduce the learning task.** Direct students to their Argument Essay Outline for Module Task 1, located in the *Learn* book. Instruct students to plan their introduction and conclusion on the outline.



Argument Essay Outline

Module Task 1: Write your introduction to plan an argument essay in response to Module Task 1. Remember to clearly state your position on a topic and explain the reasons for your position. Use evidence to support your position and explain how it connects to your position.

Introduction

Thesis statement (claim and reasons)

Topic sentence (claim 1)

Evidence and explanation

Conclusion

Analyze Student Progress

Monitor: Do students explain in their conclusion why their topic matters?

Offer Immediate Support: If students need additional support outlining their introduction and conclusion, ask this question: How does an introduction or conclusion connect to the claim of an argument essay?

Plan Future Practice: Students practice reviewing the introduction of the writing model in lesson 27 and the conclusion of the writing model in lesson 29.

LAND 5 minutes

Reflect on Learning

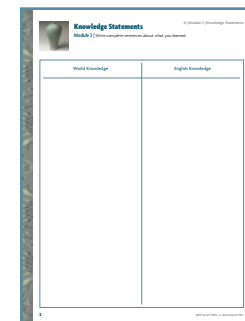
1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about perception and character development?
- What did you learn from *A Single Shard*?
- What did you learn to do?



Knowledge Statements

Module 3: Write knowledge statements about what you learned.

World Knowledge	English Knowledge

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.5.6 Vocabulary: MM.5.6.B, MM.5.6.B.e

MM.7.6 Structure: MM.7.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.2.6 Planning: CP.2.6.B, CP.2.6.D

CP.3.6 Content

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.a, CP.4.6.B, CP.4.6.B.a, CP.4.6.C

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM **Develop Metacognition**

DM.1.6 Content Stages: DM.1.6.C

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 18

Essential Question | How does tradition influence art?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students review sections of text to explain the artistic process and Tree-ear's artistic development in *A Single Shard*. They gather evidence to support their ideas. This work prepares students to engage in a class discussion about the importance of artistic process versus product and whether Min bears a responsibility to teach Tree-ear the art of pottery. During writing instruction, students complete their Argument Essay Outline for Module Task 1. They begin drafting Module Task 1.

P A Prologue to lesson 18 is available for students who need additional support.

Learning Goals

Explain a central idea in *A Single Shard*.

LEARNING TASK: During a class discussion, share a central idea from *A Single Shard*.

For Module Task 1, complete an essay outline.

LEARNING TASK: Draft an argument essay using the Argument Essay Outline for Module Task 1.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare to Discuss *A Single Shard*
- **Respond:** Discuss a Central Idea
- **Write:** Draft an Essay that Presents a Claim

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*
- Artistic Process Chart (lesson 13)

STUDENTS

- *A Single Shard*
- Talking Tool (*Learn* book)
- journal
- Argument Essay Outline for Module Task 1 (*Learn* book, Writing)
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- Consider the best seating arrangement for a class discussion, and plan how and when to rearrange your seating as needed.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *A Single Shard*, passage 4 (*Learn* Book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Explain that during a Distill lesson the class puts together what they learned from different parts of the book. The class uses the evidence they gathered from the book to discuss a central idea. Tell students that in this lesson they will reflect on chapters 5–8 of *A Single Shard* to identify and discuss central ideas.

LEARN 53 minutes

Read | Prepare to Discuss *A Single Shard* | 15 minutes

1. Direct students to *A Single Shard*, their *Learn* books, and the Artistic Process Chart. Instruct students to work with a partner to review the Artistic Process Chart and chapters 5–8 and annotate details to answer this question:

What did you learn from Kang, Min, and Tree-ear about the artistic process?

Language Support

To leverage students' home languages as resources to support learning, encourage students who share the same home language to discuss questions like this together, especially in preparation for larger class discussions.

Artistic Process Chart

1. Sketch the design.
2. Gather and drain clay.
3. Shape a vessel on the wheel.
4. Incise decorations using sharp tools.
5. Make multiple replicas.
6. Dip pottery in glaze.
7. Put pottery into the kiln.
8. Make and tend fire in kiln.

Sample Annotations

- “The endless cycle of work for Min continued: chopping wood, cutting clay, draining clay.” (51)
- “With an incising awl, he inscribed the leather-hard clay ... But rather than outlining the petals in the usual way, Kang was clearing away the clay to leave teardrop-shaped depressions.” (59)
- “Firing—the final step in the process that determined the color of the celadon—was handled well by no man.” (63)
- “a thousand factors could affect the final color of the glaze” (63)
- “Min made more replicas than any other potter.” (63)
- “Tree-ear had watched his master make dozens of those petals and had finally taken a small lump of clay home in his waist pouch to practice himself. After many evenings of work he had produced a single petal that he thought as fine as one of Min’s.” (67)
- “In the firing, the red slip had turned black, and the contrast of black and white against jade green was unmistakably new, different, remarkable.” (69)
- “Min sketched what seemed like hundreds of designs.” (74)
- “The glaze would collect in the crevices of the design, making it slightly darker than the rest of the surface.” (76)
- “After a vase had been inscribed and inlaid, Min removed every bit of excess slip. Finally, the vases were dipped in glaze.” (78)
- “Each vase was placed carefully on three seashells set in a triangle atop one of the clay shelves.” (78)
- “Then the wood was precisely arranged in a complicated crisscross pattern.” (78)
- “This inlay work of your colleague’s. It is something new, and will be of great interest to the court.” (88)

2. Lead students in a Whip Around to respond to this prompt:



Use one word to describe the artistic process.

Use responses to reinforce that the artistic process is lengthy, complex, and detailed.

3. Instruct students to review their notes and annotations. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:



What is special about celadon pottery, Min's art, and Kang's art?

Differentiation Support

To help students locate relevant notes, direct them to their lesson 10 Learning Task about celadon, their lesson 12 journal entries about Min and Kang, and their lesson 13 Jot–Pair–Share about celadon.

Key Ideas

- **celadon pottery:** The color is very beautiful, unique, and difficult to achieve. Korean celadon is world famous.
- **Min's art:** Min's art takes longer to produce but has unmatched quality.
- **Kang's art:** Kang's art is innovative because of his inlay technique.

4. Ask this question:



How does Tree-ear develop as an artist in these chapters?

Key Ideas

- improves his ability to perceive when clay is ready
- practices hand-molding petals based on Min's method
- adds one of his petals to Min's bowl
- asks Min to teach him how to make a pot

Respond | Discuss a Central Idea | 18 minutes

1. Remind students that during a class discussion, it is important to follow norms, or rules that make the conversation productive. Review class discussion norms.
2. Tell students that they will have an opportunity to practice a new goal during today's discussion. Display and introduce the speaking and listening goal: Connect new ideas to the current discussion.

Teacher Note

During the discussion, use the Module 3 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal.

3. Explain that students can practice this goal by using sentence frames. Direct students to the Talking Tool, located in the *Learn* book. Display and Echo Read these sentence frames:

- I hear you say that _____. To build on that idea, _____.
- I hear you say that _____. A different perspective is _____.

4. Ask this question:

 **Why is it important to connect to other people's ideas before you state your own?**

Key Ideas

- demonstrates respectful listening
- allows conversation to build logically
- ensures all points are fully developed



5.  **Introduce the learning task.** Instruct students to refer to *A Single Shard* and their journals to determine a central idea. Begin the discussion by asking these questions:



Should Min feel obligated to teach Tree-ear how to make a pot? Why or why not?



What is more important: the process of making art or the final outcome? Why?

Analyze Student Progress

Monitor: Do students rephrase a previous statement while stating a new idea?

Offer Immediate Support: If students need additional support finding evidence, instruct students to review comparisons of Min's and Kang's work on pages 63–64, 69–71, 74, 77, and 88–89.

Plan Future Practice: Students practice using evidence to support ideas in a discussion in lesson 31.

6. Reinforce key ideas.

Key Ideas

- **Min's choice:** Tree-ear has done good work for Min and has demonstrated his artistic skill.
- **Min's choice:** Pottery skills are passed down through family members, and Min has lost his son.
- **Min's choice:** Tree-ear and Min are not related, but Tree-ear has demonstrated loyalty to Min.
- **process:** Kang's innovation contributes something new to the art of celadon pottery.
- **final outcome:** Min's work is known for being more detailed and beautiful than Kang's.
- **final outcome:** If it were not for Kang, Min might not have tried the inlay technique.

Write | Draft an Essay that Presents a Claim | 20 minutes

1. Direct students to their Argument Essay Outline for Module Task 1, located in the *Learn* book. Explain that they will begin drafting their Module Task 1. Tell them that they should first ensure their outlines are complete.

As needed, allow additional time for students to complete their outlines.

Differentiation Support

As students complete their outlines, pair them with other students who are ready to draft. Allow them to orally rehearse their hook, thesis statement, and topic sentences.

Teacher Note

In this lesson, students begin drafting Module Task 1. They may complete the assessment on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.

2.  **Introduce the learning task.** Instruct students to draft Module Task 1.

Analyze Student Progress

Monitor: Do students use their Argument Essay Outline for Module Task 1 to guide their drafting?

Offer Immediate Support: If students need additional support drafting Module Task 1, ensure that they've completed their Argument Essay Outline for Module Task 1. Instruct them to focus on writing an introduction with a hook and background information that ends in the thesis statement.

Plan Future Practice: Students practice using their Argument Essay Outline for Module Task 1 to continue drafting in lesson 19.

LAND 5 minutes

Reflect on Learning

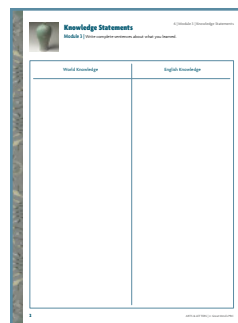
1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the artistic process?
 - What did you learn from *A Single Shard*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Conclude the lesson by inviting students to add their questions to the Question Board.


ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.2.6 Theme and Central Idea: MM.2.6.A, MM.2.6.B, MM.2.6.C

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.2.6 Planning: CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.a, CP.3.6.A.d

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.a, CP.4.6.B, CP.4.6.B.a, CP.4.6.B.c, CP.4.6.C

CP.5.6 Language: CP.5.6.B, CP.5.6.E

CP.8.6 Presentation: CP.8.6.A, CP.8.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B, BU.3.6.C, BU.3.6.D, BU.3.6.E

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DF.7.6 Capitalization

DF.8.6 Punctuation

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.D

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 19

Essential Question | How does tradition influence art?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students build and express their knowledge gained about art and tradition from module texts. They describe knowledge about artistic tradition, morality, and celadon pottery. This work prepares students to synthesize their learning and write knowledge statements expressing what they've learned. During writing instruction, students draft Module Task 1. They write an argument essay using transitions to connect a claim and reasons.

Learning Goals

Express knowledge about artistic tradition, morality, and celadon pottery.

 **LEARNING TASK:** Write knowledge statements by using transitions.

For Module Task 1, complete a draft of an argument essay.

 **LEARNING TASK:** Draft an essay using the Argument Essay Outline for Module Task 1.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Synthesize Knowledge
- **Respond:** Express Knowledge
- **Write:** Draft an Argument Essay

LAND

Synthesize Learning

Materials

TEACHER

- *A Single Shard*
- “Confucianism” (digital platform)
- “Taming a Tiger” (digital platform)
- “Celadon” (digital platform)
- Transition Words and Phrases Chart (Reference Charts appendix)

STUDENTS

- “Confucianism” (*Learn* book, lesson 9)
- “Taming a Tiger” (*Learn* book, lesson 15)
- “Celadon” (*Learn* book, lesson 6)
- journal

- Sentence Strategies for Module 3 (*Learn* book, Writing)
- Knowledge Statements for Module 3 (*Learn* book)
- Argument Essay Outline for Module Task 1 (*Learn* book, Writing)

Preparation

- Determine how to display the questions for the Chalk Talk. See the Read section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *A Single Shard*, passage 4 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

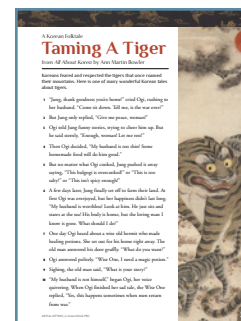
Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
3. Explain that during a Know lesson the class reflects on the knowledge they built and makes connections among texts to share what they know now. Tell students that in this lesson they will review and write about the knowledge they built studying module texts.

LEARN 53 minutes

Read | Synthesize Knowledge | 18 minutes

1. Display and read aloud the Essential Question: How does tradition influence art?
2. Direct students to “Confucianism,” “Taming a Tiger,” and “Celadon,” located in the *Learn* book, and to their journal notes on *A Single Shard*.
3. Display the following questions around the room, and instruct students to begin a Chalk Talk.
 - What traditions do the writers communicate in *A Single Shard*, “Confucianism,” and “Taming a Tiger”?
 - How does the author maintain or challenge artistic tradition in *A Single Shard*?



Differentiation Support

To help students answer how the author communicates traditions in *A Single Shard*, ask this question:
What traditions has Tree-ear demonstrated in his character traits?

Language Support

To help students answer how the author maintains or challenges artistic tradition in *A Single Shard*, instruct them to review the glossary for examples of tradition.

Look for students to address key ideas in their silent discussions.

Key Ideas**Traditions**

- filial piety
- helping others
- good manners
- knowing yourself and others
- honesty
- oral tradition and folktales
- celadon pottery

Artistic Tradition

- **maintains:** Tree-ear learns the process for creating celadon pottery and hand-molded pieces.
- **maintains:** The ideal celadon piece has established features and design elements.
- **challenges:** Min uses traditional incising techniques but varies from other potters because he doesn't always stick to his sketches.
- **challenges:** Min adjusts his work to begin using the inlay technique.

4. Instruct students to Think–Pair–Share to answer this question:



What parts of this knowledge help you answer the essential question?

Key Ideas

- Confucian virtues and their effect on behavior
- traditional methods for making Korean pottery, including celadon
- how oral tradition is used to share folktales and other stories

Differentiation Challenge

To encourage students to evaluate sources, ask these questions:

- Which text, *A Single Shard*, “Confucianism,” or “Taming a Tiger,” provides you with the most information about tradition?
- Which text provides you with the least information about tradition?
- Which text provides you with the most information about art?
- Which text provides you with the least information about art?

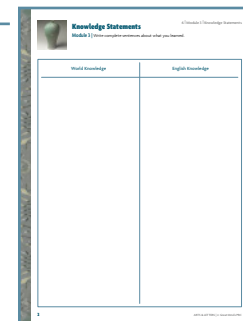
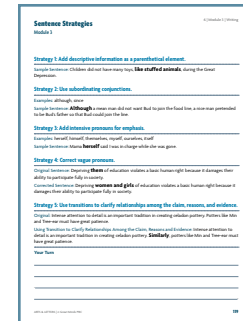
Respond | Express Knowledge | 15 minutes

1. Display the Transition Words and Phrases Chart. Explain that one way students can express their knowledge in an academic setting is to articulate ideas by using transitions. Remind students that in lesson 16 they learned that writers categorize transition words to connect, contrast, or strengthen ideas. Tell students that today they will use transitions to write knowledge statements that connect ideas.
2. Think aloud to model how students could craft a knowledge statement that connects ideas by using a transition.

Sample Think Aloud

I'll first think about two statements that connect to each other. For example, the following two statements have a connection: “Artistic tradition influenced the creation of celadon pottery. Artists innovated on traditions to enhance celadon pottery.” Since I'm talking about two factors that influence celadon pottery, I'll use the transition *also* to mark the connection.

3. Direct students to their notes in their journals from *A Single Shard*, “Confucianism,” “Taming a Tiger,” and “Celadon.” Instruct them to work with a partner to orally create knowledge statements about artistic tradition, morality, and celadon pottery by using transitions to connect ideas.
4. Direct students to Sentence Strategies for Module 3, located in the *Learn* book. Direct attention to Strategy 5: Use transitions to clarify relationships among the claim, reasons, and evidence. Instruct students to review their partner’s knowledge statements and look for areas where their partner could include transitions to clarify relationships between a claim and evidence. Tell students to orally share their feedback with their partner.
5.  **Introduce the learning task.** Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct students to write a new knowledge statement, or revise an existing knowledge statement, using transitions to connect their ideas. Encourage students to use transitions from the Transition Words and Phrases Chart.



Analyze Student Progress

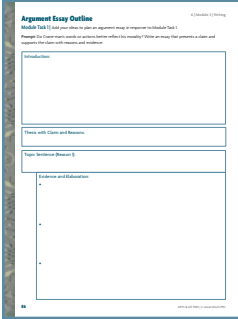
Monitor: Do students use transitions to connect accurate, text-based information in their knowledge statements?

Offer Immediate Support: If students need additional support using transitions to connect their ideas, direct them to their knowledge statement and ask this question: What else do you know now that connects to this statement?

Plan Future Practice: Students practice writing knowledge statements about art and tradition in lesson 32.

Write | Draft an Argument Essay | 20 minutes

1. Direct students to their Argument Essay Outline for Module Task 1, located in the *Learn* book. Tell students that they will continue drafting Module Task 1.
2.  **Introduce the learning task.** Instruct students to draft their essay using the Argument Essay Outline for Module Task 1.


Analyze Student Progress

Monitor: Do students use their Argument Essay Outline for Module Task 1 to guide their drafting?

Offer Immediate Support: If students need additional support drafting Module Task 1, instruct them to focus on writing an introduction with a hook and background information that ends in the thesis.

Plan Future Practice: Students practice drafting an argument essay for Module Task 2 in lesson 31.

3. Instruct students to read aloud their draft to a partner. Tell them to listen for their partner's claim and reasons.

Invite a few students to share their partner's claim and reasons.

LAND 5 minutes**Synthesize Learning**

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How does tradition influence art?

2. Use responses to reinforce these Knowledge Threads:

- Traditions preserve knowledge from the past and inspire innovation.
- Art is influenced by, but also innovates upon, the cultural traditions of specific communities.
- Korean celadon pottery represented a technological and conceptual evolution of artistic tradition.
- Systems of thought like Confucianism influence how people understand what it means to live a “good life” or a life that considers, defines, and favors ethics and morality.
- Folktales transmit life lessons and cultural values, connecting people through different times and places.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- How does celadon pottery stem from and influence artistic tradition?
- What role does morality play in Korean artistic tradition?
- How do folktales illustrate key cultural and moral values?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A, MM.1.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.B, MM.12.6.B.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.3.6 Content: CP.3.6.A, CP.3.6.A.a, CP.3.6.A.d

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.a, CP.4.6.B, CP.4.6.B.a, CP.4.6.B.c, CP.4.6.C

CP.5.6 Language: CP.5.6.A, CP.5.6.B, CP.5.6.E

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A

BU.2.6 Discovery and Evidence: BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B, BU.3.6.F

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DF.7.6 Capitalization

DF.8.6 Punctuation

DF.13.6 Sentence Construction: DF.13.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 20

Essential Question | How does tradition influence art?

OVERVIEW

Preview

In this lesson, students complete Reading Comprehension Assessment 1. In the first section of the assessment, students demonstrate their fluency by reading aloud an excerpt from the assessment text. In the second section, students demonstrate their knowledge by answering questions about important words and concepts in the module. In the third section, students expand their knowledge by applying comprehension skills to the assessment text. In the fourth section, students evaluate their confidence about the assessment and identify challenges posed by the assessment text. After completing the assessment, students read from a volume of reading text.

Learning Goal

Demonstrate knowledge of cultural traditions, and apply reading comprehension skills to a new text related to cultural traditions.

 **LEARNING TASK:** Complete Reading Comprehension Assessment 1.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Respond:** Complete an Assessment
- **Read:** Read More About Cultural Traditions

LAND

Revisit the Essential Question

Materials

TEACHER

- text for Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)

STUDENTS

- Reading Comprehension Assessment 1 (Assessment Guide or digital platform)

Preparation

- Refer to the Assessment Guide for information on how to administer Reading Comprehension Assessment 1.
- Select volume of reading books for the Read section.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How does tradition influence art?
2. Tell students that in this lesson they will demonstrate and build what they know about cultural traditions by completing an assessment. Reinforce that the text students read during the assessment will add to their understanding of the Essential Question.

LEARN 55 minutes

Respond | Complete an Assessment | 40 minutes

1.  **Introduce the learning task.** Tell students that they will complete an assessment. Explain that the assessment includes four sections. In the first section, students demonstrate fluency by reading aloud a new text related to cultural traditions. In the second section, they answer questions related to important words and ideas in the module. In the third section, they closely reread the new text and answer questions about the text. In the fourth section, they evaluate their answers and identify challenges.
2. Administer the assessment according to the instructions in the Assessment Guide.

Teacher Notes

Students may complete Reading Comprehension Assessment 1 on paper or on the digital platform. Using the platform gives students experience with technology-enhanced assessments.

As needed, adjust instruction in the next section to allow students time to complete the assessment.

Analyze Student Progress

Refer to the Assessment Guide for next steps following Reading Comprehension Assessment 1. Use this information to plan responsive teaching for lesson 21.

Read | Read More About Cultural Traditions | 15 minutes

1. Instruct students who completed the assessment to read a volume of reading book. Those who are still working on the assessment can read a volume of reading book during the regularly scheduled volume of reading time.

LAND 3 minutes**Revisit the Essential Question**

1. Instruct students to share with a partner one thing that they learned about cultural traditions from the text for Reading Comprehension Assessment 1.
2. Tell students that they will continue to build knowledge about cultural traditions as they read additional module texts.

ACHIEVEMENT DESCRIPTOR**DM** Develop Metacognition**DM.3.6 Schema Building**



Lesson 21

Essential Question | How does tradition influence art?

OVERVIEW

Preview

In this Responsive Teaching lesson, students follow along and listen closely to another reading of the text for Reading Comprehension Assessment 1. They discuss assessment questions they might have missed to explain how to identify the correct answers. The lesson concludes with an opportunity for students to engage in work with roots and module terms. Reviewing the assessment, roots, and module terms solidifies students' understanding of cultural traditions and prepares them to continue building their knowledge.

Learning Goal

Analyze relevant questions on Reading Comprehension Assessment 1.

 **LEARNING TASK:** Explain how to identify correct answers for relevant questions on Reading Comprehension Assessment 1.

Vocabulary

all module 3 terms

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Listen Closely to the Assessment Text
- **Respond:** Revisit the Assessment
- **Engage:** Build Vocabulary

LAND

Reflect on the Assessment

Materials

TEACHER

- text for Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)
- all module 3 Knowledge Cards

STUDENTS

- Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Glossary for Module 3 (*Learn* book)
- Word Parts Web for *nov* (*Learn* book)

Preparation

- Use the student performance data from Reading Comprehension Assessment 1 to determine which questions to review in this lesson. Refer to the Assessment Guide for additional information.
- Use the student performance data from the second section of Reading Comprehension Assessment 1 to identify module terms to highlight for review. Then review the options in the Engage section. Depending on the option you choose, gather the necessary Knowledge Cards and materials.

Follow-Up

- Before the next lesson, students read chapter 9 of *A Single Shard*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How does tradition influence art?
2. Tell students that they will listen to and follow along with the text for Reading Comprehension Assessment 1 and discuss some of the questions. Emphasize that revisiting the text and assessment helps students deepen their knowledge, respond to the Essential Question, and strengthen their reading comprehension skills.

LEARN 55 minutes

Read | Listen Closely to the Assessment Text | 10 minutes

1. Read aloud the text for Reading Comprehension Assessment 1, modeling fluent reading.

Respond | Revisit the Assessment | 25 minutes

1.  **Introduce the learning task.** Display selected questions from Reading Comprehension Assessment 1. Explain that the class will discuss these questions to understand how to identify the correct answers.
2. Refer to the Assessment Guide for information on responsive teaching for Reading Comprehension Assessment 1.

Analyze Student Progress

Monitor: Do students explain how to identify the correct answers for items reviewed on Reading Comprehension Assessment 1?

Offer Immediate Support: If students need additional support explaining how they arrived at the correct answers, think aloud to model an explanation before having students practice in pairs.

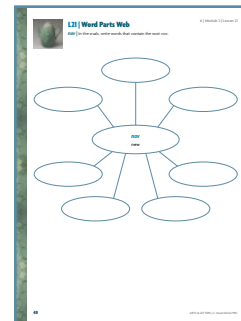
Plan Future Practice: Students practice discussing responses to an assessment in lesson 35.

Engage | Build Vocabulary | 20 minutes

1. Remind students that knowing the definition of a root can help readers understand the meanings of new words. Direct students to the term *innovation* in the Glossary for Module 3, located in the *Learn* book. Invite a few students to identify the root and share the root's definition. Reinforce the correct response: *nov* means “new.”
2. Direct students to the Word Parts Web for *nov*, located in the *Learn* book. Instruct students to work with a partner to brainstorm words that contain the root *nov* and then add those words to their webs. Tell students to use glossaries and dictionaries as needed.

Language Support

To leverage students' home languages as resources to support learning, prompt students to make cross-linguistic connections between their home languages and English through cognates and morphology.



3. Invite a few students to share their words. Students may generate words such as these: *novel*, *novice*, *renovate*. Correct any misunderstandings or misapplied affixes.
4. Instruct students to choose two or three words on their web and quickly sketch an image to illustrate each word. Tell students to add their images underneath or next to the words they represent.

5. Invite a few students to share one of their images. Ask these questions:

 **What do you notice about the illustrations?**

 **How do they relate to the meaning of *nov*?**

6. Remind students that there are other ways to build their knowledge of vocabulary. Use Knowledge Cards to review terms and definitions introduced in previous lessons. Select terms for students to use in one of the following vocabulary activities.
 - **Share What You Know:** Choose one Knowledge Card and read aloud the term and definition. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct students to write a knowledge statement containing the term, and then share it with a partner. Invite pairs to share with the class. Repeat the activity by choosing another card.
 - **Link-Up:** Assign two Knowledge Cards to each student. Invite students to find a partner. Instruct pairs to create complete sentences using two of the assigned terms. Invite pairs to share their sentences with the class. Instruct students to find another partner and repeat the activity.

Teacher Note

Reviewing Knowledge Cards offers an opportunity to deepen the knowledge of the module. Consider which Knowledge Threads to elevate when selecting terms for the activity. Find the Knowledge Threads in the module overview.

