Unit 5 “Making your mark”

Title: *Crow Call*

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.7.1, RL.7.2, RL.7.4; W.7.2, W.7.4, W.7.9; SL.7.1, SL.7.6; L.7.1, L.7.2, L.7.4

Teacher Instructions

**Preparing for Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Relationships need time and attention in order to develop.

Synopsis

An absentee father takes his daughter on a hunting trip. The experience leads them to discover that that they are not strangers after all. They both learn that as you get to know someone you learn about yourself as well. Read the entire selection, keeping in mind the Big Ideas and Key Understandings.

1. Re-read the text while noting the stopping points for the Text Dependent Questions and teaching Tier II/academic vocabulary.

**During Teaching**

1. Students read the entire selection independently.
2. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other. Depending on the text length and student need, the teacher may choose to read the full text or a passage aloud. For a particularly complex text, the teacher may choose to reverse the order of steps 1 and 2.
3. Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| How does the reader know that the girl and the father don’t know each other very well? | The girl says at the beginning of the story that she “sat shyly in the front seat of the car next to the stranger who was my father...”. She continues to call him “daddy” even though she’s feeling like “the title”... is “coming uncertainly.” This hints that the daughter doesn’t know her dad for some reason that is not yet clear. |
| What is a crow call? Re-read paragraph four and to explain the definition in your own words. | From paragraph four the reader can determine that a crow call is something you blow on to call crows. The dad tells her that even though “some people blow and blow on a crow call...” they don’t get a response “much less an answer.” This is an indication that a crow call is a sort of whistle to call crows. |
| What is the father trying to tell the daughter when he says, "some people will blow and blow on a crow call and not a single crow will even wake up or bother to listen, much less answer. But I really think you can do it." | To show her that he believes in her. He tells her it’s an art form and that he’s “pretty sure” she can “handle it”. He continues to tell her that most people can’t blow the crow call correctly but he thinks she “really...can do it.” |
| Does the purchase of plaid shirt for the girl influence the father to take her hunting? What does the hunting shirt symbolize? | The father noticed the daughter lingering in front of the Kronenberg's store and staring at the hunting shirt. When he went to pay for it, his other daughter pointed out that the shirt was for a man. This can lead the father to believe that one daughter is interested in hunting and the other is not. As he bought the shirt for her he told her that the shirt would last forever because she would never outgrow it just like the bond between them. |
| What is the significance of the father purchasing the plaid hunting shirt for his daughter, knowing it was styled for a boy? (669) Reread the second paragraph of page 670. Does the purchase of the plaid shirt for the girl influence the father to take her hunting? | The father is showing his daughter that he believes in her. He is sharing that although there are people who have used the crow call before, they do not have the skill to successfully have crows go to their desired destination. It says that her father had noticed her “hesitating in front of Kronenberg’s window” looking at the hunting shirts. This must have been an indication to him that she wanted the shirt and he wanted to take this opportunity to get her something she wanted which he might have thought would bring them closer. This also told the dad that she might enjoy a hunting trip with him. |
| Inclusive means to include or cover all, everything. On the top of page 670, how did the little girl feel when her Dad’s “smile was inclusive”? | She feels happy that he approves of her choice and shows levity. |
| What words in the second paragraph on page 670 might help you understand the meaning of the word lingered? | The words “hesitating” and “every chance I had” help me understand that lingered means to stay in one place and a reluctance to move away or anticipation to keep looking at the shirt. |
| On page 670 in the third paragraph, the narrator states, “My sister had rolled her eyes in disdain. ‘Daddy,’ she pointed out to him as we entered Kronenberg’s, ‘that’s a *man’s* shirt.’” Based on the clues from the text, what do you think the word disdain means? How does her sister feel about the purchase? | Disdain means to think of someone or something as unworthy or with contempt. I think this because she rolls her eyes and the author emphasizes the word “man’s,” so I get the idea that she doesn’t approve of the purchase. Usually when someone rolls their eyes, they think that something is unworthy. |
| Locate the word dubiously on page 670, in the first column. The word “dubious” means doubting. Explain how the salesman’s response to the Dad’s purchase of the plaid shirt connects to the meaning of the word. | The salesman says, “O don’t quite think…” (p670) because he doubts that a little girl should wear the particular shirt. |
| Why do the dad and the girl go along with the waitress’s mistake about the daughter being a boy? | They felt a connection together in tricking the waitress. They were happy that it was a joke just between the two of them. When they were back in the vehicle, they made a joke about it again, “’Hey, boy,’ my father said to me in an imitation of the groggy waitress’s voice, ‘you sure you can eat all that cherry pie, boy?’  ‘Just you watch me, lady,’ I answered in a deep, I thought boyish, voice, pulling my face into stern, serious lines. We laughed again . . .” By experiencing this together and laughing about it, they are creating a closer relationship with each other. |
