Goal

WALT collect evidence by analyzing the context in *Echo* as a part of the Historical Fiction Book Club series.

Global Context:
Fairness and Development
Directions: Answer the task question.

In this unit, you will learn about America from 1939-1950 during the period of World War II. Consider the political, social, and economic changes that impacted society.

Last week, you read the Prologue to Echo, creating a prequel or forward after that chapter.

Which student work one ranks the best? Why?
Directions: Answer the task question.

In this unit, you will learn about America from 1939-1950 during the period of World War II. Consider the political, social, and economic changes that impacted society.

Last week, you read the Prologue to Echo, creating a prequel or forward after that chapter.

Which student work one ranks the best? Why?
UNIT 4: The Citizens

With membership of your community often comes great responsibility. This responsibility is often heavy especially during times of crisis where all members need to work together to ensure the safety, protection and well-being of all. We all have roles to play in our communities and obligations we must undertake.

Citizenship is powerful; What is your role?


Global Context:
Fairness and Development

IB Key Vocabulary:
Global Interactions, Cooperation, Conflict, Security, Freedom

IB Questions:
1) Who is responsible to make sure equity is upheld in times of conflict?
2) Why are individual defenders of human rights important to building a more equitable and just global society?
3) How do wars shape alliances and contribute to national identities?
4) Should rights ever be surrendered in exchange for security?

Learning Targets:
1) I can use relevant evidence from diverse sources to support a given claim.
2) I can determine the main idea of a source.
3) I can find the meaning of words and phrases.
4) I can identify the author’s purpose by evaluating a source.
5) I can construct an argumentative essay that includes clear claims supported by relevant evidence and reasoning.
New Information

Word of the Day: prophecy

A prediction about something to happen.

Task: How did the Nazi ideology impact German youth?
The GIST strategy has you break down the text by answering six questions about it—
- who?
- what?
- where?
- when?
- why?
- how?

**We may not always be able to answer each question depending on the text***

**Note:** This doesn’t mean your summary needs to be many sentences!!!
**Application**

**A Witch, a Kiss, a Prophecy**  
**A Secret, a Spell, a Final Deed**  
**Chapters 1, 2, and 3**

**Directions:** Follow the steps below to complete the task!

- **Step 1:** Read the opening and chapters 1-3 in group setting.
- **Step 2:** Take notes on the worksheet.
- **Step 3:** Choose one task from the board and complete with cited evidence.

*Note: The book is also available on Sora.com using your Schools email account.

<table>
<thead>
<tr>
<th><strong>Character</strong></th>
<th><strong>Conflict</strong></th>
<th><strong>Plot Connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe a character in the story using one trait from the character trait’s list.</td>
<td>Write a letter to a character explaining how they should solve their conflict. (Model below.)</td>
<td>What do you think is the most important scene/event in the book so far? Why?</td>
</tr>
<tr>
<td>Character Traits</td>
<td>Dear __________, I’m sorry to hear that you are having a problem with __________. In the story it said “________.” This tells me that you are __________ with __________. Maybe you could __________. This would help solve the problem. Sincerely, __________.</td>
<td>Make connections to unit content in history. Use at least two facts from the unit as evidence to support the historical connections.</td>
</tr>
<tr>
<td>nice</td>
<td>shy</td>
<td></td>
</tr>
<tr>
<td>mean</td>
<td>bossy</td>
<td></td>
</tr>
<tr>
<td>silly</td>
<td>brave</td>
<td></td>
</tr>
<tr>
<td>helpful</td>
<td>humorous</td>
<td></td>
</tr>
<tr>
<td>friendly</td>
<td>compassionate</td>
<td></td>
</tr>
<tr>
<td>lazy</td>
<td>hard-working</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Get the Gist</strong></th>
<th><strong>In Other Words</strong></th>
<th><strong>A True Character</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who or what is the story mostly about?</td>
<td>If you could rewrite a part of the story, what part would it be? What would your part say? Why do you feel that your changes are important to the story?</td>
<td>Would the main character in the story be a friend of yours? Why or why not? Support your thinking with text evidence from the story!</td>
</tr>
<tr>
<td>What is the most important thing about the who or what?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Personal Connection</strong></th>
<th><strong>Illustrate a Scene</strong></th>
<th><strong>Book Preview</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain TWO personal connections you made while reading the story.</td>
<td>Draw a picture of your favorite scene in the book and write a caption describing the scene.</td>
<td>Create a book review of your book, so far.</td>
</tr>
<tr>
<td>Example: Pete had a dog that ate his homework. Last week, my dog ate my homework and my teacher was angry.</td>
<td></td>
<td>What parts of your story make it entertaining for readers to read? Support your book recommendation with relevant text evidence to convince the audience to read the book.</td>
</tr>
</tbody>
</table>

**IB Question:** How do wars shape alliances and contribute to national identities?
Generalization/ MT

**Task:** Now that we have analyzed the context in *Echo*...

**Prompt:** Setting is very strong in this book.

After learning more about the context of *Echo* in the introduction, what would you change in your story to the **Prologue**?