LAND 3 minutes

Reflect on the Assessment

1. Instruct students to share with a partner one thing they learned as they worked through assessment questions with the class.
2. Tell students they will continue to build their knowledge about cultural traditions as they read more module texts.
3. Assign the follow-up work to read chapter 9 of *A Single Shard* before the next lesson.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.A.d

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A

BU Build Understanding

BU.2.6 Discovery and Evidence

DM Develop Metacognition

DM.4.6 Reflection and Evaluation



Lesson 22

Essential Question | How does tradition influence art?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students examine traditions in *A Single Shard*. They explore the role of traditions in character development. This work prepares them to argue whether tradition is ultimately helpful or harmful in *A Single Shard*. During writing instruction, students examine precise language. They revise Module Task 1 using precise language.

P A Prologue to lesson 22 is available for students who need additional support.

Learning Goals

Identify what is happening in *A Single Shard*.

LEARNING TASK: Write a paragraph arguing whether tradition is ultimately helpful or harmful in *A Single Shard*.

For Module Task 1, revise an essay to strengthen writing.

LEARNING TASK: For Module Task 1, revise an essay to strengthen writing by using precise language to explain ideas.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Traditions in *A Single Shard*
- **Respond:** Write an Argument
- **Write:** Revise an Essay for Precise Language

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*
- Knowledge Card: *tradition*

STUDENTS

- *A Single Shard*
- journal
- Module Task 1 (*Learn* book, Writing)
- Checklist for Module Task 1 (*Learn* book, Writing)
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- Determine how to display the questions for the Chalk Talk. See the Read section for details.

Follow-Up

- Before the next lesson, students read chapter 10 of *A Single Shard*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *A Single Shard*, passage 4 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will review chapter 9 of *A Single Shard* for examples of tradition.

LEARN 53 minutes

Read | Identify Traditions in *A Single Shard* | 23 minutes

1. Direct students to their journals. Instruct them to write a brief response to this question:

 **What are some traditions that have shaped your life?**

Invite a few students to share their responses.

2. Instruct students to read pages 96–97 from “Tree-ear could hardly” to “open,’ he said” and annotate why Tree-ear is upset.

Sample Annotations

- “He realized now what he had never thought to notice before: All the other apprentices were indeed sons of the potters.” (96)
- “*It’s not my fault!* Tree-ear wanted to shout. ... *It’s not my fault ... that I am an orphan! Why must it be father to son? If the pot is made well, does it matter whose son made it?*” (96)
- “The potter’s trade passes from father to son here in Ch’ulp’o.” (97)

3. Ask this question:

 **Why can't Tree-ear learn how to make a pot from Min?**

Reinforce the correct response: The tradition of passing pottery skills from father to son prevents Tree-ear from learning this art from Min.

4. Read aloud this portion of page 97: “a well-kept tradition can be stronger than law.”

Display the Knowledge Card for *tradition*, and direct attention to the image to spark students' memory. Remind students that *tradition* means “a way of thinking, behaving, or doing something that has been used by the people in a particular family, group, or society for a long time.”

5. Tell students that they will complete a Chalk Talk to explore how tradition affects other characters in *A Single Shard*.

6. Display the following questions around the room, and instruct students to begin a Chalk Talk.

- How does Confucian tradition affect Ajima's interaction with Crane-man?
- How does the tradition of Korean folklore affect Crane-man and Tree-ear?
- How do the artistic traditions of incision and inlay work affect Min?
- How does tradition play a role in Tree-ear's development as an artist?

Differentiation Support

To help students find evidence to support their responses, provide a list of these page numbers:

- **Confucian tradition**—pages 100–101
- **Korean folklore**—pages 82–83
- **artistic traditions**—pages 74 and 76–77
- **Tree-ear's development**—pages 98–99

7. Look for students to address key ideas in their silent discussions.

Key Ideas

- **Confucian tradition:** Ajima treats Crane-man with *ren*, or humanity; Ajima respects Crane-man but also recognizes what he needs and wants to care for him.
- **Korean folklore:** Crane-man and Tree-ear are scared of foxes, which are tricksters according to traditional Korean folklore; because a fox appears in his path, Crane-man doesn't go to the temple to get help after he loses his home and family.
- **artistic traditions:** Min uses traditional incising techniques but differs from other potters because he doesn't always stick to his sketches; Min adjusts his work to begin using the inlay technique.
- **Tree-ear's development:** When Tree-ear can't throw pottery, he draws on the tradition of molding to make a monkey; Tree-ear sees the importance of the tradition of molding objects he sees in his daily life; Tree-ear cannot apprentice with Min because he is not his son.

Respond | Write an Argument | 10 minutes

1. Instruct students to Think–Pair–Share to answer this question:



How does adhering to tradition promote or hinder character growth in *A Single Shard*?

Language Support

To help students answer this question, provide these sentence frames:

- Confucian tradition affects Crane-man because _____.
- Korean folk tradition affects Tree-ear and Crane-man because Tree-ear _____ and Crane-man _____.
- Artistic tradition affects Min by _____ and Tree-ear by _____.

Key Ideas

- **promotes:** allows teachers such as Min to pass on knowledge of traditional art and methods to students such as Tree-ear; gives Tree-ear a foundation on which to build his own artistry; establishes a standard that Tree-ear and other characters such as Ajima can try to achieve, such as showing *ren* and being honest and respectful
- **hinders:** prevents Tree-ear from officially apprenticing with Min because Tree-ear is not his son; makes characters such as Tree-ear and Crane-man afraid of foxes, at least initially

2.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a paragraph arguing whether tradition is ultimately helpful or harmful in *A Single Shard*.

Analyze Student Progress

Monitor: Do students use text-based reasoning to support their responses?

Offer Immediate Support: If students need additional support arguing whether tradition is ultimately helpful or harmful in *A Single Shard*, ask this question: What does Tree-ear's position as an orphan deny him and allow him?

Plan Future Practice: Students practice discussing the role of tradition in *A Single Shard* in lesson 31.

3. Display these statements from Crane-man:

- “the same wind that blows one door shut often blows another open” (97)
- “a well-kept tradition can be stronger than law” (97)

Facilitate a brief discussion of this question:



Which of these statements best supports your claim about whether tradition is ultimately helpful or harmful in *A Single Shard*?

Differentiation Challenge

To extend student thinking across texts, ask this question: How are traditions “stronger than law” in *I Am Malala*?

-  **What is precise language?**

- most appropriate words to convey meaning
- most specific words to convey meaning
- clear language to avoid misunderstanding

- [illegible]

Checklist		Kirkpatrick 4	Learning
Task	Has the course made clear to students how to achieve the intended (or desired) degree of program competence? Has the course taken into account the student's prior knowledge and experience?		
Knowledge	Does knowledge of New Client materials increase reflectively, intentionally, or knowledge of New Client materials achieve reflectively, intentionally?	☐	Answer 2
		☐	
Attitude	Has an introduction to New Client materials increase reflectively, intentionally, or attitude of New Client materials achieve reflectively, intentionally?	☐	Answer 3
		☐	
Skills	Has a class discussion that presents to clients a class discussion to support the client, mission, and evidence has increased student focus & single focus?	☐	
		☐	
	Has a class discussion that presents to clients a class discussion to support the client, mission, and evidence has increased student focus & single focus?	☐	
		☐	
	Has a class discussion that presents to clients a class discussion to support the client, mission, and evidence has increased student focus & single focus?	☐	
		☐	
	Has a class discussion that presents to clients a class discussion to support the client, mission, and evidence has increased student focus & single focus?	☐	
		☐	
	Has a class discussion that presents to clients a class discussion to support the client, mission, and evidence has increased student focus & single focus?	☐	
		☐	
	Has a class discussion that presents to clients a class discussion to support the client, mission, and evidence has increased student focus & single focus?	☐	
		☐	
Language	Does a class discussion that presents to clients a class discussion to support the client, mission, and evidence have a clear writing style?	☐	Answer 4
		☐	Answer 5
	Does a class discussion that presents to clients a class discussion to support the client, mission, and evidence have a clear writing style?	☐	
		☐	

4. Ask this question:



How is the word *trespassing* an example of precise language in this sentence?

Key Ideas

- The author could have used a word such as *visiting* to describe Tree-ear's action, but the word *trespassing* lets the reader know that Tree-ear should not be where Min works.
- The word *trespassing* indicates that Min has good reason to be upset at Tree-ear.

5. Explain that recognizing and correcting inappropriate shifts in pronoun number and person can contribute to clear language. Ask this question:



What is unclear about the sentence “When Tree-ear was caught by Min trespassing where Min works, even when being accused of stealing, they remain calm”?

Reinforce the correct response: the pronoun shifts from “he” in the first clause to “they” in the second clause, which is unclear and incorrect.

6. **Introduce the learning task.** Instruct students to use the Checklist for Module Task 1 to revise their Module Task 1 drafts for precise language and for pronoun shifts.

Analyze Student Progress

Following completion of Module Task 1, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

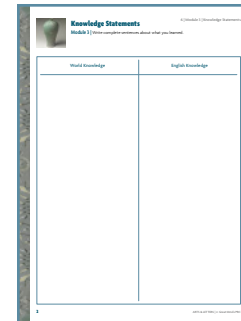
- What did you learn about traditions?
- What did you learn from *A Single Shard*?
- What did you learn to do?

2. Invite a few students to share their statements. Remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Assign the follow-up work to read chapter 10 of *A Single Shard* before the next lesson.

Teacher Note

Chapter 10 contains a reference to the Rock of Falling Flowers. According to legend, the royal court women of the ancient Paekche dynasty would jump from a cliff to avoid capture by invading armies. The site received its name because the figures descending to the water looked like falling flowers. Consider skipping the portion of pages 115–117 from “Although Tree-ear was” to “show true courage” due to its sensitive content.

4. Conclude the lesson by inviting students to add their questions to the Question Board.



The image shows a 'Knowledge Statements' form for Module 3. It is a vertical rectangular form with a blue border. At the top, it says 'Knowledge Statements' and 'Module 3: From Long Ago to Now'. Below this, there are two large empty rectangular boxes side-by-side, labeled 'World Knowledge' and 'English Knowledge'. At the bottom, there is a small section for 'Date' and 'Page'.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.10.6 Argument: MM.10.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.2.6 Planning: CP.2.6.B

CP.3.6 Content

CP.4.6 Structure

CP.5.6 Language: CP.5.6.B

CP.6.6 Revision

CP.7.6 Editing

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.9.6 Nouns and Pronouns: DF.9.6.C

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 23

Essential Question | How does tradition influence art?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students explore Tree-ear's journey in *A Single Shard*. They examine challenges Tree-ear faces and ways that Tree-ear overcomes his challenges. This work prepares students to explain how Tree-ear responds to challenging or novel situations. During writing instruction, students examine the Module Task 2 prompt to consider what evidence they will need to support their argument. They begin collecting evidence for Module Task 2.

Learning Goals

Explain Tree-ear's character growth in *A Single Shard*.

 **LEARNING TASK:** Explain how Tree-ear responds to challenging or novel situations.

For Module Task 2, examine the prompt.

 **LEARNING TASK:** Use the Evidence Organizer for Module Task 2 to collect evidence.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Tree-ear's Journey in *A Single Shard*
- **Respond:** Explain How Tree-ear Responds to Challenges
- **Write:** Examine a Prompt

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*
- “Celadon” (digital platform)

STUDENTS

- *A Single Shard*
- Map of Tree-ear's Home and Journey in *A Single Shard* (*Learn* book, lesson 3)
- journal
- Module Task 2 (*Learn* book, Writing)
- Checklist for Module Task 2 (*Learn* book, Writing)
- “Celadon” (*Learn* book, lesson 6)
- Evidence Organizer for Module Task 2 (*Learn* book, Writing)
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *A Single Shard*, passage 4 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will review chapter 10 of *A Single Shard* for Tree-ear's reactions to challenging or novel situations.

LEARN 53 minutesRead | Examine Tree-ear's Journey in *A Single Shard* | 15 minutes

1. Ask this question:

Where is Tree-ear going on his journey and why?

Differentiation Support

To help students identify where this episode will end, instruct them to review the elements of a narrative arc. Ask this question: What might be an appropriate resolution of a journey to Songdo?

Reinforce the correct response: Tree-ear is traveling to Songdo to present Min's work to the royal emissary.

2. Direct students to page 151, and read aloud the portion of the author's note from "For the account" to "of the border." Direct students to the Map of Tree-ear's Home and Journey in *A Single Shard*, located in the *Learn* book.
3. Ask this question:

What does the map help you understand about Tree-ear's journey?



4. Instruct students to work with a partner to review chapter 10 and make a list of challenges Tree-ear faces on his journey. Listen for students to address key ideas in their discussions.

Language Support

To support multilingual learners with beginning and intermediate English proficiency, pair them with students who fluently speak and read English.

Key Ideas

- Tree-ear must travel a long distance alone by foot.
- When the villages are far apart, Tree-ear must spend the night in the forest.
- Tree-ear has to climb a mountain.
- Tree-ear faces boredom in solitude.
- A fox visits Tree-ear during the night.
- Tree-ear must sleep wedged between rocks, hiding from the fox.

5. Instruct students to join pairs to form small groups. Instruct students to compare their lists and discuss the challenges that Tree-ear faced.

6. Assign groups the following excerpts from chapter 10:

- the portion of pages 108–109 from “The countryside custom” to “of his duty.”
- the portion of page 110 from “Once on the” to “and looked around.”
- the portion of page 114 from “Tree-ear felt his” to “creature might spring.”
- the portion of pages 114–115 from “The sound of” to “of his muscles.”

Instruct students to work with their group to annotate details about what helps Tree-ear overcome the challenges he faces.

Differentiation Support

To support multilingual learners with beginning and intermediate English proficiency, assign them the passage on page 110, and ask this question: What does Tree-ear think of when he begins to feel challenged?

Look for students to annotate appropriate passages.

Sample Annotations

Pages 108–109:

- “It was as Crane-man had predicted—one village, one day.” (108)
- “The countryside custom of hospitality to travelers was a great comfort to him. He walked the main street of the village until someone—usually a child—inquired about his health and his journey.” (108)
- “Min had given Tree-ear a string of coins to buy food as needed.” (109)
- “Ajima had given him a sack of food,” “each luscious piece reminding him of Ajima’s care.” (109)

Page 110:

- “Though these mountains were unfamiliar to him, the trees were the same as at home.” (110)
- “At one point, he even began to sing a little—but stopped abruptly when he realized he had been chanting Min’s throwing song.” (110)

Page 114:

- “He would never see Crane-man or Ajima again.” (114)
- “*Don’t look! Tree-ear shouted to himself. Don’t look at its eyes—it’s your only chance!*” (114)

Pages 114–115:

- “Tree-ear laughed out loud, and the sound of his laughter reminded him of his friend. *We are afraid of the things we do not know—just because we do not know them*, Tree-ear thought, pleased with himself. He must remember the idea; Crane-man would be interested in discussing it.” (115)

Respond | Explain How Tree-ear Responds to Challenges | 18 minutes

1.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a paragraph explaining how Tree-ear responds to challenging or novel situations.

Analyze Student Progress

Monitor: Do students include text-based reasons in their explanations of how Tree-ear responds to challenging or novel situations?

Offer Immediate Support: If students need additional support explaining how Tree-ear responds, instruct them to review their list of hardships and to share how Tree-ear responds to each one.

Plan Future Practice: Students practice exploring character development in *A Single Shard* in lesson 25.

Invite a few students to share their responses.

Key Ideas

- Tree-ear thinks about the people in his life who have helped him, such as Ajima, who provided nourishment, and Min, who gave him money for the trip.
- Tree-ear recalls Crane-man's advice about how he might pass the time or face challenges.
- Tree-ear finds comfort in the kindness and hospitality of strangers.
- Tree-ear remembers the valuable contribution he is making to help Min.

2. Ask this question:



What surprises Tree-ear at the street shop?

Reinforce the correct response: Tree-ear sees a replica of Kang's technique on the shelf.

3. Facilitate a brief discussion of the following question:

 **How does this chapter move the plot forward?**

Key Ideas

- Lots of little stories and experiences show the passing of time.
- Seeing replicas of Kang's work makes Tree-ear want to get to Songdo as quickly as possible.
- Tree-ear gains further independence as he remembers the people who support him.

Write | Examine a Prompt | 20 minutes

1. Direct students to Module Task 2, located in the *Learn* book. Invite a student to read aloud the prompt: Does Min or Kang contribute more to the tradition of celadon pottery? Write an essay that presents a claim and supports the claim with reasons and evidence.

Explain that this prompt follows the same structure as the Module Task 1 prompt, but focuses on a different topic: contributions to the tradition of celadon pottery.

2. Ask this question:

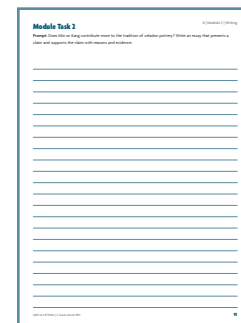
 **What type of essay does this prompt require?**

Reinforce the correct response: an argument essay.

3. Direct students to the Checklist for Module Task 2, located in the *Learn* book. Instruct students to review the checklist with a partner. Ask this question:

 **What knowledge will you need to write this essay?**

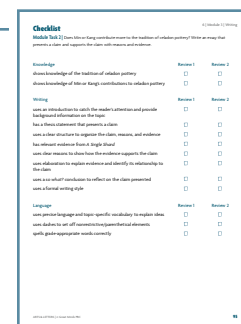
Reinforce the correct response: knowledge of the tradition of celadon pottery and knowledge of Min's or Kang's contributions to celadon pottery.



Module Task 2

Write an essay that presents a claim to the tradition of celadon pottery? Write an essay that presents a claim and supports the claim with reasons and evidence.

Write your answer here.



Checklist

Write an essay that presents a claim to the tradition of celadon pottery? Write an essay that presents a claim and supports the claim with reasons and evidence.

	Answer 1	Answer 2
Knowledge		
shows knowledge of the tradition of celadon pottery	☐	☐
shows knowledge of Min or Kang's contributions to celadon pottery	☐	☐
Writing		
uses an introduction to state the main purpose and purpose	☐	☐
includes a thesis statement in the topic	☐	☐
has a thesis statement that presents a claim	☐	☐
uses a clear structure to support the claim: reasons, and evidence	☐	☐
has relevant evidence from at least three sources	☐	☐
uses other reasons to show how the evidence supports the claim	☐	☐
uses evidence to support a claim and effectively responding to the claim	☐	☐
uses a clear conclusion to reflect on the claim presented	☐	☐
uses a formal writing style	☐	☐
Language		
uses precise language and logic: specific vocabulary to explain ideas	☐	☐
uses details to set off evidence from general statements	☐	☐
uses precise language words correctly	☐	☐

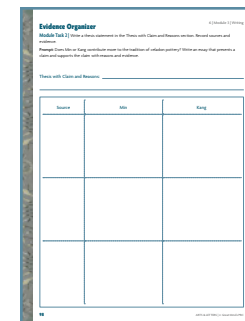
4. Direct attention to this row: has relevant evidence from *A Single Shard*. Tell students that they will gather evidence to help them analyze and develop an argument about whether Min or Kang contributed more to the tradition of celadon pottery.
5. Direct students to “Celadon,” located in the *Learn* book, and to their notes on *A Single Shard*. Ask this question:

What supporting evidence should your response to the prompt contain?

Key Ideas

- information about the tradition of celadon pottery
- examples of Min’s contributions to the tradition of celadon pottery
- examples of Kang’s contributions to the tradition of celadon pottery

6. **Introduce the learning task.** Direct students to the Evidence Organizer for Module Task 2, located in the *Learn* book. Instruct students to use the Min and Kang columns of their organizer to collect evidence for Module Task 2.



Analyze Student Progress

Monitor: Do students collect text evidence that directly responds to the Module Task 2 prompt?

Offer Immediate Support: If students need additional support collecting evidence for Module Task 2, instruct them to compare Min’s techniques and Kang’s techniques on pages 62–64.

Plan Future Practice: Students practice choosing evidence to respond to the Module Task 2 prompt in lesson 24.

LAND 5 minutes**Reflect on Learning**

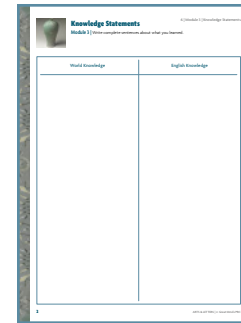
1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about character growth?
 - What did you learn from *A Single Shard*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Conclude the lesson by inviting students to add their questions to the Question Board.


ACHIEVEMENT DESCRIPTORS**MM Make Meaning from Texts**

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.2.6 Planning: CP.2.6.A, CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.a, CP.3.6.A.d, CP.3.6.A.f, CP.3.6.B

CP.4.6 Structure

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D, BU.1.6.E

BU.2.6 Discovery and Evidence: BU.2.6.A

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 24

Essential Question | How does tradition influence art?

Content Framing Question | **Reveal:** What does a deeper look at language reveal?

OVERVIEW

Preview

In this Reveal lesson, students analyze the effect of symbolism in *A Single Shard*. They examine Crane-man's and Tree-ear's expectations and experiences of foxes, and they discuss Linda Sue Park's unconventional use of the fox symbol. This work prepares students to explain the role that the fox symbol plays in character development in the novel. During writing instruction, students finish choosing evidence to respond to the Module Task 2 prompt. They organize evidence for the Module Task 2 prompt.

P A Prologue to lesson 24 is available for students who need additional support.

Learning Goals

Analyze the effect of symbolism in *A Single Shard*.

LEARNING TASK: Write a paragraph explaining how Park's unconventional use of the symbol of the fox contributes to the development of Crane-man's and Tree-ear's characters.

For Module Task 2, collect evidence to respond to a prompt.

LEARNING TASK: Collect and add evidence to the Evidence Organizer for Module Task 2.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Analyze Symbolism in *A Single Shard*
- **Respond:** Explain the Use of a Symbol
- **Write:** Collect Evidence

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*

STUDENTS

- *A Single Shard*
- Expectation and Reality of Fox Chart for *A Single Shard* (*Learn* book)
- journal
- Evidence Organizer for Module Task 2 (*Learn* book, Writing)
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapter 11 of *A Single Shard*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *A Single Shard*, passage 5 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at language reveal?
3. Tell students that they will explore the symbol of the fox and how it contributes to character development in *A Single Shard*.

LEARN 53 minutes

Read | Analyze Symbolism in *A Single Shard* | 23 minutes

1. Instruct students to fluently read with a partner the portion of page 115 from “Could it be?” to “pleased with himself.”
2. Instruct students to Think–Pair–Share to answer this question:

 **What does Tree-ear realize in this passage?**

Key Ideas

- doesn’t need to be afraid of foxes
 - that learning about something makes it less scary
3. Direct students to the Expectation and Reality of Fox Chart for *A Single Shard*, located in the *Learn* book. 

124 | Expectation and Reality of Fox Chart

A single shard: compare notes by comparing Tree-ear and Tree-ear's expectations of the fox and his expectations of the fox's reality.

Character	Expectation of Fox	Reality of Fox
Tree-ear		
Tree-ear		

4. Instruct students to read pages 82–83 from “Tree-ear spoke almost” to “found no sleep” and page 114 from “*It was a*” to “creature might spring,” annotating what Crane-man and Tree-ear expect of the fox.

Sample Annotations

Crane-man

- “Foxes were dreaded animals. They were not large or fierce ... but they were known to be fiendishly clever.” (82)
- “Some people even believed that foxes possessed evil magic. It was said that a fox could lure a man to his doom.” (82–83)
- “It stopped there, right in the middle of the path, grinning with all its teeth shining white, licking its lips, its eyes glowing, its broad tail swishing back and forth slowly, back and forth.” (83)

Tree-ear

- “The fox would stare at him, looking deep into his eyes, bewitching him until he rose to follow it to its lair.” (114)
- “He would never see Crane-man or Ajima again.” (114)
- “There would be nothing left of him but a pile of gnawed bones.” (114)
- “Had he been bewitched despite his efforts? Was he in the fox’s lair, conscious for one last moment before a painful, bloody death?” (114)
- “If he were to emerge from shelter, the fox would be there, waiting for him.” (114)

5. Ask these questions:

 **What do Crane-man and Tree-ear expect of the fox?**

 **How does the fox behave in reality?**

Key Ideas

Expectations of Fox

- **Crane-man:** a threat
- **Crane-man:** might attack him
- **Crane-man:** evil
- **Tree-ear:** would attack him
- **Tree-ear:** might lead him to his death
- **Tree-ear:** would bewitch him

Reality of Fox

- **Crane-man:** does not harm him
- **Tree-ear:** not something to be afraid of
- **Tree-ear:** something known now, and therefore less scary

6. Direct attention to the Expectation and Reality of Fox Chart for *A Single Shard*. Instruct students to add paraphrases of what Crane-man and Tree-ear expect of the fox and the reality of the fox to the Crane-man and Tree-ear rows.

7. Instruct students to Think–Pair–Share to answer these questions:

 **What happens to Crane-man as a result of seeing the fox?**

 **What happens to Tree-ear as a result of seeing the fox?**

Differentiation Support

To help students find evidence to describe what else happens to Crane-man and Tree-ear as a result of seeing the fox, direct students to pages 83–84 and 115.

Key Ideas

Crane-man

- stays away from temple
- realizes he would never be a monk
- ultimately united with Tree-ear

Tree-ear

- realizes that knowing things makes them less scary
- becomes braver

8. Instruct students to Mix and Mingle to answer these questions:

 **In what ways did Tree-ear and Crane-man “not know” foxes?**

 **Why is it easy to fear what we don’t know?**

Language Support

To help students understand the multiple meanings of *know*, provide an example sentence that uses *know* to mean “to understand” (e.g., You don’t know how much this means to me); *know* to mean “to be acquainted with” (e.g., I know her from school); and *know* to mean “to be aware of something” (e.g., I know Earth is round).

Respond | Explain the Use of a Symbol | 15 minutes

1. Remind students that a symbol is an object or picture that represents an idea.

Ask this question:



What do foxes usually symbolize in Korean folklore?

Reinforce the correct response: Foxes usually symbolize the idea of danger or threat, and people fear them.

2. Instruct students to Think–Pair–Share to answer this question:



How does Park use the symbol of the fox differently than traditional Korean folklore uses it?