| Why does the dad order two pieces cherry pie for his daughter? | He finds out that it’s her favorite food and wants her to like him, and to have the experience be as much fun as possible. |
| As she recalls entering the woods with her father she remembers feeling, ”…and our words seemed etched and breakable on the brittle stillness.” What do these feelings reveal? | In the beginning of the short story she recognizes that they are strangers so she feels that their relationship is fragile even though it can be considered unbreakable. There is an unspoken vulnerability when you reveal yourself to another. |
| On page 671, how does the daughter feel about the gun? | She says that she when they got to their hunting destination she “wanted to scamper ahead of him like a puppy, kicking the dead leaves and reaching the unknown places first, but there was an uneasy feeling along the edge of my back at the thought of walking in front of someone carrying a gun. Carefully I stayed by his side.”  This means that she’s scared of the gun but she doesn’t want to tell her father just yet about her fears so as to not disappoint him. |
| On the bottom of page 671,the girl asks her father if he was “scared in the war.” What was the father scared of in the war? | The father revealed that was scared of a lot of things, such as being alone, being hurt and hurting someone else. |
| After sharing that he was scared in the war, the father asks his daughter if she was scared. What does the conversation about being scared reveal about the relationship of the father and his daughter? (pg 672) | The daughter shared with her father that she was scared of his gun. It is a risk to share our fears with each other. Since they choose to be honest with each other, the reader knows they are starting to trust each other more and are becoming closer to each other. |
| On page 672, the daughter said, “I wish the crows didn’t eat the crops.” What lesson does the father reveal to the daughter about life? | The daughter doesn’t want the father to kill the crows because the crows could be the parents of baby crows. The daughter is revealing to her father that crows have families too. She is making a connection of the crows having a family, and that as a baby her father could have been shot and killed in the war too. The father is revealing to his daughter that “people do bad things without meaning to”. He could be saying this in reference to the war or what he is going to do. He says, “It’s too bad,” with reference to having to kill the crows, but realizes he has to do it when the crows eat their crops. It is like the sad but necessary departure he made from his family whilst at war. |
| What is the significance of both the daughter and father pretending to do other animal calls? | The significance is that they are both being playful and silly with one another. It reveals that they are more comfortable being with one another. |
| “For a moment the fear of disappointing him struggled with my desire to blow into the smooth, polished tip of the crow call” (673). What does the quotation reveal about the girl? | She wants to please her father. She was nervous and then stood proudly. “ I moved away from him with confidence and stood on a rock at the top of the hill and blew loudly several times.” (673) |
| As the girl blows the crow call, the birds react, her father watches her, and she feels differently than she did before she used it. Use evidence from the text to describe how the girl feels, what the birds do, and what her father does when she blows the crow call. | The girls’ confidence grows over time with the use of the crow call. The girl blew softly on the crow call. She was afraid that she might disappoint her father if no crows responded. At first only three birds respond to the girls tentative call. When she blows harder, the birds respond to her and fly out of the trees. The birds continue to respond to the girls calls by screaming with harsh voices, flying in circles, dipping and soaring. “I moved away from him with confidence and stood on a rock at the top of the hill and blew loudly several times.” (673) The girl is happy because of the response of the crows. She tells her father, “Listen, daddy! Do you hear them? They think I’m their friend! Maybe their baby, all grown up!” (673) The girl’s joy rubbed off on her father in that he just sat on a rock and watched his daughter and did not shoot any crows. |
| How does the girl feel about her father’s decision not to shoot the crows? | The girl feels grateful and happy her father did not shoot the crows. “I was grateful to him for not using it, I felt there was no need to say thank you, for I felt that he knew.” (673)There was an understanding between the father and daughter. Their relationship strengthened with the father enjoying the pure innocence of the daughter’s laughter and the joy of being able to get crows out of the trees to fly above her. |
| In the end, the girl knows that her father must kill the crows eventually. What does this reveal about her? | “He would shoot them” (673) shows that the girl is realistic. She knows that when crows eat their crops, it affects her family. |
| When the girl’s actions change from “I sat shyly” (669) to “took my father’s hand” (673), what does this show the reader about their relationship? | The girl sees her father not as a stranger but as someone special that she would want to hold hands with. |

Tier II/Academic Vocabulary

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|  | **These words require less time to learn**  (They are concrete or describe an object/event/  process/characteristic that is familiar to students) | **These words require more time to learn**  (They are abstract, have multiple meanings, are a part  of a word family, or are likely to appear again in future texts) |
| **Meaning can be learned from context** | Page 669- crow call  Page 671- etch(ed)  Page 673- harsh  Page 672- ribbon  Page 669- bosom  Page 670- disdain | Page670- inclusive |
| **Meaning needs to be provided** | Page 670- dubious(ly)  Page673- lurch(ing)  Page673- speculative(ly)  Page 673 resolute  Page 670-linger(ed) | Page 673-muted |

Culminating Writing Task

* Prompt
  + At the end of the story “Crow Call,” a father/daughter relationship has transformed. How did this happen? Compose at least one page of explanatory writing that has an introduction, body and conclusion. Support your explanation of the change in their relationship using valid reasoning, relevant and sufficient evidence from the text, including direct quotes and page numbers.
* Teacher Instructions

1. Students identify their writing task from the prompt provided.
2. Students complete an evidence chart as a pre-writing activity. Teachers should guide students in gathering and using any relevant notes they compiled while reading and answering the text-dependent questions earlier. Some students will need a good deal of help gathering this evidence, especially when this process is new and/or the text is challenging!

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| ***Evidence***  ***Quote or paraphrase*** | ***Page number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| “I was nine and the war was over.” | P 669 | Due to the nature of his job, the father was not around and now that his daughter is nine he is home and working at getting to know his family. |
| “I sat shyly in the front seat of the car next to the stranger who was my father…” | P 669 | Instead of feeling at ease and free she is aware that she doesn’t know her father and that causes her to feel shy and strange around a person that she should know. |
| “But I really think you can do it.” | P 669 | The crow call is difficult to use. The father tells her that he believes in her. He is showing that he wants to spend time with her. |
| Her father asks what her favorite thing to eat is and she smiles as she thinks, “If he hadn’t been away for so long, he would have known. It was a family joke in a family that hadn’t included him.” | P 670 | This thought highlights his return to the family. He will discover things about his daughters that he couldn’t have known. |
| “Lots of things. Of being alone. Of being hurt. Of hurting someone else.” | P 672 | The father shows his vulnerability. He reveals his compassion and humanity to his daughter. This attention to his humanity reveals to the reader that he isn’t a senseless killer. There are meanings behind his actions. |
| “Maybe of your gun, a little.” | P 672 | She shares that she is afraid of a possession that is valuable and “prized” (p672) that is used for killing. |
| “I giggled at him and we kept walking to the top of the hill.” | P 672 | The significance is that they are both being playful and silly with one another. It reveals that they are more comfortable being with one another. |
| “For a moment the fear of disappointing him struggled with my desire to blow into the smooth, polished tip of the crow call” | P 673 | This connects back to the beginning when the father said that he believed she could do it. |
| “I felt there was no need to say thank you, for I felt that he knew” | P 673 | This quotation shows that the father could have shot the birds and chose not to. The crows will be shot another time. This time was about the time they had together and paying attention to their relationship. |

1. Once students have completed the evidence chart, they should look back at the writing prompt in order to remind themselves what kind of response they are writing (i.e. expository, analytical, argumentative) and think about the evidence they found. (Depending on the grade level, teachers may want to review students’ evidence charts in some way to ensure accuracy.) From here, students should develop a specific thesis statement. This could be done independently, with a partner, small group, or the entire class. Consider directing students to the following sites to learn more about thesis statements: http://owl.english.purdue.edu/owl/resource/545/01/ OR http://www.indiana.edu/~wts/pamphlets/ thesis\_statement.shtml.
2. Students compose a rough draft. With regard to grade level and student ability, teachers should decide how much scaffolding they will provide during this process (i.e. modeling, showing example pieces, sharing work as students go).
3. Students complete final draft.