Key Ideas

- The fox does not cause harm.
- The fox ultimately promotes positive change for the characters.
- The fox does not signal an actual threat to the characters.

3.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a paragraph explaining how Park’s unconventional use of the symbol of the fox contributes to the development of Crane-man’s and Tree-ear’s characters.

Analyze Student Progress

Monitor: Do students refer to the reality of Crane-man’s and Tree-ear’s experiences with a fox and connect it to an aspect of character development?

Offer Immediate Support: If students need additional support connecting the unconventional use of the symbol of the fox to Crane-man’s and Tree-ear’s character development, ask this question: What does Tree-ear believe about the fox before and after he survives the night?

Plan Future Practice: Students practice exploring character development in *A Single Shard* in lesson 25.

Write | Collect Evidence | 15 minutes

1. Direct students to the Evidence Organizer for Module Task 2, located in the *Learn* book. Remind students that in the previous lesson they began collecting evidence to support their response to the Module Task 2 prompt. Tell students that they will continue to add to their evidence organizer.
2. Instruct students to choose one of the pieces of evidence they collected and Think–Pair–Share to respond to this prompt:

... **Explain why you chose that piece of evidence to respond to the Module Task 2 prompt.**

Evidence Organizer

Module Task 2: Write a short response to the Prompt with Claim and Reason on the Record answer and respond to the prompt using evidence from the text to support your claim. Write on the lines provided.

Write with Claim and Reason

Claim	Reason	Evidence

Language Support

If possible, pair students who speak the same home language and instruct them to discuss their evidence.

Teacher Note

As needed, help students complete their evidence organizer by instructing them to assess their current evidence, and then ask this question: What other evidence do you need to support your claim?

3. **Introduce the learning task.** Instruct students to choose evidence to add to their evidence organizer.

Analyze Student Progress

Monitor: Do students choose evidence that directly responds to the Module Task 2 prompt?

Offer Immediate Support: If students need additional support choosing evidence, direct them to pages 65–67 and 69–70 for examples of Min’s and Kang’s celadon.

Plan Future Practice: Students practice collecting evidence for the End-of-Module Task in lesson 33.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

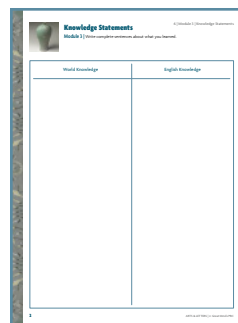
- What did you learn about Korean folklore?
- What did you learn from *A Single Shard*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Assign the follow-up work to read chapter 11 of *A Single Shard* before the next lesson.

Teacher Note

This chapter contains a reference to the Rock of Falling Flowers. Consider skipping this section (the portion of page 126 from “He straightened up” to “the edge, ashamed”) due to its sensitive content.

4. Conclude the lesson by inviting students to add their questions to the Question Board.



The image shows a page from a 'Learn' book titled 'Knowledge Statements' for 'Module 3'. It features a table with two columns: 'World Knowledge' and 'English Knowledge'. The table is currently empty, with only the headers visible. The page number '3' is visible in the bottom right corner.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.5.6 Vocabulary: MM.5.6.B

MM.11.6 Connections: MM.11.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.2.6 Planning: CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.a, CP.3.6.A.d, CP.3.6.A.f, CP.3.6.B

CP.4.6 Structure

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.C

DM.3.6 Schema Building



Lesson 25

Essential Question | How does tradition influence art?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students examine Tree-ear's journey to Songdo and its effect on his character development. They follow his journey as he encounters challenges and setbacks. This work prepares students to write an explanation of how the encounter on the mountain contributes to Tree-ear's character development. During writing instruction, students review their evidence choices for Module Task 2. They draft a thesis statement for Module Task 2.

P A Prologue to lesson 25 is available for students who need additional support.

Learning Goals

Explain major aspects of Tree-ear's journey to Songdo.

LEARNING TASK: Write an explanation of how the encounter on the mountain contributes to Tree-ear's character development.

For Module Task 2, draft a thesis statement.

LEARNING TASK: For Module Task 2, draft a thesis statement that presents a claim.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Tree-ear's Journey to Songdo in *A Single Shard*
- **Respond:** Explain Tree-ear's Character Development
- **Write:** Use Evidence to Write a Thesis Statement

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*

STUDENTS

- *A Single Shard*
- journal
- Checklist for Module Task 2 (*Learn book*, Writing)
- color-coded Writing Model for Module 3 (*Learn book*, Writing)
- Evidence Organizer for Module Task 2 (*Learn book*, Writing)
- Knowledge Statements for Module 3 (*Learn book*)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *A Single Shard*, passage 5 (*Learn book*, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will review the journey to Songdo in chapter 11 to explore how it affects Tree-ear's character development.

LEARN 53 minutes

Read | Examine Tree-ear's Journey to Songdo in *A Single Shard* | 23 minutes

1. Instruct students to annotate elements of conflict for the portion of pages 121–123 from “Tree-ear cleared his” to “of his captor” and the portion of page 125 from “Tree-ear breathed a” to “hear the crash.”

Sample Annotations

- “The man smiled, but Tree-ear did not like his smile. There was something unpleasant behind it.” (121)
- “He was one of the dreaded *toduk-nom*, the bandits who hid throughout the countryside ... only to rob weary travelers.” (122)
- “silently he swore to himself that this dog of a man would never win the *jiggeh* with its priceless contents” (123)
- “Tree-ear collapsed backwards—into the arms of another man who had stolen up the path behind him. A second robber.” (123)
- “Tree-ear kicked and struggled. His head crashed into the chin of his captor.” (123)
- “Tree-ear breathed a silent prayer of thanks. *Take the money—take anything. Just leave the vases alone.*” (125)

- “‘A little fun, as long as we’re up here.’ The robber picked up one of the vases. He stepped to the edge of the cliff—and flung it into the air. ... After an agony of silence, the crash of pottery was heard on the rocks far below.” (125)
- “‘No!’ Tree-ear screamed, an inhuman screech of utter desperation. The robber holding him lifted him off his feet and slammed him to the ground so hard that his breath left him.” (125)
- “With a yelp like a wounded dog, he put his hands over his ears so he would not hear the crash.” (125)

2. Ask this question:



What happens in this episode?

Reinforce the correct response: Tree-ear encounters two robbers who tear his *jiggeh* away and throw Min’s vases off the side of the mountain.

- 3. Form two groups.** Instruct the first group to read the portion of pages 85–86 from “He tucked them” to “cut his palm” and annotate how Tree-ear responds to the destruction of the vase. Instruct the second group to read the portion of pages 126–130 from “Failure. The most” to “the single shard” and annotate how Tree-ear responds to the robbery and destruction of his vases.

Teacher Note

The portion of page 126 from “He straightened up” to “the edge, ashamed” contains a reference to the Rock of Falling Flowers. Consider skipping this section due to its sensitive content.

Differentiation Support

To support multilingual learners with beginning and intermediate English proficiency, assign them to the first group for a shorter passage with fewer annotations.

Sample Annotations

- **first group:** “He tucked them hastily into his waist pouch and darted back to the cart.” (85)
- **first group:** “Tree-ear gripped the shards tightly. He cried out as he flung them into the river, not even noticing that one of them had cut his palm.” (86)
- **second group:** “He thought of returning to Min with this news, and his whole body shuddered. Nothing could be worse.” (126)
- **second group:** “it would take far more courage to face Min. He thought of his promise to Ajima, and besides, Crane-man was waiting for him. It was his duty to return.” (126)
- **second group:** “With a sudden cry of fury, Tree-ear picked up the *jiggeh* and threw it.” (127)
- **second group:** “Suddenly, a last flicker of hope flared within him.” (127)
- **second group:** “The pain was an echo—he remembered now. It was when he had thrown the shard from the first batch of ruined vases into the river in Ch’ulp’o. How long ago it seemed!” (129)
- **second group:** “he would journey on to Songdo and show the emissary the single shard” (130)

4. Form small groups that each include students from the first and second groups. Instruct students to work in their small groups to discuss these questions:

 **How does Tree-ear respond to the broken pottery in chapter 7?**

 **How does Tree-ear respond to the conflict in chapter 11?**

 **What is the difference between his first and second responses?**

Look for students to address key ideas in their discussions.

Key Ideas

- **chapter 7:** flings the pieces in the river in frustration
- **chapter 7:** doesn't see the point in keeping something broken
- **chapter 7:** doesn't realize that one of the shards cut his palm
- **chapter 11:** works to save the shard
- **chapter 11:** prefers to show the emissary something rather than nothing
- **differences:** first response is to feel defeated, second response is to continue his journey

Differentiation Challenge

Instruct students to read the portion of page 129 from “Across one side” to “been done it” and draw a palm-size interpretation of the single shard. Show students images of peony blossoms or a melon-shaped vase.

Respond | Explain Tree-ear's Character Development | 10 minutes

1. Facilitate a brief discussion of this question:



What changes do you notice in Tree-ear between chapter 7 and chapter 11?

2.  **Introduce the learning task.** Direct students to their journals. Instruct them to write an explanation of how the encounter on the mountain contributes to Tree-ear's character development.

Analyze Student Progress

Monitor: Do students use evidence that shows Tree-ear's character has developed because of the encounter on the mountain?

Offer Immediate Support: If students need additional support finding evidence that the encounter on the mountain contributes to Tree-ear's character development, direct them to their notes on page 86 of *A Single Shard*.

Plan Future Practice: Students practice connecting Tree-ear's experiences to his development in *A Single Shard* in lesson 31.

3. Invite a few students to share their responses. Use responses to emphasize that the fight is difficult and stressful, but it also brings out Tree-ear's bravery and maturity.

Differentiation Challenge

To encourage students to consider cause and effect, ask this question: What would have happened had Tree-ear decided not to continue on his journey after his fight with the bandits?

Write | Use Evidence to Write a Thesis Statement | 20 minutes

1. Direct students to the Checklist for Module Task 2, located in the *Learn* book. Direct attention to this row: has a thesis statement that presents a claim. Tell students that today they will use the evidence they collected to draft a thesis statement.
2. Direct students to the color-coded Writing Model for Module 3, located in the *Learn* book. Read aloud the thesis statement. Ask this question:

... **What claim does this thesis statement present?**

Reinforce the correct response: The thesis statement presents the claim that Tree-ear's determination is the most important quality for his success.

3. Direct students to this row: uses a clear structure to organize the claim, reasons, and evidence.

Direct attention to the writing model, and instruct students to annotate the reasons presented to support the claim. Invite a few students to share their annotations.

Reinforce the correct response: The reasons for the claim are that Tree-ear's determination leads him to work with Min and that it keeps him committed during the challenging start of that work.

4. Direct students to the Evidence Organizer for Module Task 2, located in the *Learn* book. Instruct students to review their evidence and to develop a claim in response to the Module Task 2 prompt.
5. Tell students to orally rehearse their claim with a partner.

Checklist
Module Task 2: Write a thesis statement in response to the Module Task 2 prompt. Review the checklist and use it to guide your writing.

	Review 1	Review 2
Knowledge		
shows knowledge of the tradition of reliable poetry	☐	☐
shows knowledge of the way things contribute to reliable poetry	☐	☐
Writing		
uses an introduction to state the main claim and provide background information on the topic	☐	☐
has a thesis statement that presents a claim	☐	☐
uses a clear structure to organize the claim, reasons, and evidence	☐	☐
has relevant evidence from a single source	☐	☐
uses other sources to show how the evidence supports the claim	☐	☐
uses information to explain evidence and develop an understanding of the claim	☐	☐
uses a variety of evidence to reflect on the claim presented	☐	☐
uses a formal writing style	☐	☐
Language		
uses precise language and topic-specific vocabulary to explain ideas	☐	☐
uses a variety of sentence structures to develop ideas	☐	☐
uses appropriate words correctly	☐	☐

Evidence Organizer
Module Task 2: Write a thesis statement in response to the Module Task 2 prompt. Review the checklist and use it to guide your writing.

Thesis with Claim and Reason

Source	Min	King

6.  **Introduce the learning task.** Instruct students to use evidence from their organizers to draft a thesis statement that presents a claim in response to the Module Task 2 prompt.

Analyze Student Progress

Monitor: Do students' thesis statements contain a claim?

Offer Immediate Support: If students need additional support drafting a thesis statement, instruct them to annotate evidence on their organizers, and ask this question: What does your evidence suggest about who might have contributed more to the tradition of celadon pottery, Min or Kang?

Plan Future Practice: Students practice drafting a thesis statement for the End-of-Module Task in lesson 36.

LAND 5 minutes

Reflect on Learning

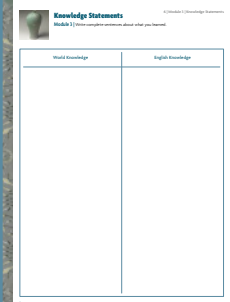
1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about Tree-ear's development?
- What did you learn from *A Single Shard*?
- What did you learn to do?



2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.A, MM.4.6.B

MM.7.6 Structure: MM.7.6.A, MM.7.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.2.6 Planning: CP.2.6.B, CP.2.6.D

CP.3.6 Content

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.a, CP.4.6.B, CP.4.6.B.a

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 26

Essential Question | How does tradition influence art?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students learn about sijo, a Korean verse form. They write the requirements of sijo in their own words and read examples of sijos. This work prepares students to write their own sijo. During writing instruction, students review structure and elaboration. They elaborate on evidence for Module Task 2.

P A Prologue to lesson 26 is available for students who need additional support.

Learning Goals

Demonstrate an understanding of the requirements of a sijo.

LEARNING TASK: Write a sijo.

For Module Task 2, elaborate on evidence.

LEARNING TASK: For Module Task 2, elaborate on evidence.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Sijos
- **Respond:** Write a Sijo
- **Write:** Elaborate on Evidence

LAND

Synthesize Learning

Materials

TEACHER

- *A Single Shard*
- “Can You Sijo?” (digital platform)
- Artistic Process Chart (lesson 13)

STUDENTS

- *A Single Shard*
- “Can You Sijo?” (*Learn* book)
- journal
- Argument Essay Outline for Module Task 2 (*Learn* book, Writing)
- Evidence Organizer for Module Task 2 (*Learn* book, Writing)
- Checklist for Module Task 2 (*Learn* book, Writing)

Preparation

- Determine how to display the poems for the Gallery Walk. See the Respond section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *A Single Shard*, passage 5 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
3. Tell students that they will learn more about a type of poetry called sijo.

LEARN 53 minutes

Read | Examine Sijos | 15 minutes

1. Direct students to “Can You Sijo?,” located in the *Learn* book. Instruct students to read the portion of text from “Have you ever” to “with political meanings.” Direct students to their journals, and tell them to write in their own words the characteristics of sijos.

Teacher Note

Based on your students’ knowledge, briefly explain that haiku is a Japanese poetic form consisting of three lines with five syllables in the first and third line and seven syllables in the second.

Key Ideas

- There should be three lines.
 - Each line should have 14 to 16 syllables.
 - The first two lines introduce and develop a problem.
 - The third line gives closure to the problem.
 - The end includes some kind of unexpected result.
2. Direct students to the first sijo, by Hwang Chin-I, beginning with “Oh that I.” Read aloud the sijo.



3. Instruct students to read the sijo silently and write in their journals what they notice and wonder.

Facilitate a brief discussion of what students notice and wonder.

4. Think aloud to explain the sijo's problem, solution, and unexpected result.

5. Pair students and assign one of the following sijos to each pair:

- **Sin Hum**—"Snowfall blankets the"
- **Yon Son-do**—"You ask how"

Instruct students to identify the problem, solution, and unexpected result in their assigned sijo.

6. Ask these questions:



What is unexpected about the poem's final line?



What does this line help you understand about the meaning of the poem?

Language Support

Provide student-friendly definitions of "crescent moon," "brushwood gate," and "comrade."

Differentiation Support

To help students identify the problem in their assigned sijo, direct attention to the first two lines and ask this question: What does the poet want? To help students identify the solution, direct attention to the third line and ask this question: How can the poet get what they want? To help students identify the unexpected result, ask this question: What element does the very end of the poem suggest that we don't necessarily see or grasp at the beginning?

Sample Think Aloud

The first line shows that the poet really appreciates the winter night and wants to save it. The problem is that nobody can really save any particular day or time. However, the second line uses a metaphor to propose a solution: The poet wants to fold the night into a quilt made of the spring moon, which means they want to save the night until spring. The third line shows an unexpected result: The reason the poet wants to save the night is not just so they can experience it themselves, but so they can share it with a loved one.

7. Instruct each pair to link with a pair that studied the other sijo. Tell students to fluently read aloud their sijo for their new group before explaining it. Listen for students to address key ideas in their discussions.

Key Ideas

Sin Hum

- **problem:** The poet's home is buried in snow, and nobody will come to see them.
- **solution:** The poet is not totally alone, because the moon is smiling down.
- **unexpected result:** The moon is the poet's "truest friend," even though it is not a person.

Yon Son-do

- **problem:** The poet is asked how many friends they have and lists elements of nature.
- **solution:** The poet is content with their "five companions."
- **unexpected result:** The poet does not list a human companion.

Differentiation Challenge

Instruct students to annotate references to nature in their assigned sijo, and then use those references to create an illustration accompanying their sijo.

Respond | Write a Sijo | 15 minutes

1. Ask this question:



What commonality do you notice in the topics of the sijo?

Reinforce the correct response: They are all focused on nature.

2. Tell students that they will write a sijo of their own. Direct students to their journals, and instruct them to Jot–Pair–Share to respond to this prompt:



List some possible topics for your sijo. Remember to think of a problem, and how it could be solved in an unexpected way.

Encourage students to think of how they could incorporate nature into their problem and solution.

3.  **Introduce the learning task.** Direct attention to the sijo requirements students wrote at the beginning of the lesson. Instruct students to write a sijo in their journals.

Analyze Student Progress

Monitor: Do students include a problem, solution, and unexpected result in their sijos?

Offer Immediate Support: If students need additional support writing their sijos, instruct them to circle one topic from their list of possible topics. Ask these questions: What is the problem this topic presents? What is the solution? Tell students to answer as briefly as they can, and then count their syllables to ensure that they have 14 to 16 per line.

Plan Future Practice: Students practice expressing knowledge gained from “Can You Sijo?” in lesson 32.

4. Lead students in a Gallery Walk to share their sijos.
5. Display the Artistic Process Chart. Reinforce that making pottery and writing poetry are both creative processes. Instruct students to Think–Pair–Share to respond to this prompt:

 **Compare and contrast the process for writing a sijo with the process of making pottery.**

Key Ideas

- Potters sketch designs; writers jot down initial ideas.
- Pottery takes a specific shape on a wheel; sijos have a specific number of lines and syllables.
- Potters might make multiple replicas of a pot; writers might write multiple drafts of a sijo.

Artistic Process Chart

1. Sketch the design.
2. Gather and drain clay.
3. Shape a vessel on the wheel.
4. Incise decorations using sharp tools.
5. Make multiple replicas.
6. Dip pottery in glaze.
7. Put pottery into the kiln.
8. Make and tend fire in kiln.

6. Tell students that in the next lesson they will read a sijo written by Linda Sue Park.

- ### Argument Essay Outline

Thesis (Th1): List your thesis or your argument using a response to Thes1 or Thes2.

Paragraph (Pa1): Use a topic sentence to list the evidence of evidence paragraph (Write an answer that presents a relevant reason for the claim with evidence and evidence).

Introduction

Thesis with Claim and Reason

Topic Sentence (Pa1)

Evidence and Evaluation

Evidence Organizer

Thesis (Th1): List your thesis or your argument to the reader with Claim and Reason to the reader. Respond with evidence and evidence.

Paragraph (Pa1): Use a topic sentence to list the evidence of evidence paragraph (Write an answer that presents a claim and supports the claim with evidence and evidence).

Thesis with Claim and Reason

Source	Site	Link

Checklist

Thesis (Th1): List your thesis or your argument to the reader with evidence of evidence paragraph (Write an answer that presents a claim and supports the claim with evidence and evidence).

	Reason 1	Reason 2
Knowledge		
shows knowledge of the evidence of evidence paragraph	☐	☐
shows knowledge of the evidence of evidence paragraph	☐	☐
Writing		
uses an introduction to state the reader's attention and possible knowledge of evidence in the topic	☐	☐
has a thesis statement that presents a claim	☐	☐
uses a clear structure to organize the claim, evidence, and evidence	☐	☐
has relevant evidence from a single source	☐	☐
uses clear reasons to show how the evidence supports the claim	☐	☐
uses elaboration to explain evidence and identify its relationship to the claim	☐	☐
uses an explicit conclusion to reflect on the claim presented	☐	☐
uses a formal writing style	☐	☐
Language		
uses precise language and topic-specific vocabulary to explain ideas	☐	☐
uses details to set off sources (quotation, paraphrase)	☐	☐
uses clear appropriate words correctly	☐	☐

Instruct students to annotate or highlight their chosen evidence by using two different symbols or colors, one to represent each point.

7. Instruct students to transfer their chosen evidence from their organizers to the appropriate Evidence boxes on their argument essay outlines.
8. Remind students that elaboration explains the importance of the evidence or connects the evidence to the claim. Instruct students to orally rehearse with their partner elaboration that explains the importance of the evidence or connects the evidence to the claim.
9.  **Introduce the learning task.** Instruct students to add elaboration sentences to their outlines that explain evidence or identify its relationship to the claim.

Analyze Student Progress

Monitor: Do students write elaboration sentences that explain the importance of their evidence or connect the evidence to their claim?

Offer Immediate Support: If students need additional support explaining the importance of their evidence, ask these questions: How does your evidence support the claim in your thesis? What does it show about either Min or Kang contributing to the tradition of celadon?

Plan Future Practice: Students practice elaborating on evidence for the End-of-Module Task in lesson 36.

10. Remind students that transitions can connect, contrast, or strengthen the relationships among the claim, reasons, and evidence. Instruct students to review their evidence and elaboration statements. Direct students to their journals, and instruct them to Jot–Pair–Share to answer this question:



Where could you incorporate transitions to connect, contrast, or strengthen the relationship between the evidence and the claim?

Language Support

To help students use a transition word or phrase, direct attention to the Transition Words and Phrases Chart.

11. Instruct students to incorporate transition words or phrases into their evidence and elaboration statements.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:

 **How does tradition influence art?**

2. Use responses to reinforce this Knowledge Thread:
 - Art is influenced by, but also innovates upon, the cultural traditions of specific communities.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- How do sijos contribute to poetic tradition in Korea?
- How can people innovate on the sijo tradition?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A, MM.1.6.B

MM.7.6 Structure: MM.7.6.A, MM.7.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.b, MM.12.6.B, MM.12.6.B.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.D, CP.1.6.H, CP.1.6.I

CP.2.6 Planning: CP.2.6.C, CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.a, CP.3.6.A.d

CP.4.6 Structure: CP.4.6.B, CP.4.6.B.c

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.E

BU.2.6 Discovery and Evidence: BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 27

Essential Question | How does tradition influence art?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students examine the poem “Botany Lesson.” They explore its subject matter and its relationship to *A Single Shard*. This work prepares students to write an explanation of how “Botany Lesson” and *A Single Shard* approach the topics of struggle, survival, and thriving. During writing instruction, students review the introduction of the writing model. They examine effective hooks, which prepares them to write a potential hook for Module Task 2.

Learning Goals

Analyze major elements of “Botany Lesson.”

 **LEARNING TASK:** Write an explanation of how “Botany Lesson” and *A Single Shard* approach the topics of struggle, survival, and thriving.

Examine the hook in the Writing Model for Module 3.

 **LEARNING TASK:** For Module Task 2, write a potential hook.

Vocabulary

botany (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine “Botany Lesson”
- **Respond:** Explain Differing Approaches of “Botany Lesson” and *A Single Shard*
- **Write:** Write Hooks for an Introduction

LAND

Synthesize Learning

Materials

TEACHER

- “Botany Lesson” (digital platform)
- *A Single Shard*
- Notice and Wonder Checklist for “Botany Lesson” (*Learn book*)

STUDENTS

- “Botany Lesson” (*Learn book*)
- *A Single Shard*
- Notice and Wonder Checklist for “Botany Lesson” (*Learn book*)
- journal
- Module Task 2 (*Learn book*, Writing)
- Checklist for Module Task 2 (*Learn book*, Writing)

- color-coded Writing Model for Module 3 (*Learn book*, Writing)
- Argument Essay Outline for Module Task 2 (*Learn book*, Writing)

Preparation

- Determine how to display the questions for the Chalk Talk. See the Read section for details.

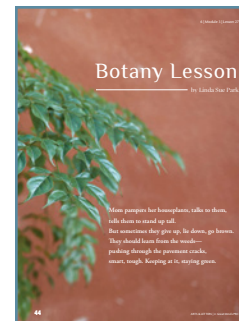
Follow-Up

- Before the next lesson, students read chapter 12 of *A Single Shard*.
- Students complete day 4 of Fluency Practice for *A Single Shard*, passage 5 (*Learn book*, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “Botany Lesson.”
2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
3. Tell students that they will build knowledge about the poem “Botany Lesson” and its connection to Tree-ear’s character.

**LEARN** 53 minutes

Read | Examine “Botany Lesson” | 18 minutes

1. Direct students to “Botany Lesson,” located in the *Learn* book. Instruct students to follow along as you read it aloud.
2. Instruct students to fluently read “Botany Lesson” with a partner.
3. Display the Notice and Wonder Checklist for “Botany Lesson,” and direct students to the page in their *Learn* book.
4. Instruct students to use the checklist to notice and wonder about the text.
5. Instruct students to Think–Pair–Share to answer this question:

... **What do you notice and wonder?**

6. Add responses to the class checklist.
7. Introduce the vocabulary term *botany* by displaying the term and definition. Engage students in Vocabulary Exploration.

Definition

botany (n.): a branch of science that deals with plant life

8. Ask this question:



What connection do you notice between botany and this poem?

Key Ideas

- Plants are often green, and *green* is the last word in the poem.
- Botany is the study of plants, and this poem seems to be all about plants.

9. Tell students that they will complete a Chalk Talk to explore elements of “Botany Lesson.”

10. Display the following questions around the room, and instruct students to begin a Chalk Talk.

- What does it mean to pamper houseplants?
- What do the houseplants do in response to being pampered?
- How are weeds different from houseplants?
- Which has more advantages—houseplants or weeds?

11. Look for students to address key ideas in their silent discussions.

Key Ideas

- **pampering houseplants:** talking to them, encouraging them to grow tall
- **houseplant responses:** sometimes give up, sometimes lie down, sometimes go brown
- **how weeds are different:** push through pavement cracks, are smart and tough, keep at it, stay green
- **advantages:** weeds, because they can grow independently, don’t need pampering and are strong enough to find a way to grow

Respond | Explain Differing Approaches of “Botany Lesson” and *A Single Shard* | **15 minutes**

1. Direct students to *A Single Shard*. Ask these questions:

 **How is Tree-ear similar to a houseplant?**

 **How is Tree-ear similar to a weed?**

Differentiation Support

To help students identify Tree-ear’s similarities to a houseplant and to a weed, ask students to name a few of Tree-ear’s characteristics and think which would most apply to a houseplant or a weed in “Botany Lesson.”

Key Ideas

Houseplant

- Tree-ear sometimes fails Min, like a houseplant sometimes fails to grow.
- Tree-ear is deeply connected to the people around him, such as Crane-man, like the houseplants are deeply connected to “Mom.”
- Crane-man supports Tree-ear and encourages him to stand tall like a houseplant.

Weed

- Tree-ear is willing to work through the frustration and challenges of learning how to get clay, even when he is in pain.
- Tree-ear is humble.
- Tree-ear pushes through hard things, like denying himself food for Crane-man.

2. Instruct students to Think–Pair–Share to answer this question:

 **How do “Botany Lesson” and *A Single Shard* each address the ideas of struggle, survival, and thriving?**

Key Ideas

“Botany Lesson”

- Weeds struggle for survival and thrive naturally.
- Weeds are not pampered like houseplants.
- Weeds are independent, smart, and strong without any help.

A Single Shard

- To thrive, Tree-ear must learn from others such as Crane-man, Ajima, and Min.
- Tree-ear productively struggles with frustration as he learns to be a potter.
- As shown in his journey to Songdo, Tree-ear thrives when he combines what he has learned from others with his independent strength.

3.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a paragraph explaining how “Botany Lesson” and *A Single Shard* approach the topics of struggle, survival, and thriving.

Analyze Student Progress

Monitor: Do students include relevant evidence from “Botany Lesson” and *A Single Shard* in their explanations?

Offer Immediate Support: If students need additional support finding relevant evidence from “Botany Lesson” and *A Single Shard* to support their responses, direct them to their notes, and instruct them to identify a time when Tree-ear survived something.

Plan Future Practice: Students express knowledge gained from “Botany Lesson” in lesson 32.

- Tell students that they will now focus on catching the reader's attention with a hook.

- Reinforce the correct response: “There are certain qualities that allow a person to thrive in life regardless of the circumstances they are faced with. In times of adversity, a person’s ability to persevere can mean the difference between success and failure.”

-  **What type of hook does the writing model use?**

Reinforce the correct response: strong statements.

[illegible]

Checklist Module 10 10 Does this or long sentences contain the tradition of urban poetry? 100 or more that present a clear and specific vision and/or opinion and/or attitude? <th colspan="2">K.10.000.01 Writing</th>		K.10.000.01 Writing	
Knowledge does knowledge of the tradition of urban poetry Does knowledge of this or things contribute to urban poetry	Question 1 ☐ Question 2 ☐	Question 1 ☐ Question 2 ☐	Question 1 ☐ Question 2 ☐
Writing use an introduction to catch the reader's attention and provide background information on the topic has a thesis statement that presents a claim use a clear main idea to organize the claim, evidence, and reasons use clear evidence to support the claim (e.g., a single text) use their reasons to show how the evidence supports the claim use clear evidence and reasoning to clearly link the reasons to the claim use clear evidence and reasoning to clearly link the reasons to the claim use a formal writing style	Question 1 ☐ Question 2 ☐ Question 3 ☐ Question 4 ☐ Question 5 ☐ Question 6 ☐ Question 7 ☐ Question 8 ☐ Question 9 ☐ Question 10 ☐	Question 1 ☐ Question 2 ☐ Question 3 ☐ Question 4 ☐ Question 5 ☐ Question 6 ☐ Question 7 ☐ Question 8 ☐ Question 9 ☐ Question 10 ☐	Question 1 ☐ Question 2 ☐ Question 3 ☐ Question 4 ☐ Question 5 ☐ Question 6 ☐ Question 7 ☐ Question 8 ☐ Question 9 ☐ Question 10 ☐
Language use precise language and topic-specific vocabulary to explain ideas use a variety of all of grammatical forms and structures to convey meaning write clearly and supportively with correctly	Question 1 ☐ Question 2 ☐	Question 1 ☐ Question 2 ☐	Question 1 ☐ Question 2 ☐

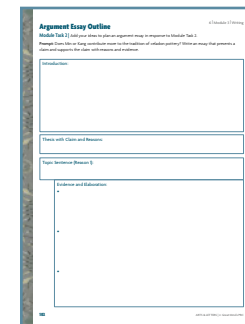
6. Direct students to their journals. Instruct them to Jot–Pair–Share to generate one additional hook for the writing model.

Language Support

To help students generate hooks for the writing model, provide these sentence frames:

- Something striking about Tree-ear’s success in the first four chapters of *A Single Shard* is _____.
- The most interesting event involving determination or observation in the first four chapters of *A Single Shard* is _____.
- A question that I still have about how character traits contribute to success is _____?

7.  **Introduce the learning task.** Direct students to the Argument Essay Outline for Module Task 2, located in the *Learn* book. Instruct them to write a possible hook for their Module Task 2 introductions.



The form is titled "Argument Essay Outline" and includes instructions: "Write the topic of your argument essay in response to Module Task 2. Arrange your ideas of long sentences into the number of paragraphs you want to write. Use the space to write your topic, thesis statement, and evidence." The form has four main sections: "Introduction", "Thesis with Claim and Reasons", "Topic Sentence (Paragraph 1)", and "Evidence and Elaboration".

Analyze Student Progress

Monitor: Do students’ hooks create interest in the topic using a question, an interesting fact, or a strong statement?

Offer Immediate Support: If students need additional support writing a hook, ask this question: Which type of hook would be most effective for the topic of your essay: a question, a quotation, a definition, or a fact related to your topic?

Plan Future Practice: Students practice drafting an introduction that catches the reader’s attention for the End-of-Module Task in lesson 36.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How does tradition influence art?

2. Use responses to reinforce this Knowledge Thread:
 - Art is influenced by, but also innovates upon, the cultural traditions of specific communities.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about struggle, survival, and thriving?
- What did you learn from *A Single Shard*?
- What did you learn to do?

3. Assign the follow-up work to read chapter 12 of *A Single Shard* before the next lesson.

ACHIEVEMENT DESCRIPTORS



Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.A.a, MM.5.6.C

MM.11.6 Connections: MM.11.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.A.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.2.6 Planning: CP.2.6.B, CP.2.6.D

CP.3.6 Content

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.a

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A

BU.2.6 Discovery and Evidence: BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 28

Essential Question | How does tradition influence art?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review chapter 12 of *A Single Shard* and examine the final stage in Tree-ear's journey to Songdo. They identify how he exhibits determination and examine the results of his efforts. This work prepares students to summarize the outcome of Tree-ear's journey. During writing instruction, students examine the background information from the introduction of the writing model. They add background information to their introduction for Module Task 2.

P A Prologue to lesson 28 is available for students who need additional support.

Learning Goals

Summarize a character's accomplishments.

LEARNING TASK: Summarize what Tree-ear accomplishes at the end of his journey.

Examine background information in the writing model.

LEARNING TASK: For Module Task 2, write an introduction incorporating background information and topic-specific vocabulary.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Tree-ear's Journey in *A Single Shard*
- **Respond:** Summarize the Outcome of Tree-ear's Journey
- **Write:** Write Background Information

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*

STUDENTS

- *A Single Shard*
- journal
- Checklist for Module Task 2 (*Learn* book, Writing)
- Writing Model for Module 3 (*Learn* book, Writing)
- Module Task 2 (*Learn* book, Writing)
- Argument Essay Outline for Module Task 2 (*Learn* book, Writing)
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- Determine how to display the question words for Question Corners. See the Respond section for details.

Follow-Up

- Before the next lesson, students read chapter 13 of *A Single Shard*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *A Single Shard*, passage 5 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will explore the conclusion of Tree-ear's journey to Songdo.

LEARN 53 minutes

Read | Examine Tree-ear's Journey in *A Single Shard* | 25 minutes

1. Direct students to chapter 12 of *A Single Shard*. Instruct them to read the portion of pages 131–136 from “The next several” to “looked at Tree-ear” and annotate examples of Tree-ear's determination.

Sample Annotations

- “Tree-ear walked and walked. The sun shone; he walked. Rain poured; he walked. From sunrise until dark he walked without stopping.” (131)
- “Only once did he pause.” (131)
- “It was useless to wonder. Tree-ear turned his mind back to his task.” (133)
- “Tree-ear paused before he spoke. ‘I do not wish to displease the honorable gentleman, but I will not show what I have brought to anyone but the emissary.’ He drew in a silent breath to quell the small nudge of anxiety.” (134)
- “‘Then I will wait for his convenience,’ said Tree-ear. He looked directly at the man.” (134)
- “As he bent down, his courage suddenly fled, leaving his knees as weak as reeds. *I must be hungry*, he thought as he straightened his body.” (136)

Invite a few students to share their annotations.

2. Ask this question:



What is Tree-ear determined to achieve in his conversation with Emissary Kim?

Reinforce the correct response: to secure a royal commission for Min.

3. Direct students to their journals, and instruct them to Jot–Pair–Share to answer this question:



Do you think Tree-ear behaves in a moral way on his journey?

4. Instruct students to read the portion of pages 136–139 from “Tree-ear bowed low” to “molded into words,” and annotate details about the shard Tree-ear presents to Emissary Kim.

Sample Annotations

- “How odd it looked, with its rough frame of clay. But the inlay work was still delicate and clear, the glaze still fine and pure.” (137)
- “It is but a fragment, Honorable Emissary. And yet, I believe that it shows all of my master’s skill.” (137)
- ““‘Radiance of jade and clarity of water’—that is what is said about the finest celadon glaze. It is said of very few pieces.’ He paused for a moment and held the shard up before him. ‘I say it of this one.’” (138)
- “And the inlay work ... remarkable.” (138)

5. Instruct students to sketch an image of the shard in their journals.

Language Support

To help students understand the emissary’s descriptive phrasing—“radiance of jade and clarity of water”—explain that this expression was historically used to describe celadon. Display one picture of jade and one picture of clear water. Instruct students to briefly write in response to this question: How is the color of celadon similar to that of both jade and water?

6. Instruct students to Think–Pair–Share to answer these questions:



How does Emissary Kim respond when Tree-ear presents him with a single shard? Why?

Reinforce the correct responses: Emissary Kim awards Min the royal commission because he can tell, through the shard alone, that Min is a skilled potter.

Respond | Summarize the Outcome of Tree-ear’s Journey | 15 minutes

1. Explain that journeys often result in some kind of change. Display these phrases around the room:
 - Min’s artwork
 - Min’s situation
 - The emissary’s situation
 - Tree-ear’s self-image
2. Tell students that they will follow the instructional routine Question Corners to expand sentences that state how each phrase changed as a result of Tree-ear’s journey. Explain how this routine works. First, students decide which phrase they want to expand to demonstrate a change. Next, they move to the area of the room labeled with that phrase. Finally, students share their expanded sentence. If time allows, students may move to a new phrase and repeat the routine.

Differentiation Support

To help students expand sentences using the question phrases, provide a sentence frame: “[Question phrase] changes because _____.”

Key Ideas

- Min’s situation changes because he receives a royal commission and will have financial support for his artwork.
- The emissary’s situation changes because he receives proof of how beautiful Min’s artwork is and finds a new artist to support.
- Tree-ear’s self-image changes because he achieves his goal and finds self-confidence.

3.  **Introduce the learning task.** Instruct students to summarize in their journals what Tree-ear accomplishes at the end of his journey.

Analyze Student Progress

Monitor: Do students write summaries that include accurate, text-based responses about Tree-ear's accomplishments?

Offer Immediate Support: If students need additional support writing a summary, instruct them to think about what Tree-ear accomplishes for Min and what Tree-ear accomplishes for himself.

Plan Future Practice: Students practice connecting Tree-ear's experiences to his character development in lesson 31.

4. Remind students of Crane-man's words on page 107: "Of all the problems you may meet on your journey, it will be people who are the greatest danger. But it will also be people to whom you must turn if ever you are in need of aid. Remember this, my friend, and you will travel well."

Ask this question:



How do Crane-man's words foreshadow Tree-ear's experiences?

Key Ideas

- The bandits prove that people are Tree-ear's greatest danger.
- People sometimes offer Tree-ear food and water during his journey.
- The soldiers and official do not make it easy for Tree-ear to see the emissary.
- The emissary accepts Tree-ear's visit and awards Min a commission.

Differentiation Challenge

To deepen students' thinking about Tree-ear's journey, lead them in debating whether the journey would have been worthwhile even if the emissary had not awarded Min a commission.

Write | Write Background Information | 13 minutes

1. Assess and activate prior knowledge by asking this question:

 **What background information should an author include in an introduction?**

Key Ideas

- information that clarifies the topic
 - information that provides context
 - information that prepares readers to understand the thesis statement
2. Direct students to the Checklist for Module Task 2, located in the *Learn* book. Read aloud this row in the Writing section: uses an introduction to catch the reader's attention and provide background information on the topic.
 3. Direct students to the Writing Model for Module 3, located in the *Learn* book. Instruct students to read the introduction and Think–Pair–Share to answer this question:

 **What background information does the introduction provide?**

Key Ideas

- the concept of personal qualities that can help people thrive
- the specific importance of perseverance
- the text title: *A Single Shard*
- who Tree-ear is and what key trait he demonstrates

Checklist
Module Task 2: Does this writing section meet the standards of a good introduction? Write an essay that presents a claim and supports the claim with reason and evidence.

	Exceeds	Meets
Knowledge		
shows knowledge of the traditions of a culture or country	☐	☐
shows knowledge of a culture's contributions to a culture's history	☐	☐
Writing		
uses an introduction to catch the reader's attention and provide background information on the topic	☐	☐
has a clear statement that presents a claim	☐	☐
uses a clear structure to organize the ideas, reasons, and evidence	☐	☐
has relevant evidence from a single source	☐	☐
uses clear reasons to show how the evidence supports the claim	☐	☐
uses additional evidence to explain and identify its relationship to the claim	☐	☐
uses a clear conclusion to reflect on the claim presented	☐	☐
uses a formal writing style	☐	☐
Language		
uses precise language and logic; specifically, vocabulary to explain ideas	☐	☐
uses details to set off important elements	☐	☐
uses appropriate words correctly	☐	☐

4. Direct students to Module Task 2, located in the *Learn* book. Direct attention to the prompt: Does Min or Kang contribute more to the tradition of celadon pottery? Write an essay that presents a claim and supports the claim with reasons and evidence.

Ask this question:



What background information could you include in an introduction for Module Task 2?

Key Ideas

- what makes celadon pottery unique
- the lives of potters in ancient Korea
- the role of innovation and precision in creating art

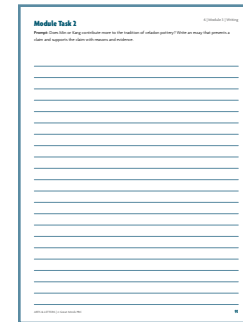
5. Tell students that they will need to use topic-specific vocabulary to provide appropriate context for Min's and Kang's artistic contributions. Explain that topic-specific vocabulary includes terms that are unique to a particular specialized topic, such as celadon pottery. Ask this question:



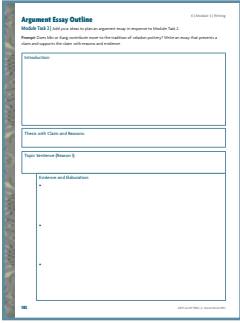
What topic-specific vocabulary terms might you use to deliver background information about celadon pottery?

Key Ideas

- glaze
- kiln
- jade
- commission
- inlay technique



6.  **Introduce the learning task.** Direct students to their Argument Essay Outline for Module Task 2, located in the *Learn* book. Instruct students to write their introduction, incorporating background information and topic-specific vocabulary.



Argument Essay Outline

Module Task 2: Celadon glazes are a type of glaze that is used to create a greenish-yellow color on pottery. Celadon glazes are a type of glaze that is used to create a greenish-yellow color on pottery. Celadon glazes are a type of glaze that is used to create a greenish-yellow color on pottery.

Thesis with Claim and Reason:

Topic Sentence (Reason 1):

Evidence and Elaboration:

Analyze Student Progress

Monitor: Do students include topic-specific vocabulary terms related to celadon pottery in their introductions?

Offer Immediate Support: If students need additional support using topic-specific vocabulary, direct them to the Artistic Process Chart, the 5 W's and 1 H for Royal Commissions, and their notes on Kang's innovation.

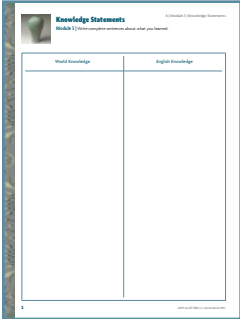
Plan Future Practice: Students practice drafting an introduction for the End-of-Module Task in lesson 36.

LAND 5 minutes

Reflect on Learning

1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**



Knowledge Statements

Module 3: Knowledge Statements

World Knowledge	English Knowledge

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about Tree-ear's journey?
- What did you learn from *A Single Shard*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Assign the follow-up work to read chapter 13 of *A Single Shard* before the next lesson.
4. Conclude the lesson by inviting students to add their questions to the Question Board.

ACHIEVEMENT DESCRIPTORS



Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.3.6 Summary: MM.3.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.A, MM.4.6.B

MM.7.6 Structure: MM.7.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a



Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.2.6 Planning: CP.2.6.B, CP.2.6.D

CP.3.6 Content

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.a

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 29

Essential Question | How does tradition influence art?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students conclude their reading of *A Single Shard*. They review chapter 13 to determine what Tree-ear learns when he returns to Ch'ulp'o. This work prepares students to explain how the changes in Tree-ear's life affect his future plans. During writing instruction, students examine the conclusion in the writing model. This work prepares them to outline their conclusion for Module Task 2.

P A Prologue to lesson 29 is available for students who need additional support.

Learning Goals

Explain Tree-ear's future plans.

LEARNING TASK: Write an explanation of how the changes in Tree-ear's life affect his future plans.

Examine the conclusion in the writing model.

LEARNING TASK: For Module Task 2, outline the conclusion.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Tree-ear's Life Changes
- **Respond:** Explain Tree-ear's Future Plans
- **Write:** Examine a *So What?* Conclusion

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*

STUDENTS

- *A Single Shard*
- journal
- Writing Model for Module 3 (*Learn* book, Writing)
- Checklist for Module Task 2 (*Learn* book, Writing)
- Argument Essay Outline for Module Task 2 (*Learn* book, Writing)
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *A Single Shard*, passage 6 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will conclude their reading of *A Single Shard* and discuss what Tree-ear learns in the final chapter.

LEARN 53 minutes

Read | Identify Tree-ear's Life Changes | 23 minutes

1. Direct students to chapter 13 of *A Single Shard*. Instruct them to read pages 140–141 from “The journey by” to “toward the stream.” Direct students to their journals, and instruct them to annotate words and phrases that show how Tree-ear feels upon his return to Ch’ulp’o.

Differentiation Support

Remind students that a character’s actions often hint at their feelings. Ask this question: What action in chapter 13 hints at how Tree-ear is feeling?

Sample Annotations

- “tingling impatience” (140)
- “eagerness” (140)
- “had to stop himself from leaping” (140)
- “could not keep himself from smiling” (141)
- “felt his smile grow broader” (141)
- “scampered through the yard” (141)

Invite a few students to share their annotations.

2. Instruct students to read the portion of pages 141–143 from “Tree-ear bowed” to “seen him so.” Ask this question:

 **What does Tree-ear learn that explains why Min isn’t excited about the royal commission?**

Reinforce the correct response: Tree-ear learns about Crane-man’s death.

3. Instruct students to read the portion of pages 143–145 from “The sounds and” to “dank vegetable pit.” Tell them to annotate how Tree-ear responds to the news of Crane-man’s death.

Language Support

Provide student-friendly definitions of *barrage*, *subside*, and *eddy*.

Sample Annotations

- “with his thoughts still outside his body” (143)
- “The words came to Tree-ear as if from a great distance; his ears could not be trusted.” (143)
- “He closed his eyes to the light and his mind to what he had just heard, and fell into a deep dark hole of sleep.” (144)
- “Suddenly, he was hurling a barrage of rocks into the water, one after the other, harder and harder, until the water roiled and foamed beneath the rain of rocks. In a senseless frenzy Tree-ear threw leaves and sticks and clods of dirt—whatever he could get his hands on.” (144)
- “memories layered themselves in Tree-ear’s mind: Crane-man’s willingness to discuss things with him ... the stories he told” (145)
- “The tears came then.” (145)

4. Lead students in a Whip Around to respond to this prompt:



Describe in one word how Tree-ear feels about Crane-man's death.

Key Ideas

- disconnected
- angry
- nostalgic
- sad

5. Instruct students to read the following text sections with a partner. Assign one section to each partner. Direct students to their journals, and instruct them to Jot–Pair–Share how Tree-ear's relationship with either Min or Ajima changes after his journey:

- the portion of pages 145–146 from “The sound of” to “to throw pots!”
- the portion of pages 146–147 from “Tree-ear glanced back” to “she called softly.”

Key Ideas

- Min will teach Tree-ear how to make a pot.
- Tree-ear will live with Min and Ajima.
- Tree-ear is given a new name that shares a syllable with Min and Ajima's son.

Differentiation Challenge

Direct attention to the portion of page 152 from “Tree-ear's new name” to “these pieces today.” Instruct students to write in their journals a response to this question: What does the meaning of Tree-ear's new name add to what we know about his character? Use responses to emphasize that authors choose character names with intention.

Respond | Explain Tree-ear's Future Plans | 15 minutes

1. Instruct students to Think–Pair–Share to answer this question:



How will the changes in Tree-ear's life affect his future?

2. Affirm that the changes in Tree-ear's life will open new possibilities for him. Instruct students to read the portion of pages 147–148 from “Tree-ear shook his” to “the mountain path.”
3.  **Introduce the learning task.** Instruct students to write in their journals how the changes in Tree-ear's life affect his future.

Analyze Student Progress

Monitor: Do students recognize that Min will teach Tree-ear to become a potter and that Tree-ear now plans to make a prunus vase?

Offer Immediate Support: If students need additional support explaining how the changes in Tree-ear's life affect his future plans, read aloud this sentence from page 147: “A prunus vase, with a plum branch to complete its beauty—his dream of making one returned, stronger than ever now, for it would be more than a dream.” Ask this question: Why can making a prunus vase be more than a dream now?

Plan Future Practice: Students practice examining how Tree-ear's future plans relate to the resolution of the main conflict in *A Single Shard* in lesson 30.

Key Ideas

- Tree-ear will have a safe home.
- Tree-ear will become a potter and make a prunus vase.
- Tree-ear will use celadon glaze for the vase and include an inlaid design.

Write | Examine a *So What?* Conclusion | 15 minutes

1. Direct students to the Writing Model for Module 3, located in the *Learn* book. Assess and activate prior knowledge by asking this question:

What is this essay's claim?

Reinforce the correct response: The essay claims that Tree-ear's most important character trait is determination.

2. Direct students to the Checklist for Module Task 2, located in the *Learn* book. Remind students of this row in the Writing section: uses a *so what?* conclusion to reflect on the claim presented.

3. Instruct students to read the conclusion of the writing model and annotate the sentence that reflects on the claim.

Reinforce the correct response: "One of the most important character traits that Tree-ear embodies from the beginning of the novel is that he is determined" reflects on the claim.

	Reviewer 1	Reviewer 2
Knowledge		
shows knowledge of the tradition of a so what? conclusion	☐	☐
shows knowledge of how to support a claim with reason and evidence	☐	☐
Writing		
uses an introduction to make the reader's attention and provide background information on the topic	☐	☐
has a thesis statement that presents a claim	☐	☐
uses a clear structure to organize the claim, reasons, and evidence	☐	☐
has relevant evidence from a single source	☐	☐
uses that evidence to show how it connects to the claim	☐	☐
uses elaboration to explain evidence and identify its relationship to the claim	☐	☐
uses a so what? conclusion to reflect on the claim presented	☐	☐
uses a formal writing style	☐	☐
Language		
uses precise language and uses specific vocabulary to explain ideas	☐	☐
uses details to set off important conceptual elements	☐	☐
uses precise language to make a point	☐	☐

4. Read aloud the last two sentences of the writing model: "This determination can help a person be on a path to success. When times get hard, having the ability to stay focused on goals is important and may help someone to eventually succeed." Ask this question:

How does each sentence answer the so what? question?

Key Ideas

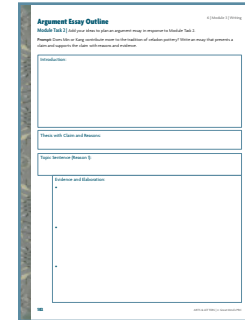
- uses the phrase "a person" to show that Tree-ear's determination has relevance beyond the book
- points out that determination can help other people succeed

5. Instruct students to briefly write in response to this question:

 **How can your Module Task 2 claim be applied outside the context of the text?**

Invite a few students to share their responses. Reinforce that artistic tradition, innovation, and celadon pottery all have relevance beyond the text.

6.  **Introduce the learning task.** Direct students to their Argument Essay Outline for Module Task 2, located in the *Learn* book. Instruct them to outline their *so what?* conclusion.



The form is titled "Argument Essay Outline" and includes instructions for Module Task 2. It contains several sections for student input: a large box for the "Claim", a box for "Evidence and Reasoning", and a box for "Conclusion". There are also smaller boxes for "Topic and Question" and "Claim Statement (Answer)".

Analyze Student Progress

Monitor: Do students outline their claim and answer the *so what?* question?

Offer Immediate Support: If students need additional support outlining a *so what?* conclusion, ask these questions: What is the topic of your essay? What is your claim? How might your essay topic and claim be relevant for people today?

Plan Future Practice: Students practice drafting conclusions for their End-of-Module Task in lesson 37.

LAND 5 minutes**Reflect on Learning**

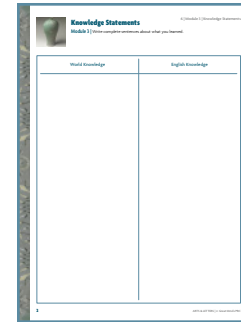
1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about Tree-ear's life?
 - What did you learn from *A Single Shard*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Conclude the lesson by inviting students to add their questions to the Question Board.

A form titled "Knowledge Statements" with a subtitle "Module 3: Knowledge Statements". It features a small profile picture icon and a brief instruction: "Write complete sentences about what you learned." The form is divided into two columns: "World Knowledge" and "English Knowledge". Each column has a large, empty rectangular box for writing. At the bottom right, there is a small copyright notice: "© 2014 by Great Minds. All rights reserved."

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.2.6 Planning: CP.2.6.B, CP.2.6.D

CP.3.6 Content

CP.4.6 Structure: CP.4.6.C

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 30

Essential Question | How does tradition influence art?

Content Framing Question | **Reveal:** What does a deeper look at structure reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine the description of the prunus vase that concludes *A Single Shard*. Students identify conflicts and resolutions in *A Single Shard* and discuss the effect of extending the story beyond the resolution of those conflicts. This work prepares students to explain what the description of the Thousand Cranes Vase adds to the plot of *A Single Shard*. During writing instruction, students complete the Argument Essay Outline for Module Task 2. They begin drafting Module Task 2.

Learning Goals

Explain how a scene enhances a story's plot.

 **LEARNING TASK:** Write an explanation of what the description of the prunus vase adds to the plot of *A Single Shard*.

For Module Task 2, complete an essay outline.

 **LEARNING TASK:** For Module Task 2, orally rehearse your claim, reasons, and evidence.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Conflicts and Resolutions in *A Single Shard*
- **Respond:** Analyze the Effect of the Final Scene
- **Write:** Draft an Argument Essay

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*
- Thousand Cranes Vase (digital platform)

STUDENTS

- *A Single Shard*
- journal
- Argument Essay Outline for Module Task 2 (*Learn* book, Writing)
- Module Task 2 (*Learn* book, Writing)
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *A Single Shard*, passage 6 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at structure reveal?
3. Tell students that they will analyze how the ending of *A Single Shard* enhances the story.

LEARN 53 minutes

Read | Examine Conflicts and Resolutions in *A Single Shard* | 17 minutes

1. Assess and activate prior knowledge by asking this question:

 **What conflicts does Tree-ear experience in *A Single Shard*?**

Key Ideas

- being unable to pursue his goal of becoming a potter
 - wondering whether it is okay to save food for Crane-man
 - incurring Min's anger
 - experiencing physical pain while performing manual labor for Min
 - getting attacked on his journey to Songdo
 - losing Crane-man in addition to his parents
2. Explain that while Tree-ear experiences a variety of conflicts throughout the story, some are more significant than others. Tell students that when conflicts shape a character's trajectory, recur throughout the text, or resolve late in the story, they are considered the main conflicts.

3. Invite a student to fluently read aloud the portion of page 145 from “The sound of” to “dank vegetable pit.” Instruct students to Think–Pair–Share to answer these questions:

 **Why does Tree-ear “sigh” when he sees the cart and the ax waiting for him?**

 **Why is Tree-ear worried about the loss of Crane-man?**

Key Ideas

- Tree-ear feels that “nothing [has] changed.” He will have to continue doing hard labor for Min.
- Without Crane-man, Tree-ear will be alone all winter in the vegetable pit.

4. Direct students to their journals. Tell them to examine their list of conflicts from the previous lesson. Instruct them to put a star next to the conflicts that have not resolved by page 145 in *A Single Shard*.
5. Invite several students to share their responses.

Emphasize that Tree-ear’s inability to pursue his goal of becoming a potter, along with losing both his parents and Crane-man, are the main conflicts of the story.

6. Ask this question:

 **What connections do you see between the two main conflicts in Tree-ear’s story?**

Key Ideas

- Both conflicts involve Tree-ear searching for his place in the world.
- Both conflicts involve Tree-ear’s sense of purpose and belonging.
- Both conflicts involve people who are important to Tree-ear: his parents and Crane-man, who loved and cared for him, and Min, who could help him pursue his goal.

7. Direct students to their journals and to their Jot–Pair–Share notes from lesson 29. Instruct students to briefly write to explain how the changes in Tree-ear’s relationships with Min and Ajima help resolve the main conflicts in his story.

8. Invite a few students to share their responses.

Teacher Note

Use sensitivity when addressing the resolution of Tree-ear's loss of both his parents and Crane-man. While gaining a home with Min and Ajima ensures physical and emotional support for Tree-ear, it does not diminish the loss of his previous guardians and homes.

Differentiation Support

Provide the following list of conflicts and resolutions, and instruct students to match each conflict to its resolution in chapter 13:

- **conflicts**—Tree-ear wants to be a potter, but Min refuses to teach him. Tree-ear loses his parents and Crane-man.
- **resolutions**—Min decides to teach Tree-ear how to make a pot. Min and Ajima welcome Tree-ear into their home.

Key Ideas

- Min's decision to teach Tree-ear how to make a pot resolves Tree-ear's conflict about wanting to become a potter.
- When Min and Ajima welcome Tree-ear into their home, they help resolve Tree-ear's conflict about losing both his parents and Crane-man.

9. Reinforce that the story's main conflicts find resolution in the latter part of chapter 13. However, the story continues on, after these conflicts have resolved, to include the description of the Thousand Cranes Vase.

10. Display the Thousand Cranes Vase.

11. Instruct students to work with a partner to read the italicized portion of page 148 from "A certain prunus" to "maker is unknown" and to annotate details about the vase. Affirm that the exact vase students studied earlier in the module is described in this final portion of text.

Sample Annotations

- “finest example of inlaid celadon pottery” (148)
- “intricate inlay work” (148)
- “forty-six round medallions” (148)
- “Within every circle, carved and then inlaid with great skill, there is a crane in graceful flight.” (148)
- “clouds drift” (148)
- “glaze is a delicate shade of grayish green” (148)

12. Read aloud the final sentence of the text: “Its maker is unknown.” Instruct students to Think–Pair–Share to answer this question:



What does this story imply about the maker of the Thousand Cranes Vase?

Reinforce the correct response: The story implies that Tree-ear made this vase.

Teacher Note

Clarify as needed that *A Single Shard* is a work of historical fiction; the Thousand Cranes Vase does exist and its maker is indeed unknown, but Tree-ear was not a real person. He is the fictional answer to a real question.

Differentiation Support

Instruct students to reread pages 147–148 for the description of the vase that Tree-ear plans to make. Direct them to the following words and phrases: “prunus vase,” “glaze ... like jade and water,” and “carefully, delicately inlaid.” Ask these questions:

- What do we know about Tree-ear’s plans for his vase?
- How does the description indicate what became of Tree-ear’s plans?

- 13.** Direct students to page 148. Read aloud this sentence in the second paragraph: “*One hill, one valley ...* One day at a time, he would journey through the years until he came upon the perfect design.” Ask this question:

 **Where have you heard some of this language before?**

Reinforce the correct response: Tree-ear echoes the language that Crane-man used to explain how Tree-ear would reach Songdo.

Teacher Note

As needed, direct students back to page 93, where Crane-man describes how Tree-ear should think of his trip to Songdo: “one hill, one valley, one day at a time.” Reinforce that both the trip to Songdo and the process of making a pot are long journeys, and long journeys are best approached one step at a time.

- 14.** Direct students to their journals, and instruct them to Jot–Pair–Share to respond to this prompt:

 **Identify the “perfect design” that Tree-ear chooses for his vase and explain why it is “perfect.”**

Reinforce the correct response: The perfect design involves inlaid cranes, which is “perfect” because it honors Crane-man.

Respond | Analyze the Effect of the Final Scene | 16 minutes

- 1.** Reinforce that the story’s conflicts find resolution in the latter part of chapter 13. However, the story continues on, after these conflicts have resolved, to include the description of the Thousand Cranes Vase.
- 2.** Instruct students to annotate the repeated verb in the italicized portion of page 148. Tell students that this verb indicates when the description of the vase occurs in relation to the rest of the story.

Reinforce the correct response: Linda Sue Park uses the verb “is” to describe the 12th-century vase in the present, while she writes the rest of the story in past tense.

Language Support

Remind students that *to be* is a verb. Prompt them to conjugate the verb and then to identify one of their conjugations in this portion of text.

3. Direct students to their journals, and instruct them to Jot–Pair–Share to answer this question:



How does the present-day description of the vase confirm resolution of the main conflicts in *A Single Shard*?

Key Ideas

- It confirms that Tree-ear doesn't just plan to make the vase, he actually makes it.
- It reveals the design that Tree-ear chooses, further confirming the positive influence that Crane-man had on his life. It also resolves the conflict of losing Crane-man by allowing Tree-ear to honor him through pottery.
- The description of the vase's glaze and inlay technique confirms that Tree-ear achieves and even surpasses the level of artistic skill he admires in Min and Kang.

4.  **Introduce the learning task.** Direct students to their journals. Instruct students to respond to this prompt: After the major conflicts in *A Single Shard* resolve, the story continues with the description of the Thousand Cranes Vase. What does the inclusion of the Thousand Cranes Vase add to the plot of *A Single Shard*?

Analyze Student Progress

Monitor: Do students recognize that the vase represents the ultimate resolution of Tree-ear's conflicts?

Offer Immediate Support: If students need additional support explaining how the description provides a fitting ending to Tree-ear's story, ask these questions: What did Tree-ear want to make? Who did Tree-ear honor with the design he selected?

Plan Future Practice: Students practice explaining how a scene enhances a story's plot in module 4.

Key Ideas

- brings the story from the past to the present
- provides further resolution for the story's conflicts
- confirms that Tree-ear not only makes a vase, but in fact makes the most famous piece of celadon pottery in Korea
- establishes that Tree-ear's artwork stands the test of time

Write | Draft an Argument Essay | 20 minutes

1. Direct students to the Argument Essay Outline for Module Task 2, located in the *Learn* book. Explain that students will begin drafting Module Task 2, but they should first ensure their outlines are complete.

As needed, allow additional time for students to complete their outlines.

Differentiation Support

As students complete their outlines, pair them with other students who are ready to draft.

Argument Essay Outline
 Module Task 2: Write an argument essay to persuade your audience to support a claim.
 Purpose: Write this essay to persuade your audience to support a claim. Write an essay that presents a claim and supports it with reasons and evidence.

Introduction

Thesis with Claim and Reasons

Topic Sentence (Reason 1)

Evidence and Elaboration

Reason 2

Teacher Note

In this lesson, students begin drafting Module Task 2. They may complete the assessment on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.

2. Tell students that they will have an opportunity to practice a new goal.

Display and introduce this speaking and listening goal: Listen closely to identify a speaker's argument, noting how a claim is supported by reasons and evidence.

Teacher Note

During the discussion, use the Module 3 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal.

3. Tell students that for today's speaking and listening goal, they will need to listen closely to identify their partner's argument, evaluating how a claim is supported by reasons and evidence. Prompt students to ask follow-up questions to clarify a speaker's argument, reason, or evidence.
4.  **Introduce the learning task.** Instruct students to work with a partner to orally rehearse their claim, reasons, and evidence, and to identify how their partner's claim is supported by reasons and evidence.

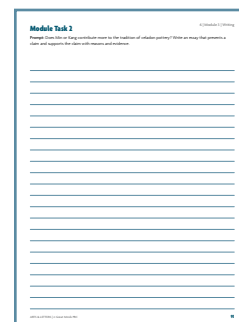
Analyze Student Progress

Monitor: Do students correctly identify their partner's claim?

Offer Immediate Support: If students need additional support explaining how their partner's claim is supported by reasons and evidence, instruct them to identify the topic sentences in their partner's argument essay outline. Ask this question: How do the topic sentences support the claim?

Plan Future Practice: Students practice orally rehearsing a thesis statement with a claim and reasons for the End-of-Module Task in lesson 36.

5. Direct students to Module Task 2, located in the *Learn* book, and instruct them to draft their argument essays.



LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

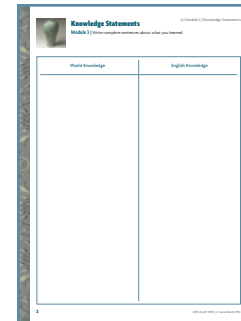
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about conflict?
- What did you learn from *A Single Shard*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.


ACHIEVEMENT DESCRIPTORS**MM Make Meaning from Texts**

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.A

MM.7.6 Structure: MM.7.6.B

MM.10.6 Argument: MM.10.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.C, MM.12.6.C.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.3.6 Content: CP.3.6.A, CP.3.6.A.a, CP.3.6.A.d

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.a, CP.4.6.B, CP.4.6.B.a, CP.4.6.C

CP.5.6 Language: CP.5.6.B, CP.5.6.E

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DF.7.6 Capitalization

DF.8.6 Punctuation: DF.8.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.C

DM.3.6 Schema Building



Lesson 31

Essential Question | How does tradition influence art?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students explore themes in *A Single Shard*. They connect Tree-ear's experiences to his development in chapters 9–13. This knowledge prepares students to discuss how Tree-ear's increasing exposure to family and art helps to develop themes, including how traditions preserve knowledge from the past and inspire innovation. During writing instruction, students consult resources as they continue drafting an argument essay. They complete their draft of Module Task 2.

P A Prologue to lesson 31 is available for students who need additional support.

Learning Goals

Explain a theme from *A Single Shard*.

LEARNING TASK: During a class discussion, share a theme from *A Single Shard*.

For Module Task 2, draft an argument essay.

LEARNING TASK: For Module Task 2, complete a draft of an argument essay.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss a Theme
- **Write:** Draft Module Task 2

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*

STUDENTS

- *A Single Shard*
- journal
- Talking Tool (*Learn* book)
- Checklist for Module Task 2 (*Learn* book, Writing)
- Argument Essay Outline for Module Task 2 (*Learn* book, Writing)
- Evidence Organizer for Module Task 2 (*Learn* book, Writing)
- Module Task 2 (*Learn* book, Writing)
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- Consider the best seating arrangement for a class discussion, and plan how and when to rearrange your seating as needed.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *A Single Shard*, passage 6 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Tell students that they will reflect on chapters 9–13 of *A Single Shard* to identify and discuss themes.

LEARN 53 minutes

Read | Prepare for a Discussion 18 minutes

1. Direct students to *A Single Shard*, their *Learn* book, and their annotations on chapters 9–13 of *A Single Shard* in their journals.
2. Direct students to their journals. Instruct students to annotate details about what elements of Tree-ear's experience contribute to his making the Thousand Cranes Vase.

Sample Annotations

- “The potter’s trade passes from father to son here in Ch’ulp’o.” (97)
- “the same wind that blows one door shut often blows another open” (97)
- “There was more than one way to make a piece of pottery.” (98–99)
- “There were still times when the vision of the prunus vase he had once dreamed of making appeared in his mind’s eye, as if mocking him. In spite of this, Tree-ear found that he had enjoyed the incision work.” (106)
- He had spent hours on the details of the monkey’s features, inscribing them with progressively finer points. This, at least, was the same process, whether on a molded figure or a thrown pot.” (106)
- “How are you to help me if you do not have a wheel of your own?” (146)
- “He groped about in his mind for an image that would calm him. A prunus vase, with a plum branch to complete its beauty—his dream of making one returned, stronger than ever now, for it would be more than a dream.” (147)

Ask this question:



What influences Tree-ear’s ability to make the Thousand Cranes Vase?

Differentiation Support

To help students identify influences on Tree-ear’s ability to make the Thousand Cranes Vase, ask these questions:

- Who teaches Tree-ear?
- What does Tree-ear do to improve his pottery?

Key Ideas

- Crane-man’s advice to look for a new opportunity when Tree-ear is not allowed an apprenticeship
- creative thinking about how to make pottery
- practicing the same process of incision work on a molded figure rather than on a thrown pot
- being adopted by Min and Ajima
- focusing on what calms him when he is experiencing overwhelming joy

3. Instruct students to Think–Pair–Share to answer these questions:



What does Tree-ear learn about family in these chapters?



Does Tree-ear need to travel to Songdo to become an excellent potter?



Does Tree-ear need to grow up with Crane-man to learn morality?

Key Ideas

Learns About Family

- Pottery is a trade passed from fathers to sons, so he cannot learn from Min.
- Even though they are not related, Ajima treats Crane-man and Tree-ear with *ren*, or humanity.
- Crane-man lost his family, but he became family to Tree-ear when he took him in.
- Min and Ajima treat him parentally, providing him with food and money for his trip to Songdo.
- Ajima calls Tree-ear by a family name, inviting him to live with her and Min.
- He can be essentially adopted by Min and Ajima.

Needs to Travel to Songdo

- **yes:** Tree-ear needs to work through challenge and disappointment to fulfill his promise to Min, Crane-man, and Ajima, just like potters need to work through challenge and disappointment when making celadon.
- **yes:** Without the royal commission, Min would not have had as much work and would not have needed Tree-ear to stay on to help and learn how to throw pots.
- **no:** Tree-ear could still practice and work on his art without having traveled to Songdo.
- **no:** Tree-ear could still observe Min to learn to be an excellent potter or make his own molded figures.

Needs Crane-man to Learn Morality

- **yes:** Without Crane-man, Tree-ear might not have learned lessons about right and wrong behavior.
- **yes:** Crane-man and Tree-ear only have each other, so their close relationship means Tree-ear can learn from Crane-man all the time.
- **no:** Tree-ear could have learned from another source like the monks at the temple if he had grown up there.
- **no:** Tree-ear might have been able to observe good behavior in others and apply it to himself.

4. Remind students that *theme* means “a universal idea or message conveyed by a literary text,” and themes connect ideas in a text to larger ideas about life in general or the human condition.

Explain that we can consider themes in the text because we are at the end of *A Single Shard*.

Respond | Discuss a Theme | 20 minutes

1. Remind students that during a class discussion, it is important to follow norms, or rules that make the conversation productive. Review class-discussion norms.
2. Tell students that they will have an opportunity to practice a new goal during today’s discussion. Display and introduce the speaking and listening goal for today’s discussion: Elaborate on the evidence you use to make clear connections and explain its significance.

Teacher Note

During the discussion, use the Module 3 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal.

3. Explain that students can practice the goal by using sentence frames. Direct students to the Talking Tool, located in the *Learn* book. Echo Read these sentence frames:

- This evidence illustrates _____.
- This evidence proves _____.

Model how to use these sentence frames.

4. Ask this question:



Why is it important to elaborate on evidence to make connections and explain its significance?

Key Ideas

- shows the connection between ideas and evidence to make a stronger argument
- explains the significance of evidence to avoid confusion
- places the evidence in context to show readers why it matters

5.  **Introduce the learning task.** Direct students to their journals. Instruct them to refer to their notes from chapters 9–13 and their responses to support their ideas during a class discussion. Facilitate a discussion of these questions:



Is tradition necessary to inspire innovation? Why or why not?



What is a theme in *A Single Shard*?

Language Support

Direct students to the Glossary for Module 3, located in the *Learn* book, and instruct them to review content vocabulary to support their discussion.

Analyze Student Progress

Monitor: Do students use relevant information about tradition from the texts to support their themes?

Offer Immediate Support: If students need additional support sharing themes, direct them to their annotations to look for trends that support universal ideas.

Plan Future Practice: Students practice distilling themes in literary texts in module 4.

At the end of the discussion, reinforce key ideas.

Key Ideas

Tradition

- No, because Tree-ear began to practice innovative incision work without the traditional guidance of a mentor.
- Yes, because Crane-man's advice spurred Tree-ear to practice his own art rather than tradition.
- No, because Tree-ear did not need to be Min's traditional apprentice to learn about innovative ways of creating pottery.

Themes

- Tradition can give artists tools to attempt innovation.
- Artistic examples and observation of artists are essential to building artistic knowledge.
- Artists often need to practice and fail many times before achieving success.

Write | Draft Module Task 2 | **15 minutes**

1. Direct students to their Checklist for Module Task 2, Argument Essay Outline for Module Task 2, and Evidence Organizer for Module Task 2, all located in the *Learn* book. Remind students to refer to these resources as they draft their essays.

Teacher Note

At the start of this lesson, students will be at different phases in completing Module Task 2. Take into account your students' progress toward completion, and adjust the timing of this lesson as needed.

- 2. 🎯 Introduce the learning task.** Direct students to Module Task 2, located in the *Learn* book. Instruct students to finish drafting their essays. —————

Analyze Student Progress

Monitor: Do students refer to resources to complete an argument essay?

Offer Immediate Support: If students need additional support finishing Module Task 2, instruct them to orally rehearse their remaining work to formulate their ideas.

Plan Future Practice: Students practicing drafting an argument essay for the End-of-Module Task in lesson 37.

Checklist		© 2016 Pearson Education, Inc. or its affiliate(s). All rights reserved.	
Overview Does the text have an explicit thesis or the author of a subject position? Does the thesis or position claim to support the author's views and evidence?			
Knowledge draws knowledge of the tradition of utilitarian philosophy draws knowledge of utilitarian theories to address primary	Reason 1 ☐ ☐	Reason 2 ☐ ☐	
Writing uses an introduction to catch the reader's attention and provide background information has a thesis statement that presents a claim uses a topic sentence to organize the claim, reasons, and evidence has a clear evidence from A and B angle used uses clear reasons to show how the evidence supports the claim uses different evidence to explain reasons and directly to relate them to the claim uses a conclusion to summarize the text and the claim presented uses a formal writing style	Reason 1 ☐ ☐ ☐ ☐ ☐ ☐ ☐	Reason 2 ☐ ☐ ☐ ☐ ☐ ☐ ☐	
Language uses good language to make specific evidence to explain ideas uses clear language to explain reasons and directly to relate them to the claim uses good appropriate nouns-concrete	Reason 1 ☐ ☐ ☐	Reason 2 ☐ ☐ ☐	

Argument Essay Outline Module Test 1 (20 min) asks you to write an argumentative essay in response to (Module Test 1) Purpose: From this table in being, you will learn how to write an argumentative essay in response to (Module Test 1) Format: From this table in being, you will learn how to write an argumentative essay in response to (Module Test 1)	
Introduction _____ _____ _____	
Thesis with Claim and Reasons _____ _____ _____	
Topic Sentence (Paragraph 1) _____ _____ _____	
Evidence and Elaboration _____ _____ _____	

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Evidence Organizer

Module Task 12 Write a thesis statement in five Theses with Claims and Reasons, one from, Second sources and evidence from either or three additional sources (in the position of outside gathering) Thesis are strong that provides a claim and supports that claim with reasons and evidence.

Thesis with Claims and Reasons

Source	Title	Claim

94

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Module Task 1

Pamper Zora like no long-sleeved shirt ever to her tradition of "shower partying." Write an essay that presents a claim and supports that claim with reasons and evidence.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

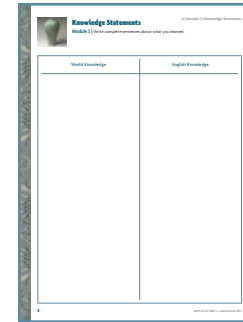
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about tradition?
- What did you learn from *A Single Shard*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.



The image shows a page from a 'Learn' book titled 'Knowledge Statements' for 'Module 3'. It features a header with a small icon and the title. Below the header is a large rectangular area divided into two columns: 'World Knowledge' on the left and 'English Knowledge' on the right. The page is designed for students to write their knowledge statements.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.2.6 Theme and Central Idea: MM.2.6.A, MM.2.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.3.6 Content: CP.3.6.A, CP.3.6.A.a, CP.3.6.A.d

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.a, CP.4.6.B, CP.4.6.B.a, CP.4.6.C

CP.5.6 Language: CP.5.6.B, CP.5.6.E

CP.8.6 Presentation: CP.8.6.A, CP.8.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B, BU.3.6.C, BU.3.6.D, BU.3.6.E

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DF.7.6 Capitalization

DF.8.6 Punctuation: DF.8.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.D

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 32

Essential Question | How does tradition influence art?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students express knowledge gained from module texts about how tradition influences art. They synthesize their understanding of how artists and authors draw on cultural traditions to inform their work. This work prepares them to write knowledge statements expressing what they learned from module texts. During writing instruction, students examine how dashes set off nonrestrictive and parenthetical elements. They revise Module Task 2 to include these elements.

Learning Goals

Express knowledge about art and tradition.

 **LEARNING TASK:** Write knowledge statements about art and tradition by using content vocabulary.

For Module Task 2, revise an essay to include parenthetical elements.

 **LEARNING TASK:** Revise Module Task 2 to include dashes and parenthetical elements.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Synthesize Knowledge About Art and Tradition
- **Respond:** Express Knowledge About Art and Tradition
- **Write:** Revise Module Task 2

LAND

Reflect on Learning

Materials

TEACHER

- *A Single Shard*
- “Confucianism” (digital platform)
- “Taming a Tiger” (digital platform)
- “Celadon” (digital platform)
- “Botany Lesson” (digital platform)
- “Playing with Mud” (digital platform)
- “Can You Sijo?” (digital platform)
- Module 3 Knowledge Chart

STUDENTS

- *A Single Shard*
- Glossary for Module 3 (*Learn book*)
- journal

- “Confucianism” (*Learn book*, lesson 9)
- “Taming a Tiger” (*Learn book*, lesson 15)
- “Celadon” (*Learn book*, lesson 6)
- “Botany Lesson” (*Learn book*, lesson 27)
- “Playing with Mud” (*Learn book*, lesson 14)
- “Can You Sijo?” (*Learn book*, lesson 26)
- Knowledge Statements for Module 3 (*Learn book*)
- Checklist for Module Task 2 (*Learn book*, Writing)
- color-coded Writing Model for Module 3 (*Learn book*, Writing)
- Sentence Strategies for Module 3 (*Learn book*, Writing)
- Module Task 2 (*Learn book*, Writing)

Preparation

- Determine how to display the questions for the Chalk Talk. See the Read section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *A Single Shard*, passage 6 (*Learn book*, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *A Single Shard*.
2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
3. Tell students that they will review and write about the knowledge that they built studying module texts.

LEARN 53 minutes

Read | Synthesize Knowledge About Art and Tradition | 15 minutes

1. Direct students to *A Single Shard*. Form four groups. Instruct students to read the author's note (pages 149–152) and annotate details to answer these questions:
 - Group 1—What does Park say about ancient pottery?
 - Group 2—What does Park explain about Korean folklore?
 - Group 3—How does Park use Confucian tradition?
 - Group 4—How does Park incorporate historical information?

Differentiation Support

To help students in group 4 identify historical information, instruct them to look for information that connects characters from *A Single Shard* to statements about ancient Korean laws or customs.

Sample Annotations

Group 1: Ancient Pottery

- “Korean celadon potters of the Koryo era ... were initially influenced by the work of their Chinese counterparts.” (149)
- “Korean potters were eventually to distinguish themselves in several ways: the graceful, simple shapes of their vessels; the distinctive glaze color; the great skill of their molded pieces; and finally, the innovation of inlay work.” (149)
- “Korean celadon has always been valued in Japan. During their many invasions of the Korean peninsula, the Japanese routinely sacked royal tombs—the richest source of Koryo celadon—and spirited the treasures to Japan ... The Japanese even captured Korean potters and took them to Japan, where they were instrumental in developing the pottery industry.” (149–150)
- “The cause of the brown spots and impure glaze tint that ruined Min’s initial work for the royal emissary is now known to be oxidation. Because it contains iron, the celadon glaze acquires the desired finish only if fired in an atmosphere of reduced oxygen. ... Even equipped with this knowledge and with modern electric equipment, today’s potters have been unable to exactly reproduce the glorious color achieved by past artisans.” (150–151)
- “The ‘Thousand Cranes Vase’ (also known as the ‘Crane and Cloud Vase’) can be viewed at the Kansong Museum of Art in Seoul, Korea.” (152)

Group 2: Korean Folklore

- “Tree-ear’s seemingly irrational fear of foxes may be difficult to credit, but an analogy to bats in Western lore and literature may be helpful. Bats are really harmless creatures, yet an entire body of ghoulish bloodsucking vampire tales has grown up around them. Koreans in Tree-ear’s time felt the same way about foxes, which acquired a corresponding mythos.” (151–152)

Group 3: Confucian Tradition

- “Confucian tradition demanded that families care for relatives ... Those with no family were succored by the Buddhist temples.” (149)

Group 4: Historical Information

- “As bridge-dwellers, Tree-ear and Crane-man would indeed have been curiosities in their time.” (149)
- “A royal commission could have been for design rather than actual production. However, the skill of those village potters would not be lessened if this were true, and it is this I have chosen to focus on in telling a little of their story.” (150)
- “A law requiring potters’ sons to follow the trade of their fathers is documented as having been instituted in 1543, well after the events of this story. The law appears to have precedent, which I have applied to Tree-ear’s time, when pottery as a family trade was certainly custom, if not law.” (150)

Invite a few students to share their groups’ responses.

Key Ideas

Group 1: Ancient Pottery

- Korean pottery is influenced by Chinese pottery.
- Korean celadon is valued and stolen by Japanese people.
- Modern artists have not been able to re-create ancient pots’ color, even with modern tools.
- Thousand Cranes Vase is real and can be seen in Korea.

Group 2: Korean Folklore

- The fear of foxes is like the Western fear of bats.
- Folklore contributes to the content of other stories.

Group 3: Confucian Tradition

- Tradition requires family members to take care of one another, so Crane-man and Tree-ear not having family to take care of them makes their relationship possible.
- Crane-man’s initial visit to the temple to take Tree-ear to the monks makes sense in Confucian culture.

Group 4: Historical Information

- Tree-ear and Crane-man's living situation would have been odd, but not impossible, in ancient Korea.
- Park takes the later law of potters' trade being passed down to sons and makes it the tradition in *A Single Shard*.
- Park takes the historical context of potters being commissioned for a design rather than production and instead focuses on the skill required to produce the whole piece to tell the story.

2. Display the following questions around the room, and instruct students to begin a Chalk Talk.

- What have you learned in this module about pottery?
- What have you learned in this module about Korean folklore?
- What have you learned in this module about Confucianism?
- What have you learned in this module about ancient Korea?

Direct students to the Glossary for Module 3, located in the *Learn* book. Instruct them to use terms to articulate their ideas in discussion. Look for students to address key ideas in their silent discussions.

Key Ideas

- **pottery:** Observation is essential to learning how to create pottery.
- **pottery:** Patience is required for the lengthy and sometimes disappointing process of creating a pot.
- **pottery:** People and cultures innovate on forms of ancient pottery like Chinese and Korean celadon.
- **folklore:** Folklore can influence the way people behave and think, which builds culture.
- **folklore:** Folklore teaches morals such as dedication, kindness, and caution.
- **Confucianism:** Confucian tradition demands that people treat one another with kindness and respect.
- **Confucianism:** Confucianism encourages moral behavior, like honesty.
- **ancient Korea:** Ancient Korean culture was strongly influenced by Confucian concepts of filial piety and ethical behavior.
- **ancient Korea:** Ancient Korea valued craftsmanship and fine art.

3. Direct attention to *A Single Shard*. Read aloud the portion of page xvi from “I would like” to “lives of others,” and instruct students to follow along as you read.
4. Instruct students to Think–Pair–Share to answer this question:

What does Park mean when she says, “Koreans say that an eon is the length of time it takes for a heavenly spirit to wear a mountain down to a pebble—by stroking it with a feather. ... All of us are here in this world for only a single stroke of that feather—but together we can wear away even the most intractable rock of a problem”?

Key Ideas

- An eon is an extraordinary amount of time.
 - A human life lasts for a tiny amount of time compared to an eon.
 - When humans work together, they can fix big problems.
5. Instruct students to Mix and Mingle to answer this question:

How might the ideas expressed in this mythological image be related to the artistic tradition of ancient celadon pottery?

Lead students through a Mix and Mingle.

Respond | Express Knowledge About Art and Tradition | 18 minutes

1. Direct students to their journal notes from *A Single Shard*, “Confucianism,” “Taming a Tiger,” “Celadon,” “Botany Lesson,” “Playing with Mud,” and “Can You Sijo?,” as well as to their Knowledge Statements for Module 3, all located in the *Learn* book. Instruct students to write a new knowledge statement or revise an existing knowledge statement.
2. Instruct students to rewrite their knowledge statement as a text message and share with a partner.

3. Ask these questions:

 **Which words, phrases, or sentences are incorrect or nonstandard English?**

 **How would you repair or restate your work to make it correct or standard English?**

4. Instruct students to exchange text messages with their partners and rewrite them as knowledge statements.

5.  **Introduce the learning task.** Direct students to their journals. Instruct them to write an explanation of the difference in writing styles between the original text message and the text message they revised as a knowledge statement.

Analyze Student Progress

Monitor: Do students correctly identify nonstandard and standard English in either the text message or knowledge statement?

Offer Immediate Support: If students need additional support identifying the nonstandard versus standard English, instruct them to identify the parts of a complete sentence.

Plan Future Practice: Students practice writing knowledge statements in module 4.

6. Remind students that one way of expressing knowledge in an academic setting is to articulate ideas using content vocabulary. Instruct students to revise their original knowledge statement for nonstandard English words, phrases, or sentences, and to add content vocabulary.

Language Support

To help students use content vocabulary in their revised knowledge statements, display the Knowledge Cards for these terms: *innovation*, *moral*, and *tradition*.

7. Display and read aloud the Essential Question: How does tradition influence art?

Instruct students to Think–Pair–Share to answer this question:

How does this knowledge help you answer the essential question?

Remind students that they have been charting knowledge throughout the module. Display the Module 3 Knowledge Chart, and direct students to Knowledge Statements for Module 3.

8. Ask this question:

What new knowledge did you learn from your peers to help you answer the Essential Question?

As students share, add a few responses to the Module 3 Knowledge Chart.

Differentiation Challenge

To encourage extended reading on the topic of how tradition influences art, direct students to a volume of reading text for them to read and share with the class.

Write | Revise Module Task 2 | 20 minutes

1. Direct students to the Checklist for Module Task 2, located in the *Learn* book. Direct attention to this row in the Language section: uses dashes to set off nonrestrictive/parenthetical elements.

2. Ask this question:

What do you remember from modules 1 and 2 about using commas and parentheses?

Key Ideas

- Commas and parentheses can be used to set off parenthetical elements.
- Parentheses indicate part of a sentence that can be removed without changing the sentence's meaning.

Checklist
Module Task 2: Create the final paragraph, incorporating the knowledge of relation gained? Have we met the criteria for a clear and supports the topic with reason and evidence?

	Answer 1	Answer 2
Knowledge		
shows knowledge of the relation of relation gained	☐	☐
shows knowledge of the relation of relation gained	☐	☐
Writing		
sets an introduction to each the reader's attention and provide background information on the topic	☐	☐
has a clear statement that presents a claim	☐	☐
uses a clear structure to organize the claim, reasons, and evidence	☐	☐
has relevant evidence from a single source	☐	☐
uses other sources to show how the evidence supports the claim	☐	☐
uses definitions to explain evidence and identify its relationship to the claim	☐	☐
uses a clear conclusion to reflect on the claim presented	☐	☐
uses a formal writing style	☐	☐
Language		
uses punctuation and capitalization specifically consistently to explain their	☐	☐
uses dashes to set off parenthetical/parenthetical elements	☐	☐
uses appropriate words correctly	☐	☐

3. Direct students to the color-coded Writing Model for Module 3, located in the *Learn* book. Direct attention to the first sentence in the first paragraph: “When Min catches Tree-ear trespassing where Min works, Tree-ear remains calm, even when accused of stealing.”
4. Ask this question:

☰ **What do you notice about punctuation in this sentence?**

Reinforce the correct response: There is a parenthetical element, which is “even when accused of stealing.”

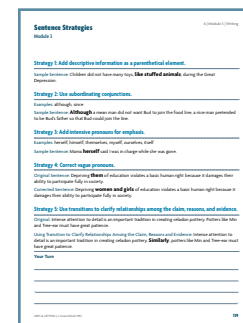
5. Explain that this parenthetical element can be set off with dashes: “When Tree-ear was caught by Min trespassing where Min works—even when accused of stealing—Tree-ear remains calm.”
6. Explain that using dashes for a parenthetical element indicates a longer, more meaningful pause than using commas. Ask this question:

☰ **How does the meaning or emphasis of the example sentence change with the use of dashes versus commas?**

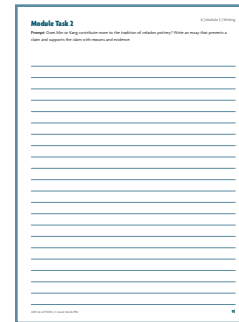
Key Ideas

- Dashes make “even when accused of stealing” seem like a bigger potential problem because of the longer pause to think about what the accusation might mean.
 - Dashes highlight how notable it is that Tree-ear remains calm because there is a meaningful pause on his being accused of stealing.
7. Direct students to Sentence Strategies for Module 3, located in the *Learn* book. Direct attention to Strategy 6: Use dashes to set off parenthetical elements. Instruct students to review the color-coded writing model with a partner and look for areas where they could include dashes to set off a parenthetical element to indicate a more meaningful pause.

Invite a few students to share their responses.



8. Direct students to Module Task 2, located in the *Learn* book. Instruct students to review Module Task 2 with a partner. Tell them to orally rehearse opportunities to revise for dashes to set off nonrestrictive or parenthetical elements.
9.  **Introduce the learning task.** Instruct students to revise their Module Task 2 draft using the Checklist for Module Task 2 for dashes to set off parenthetical elements.



Analyze Student Progress

Following completion of Module Task 2, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

LAND 5 minutes

Reflect on Learning

1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- How does ancient celadon pottery stem from and influence artistic tradition?
- What role does morality play in Korean artistic tradition?
- How do folktales illustrate key cultural and moral values?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.5.6 Vocabulary: MM.5.6.B, MM.5.6.B.b, MM.5.6.B.c

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.2.6 Planning: CP.2.6.B

CP.3.6 Content

CP.4.6 Structure

CP.5.6 Language: CP.5.6.A, CP.5.6.B

CP.6.6 Revision

CP.7.6 Editing: CP.7.6.A

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DF.7.6 Capitalization

DF.8.6 Punctuation: DF.8.6.A

DF.13.6 Sentence Construction: DF.13.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 33

Essential Question | How does tradition influence art?

Content Framing Question | **Know:** How do these works of art build our knowledge?

OVERVIEW

Preview

In this Know lesson, students examine *Delicate Carving on White Porcelain* and compare it to the Thousand Cranes Vase. They explore how artistic elements in Korean pottery have changed or stayed the same using the concept of yin yang. This work prepares them to synthesize their learning and write knowledge statements expressing what they've learned. During writing instruction, students examine the End-of-Module Task prompt. Students begin collecting evidence for the End-of-Module Task.

Learning Goals

Describe connections between *Delicate Carving on White Porcelain* and the Thousand Cranes Vase.

 **LEARNING TASK:** Compare and contrast elements of *Delicate Carving on White Porcelain* and the Thousand Cranes Vase.

Examine the End-of-Module Task prompt.

 **LEARNING TASK:** For the End-of-Module Task, instruct students to add at least two pieces of evidence for art and morality from *A Single Shard* and connect each to Tree-ear's development.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Observe:** Synthesize Knowledge About Works of Art
- **Observe:** Express Knowledge
- **Write:** Collect Evidence

LAND

Synthesize Learning

Materials

TEACHER

- *A Single Shard*
- Thousand Cranes Vase (digital platform)
- *Delicate Carving on White Porcelain* (digital platform)

STUDENTS

- *A Single Shard*
- journal
- End-of-Module Task (*Learn* book, Writing)
- Checklist for the End-of-Module Task (*Learn* book, Writing)
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *A Single Shard*, passage 6 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display the Thousand Cranes Vase.
2. Display and Choral Read the Content Framing Question: How do these works of art build our knowledge?
3. Tell students that they will build and express their knowledge of pottery.

LEARN 53 minutes

Observe | Synthesize Knowledge About Works of Art | 20 minutes

1. Display *Delicate Carving on White Porcelain* without telling students the title of the piece or the name of the artist.
2. Instruct students to look closely at the work of art in silence. After at least three minutes, direct attention to different parts of the vase, including the top, bottom, middle, and sides.
3. Direct students to their journals. Instruct them to write their observations about the work of art.

Language Support

Provide a word bank of visual vocabulary to help students describe this piece. You may include words such as *negative space*, *foot*, *mouth*, *belly*, *shoulder*, *neck*, *lip*, *pattern*, and *detail*.

4. Instruct students to Think–Pair–Share to answer these questions:



How old do you think this work of art is?



How do you think this work of art was made?

Explain that this work of art was made in the 21st century by a Korean artist named Lee Jong Min, who says he creates art with a “respect for history, culture, and tradition that is timeless and transcends contemporary trends.” It is made of porcelain, a different kind of clay than the type used for celadon. The artist first forms the shape of the sculpture by throwing it on a pottery wheel; then, when it is air-drying, he carefully carves patterns with dental tools. The patterns he creates are inspired by what he observes in nature. Lee Jong Min says of his art: “This work requires an enormous amount of patience, and I feel a sense of accomplishment that stays in my hands for a long time. My work preserves and respects craftsmanship and traditional pottery-making techniques as much as possible.”

5. Display *Delicate Carving on White Porcelain* beside the Thousand Cranes Vase. Instruct students to Think–Pair–Share to answer these questions:

 **What similarities do you notice? What differences do you notice?**

Key Ideas

Similarities

- Both have curves.
- Both have a similar balloon shape.
- Both give the impression of symmetry.
- Both are thrown on a wheel and then carved before firing.

Differences

- *Delicate Carving on White Porcelain* is white—no celadon glaze on sculpture.
- No animal design appears on *Delicate Carving on White Porcelain*.
- *Delicate Carving on White Porcelain* is more geometric than the Thousand Cranes Vase.
- *Delicate Carving on White Porcelain* has a minuscule mouth.
- Negative space is very limited on *Delicate Carving on White Porcelain*.

Teacher Note

Explain that the gray and black colors on *Delicate Carving on White Porcelain* are created by shadows and are not the actual colors of the vase.

Observe | Express Knowledge | 13 minutes

1. Invite a few students to share the meaning of *yin yang*.

Reinforce the correct response: *yin yang* refers to two forces in the universe, according to Chinese philosophy. Yin is the passive, negative force, and yang is the active, positive force. The idea of yin yang is that balancing forces can live together harmoniously, such as light and dark or hot and cold.

Ask this question:



How do you see yin yang in the Thousand Cranes Vase and in *Delicate Carving on White Porcelain*?

Differentiation Support

To help students identify elements of yin yang, remind students of their notes on yin yang from lesson 5 and show images of examples, such as a sun and moon.

Key Ideas**Thousand Cranes Vase**

- The form of the pot creates a balanced illusion of weight and weightlessness.
- Patterns and negative space are balanced.
- The design pattern is not perfectly symmetrical, but the impression is harmonious.

Delicate Carving on White Porcelain

- The form of the pot creates a balanced illusion of something heavy that is also floating like a balloon and that seems to be floating up to a point because of the tiny mouth.
- The geometric pattern and color palette are balanced.
- The impression is harmonious and seems to be almost perfectly symmetrical.

2. Instruct students to Think–Pair–Share to answer this question:

 **What connections can you make about artistic form in these two works of art?**

Key Ideas

- The Thousand Cranes Vase's form is similar to *Delicate Carving on White Porcelain*'s form.
- The Thousand Cranes Vase and *Delicate Carving on White Porcelain* are both decorated and then fired.
- The ancient concept of form that influenced the creation of the Thousand Cranes Vase continues to influence the modern artist who created *Delicate Carving on White Porcelain*.

3.  **Introduce the learning task.** Direct students to their journals. Instruct them to compare and contrast elements of *Delicate Carving on White Porcelain* and the Thousand Cranes Vase.

Analyze Student Progress

Monitor: Do students include elements of *Delicate Carving on White Porcelain* and the Thousand Cranes Vase?

Offer Immediate Support: If students need additional support including elements of the works of art in their responses, direct them to their notes in their journals, and ask this question: What similarities and differences do you observe in the pots?

Plan Future Practice: Students practice expressing what they learned about a work of art in module 4.

- ### End-of-Module Task
- Project: Students use a range of evidence to test each development of their own essay that presents a claim and supports the claim with relevant evidence.
- Teachers circulated with students

Key Ideas

- [illegible]

6. Instruct students to Think–Pair–Share to answer this question:

What kind of evidence will you look for to support a claim that traditions associated with either art or morality have a stronger influence on Tree-ear’s development?

Key Ideas

- evidence that relates to traditions associated with art and that connects to examples of Tree-ear’s development
- evidence that relates to traditions associated with morality and that connects to examples of Tree-ear’s development

7. Introduce the learning task. Direct students to the Evidence Organizer for the End-of-Module Task, located in the *Learn* book. Instruct them to add at least two pieces of evidence for art and morality from *A Single Shard* and connect each to Tree-ear’s development.

The Evidence Organizer form is titled "Evidence Organizer" and includes instructions: "Use this form to collect evidence from the texts to support your claim and research. Record evidence and connect it to your claim." It lists two prompts: "Prompt 1: What has a stronger influence on Tree-ear's development? Write or draw that prompt in a claim and connect it to your claim and research." and "Prompt 2: What has a stronger influence on Tree-ear's development? Write or draw that prompt in a claim and connect it to your claim and research." Below the prompts is a table with three columns: "Source", "Art", and "Morality". The table has three rows for recording evidence.

Source	Art	Morality

Analyze Student Progress

Monitor: Do students add evidence directly related to traditions associated with art or traditions associated with morality and their influence on Tree-ear’s morality development?

Offer Immediate Support: If students need additional support locating evidence, ask these questions: What does Tree-ear learn about art? What does Tree-ear learn about morality?

Plan Future Practice: Students practice collecting evidence from the module texts to support their responses for a class discussion in lesson 36.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question and that they have been answering this question in different ways throughout the module. Ask the Essential Question:



How does tradition influence art?

2. Use responses to reinforce these Knowledge Threads:
 - Traditions preserve knowledge from the past and inspire innovation.
 - Art is influenced by, but also innovates upon, the cultural traditions of specific communities.
 - Artists rely on both inspiration and discipline to produce innovative work.

Teacher Note

As needed, prompt students to reflect on what they learned throughout the module by asking questions such as these:

- How does historic celadon pottery influence modern artistic work?
- What role does tradition play in art?
- How do artists innovate?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.C, MM.12.6.C.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.2.6 Planning: CP.2.6.A, CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.a, CP.3.6.A.d, CP.3.6.A.f

CP.4.6 Structure

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.E

BU.2.6 Discovery and Evidence

BU.3.6 Conversation and Collaboration: BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 34

Essential Question | How does tradition influence art?

OVERVIEW

Preview

In this lesson, students complete Reading Comprehension Assessment 2. In the first section of the assessment, students demonstrate their fluency by reading aloud an excerpt from the assessment text. In the second section, students demonstrate their knowledge by answering questions about important words and concepts in the module. In the third section, students expand their knowledge by applying comprehension skills to the assessment text. In the fourth section, students evaluate their confidence about the assessment and identify challenges posed by the assessment text. After completing the assessment, students read from a volume of reading text.

Learning Goal

Demonstrate knowledge of cultural traditions, and apply reading comprehension skills to a new text related to how tradition influences art.

 **LEARNING TASK:** Complete Reading Comprehension Assessment 2.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Respond:** Complete an Assessment
- **Read:** Read More About Cultural Traditions

LAND

Revisit the Essential Question

Materials

TEACHER

- text for Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)

STUDENTS

- Reading Comprehension Assessment 2 (Assessment Guide or digital platform)

Preparation

- Refer to the Assessment Guide for information on how to administer Reading Comprehension Assessment 2.
- Select volume of reading books for the Read section.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How does tradition influence art?
2. Tell students that in this lesson they will demonstrate and build what they know about cultural traditions by completing an assessment. Reinforce that the text students read during the assessment will add to their understanding of the Essential Question.

LEARN 55 minutes

Respond | Complete an Assessment | 40 minutes

1.  **Introduce the learning task.** Tell students that they will complete an assessment. Explain that the assessment includes four sections. In the first section, students demonstrate fluency by reading aloud a new text related to cultural traditions. In the second section, they answer questions related to important words and ideas in the module. In the third section, they closely reread the new text and answer questions about the text. In the fourth section, they evaluate their answers and identify challenges.
2. Administer the assessment according to the instructions in the Assessment Guide.

Teacher Note

Students may complete Reading Comprehension Assessment 2 on paper or on the digital platform. Using the platform gives students experience with technology-enhanced assessments.

As needed, adjust instruction in the next section to allow students time to complete the assessment.

Analyze Student Progress

Refer to the Assessment Guide for next steps following Reading Comprehension Assessment 2. Use this information to plan responsive teaching for lesson 35.

Read | Read More About Cultural Traditions | 15 minutes

1. Instruct students who completed the assessment to read a volume of reading book. Those who are still working on the assessment can read a volume of reading book during the regularly scheduled volume of reading time.

LAND 3 minutes**Revisit the Essential Question**

1. Instruct students to share with a partner one thing they learned about cultural traditions from the text for Reading Comprehension Assessment 2.
2. Tell students that they will continue to discuss what they have learned about cultural traditions during the module finale lessons.

ACHIEVEMENT DESCRIPTOR**DM** Develop Metacognition**DM.3.6 Schema Building**



Lesson 35

Essential Question | How does tradition influence art?

OVERVIEW

Preview

In this Responsive Teaching lesson, students follow along and listen closely to another reading of the text for Reading Comprehension Assessment 2. They discuss assessment questions they might have missed to explain how to identify the correct answers. The lesson concludes with an opportunity for students to engage in work with roots and module terms. Reviewing the assessment, roots, and module terms solidifies students' understanding of cultural traditions and prepares them to continue building their knowledge.

Learning Goal

Analyze relevant questions on Reading Comprehension Assessment 2.

 **LEARNING TASK:** Explain how to identify correct answers for relevant questions on Reading Comprehension Assessment 2.

Vocabulary

all module 3 terms

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Listen Closely to the Assessment Text
- **Respond:** Revisit the Assessment
- **Engage:** Build Vocabulary

LAND

Reflect on the Assessment

Materials

TEACHER

- text for Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)
- all module 3 Knowledge Cards

STUDENTS

- Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Glossary for Module 3 (*Learn* book)
- Word Parts Web for *ser* (*Learn* book)

Preparation

- Use the student performance data from Reading Comprehension Assessment 2 to determine which questions to review in this lesson. Refer to the Assessment Guide for additional information.
- Use the student performance data from the second section of Reading Comprehension Assessment 2 to identify module terms to highlight for review. Then review the options in the Engage section. Depending on the option you choose, gather the necessary Knowledge Cards and materials.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How does tradition influence art?
2. Tell students that they will listen to and follow along with the text for Reading Comprehension Assessment 2 and discuss some of the questions. Emphasize that revisiting the text and assessment helps students deepen their knowledge, respond to the Essential Question, as well as strengthen their reading comprehension skills.

LEARN 55 minutes

Read | Listen Closely to the Assessment Text | 10 minutes

1. Read aloud the text for Reading Comprehension Assessment 2, modeling fluent reading.

Respond | Revisit the Assessment | 25 minutes

1.  **Introduce the learning task.** Display selected questions from Reading Comprehension Assessment 2. Explain that the class will discuss these questions to understand how to identify the correct answers.
2. Refer to the Assessment Guide for information on responsive teaching for Reading Comprehension Assessment 2.

Analyze Student Progress

Monitor: Do students explain how to identify the correct answers for items reviewed on Reading Comprehension Assessment 2?

Offer Immediate Support: If students need additional support explaining how they arrived at the correct answers, think aloud to model an explanation before having students practice in pairs.

Plan Future Practice: Students practice discussing responses to an assessment in module 4.

Engage | Build Vocabulary | 20 minutes

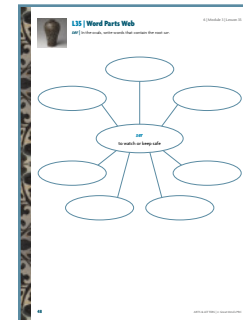
1. Remind students that knowing the definition of a root can help readers understand the meanings of new words. Direct students to the term *observation* in the Glossary for Module 3, located in the *Learn* book. Invite a few students to identify the root and share the root's definition. Reinforce the correct response: *ser* means “to watch or keep safe.”
2. Direct students to the Word Parts Web for *ser*, located in the *Learn* book. Instruct students to work with a partner to brainstorm words that contain the root *ser* and then add those words to their webs. Tell students to use glossaries and dictionaries as needed.

Teacher Note

Spanish-speaking students may need clarification because *ser* in Spanish is a common verb meaning “to be.”

Language Support

To leverage students' home languages as resources to support learning, prompt students to make cross-linguistic connections between their home languages and English through cognates and morphology. Ask this question: Does your home language use the root *ser* in this way?



3. Invite a few students to share their words. Students may generate words such as these: *conserve*, *preservation*, and *reservoir*. Correct any misunderstandings or misapplied affixes.

4. Instruct students to choose two or three words on their web and quickly sketch an image to illustrate each word. Tell students to add their images underneath or next to the words they represent.

5. Invite a few students to share one of their images. Ask these questions:



What do you notice about the illustrations?



How do they relate to the meaning of *ser*?

6. Remind students that there are other ways to build their knowledge of vocabulary. Use Knowledge Cards to review terms and definitions introduced in previous lessons. Select terms for students to use in one of the following vocabulary activities.

- **Share What You Know:** Choose one Knowledge Card and read aloud the term and definition. Direct students to Knowledge Statements for Module 3, located in the *Learn* book. Instruct students to write a knowledge statement containing the term, and then share it with a partner. Invite pairs to share with the class. Repeat the activity by choosing another card.
- **Create a Web:** Direct students to their journals. Display a Knowledge Card and instruct students to generate a web of words and phrases in their journal to express the knowledge they have gained about that term.

Teacher Note

Reviewing Knowledge Cards offers an opportunity to deepen the knowledge of the module. Consider which Knowledge Threads to elevate when selecting terms for the activity. Find the Knowledge Threads in the module overview.

LAND 3 minutes**Reflect on the Assessment**

1. Instruct students to share with a partner one thing they learned as they worked through assessment questions with the class.
2. Tell students they will continue to build their knowledge about how tradition influences art during the module finale lessons.

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.A.d

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A

BU Build Understanding

BU.2.6 Discovery and Evidence

DM Develop Metacognition

DM.4.6 Reflection and Evaluation



Lesson 36

Essential Question | How does tradition influence art?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students revisit the module texts to reflect on how tradition influences art. During a Socratic seminar, students use evidence from the texts to discuss how both authors and artists draw inspiration from cultural traditions. During writing instruction, students review their evidence organizers and draft thesis statements for the End-of-Module Task. They complete an essay outline for the End-of-Module Task.

Learning Goals

Reflect on how tradition influences art.

 **LEARNING TASK:** During a Socratic seminar, share how authors and artists draw inspiration from cultural traditions.

For the End-of-Module Task, draft a thesis statement and topic sentences.

 **LEARNING TASK:** For the End-of-Module Task, complete an essay outline.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss Module Knowledge
- **Write:** Prepare for the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- all module texts
- Talking Tool (*Learn* book)

STUDENTS

- all module texts
- journal
- Checklist for the End-of-Module Task (*Learn* book, Writing)
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)
- Argument Essay Outline for the End-of-Module Task (*Learn* book, Writing)
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete their End-of-Module Task plan, as needed.

LAUNCH 2 minutes

Read the Essential Question

1. Display all module texts. Remind students that a finale is a big performance at the end of a concert or a show, when the performers put all their talents together. In this set of finale lessons, students will put all their knowledge together to discuss and write about the Essential Question.
2. Display and Choral Read the Essential Question: How does tradition influence art?
3. Reinforce that students thought deeply about the Essential Question as they read each module text. Explain that in this lesson students will discuss what they have learned about how tradition influences art.

LEARN 53 minutes

Read | Prepare for a Discussion | 15 minutes

1. Tell students that they will participate in a Socratic seminar to share the knowledge they have gained from the module texts. Remind students that in a Socratic seminar students share what they think about a meaningful question and use evidence from the texts to support their thinking. Tell them that they may agree or disagree with another's position. Emphasize that they can deepen their knowledge about a topic by listening closely to all ideas.
2. Display and Choral Read the discussion question: In module 3 texts, how do authors and artists draw inspiration from cultural traditions?

Tell students that they will discuss the question to help them respond to the Essential Question.

3. Explain that in preparation for the discussion students will collect evidence from the module texts to support their responses. Form five groups and assign each group a text or set of texts. Instruct students to gather evidence to support their responses to the discussion question.

- Group 1: *A Single Shard* (chapters 1–7)
- Group 2: *A Single Shard* (chapters 8–13)
- Group 3: “Celadon,” “Playing with Mud,” Thousand Cranes Vase, *Delicate Carving on White Porcelain*
- Group 4: “Botany Lesson,” “Can You Sijo?”
- Group 5: “Taming a Tiger,” “Folktale,” “Confucianism,” “The Five Virtues”

Differentiation Support

To help students collect evidence from module texts to support their responses, ask these questions:

- What forms of art did you notice in the module texts?
- Did cultural traditions influence these forms of art? How so?

Respond | Discuss Module Knowledge | 20 minutes

1. Remind students of these two speaking and listening goals that they have practiced during the module:

- Connect new ideas to the current discussion.
- Elaborate on the evidence you use to make clear connections and explain its significance.

Teacher Note

During the discussion, use the Module 3 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward these goals.

2. Explain that students will continue to practice these goals in their discussion. Display the Talking Tool and briefly review the sentence frames. Tell students to use the sentence frames, as needed, during the discussion.

3.  **Introduce the learning task.** If possible, arrange students in a circle for discussion, and tell them to bring their journals and module texts with them. Begin the discussion by asking this question:

 **In the module 3 texts, how do authors and artists draw inspiration from cultural traditions?**

Language Support

To help students use content vocabulary to inform their discussion, direct them to the module 3 Knowledge Cards.

Analyze Student Progress

Monitor: Do students refer to evidence in their journals or module texts to support their ideas about how authors and artists draw inspiration from cultural traditions?

Offer Immediate Support: If students need additional support contributing text-based ideas to the discussion, direct attention to this sentence frame on the Talking Tool: In the text, _____.

Plan Future Practice: Students practice participating in class discussions in module 4.

4. Listen for students to address key ideas in their discussions.

Key Ideas

A Single Shard (Chapters 1–7)

- Tree-ear begins to learn the process of creating a traditional celadon pot by observing Min.
- Tree-ear begins to learn the process of creating a traditional celadon pot from working with Min.
- Tree-ear learns from observing Kang's artistic process and innovations.
- Linda Sue Park uses Korean folklore about the fox to inform her plot.

A Single Shard (Chapters 8–13)

- Min refuses to train Tree-ear in pottery because Tree-ear is not his son.
- Tree-ear draws on traditional art forms and methods to create a molded piece.
- Park uses Korean folklore about the fox to inform Tree-ear's development.

“Celadon”

- Korean and Thai potters drew from and innovated on Chinese celadon tradition.
- Japanese potters drew from and innovated on both Chinese and Korean celadon traditions.
- Contemporary potters make copies of earlier forms of celadon.

“Playing with Mud”

- The ancient and modern process of making pottery is approximately the same across cultures.
- Korean celadon deviated from Chinese celadon techniques but used the basic traditional process.
- Modern potters in Korea still use ancient techniques to create celadon.

Thousand Cranes Vase

- Chinese ceramics influenced Korean celadon.
- Japanese and Thai celadon drew on some aspects of Korean and Chinese celadon.

Delicate Carving on White Porcelain

- The form of the pot is similar to the form of traditional Korean celadon.
- The delicate, focused carving and repeated design recalls the delicate inlay patterns on traditional Korean celadon pots.

“Botany Lesson”

- This poem is a modern example of sijo.
- It includes nature themes, similar to traditional sijo.

“Can You Sijo?”

- Korean poets wrote sijo with similar themes over two centuries.
- Traditional sijo includes nature themes, similar to traditional Korean celadon designs.

“Taming a Tiger”

- The story draws on Korean fear of and respect for tigers.
- It reveres subordination and kindness, both of which are Confucian principles of behavior.

“Folktale”

- Folktales are passed down from generation to generation.
- The basic pattern and content of a folktale remain consistent, but artists may change certain elements of the story.
- Folktales and their themes cross cultures to influence new stories.

“Confucianism”

- Confucian traditions became the basis of Chinese life.
- Korean academies continue to teach traditional Confucian principles.
- Confucian principles influenced thinking in Japan, Korea, and Indochina.
- The authors of the Analects drew on Confucius’s sayings.

“The Five Virtues”

- Park shows Ajima practicing the virtue of *ren*, or humanity, in her interactions with Crane-man and Tree-ear.
- Park shows Tree-ear demonstrating *xiao*, or filial piety, in his interactions with his eventual adoptive family, Min and Ajima.
- Park shows the virtue of *zhi*, or wisdom, throughout *A Single Shard* as Tree-ear learns the art of pottery and learns about himself.

5. Conclude the Socratic seminar by asking the Essential Question:



How does tradition influence art?

6. Remind students that they will engage in a Socratic seminar at the end of each module.

Write | Prepare for the End-of-Module Task | 18 minutes

1. Tell students that they will continue to share what they have learned about how tradition influences art by completing the End-of-Module Task during the next few lessons.
2. Direct students to the Checklist for the End-of-Module Task, located in the *Learn* book. Instruct students to review the prompt with a partner.
3. Direct students to the Evidence Organizer for the End-of-Module Task, located in the *Learn* book. Remind students that in a previous lesson they began collecting evidence to help them support a claim. Tell students that they will use that evidence to draft a thesis statement.
4. Instruct students to review their organizer and decide whether they have stronger evidence to support a claim about how art or morality influenced Tree-ear. Instruct students to orally rehearse a thesis statement with a partner, being sure to include a claim and reasons.

Language Support

To leverage students' home languages as resources to support learning, allow students to orally rehearse and draft by using all their linguistic knowledge.

5. Direct students to the Argument Essay Outline for the End-of-Module Task, located in the *Learn* book. Remind students that they have used this format to plan arguments essays for Module Tasks 1 and 2.

Checklist
End of Module Task: Does my argument have a strong influence on the next development? Write an essay that presents a claim and supports the claim with reasons and evidence.

- Thesis statement well-articulated
- Evidence organized with clarity

	Review 1	Review 2
Knowledge		
shows knowledge of one aspect of tradition in a single thread	☐	☐
shows knowledge of how tradition influences character development	☐	☐
Writing		
uses an introduction to state the main claim and provide background information on the topic	☐	☐
has a thesis statement that presents a claim	☐	☐
uses a clear structure to organize the claim, reasons, and evidence	☐	☐
has relevant evidence from a single thread	☐	☐
uses clear reasons to show how the evidence supports the claim	☐	☐
uses observations to explain evidence and identify its relevance to the claim	☐	☐
uses transitions to clarify the relationship among the claim, reasons, and evidence	☐	☐
uses a clear conclusion to reflect on the claim presented	☐	☐
uses a formal writing style	☐	☐
Language		
uses precise language and topic-specific vocabulary to explain ideas	☐	☐
uses details to set off assumptions, generalizations, and details	☐	☐
applies genre-appropriate words correctly	☐	☐

Evidence Organizer
End of Module Task: Does my argument have a strong influence on the next development? Write an essay that presents a claim and supports the claim with reasons and evidence.

Thesis statement well-articulated

Evidence organized with clarity

Source	Art	Morality

Argument Essay Outline
End of Module Task: Does my argument have a strong influence on the next development? Write an essay that presents a claim and supports the claim with reasons and evidence.

Thesis statement well-articulated

Evidence organized with clarity

Introduction

Thesis statement well-articulated

Evidence organized with clarity

Conclusion

6.  **Introduce the learning task.** Instruct students to use their checklists and organizers to complete the Argument Essay Outline for the End-of-Module Task.

Analyze Student Progress

Monitor: Do students include details from their checklists and organizers to complete the essay outline?

Offer Immediate Support: If students need additional support outlining their essays, direct them to the Checklist for the End-of-Module Task and ask this question: Do you have elaboration to explain evidence and identify its relationship to the claim?

Plan Future Practice: Students practice using checklists and organizers to respond to writing prompts in module 4.

LAND 5 minutes

Synthesize Learning

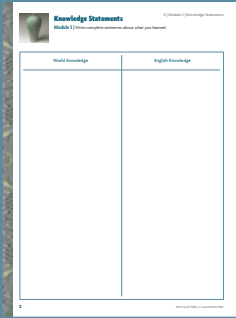
1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book, and facilitate a brief discussion of the following question to help students articulate the knowledge they built during the lesson:

 **What did you learn by discussing how authors and artists draw inspiration from cultural traditions?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from listening to your classmates' ideas?
- How did the speaking and listening goals help you participate in the discussion?



2. Encourage students to add statements that build their knowledge, and prompt them to pursue lines of inquiry.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A, MM.1.6.B

MM.2.6 Theme and Central Idea: MM.2.6.A, MM.2.6.B, MM.2.6.C, MM.2.6.D, MM.2.6.E

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.A.b, MM.12.6.B, MM.12.6.B.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.2.6 Planning: CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.a, CP.3.6.A.d, CP.3.6.A.f

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.a, CP.4.6.B, CP.4.6.B.a

CP.5.6 Language: CP.5.6.B

CP.8.6 Presentation: CP.8.6.A, CP.8.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.E

BU.2.6 Discovery and Evidence: BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B, BU.3.6.C, BU.3.6.D, BU.3.6.E

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.D

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 37

Essential Question | How does tradition influence art?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students draft an argument essay about whether traditions associated with art or traditions associated with morality have a stronger influence on Tree-ear's development. Students use the module checklists and organizers to guide their work as they complete a draft of the argument essay.

Learning Goal

For the End-of-Module Task, draft an argument essay.

 **LEARNING TASK:** For the End-of-Module Task, begin drafting an argument essay about which has a stronger influence on Tree-ear's development: traditions associated with art or traditions associated with morality.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Draft the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- *A Single Shard*

STUDENTS

- *A Single Shard*
- Argument Essay Outline for the End-of-Module Task (*Learn book, Writing*)
- Checklist for the End-of-Module Task (*Learn book, Writing*)
- color-coded Writing Model for Module 3 (*Learn book, Writing*)
- Sentence Strategies for Module 3 (*Learn book, Writing*)
- Evidence Organizer for the End-of-Module Task (*Learn book, Writing*)
- End-of-Module Task (*Learn book, Writing*)
- Knowledge Statements for Module 3 (*Learn book*)

Preparation

- Determine how students will complete the End-of-Module Task. Students continue to work on this task in the module finale. See the Write section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete their End-of-Module Task draft, as needed.

LAUNCH 2 minutes

Read the Essential Question

1. Display *A Single Shard*.
2. Display and Choral Read the Essential Question: How does tradition influence art?
3. Tell students that they will begin drafting their response for the End-of-Module Task: Which has a stronger influence on Tree-ear's development? Write an essay that presents a claim and supports the claim with reasons and evidence.
 - Traditions associated with art
 - Traditions associated with morality

Teacher Note

At the start of this lesson, students will be at different phases in completing the End-of-Module Task. Some students may require additional time to complete the learning task from the previous lesson. Take into account your students' progress toward completion, and adjust the timing of this lesson as needed.

LEARN 53 minutes

Write | Draft the End-of-Module Task | 53 minutes

1. Direct students to the Argument Essay Outline for the End-of-Module Task, located in the *Learn* book. Tell students that they will have the opportunity to prepare for drafting by reviewing requirements and asking questions.

Argument Essay Outline

End-of-Module Task (You will use this outline to prepare for the End-of-Module Task.)

Purpose: Write an essay that presents a claim and supports the claim with reasons and evidence.

Requirements:

- Present a claim and support it with reasons and evidence.
- Use a topic sentence to introduce the main idea of each paragraph.
- Use evidence to support your claim.
- Use a conclusion to summarize your main idea.

Introduction

Thesis Statement

Topic Sentence

Evidence and Elaboration

Conclusion

2. Direct students to the Checklist for the End-of-Module Task, located in the *Learn* book. Instruct students to review the checklist. Facilitate a discussion of students' remaining questions.

3. Display this list of resources to support student drafting:

- Argument Essay Outline for the End-of-Module Task (*Learn* book, Writing)
- Checklist for the End-of-Module Task (*Learn* book, Writing)
- color-coded Writing Model for Module 3 (*Learn* book, Writing)
- Sentence Strategies for Module 3 (*Learn* book, Writing)
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)

Checklist

End-of-Module Task: Have you completed all the tasks in the 'Learn' book? Have you completed all the tasks in the 'Write' book? Have you completed all the tasks in the 'Assess' book?

Task	Completed	Not Completed
Knowledge		
Writing		
Assess		

Sentence Strategies

Module 3

Strategy 1: Add descriptive information to your paragraph.

Strategy 2: Use subordinate conjunctions.

Strategy 3: Add descriptive information to your paragraph.

Strategy 4: Add descriptive information to your paragraph.

Strategy 5: Use transitions to clarify relationships among the ideas, reasons, and evidence.

Evidence Organizer

Module 3

Source	Text	Analysis

Differentiation Support

To help students use these resources to support their drafting for the End-of-Module Task, remind them that the checklist includes the requirements, and the organizer and outline include the structure and basic content.

Teacher Note

Students may complete the End-of-Module Task on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignments.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn to do as a reader?
- What did you learn to do as a writer?
- What did you learn from reviewing resources before writing?

2. Encourage students to add statements that build their knowledge, and prompt them to pursue lines of inquiry.

ACHIEVEMENT DESCRIPTORS

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.3.6 Content: CP.3.6.A, CP.3.6.A.a, CP.3.6.A.d

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.a, CP.4.6.B, CP.4.6.B.a, CP.4.6.B.c, CP.4.6.C

CP.5.6 Language: CP.5.6.B, CP.5.6.E

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A

BU.2.6 Discovery and Evidence

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DF.7.6 Capitalization

DF.8.6 Punctuation: DF.8.6.A

DM **Develop Metacognition**

DM.1.6 Content Stages: DM.1.6.D

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 38

Essential Question | How does tradition influence art?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students use writing resources to complete a draft of their End-of-Module Task. They draft an essay about whether traditions associated with art or traditions associated with morality have a stronger influence on Tree-ear's development. Students engage in peer review and use the Checklist for the End-of-Module Task to revise their argument essay.

Learning Goals

For the End-of-Module Task, draft an argument essay.

 **LEARNING TASK:** For the End-of-Module Task, complete a draft of an argument essay.

For the End-of-Module Task, revise a draft of an argument essay.

 **LEARNING TASK:** For the End-of-Module Task, use peer feedback and self-assessment to begin revising a final draft of an argument essay.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Draft the End-of-Module Task
- **Write:** Revise the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- *A Single Shard*

STUDENTS

- *A Single Shard*
- Checklist for the End-of-Module Task (*Learn* book, Writing)
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)
- Argument Essay Outline for the End-of-Module Task (*Learn* book, Writing)
- End-of-Module Task (*Learn* book, Writing)
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- Determine peer review assignments and how students will access their peer's writing and checklist.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete their End-of-Module Task revision, as needed.

1. Display *A Single Shard*.
2. Display and Choral Read the Essential Question: How does tradition influence art?
3. Tell students that they will complete and begin revising a final draft of their argument essay for the End-of-Module Task.

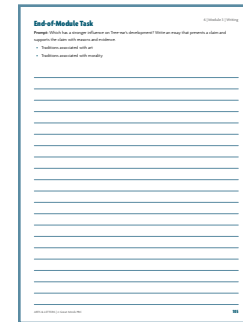
LEARN 53 minutes

- 1.** Direct students to the Checklist for the End-of-Module Task, the Evidence Organizer for the End-of-Module Task, and the Argument Essay Outline for the End-of-Module Task, all located in the *Learn* book. Remind students to use these writing resources to support their drafts of the End-of-Module Task.

At the start of this lesson, students will be at different phases in completing the End-of-Module Task. Some students may require additional time to complete the learning task from the previous lesson. Take into account your students' progress toward completion, and adjust the timing of this lesson as needed.

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2.  **Introduce the learning task.** Direct students to the End-of-Module Task, located in the *Learn* book. Instruct them to finish drafting their End-of-Module Task using the Checklist for the End-of-Module Task to support their work.



The image shows a checklist titled "End-of-Module Task" with a prompt: "Prompt: Which has a stronger influence on Tree-ear's development? Which one has the greatest influence and why? Write an essay that responds to the prompt." Below the prompt are two columns of checkboxes. The first column lists: "I have a clear thesis statement," "I have provided evidence," "I have analyzed the evidence," and "I have a conclusion." The second column lists: "I have used proper grammar and punctuation," "I have used proper spelling," "I have used proper capitalization," and "I have used proper formatting." There are several horizontal lines for writing below the checklist.

Analyze Student Progress

Monitor: Do students refer to their Checklist for the End-of-Module Task to complete an essay about which tradition has a stronger influence on Tree-ear's development?

Offer Immediate Support: If students need additional support drafting their End-of-Module Task, direct them to their checklists, and prompt them to provide evidence of where their essays address the knowledge rows of the checklist.

Plan Future Practice: Students practice using a checklist to support drafting essays in module 4.

Write | Revise the End-of-Module Task | 33 minutes

1. Tell students that now that they have finished drafting their argument essays, they will have the opportunity to strengthen their writing by incorporating peer feedback. Direct attention to the Checklist for the End-of-Module Task.

Assess and activate prior knowledge by asking this question:

 **Why is revision an important part of writing?**

Key Ideas

- helps writers clarify and organize ideas
- ensures writers have completely responded to the prompt
- helps writers precisely and interestingly convey ideas

Emphasize that revisions help writers clearly and effectively communicate their ideas.

2. Direct attention to the End-of-Module Task. Instruct students to exchange drafts with a partner.
3. Instruct students to use the Checklist for the End-of-Module Task to provide feedback about their partners' essays for the End-of-Module Task.

Differentiation Support

To help students provide meaningful feedback on each other's writing, display the class Checklist for the End-of-Module Task and the class Writing Model for Module 3, located in the *Learn* book. Model how to use the checklist criteria to review the writing model.

Teacher Note

Students may complete the Checklist for the End-of-Module Task on their *Learn* book page. Alternatively, they may use shared digital documents for peer review. Using technology gives students experience leveraging digital feedback tools.

4. Instruct students to choose one or two items from the checklist that their peers clearly demonstrated in their argument essays. Instruct them to share at least one line of written or oral feedback about something they enjoyed in their partners' argument essays.

Language Support

To help students provide feedback, provide these sentence frames:

- One strength of your work is _____.
 - You did _____ very well in this piece.
5. Instruct students to review the peer feedback they received. Direct attention to the checklist and instruct students to use it to self-assess their argument essays, identifying areas of strength and areas that need revision.

6.  **Introduce the learning task.** Instruct students to use peer feedback and their self-assessments to begin revising a final draft of the End-of-Module Task.

Analyze Student Progress

Monitor: Do students refer to their peer feedback and self-assessments to begin revising the End-of-Module Task?

Offer Immediate Support: If students need additional support revising their End-of-Module Task, ask this question: What is an area of your essay that your peer reviewer said could be clarified?

Plan Future Practice: Students practice using peer feedback and self-assessments to revise writing in module 4.

LAND 5 minutes

Synthesize Learning

1. Direct students to the Knowledge Statements for Module 3, located in the *Learn* book, and facilitate a brief discussion of the following questions to help students articulate the knowledge they built during the lesson:

 **What important knowledge did you express in your writing?**

 **How did reviewing someone else's writing help you grow as a writer?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking this question: How did your peer's feedback guide the revision of your argument essay?



2. Encourage students to add statements that build their knowledge, and prompt them to pursue lines of inquiry.

ACHIEVEMENT DESCRIPTORS

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.H

CP.3.6 Content: CP.3.6.A, CP.3.6.A.a, CP.3.6.A.d

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.a, CP.4.6.B, CP.4.6.B.a, CP.4.6.B.c, CP.4.6.C

CP.5.6 Language: CP.5.6.B, CP.5.6.E

CP.6.6 Revision

CP.7.6 Editing

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A

BU.2.6 Discovery and Evidence

BU.3.6 Conversation and Collaboration: BU.3.6.F

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DF.7.6 Capitalization

DF.8.6 Punctuation: DF.8.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.D

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 39

Essential Question | How does tradition influence art?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students finish revising their End-of-Module Task about whether traditions associated with art or traditions associated with morality have a stronger influence on Tree-ear's development. Students then select a presentation mode to share their End-of-Module Task with a partner.

Learning Goals

For the End-of-Module Task, revise an argument essay.

 **LEARNING TASK:** For the End-of-Module Task, use peer feedback and self-assessment to complete a final draft of an argument essay.

Share the End-of-Module Task.

 **LEARNING TASK:** For the End-of-Module Task, share your argument essay with a partner.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Revise the End-of-Module Task
- **Write:** Share the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- *A Single Shard*

STUDENTS

- *A Single Shard*
- Checklist for the End-of-Module Task (*Learn* book, Writing)
- End-of-Module Task (*Learn* book, Writing)
- Knowledge Statements for Module 3 (*Learn* book)

Preparation

- Determine what materials and spaces students will need in order to execute different presentation options for their End-of-Module Task. See the second Write section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

1. Display *A Single Shard*.
2. Display and Choral Read the Essential Question: How does tradition influence art?
3. Tell students that they will finish revising their End-of-Module Task and then share it with a partner.

Write | Revise the End-of-Module Task | **20 minutes**

- Direct students to the Checklist for the End-of-Module Task, located in the *Learn* book. Instruct them to briefly write what they plan to revise in order to complete their End-of-Module Task.

At the start of this lesson, students will be at different phases in completing the End-of-Module Task. Some students may require additional time to complete the learning task from the previous lesson. Take into account your students' progress toward completion, and adjust the timing of this lesson as needed.

Checklist		© 2006 Pearson Education, Inc. All rights reserved. Write any questions or comments on a separate sheet of paper.	
Initial assessment What is the purpose of having an initial assessment? • To determine the student's current level of understanding • To determine the student's learning style • To determine the student's motivation			
Knowledge What are the three types of knowledge that a teacher should have? What are the three types of knowledge that a teacher should have? What are the three types of knowledge that a teacher should have?		Examine 1 Examine 2 Examine 3	Examine 1 Examine 2 Examine 3
Writing What are the three types of writing that a teacher should have? What are the three types of writing that a teacher should have? What are the three types of writing that a teacher should have?		Examine 1 Examine 2 Examine 3	Examine 1 Examine 2 Examine 3

[illegible]

Analyze Student Progress

Monitor: Do students revise their essay with attention to a specific item from the Checklist for the End-of-Module Task?

Offer Immediate Support: If students need additional support revising their argument essays, direct them to the transition words they wrote in their journals during lesson 15. Instruct students to ensure that they've used transition words to connect ideas and paragraphs.

Plan Future Practice: Students practice using peer feedback and self-assessments to revise writing in module 4.

Write | Share the End-of-Module Task | 33 minutes

1. Tell students that now that they have completed a final draft of their argument essay, they will share their work with a partner.

Assess and activate prior knowledge by asking this question:



Why do writers share their work with others?

Key Ideas

- to share knowledge and opinions
 - to convince others of their view
 - to highlight important issues
2. Instruct students to choose from the following presentation options to share their End-of-Module Task, or propose an alternative option of their choosing:
 - Create an audio recording of your End-of-Module Task and make it available for listening.
 - Design a visual advertisement to highlight the claim in your End-of-Module Task.
 - Declaim an excerpt of your End-of-Module Task.
 - Deliver a 90-second speech in video format, convincing an audience of your claim and reasons.

3.  **Introduce the learning task.** Direct attention to the End-of-Module Task, located in the *Learn* book. Instruct students to share their End-of-Module Task with a partner.

Analyze Student Progress

Monitor: Do students' presentations correctly use the mode they have selected in a way that features their End-of-Module Task?

Offer Immediate Support: If students need additional support presenting their End-of-Module Task, ask the following questions, depending on which option they selected: Does your audio recording incorporate elements of fluency? Is your visual image relevant to the thesis in your End-of-Module Task? Does your declamation correctly incorporate articulation, demeanor, and artful manner? Is your speech delivered in a video format that helps convince listeners of the claim in your End-of-Module Task?

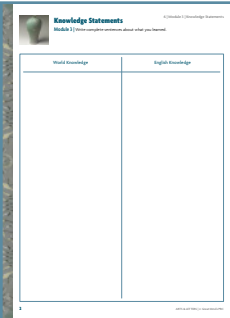
Plan Future Practice: Students practice presenting their writing in module 4.

LAND 5 minutes

Synthesize Learning

1. Direct students to Knowledge Statements for Module 3, located in the *Learn* book, and facilitate a brief discussion of the following questions to help students articulate the knowledge they built during the lesson:

-  **Now that we've studied cultural traditions, what are you interested in learning more about?**
-  **What important knowledge did you build about English language arts?**
-  **How did sharing your writing help you grow as a writer?**



Teacher Note

As needed, prompt students to reflect on the questions in their Notice and Wonder Checklists and Charts from the module, located in the *Learn* book.

ACHIEVEMENT DESCRIPTORS

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.A, CP.1.6.E, CP.1.6.H

CP.3.6 Content: CP.3.6.A, CP.3.6.A.a, CP.3.6.A.d

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.a, CP.4.6.B, CP.4.6.B.a, CP.4.6.B.c, CP.4.6.B.f, CP.4.6.C

CP.5.6 Language: CP.5.6.B, CP.5.6.E

CP.6.6 Revision

CP.7.6 Editing

CP.8.6 Presentation: CP.8.6.A

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A

BU.2.6 Discovery and Evidence

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DF.7.6 Capitalization

DF.8.6 Punctuation: DF.8.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 40

Essential Question | How does tradition influence art?

OVERVIEW

Preview

In this closing Bookend lesson, students reflect on the module topic and Essential Question. Students share what they learned about cultural traditions. They continue to engage with the module topic through an experience that the teacher chooses. Students may explore clay modeling, create a new scene for *A Single Shard*, discuss a book about cultural traditions, or engage in a teacher-created experience.

Learning Goals

- Share knowledge gained from the module about cultural traditions.
- Reflect on the module topic.

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Share:** Discuss New Knowledge
- **Engage:** Create, Explore, or Read

LAND

Revisit the Essential Question

Vocabulary

none

Materials and Preparation

- journal
- Prepare materials for the selected activity in the Engage section.
- Depending on the option you choose, consider planning for more than the typical 60 minutes recommended for a lesson.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH **2 minutes**

Read the Essential Question

1. Tell students that today is the final day of the third module.
2. Display and Choral Read the Essential Question: How does tradition influence art?

Teacher Note

Customize this lesson's content to incorporate your school's regional geography, the community's resources, and the area's history. Use the activities to activate and honor students' funds of knowledge, including their home life, languages, and experiences.

LEARN **53 minutes**

Share | Discuss New Knowledge | **10 minutes**

1. Tell students that they will share what they have learned about the module topic. Instruct students to Think–Pair–Share to answer these questions:

-  **What did you learn about cultural traditions that you didn't know before?**
-  **Which text or work of art in this module is most important to you? Why?**
-  **What did you learn about tradition that you might apply to your own life?**

Engage | Create, Explore, or Read | 43 minutes

Choose a Create, Explore, or Read activity to engage students with the module topic. Plan your own activity or choose an option below.

Option 1 | Create a New Scene for *A Single Shard*

1. Direct students to the last page of *A Single Shard*. Assess and activate prior knowledge by asking this question:

 **What is unique about the ending of *A Single Shard*?**

Reinforce the correct response: Tree-ear's story ends, and then the story continues with a description of the celadon vase he made.

2. Direct students to their journals. Instruct them to Jot–Pair–Share to respond to this question:

 **What important scenes might have happened between the end of Tree-ear's story in *A Single Shard* and the creation of the celadon vase?**

3. Remind students of their work with a Readers' Theater script in lesson 16. Explain that students will work in small groups to choose one of the scenes they listed that could have happened between the end of Tree-ear's story in *A Single Shard* and the creation of the celadon vase.
4. Form small groups. Instruct students to collaboratively write their selected scene and assign roles.
5. Instruct groups to practice their scenes, annotating any notes they want to keep in mind regarding tone, facial expression, pronunciation, or gestures.
6. Invite each group to perform.
7. Instruct students to Think–Pair–Share to answer this question:

 **What do you think your scene added to the story?**

Option 2 | Explore Clay Modeling

1. Assess and activate prior knowledge by asking this question:

 **Before Min agreed to teach Tree-ear how to make a pot, what did Tree-ear do to develop his artistic skills?**

Reinforce the correct response: Tree-ear molded figures out of clay, creating a petal for one of Min's vases and a monkey for Crane-man.

2. Read aloud the portion of pages 105–106 from “Over the past” to “a quiet thrill.” Reinforce that although the process of molding clay was not as extensive as making a celadon pot, it still required practice and attention to detail.
3. Instruct students to research the process for molding a figure out of clay. Facilitate a brief discussion of students' findings.

Key Ideas

- Sketch a design plan.
- Knead clay until soft, using a knife to cut as needed.
- Keep polymer or oil-based clay warm, and keep water-based clay moist.
- Roll, pinch, or coil clay to shape it.
- Use texture tools or decorations to add details.

4. Direct students to their journals. Instruct them to Jot–Pair–Share to respond to this prompt:

 **Using as much detail as possible, sketch or describe a figure you would choose to mold out of clay.**

5. Distribute a portion of modeling clay to each student. Instruct students to mold the clay according to their plan.

Teacher Note

Consider enlisting the assistance of an art colleague for resource ideas or to serve as a co-teacher for lesson 40.

6. Lead students through a Gallery Walk to view one another's models.
7. Close the Gallery Walk by inviting a few students to share their observations.
8. Instruct students to briefly write in their journals a response to this question:



What did molding a figure add to your understanding of the artistic process?

Invite a few students to share their responses.

Option 3 | Read a Book About Cultural Traditions

1. Instruct students who chose the same volume of reading text to form groups.
2. Facilitate group discussions about the knowledge students gained from their selected text.

LAND 5 minutes**Revisit the Essential Question**

1. Facilitate a brief discussion to connect what students experienced in this lesson to the Essential Question. Consider using one of the following questions, based on each option from the Engage section, to initiate the discussion:
 - **Option 1**—How did your scene innovate upon the ending of *A Single Shard*?
 - **Option 2**—How did your clay model either adhere to or innovate upon a tradition?
 - **Option 3**—How did your chosen text highlight cultural traditions?
2. Reinforce that students have built a lot of knowledge about cultural traditions. Encourage students to continue seeking knowledge about cultural traditions.

ACHIEVEMENT DESCRIPTORS**BU** Build Understanding**BU.1.6 Inquiry and Credibility:** BU.1.6.C**BU.2.6 Discovery and Evidence****BU.4.6 Expression****DM** Develop Metacognition**DM.3.6 Schema Building****DM.4.6 Reflection and Evaluation**

Achievement Descriptors

Below is a list of the Achievement Descriptors by code and number. The following pages include a list of the specific grade-level Achievement Descriptors addressed in this module.

ACHIEVEMENT DESCRIPTOR NUMBERS BY STRAND

MM Make Meaning from Texts

- MM.1 Comprehension and Evidence
- MM.2 Theme and Central Idea
- MM.3 Summary
- MM.4 Individuals, Events, and Ideas
- MM.5 Vocabulary
- MM.6 Diction
- MM.7 Structure
- MM.8 Point of View, Perspective, and Purpose
- MM.9 Media
- MM.10 Argument
- MM.11 Connections
- MM.12 Complexity, Diversity, and Genre

CP Compose and Present Content

- CP.1 Genre
- CP.2 Planning
- CP.3 Content
- CP.4 Structure
- CP.5 Language
- CP.6 Revision
- CP.7 Editing
- CP.8 Presentation

BU Build Understanding

- BU.1 Inquiry and Credibility
- BU.2 Discovery and Evidence
- BU.3 Conversation and Collaboration
- BU.4 Expression

DF Develop Foundations

- DF.1 Print Concepts
- DF.2 Phonemic Awareness
- DF.3 Phonics and Spelling

- DF.4 High-Frequency and Irregularly Spelled Words
- DF.5 Fluency
- DF.6 Foundational Writing
- DF.7 Capitalization
- DF.8 Punctuation
- DF.9 Nouns and Pronouns
- DF.10 Verbs
- DF.11 Adjectives and Adverbs
- DF.12 Prepositions
- DF.13 Sentence Construction

DM Develop Metacognition

- DM.1 Content Stages
- DM.2 Comprehension Monitoring
- DM.3 Schema Building
- DM.4 Reflection and Evaluation

ACHIEVEMENT DESCRIPTORS IN MODULE 3

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: Read, listen, or observe closely to comprehend a grade-level text, determining what it says explicitly, making logical inferences, and supporting observations, questions, and conclusions with specific textual evidence.

MM.1.6.A: Cite textual evidence to support analysis of a literary text.

MM.1.6.B: Cite textual evidence to support analysis of an informational text.

MM.2.6 Theme and Central Idea: Identify the themes and central ideas of a text and explain their development.

MM.2.6.A: Determine a theme of a literary text.

MM.2.6.B: Determine a central idea of a literary text.

MM.2.6.C: Explain how particular details in a literary text convey a central idea or theme.

MM.2.6.D: Determine a central idea of an informational text.

MM.2.6.E: Explain how particular details in an informational text convey a central idea.

MM.3.6 Summary: Summarize a text, including its key ideas and details.

MM.3.6.A: Summarize a literary text without personal opinions or judgements.

MM.4.6 Individuals, Events, and Ideas: Explain how and why key individuals, events, and ideas of a text develop, relate, and interact.

MM.4.6.A: Describe how the plot unfolds in a literary text.

MM.4.6.B: Describe how characters respond or change as the plot moves toward a resolution in a literary text.

MM.5.6 Vocabulary: Determine the literal, connotative, and figurative meanings of words and phrases.

MM.5.6.A: Determine the literal meaning of unknown and technical words and phrases.

MM.5.6.A.a: Determine the literal meaning of unknown words and phrases as they are used in a literary text.

MM.5.6.A.c: 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 meaning.

MM.5.6.A.d: Use common grade-level Greek and Latin affixes and roots as clues to meaning.

MM.5.6.A.e: Consult reference materials to determine, clarify, or verify pronunciation, part of speech, or precise meaning.

MM.5.6.B: Determine the connotative and figurative meanings of words and phrases.

MM.5.6.B.a: Determine the connotative and figurative meanings of words and phrases as they are used in a literary text.

MM.5.6.B.b: Determine the connotative and figurative meanings of words and phrases as they are used in an informational text.

MM.5.6.B.c: Interpret figures of speech (e.g., personification).

MM.5.6.B.e: Distinguish among the connotations of words with similar denotations.

MM.5.6.C: Apply vocabulary knowledge to determine when a word or phrase is important to comprehension.

MM.6.6 Diction: Analyze how word choice shapes meaning in a text.

MM.6.6.A: Analyze how diction affects tone in a literary text.

MM.7.6 Structure: Explain a text's structure, including how specific sentences, paragraphs, and larger portions of the text relate to each other and to the whole.

MM.7.6.A: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a literary text.

MM.7.6.B: Analyze how a particular part of a literary text helps to develop the theme, setting, or plot.

MM.8.6 Point of View, Perspective, and Purpose: Explain how the point of view, perspective, and purpose of a text shape its content and style.

MM.8.6.A: Determine the narrative point of view of a text (e.g., first person, second person, third person).

MM.8.6.B: Explain how an author develops the narrator's or speaker's point of view (perspective) in a literary text.

MM.9.6 Media: Analyze and evaluate how diverse media develop meaning, present information, and represent content within a text or across texts.

MM.9.6.A: Compare reading a literary text to listening to or viewing a multimedia version of the text, including what is "seen" and "heard" when reading versus what is perceived when listening and watching.

MM.10.6 Argument: Determine and evaluate the argument in a text.

MM.10.6.C: Evaluate an oral argument, distinguishing between claims that are supported by reasons and evidence and unsupported claims.

MM.11.6 Connections: Analyze multiple texts that address similar themes or topics to build knowledge or to compare the authors' approaches.

MM.11.6.A: Compare texts in different literary forms or genres for their approaches to similar themes and topics.

MM.11.6.B: Compare authors' presentations of events in informational texts, including those in different forms or genres.

MM.12.6 Complexity, Diversity, and Genre: Read and comprehend texts of appropriate grade-level complexity across diverse cultures and multiple genres.

MM.12.6.A: Literary

MM.12.6.A.a: Stories

MM.12.6.A.b: Poetry

MM.12.6.B: Informational

MM.12.6.B.b: Informational

MM.12.6.C: Non-print

MM.12.6.C.b: Visual art

CP Compose and Present Content

CP.1.6 Genre: Compose texts in a variety of genres over various timeframes.

CP.1.6.A: Argument

CP.1.6.D: Poetry

CP.1.6.E: Speech or presentation

CP.1.6.H: Over a period of time

CP.1.6.I: In a single session

CP.2.6 Planning: Plan texts to respond to discipline-specific tasks for a variety of audiences and purposes.

CP.2.6.A: Unpack the task demands, purpose, and audience.

CP.2.6.B: Analyze a model to identify traits of an effectively written response.

CP.2.6.C: Brainstorm ideas, arguments, topics, events, or experiences to suit the task, purpose, and audience.

CP.2.6.D: Plan a response by gathering and organizing ideas, details, and information from texts or experience.

CP.3.6 Content: Develop ideas and describe experiences using details and evidence appropriate to the task, purpose, and audience.

CP.3.6.A: Develop the content of the text.

CP.3.6.A.a: Support claim(s) with clear reasons and relevant evidence from credible sources.

CP.3.6.A.d: Incorporate evidence from literary texts to support opinions and ideas.

CP.3.6.A.f: Quote or paraphrase source evidence, data, and information while avoiding plagiarism.

CP.3.6.B: Provide a list of sources that includes basic bibliographic information.

CP.4.6 Structure: Organize content with an effective structure appropriate to the task, purpose, and audience.

CP.4.6.A: Develop an introduction.

CP.4.6.A.a: Introduce claim(s) clearly.

CP.4.6.B: Organize the content and create cohesion.

CP.4.6.B.a: Organize claims, reasons, and evidence clearly.

CP.4.6.B.c: Use transitional words, phrases, and clauses to clarify the relationships among claim(s), reasons, ideas, or concepts.

CP.4.6.B.f: Present information in a logical sequence.

CP.4.6.C: Provide a conclusion that follows from the content of the text.

CP.5.6 Language: Convey content with precise language appropriate to the task, purpose, and audience.

CP.5.6.A: Use knowledge of language and conventions when writing or speaking.

CP.5.6.B: Use with accuracy a variety of words and phrases, including academic and domain-specific words.

CP.5.6.E: Establish and maintain a formal style when appropriate to task, purpose, and audience.

CP.6.6 Revision: With some support, strengthen texts by revising, rewriting, or trying a new approach.

CP.7.6 Editing: Edit texts for conventions of academic English as appropriate to the task, purpose, and audience and for research style, including proper formatting of bibliographic information. *(Refer to Develop Foundations strand for grade-level language expectations.)*

CP.7.6.A: Recognize and edit as needed written and spoken variations from academic English.

CP.8.6 Presentation: Present or perform effectively, adapting speech so that listeners can hear, understand, and appreciate what is being conveyed.

CP.8.6.A: Use appropriate eye contact, adequate volume, and clear pronunciation.

CP.8.6.B: Adapt speech to various contexts and tasks.

BU Build Understanding

BU.1.6 Inquiry and Credibility: Conduct inquiry-based research and determine the relevance and credibility of sources.

BU.1.6.A: Conduct short research projects, synthesizing information to answer a question.

BU.1.6.C: With support, engage in experiences and activities to build knowledge about a topic.

BU.1.6.D: Select information from multiple print and digital sources or experience.

BU.1.6.E: Determine information's relevance to answer a question.

BU.2.6 Discovery and Evidence: Use core practices to process textual evidence and information to support analysis, reflection, and research.

BU.2.6.A: Annotate a text to build understanding.

BU.2.6.B: Take notes, including quoting and paraphrasing.

BU.2.6.C: Prepare for discussions by reading and studying required texts.

BU.3.6 Conversation and Collaboration: Engage effectively in discussions and collaborations with diverse partners, expressing ideas clearly.

BU.3.6.A: Draw upon preparation during collaborative discussion to provide evidence for, to probe, and to reflect on ideas.

BU.3.6.B: Follow rules for discussions and participate in taking collective responsibility for setting goals and deadlines and for defining roles as needed.

BU.3.6.C: Contribute comments and ask specific questions relevant to the topic under discussion.

BU.3.6.D: Elaborate on or add detail to the discussion.

BU.3.6.E: Review the key ideas expressed in discussion and demonstrate understanding of multiple perspectives by reflecting or paraphrasing.

BU.3.6.F: Engage in peer review.

BU.4.6 Expression: Write, draw, act out, or speak to respond, to build knowledge, and to demonstrate understanding of a concept, topic, task, or text.

DF Develop Foundations

DF.3.6 Phonics and Spelling: Know and apply grade-level phonics and word analysis skills to decode and encode words.

DF.3.6.A: Spell correctly.

DF.5.6 Fluency: Read grade-level texts with sufficient accuracy, phrasing, expression, and rate to support comprehension.

DF.5.6.A: Read with purpose and understanding.

DF.5.6.B: Read aloud with accuracy and appropriate phrasing, expression, and rate on successive readings.

DF.5.6.C: Confirm or self-correct word recognition and understanding using context and rereading as necessary.

DF.7.6 Capitalization: Use capitalization, following the conventions of academic English when writing.

DF.8.6 Punctuation: Use punctuation, following the conventions of academic English when writing.

DF.8.6.A: Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.

DF.9.6 Nouns and Pronouns: Form and use nouns and pronouns, following the conventions of academic English when writing or speaking.

DF.9.6.C: Recognize and correct inappropriate shifts in pronoun number and person.

DF.13.6 Sentence Construction: Produce, expand, and rearrange complete sentences for meaning, interest, and style when writing or speaking.

DF.13.6.A: Vary sentence patterns for meaning, reader or listener interest, and style.

DM Develop Metacognition

DM.1.6 Content Stages: Engage in deep reading through a predictable, structured progression of questions via the five Content Stages.

DM.1.6.A: Wonder

DM.1.6.B: Organize

DM.1.6.C: Reveal

DM.1.6.D: Distill

DM.1.6.E: Know

DM.2.6 Comprehension Monitoring: Monitor understanding of a text during and after reading.

DM.3.6 Schema Building: Connect new and existing knowledge to expand and revise understanding of a topic.

DM.4.6 Reflection and Evaluation: Reflect on and assess cognitive processes and performance for engaging in a task or reaching criteria for success, including making a plan for improvement.

Vocabulary

anthropomorphize (v.)

to attribute human appearance or behavior to animals or objects

lesson 3

argument essay

an essay that presents one or multiple claims supported by reasons and evidence intended to support or establish a point of view

lesson 7

botany (n.)

a branch of science that deals with plant life

lesson 27

claim (n.)

an opinion or idea that the author supports with reasons and evidence

lesson 7

commission (n.)

a formal request to produce something (especially an artistic work) in exchange for payment

lesson 12

culture (n.)

the shared beliefs, traditions, language, and way of life of a particular group of people

lesson 1



emissary (n.)

a person who is sent on a mission to represent another person or organization

lesson 12

ethical (adj.)

following accepted rules of behavior

lesson 6



filial (adj.)

of or relating to a son or daughter

lesson 9

honesty (n.)

the quality of being fair and truthful

lesson 4



innovation (n.)

a new idea, device, or method

lesson 12



moral

1. (n.) a lesson that is learned from a story or an experience
2. (adj.) considered right and good by most people

lesson 9



morality (n.)

beliefs about what is right behavior and what is wrong behavior

lesson 9



negative space

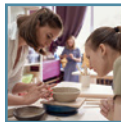
the empty areas between and around a subject in a work of art; in a three-dimensional work of art (e.g., a sculpture), the area not occupied by the art itself

lesson 4

observation (n.)

the act of careful watching and listening

lesson 3



patience (n.)

1. the ability to withstand pains or trials calmly or without complaint
2. the ability to give attention to something for a long time without becoming bored or losing interest

lesson 7



perception (n.)

the way that you notice or understand something using one of your senses

lesson 17

piety (n.)

the quality of being religious or reverent

lesson 9

point of view

the narrative perspective from which a story is told; a way of looking at or thinking about something

lesson 6

pottery (n.)

objects such as bowls that are made of clay, usually by hand, and then baked at high temperatures to harden

lesson 3



shard (n.)

a sharp piece of something, such as glass or pottery

lesson 2

tradition (n.)

a way of thinking, behaving, or doing something that has been used by the people in a particular family, group, or society for a long time

lesson 1



virtue (n.)

morally good behavior or character; a good and moral quality

lesson 9

yin yang

Two forces in the universe according to Chinese philosophy. Yin is the passive, negative force, and yang is the active, positive force. The idea of yin and yang is that balancing forces can live together harmoniously.

lesson 5

Transition Words and Phrases Chart

Connect	Contrast	Strengthen
additionally after also and because before finally first in addition in conclusion lastly likewise next overall second similarly since so then to conclude	alternatively although at the same time but conversely despite even so even though however if ... then in contrast (to) instead nevertheless nonetheless on the contrary on the other hand otherwise still though were ... then whereas while yet	certainly even for example for instance including indeed in fact of course particularly specifically surely to demonstrate to illustrate

About the Images

In Korea, the tradition of making ceramic ware has continued over many centuries. The jade-colored glazed ware, known as celadon, is a hallmark of the Goryeo dynasty (918–1392). *Celadon* refers to both the glaze used and the finished pottery. The images for this module are celadon wares created between the 12th and 13th centuries that feature crane, flower, and cloud designs. As students learn about how traditions transform over time, the module images help guide them in answering the Essential Question: How does tradition influence art?

Influenced by Chinese ceramics, celadon from the Korean peninsula was unique because of its distinctive *sanggam* inlaid design. *Sanggam* is a technique that involves etching lines to create motifs on the dry clay body and filling them in with a looser, wet clay material called slip.

The first image is a *maebyeong*, a Korean term used to describe a ceramic vessel with a tall body, wide shoulders, a narrow base, and a small mouth. The term is derived from the Chinese word *meiping*, which translates to “plum vase.” These vessels held wine or other beverages and originally came with a lid.

The second image features a wine ewer with a delicate, thin handle and spout. Chrysanthemums appear on the body inlay, while lotus flowers adorn the top and bottom of the vessel.

The third image portrays another type of *maebyeong* with chrysanthemums surrounding the entire body. Mixing an iron oxide compound with the celadon gave this vessel its brown-black appearance.



Image 1. *Maebyeong* (plum vase) with cranes and clouds decoration, second half of the 12th century, Goryeo dynasty, Korea, stoneware with inlaid decoration under celadon glaze, The Metropolitan Museum of Art, New York.



Image 2. Wine ewer with chrysanthemums and lotus flower decoration, first half of the 13th century, Goryeo dynasty, Korea, stoneware with inlaid decoration under celadon glaze, The Metropolitan Museum of Art, New York.



Image 3. *Maebyeong* with chrysanthemum decoration, 13th century, Goryeo dynasty, Korea, stoneware with iron-brown and white-slip decoration of chrysanthemums under celadon glaze, The Metropolitan Museum of Art, New York.

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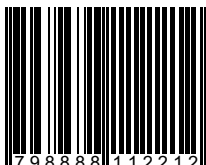
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ON THE COVER

Untitled, 2021

Lee Jong Min (b. 1982)

Porcelain carved sculpture,
28.5 × 28.5 × 44.5 (high) cm

Courtesy of The Object Space on behalf of Lee Jong Min



every child
is capable of
greatness