* Sample Answer

Lois Lowry’s “Crow Call” explores a relationship between a father and daughter that develops during a hunting trip. The experience leads them to discover that that they are not strangers after all. They both learn that as you get to know someone you learn about yourself as well. Their relationship transforms with time through their conversations and actions before, during, and after her calling of the crows.

Before the daughter’s use of the crow call, the author offers several examples of their distanced relationship. Due to the nature of his job, the father was not around and reunited with his daughter who “was nine and the war was over.” (p. 669) Instead of feeling at ease and free, she feels strange around a person that she should know. “I sat shyly in the front seat of the car next to the stranger who was my father…” (p. 669) The hunting trip gives them an opportunity to spend time together and develop their relationship. The father begins the trip by buying her a hunting shirt; she had clothes that she liked and felt comfortable wearing. This was a first step to preparing her for their adventure. He also made her feel comfortable with another accessory needed for the trip: the crow call. Even though the crow call is difficult to use, he believes in her by saying, “But I really think you can do it.”(p.669) He shows that even though he hasn’t taught her yet how to do it, he has confidence in her. She will use this confidence later in the story.

At the diner, another incident helps the daughter open up to her father. He learned about her affinity for cherry pie. The cherry pie became an ongoing source of levity from the time it was ordered until they drove away from the diner. When they were back in the vehicle, they made a joke about it again, “’Hey, boy,’ my father said to me in an imitation of the groggy waitress’s voice, ‘you sure you can eat all that cherry pie, boy?’ ‘Just you watch me, lady,’ I answered in a deep, I thought boyish, voice, pulling my face into stern, serious lines. We laughed again . . .” By experiencing this together and laughing about it, they are creating a closer relationship with each other.

When they arrive at the hunting field, the father begins to reveal himself. The daughter has become more comfortable with him and asks him about his fears during the war. His response about being scared of, “lots of things. Of being alone. Of being hurt. Of hurting someone else,” (p. 672) shows his vulnerability. He reveals his compassion and humanity to his daughter. This attention to his humanity reveals to the reader that he isn’t a senseless killer. There are meanings behind his actions. His honesty is greeted with her own admission that she is afraid, “maybe of your gun, a little.” (p. 672) She shares that she is afraid of a possession that is valuable and “prized” (p. 672) that is used for killing. Their conversation was very insightful and mature. The father changes the tone of the conversation by beginning a series of other types of calls with animals. They are both being playful and silly with silly sounds for cows, bears, and tigers. “I giggled at him and we kept walking to the top of the hill.” (p. 672) The conversation about fears and animal calls reveals that they are more comfortable being with one another because they can move from serious to silly.

Just before the daughter’s crow call, she feels, “for a moment the fear of disappointing him struggled with my desire to blow into the smooth, polished tip of the crow call.” (p. 673) She worries that she will disappoint her father. She knows the importance of the act to call the birds and to fulfill her dad’s expectations. This connects back to the beginning when the father said that he believed she could do it. She performs perfectly and summons several crows. Even with the flock of crows, the father held his gun, “I felt there was no need to say thank you, for I felt that he knew.” (p. 673) The father could have shot the birds and chose not to. This time was about being together and paying attention to their relationship, not about killing the crows that damage the crops.

The transformation of their relationship happened because of the time they spent together to learn about each other through questioning, listening, and leaving the crows to live another day. Shared experiences and time allowed this relationship to transform into something deeper and more meaningful.

Additional Tasks

* Imagery is the use of figurative language and sensory details. How does Lois Lowry use imagery to develop the relationship between the father and daughter on page 671?

There are various examples:

* + Sight: ”most of the leaves…waiting for the wind..Our breath was steam” (671) This shows that they were part of the environment.
  + Another example is “…we could look down on our car and follow the ribbon of road through the farm lands until it was lost in trees” on page 672
  + Smell: ”air was sharp and …free from the floating pollens…” (671)
  + Touch: “crunched under our feet..” (671)
  + Sound: “There were no animal sounds..did so in silence”(671)This shows that the silence was bringing them closer today
* Write a memoir using imagery. Include at least one example for each of the five senses.
  + This activity supports students with “Write Likes” to help learn author’s craft. It incorporates ideas from page 686 of the textbook about Lively Language.

Supports for English Language Learners (ELLs) to use with Anthology Alignment Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Anthology Alignment Lessons to ensure ELLs can engage fully with the lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before reading:**

* Read passages, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide explicit instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, and are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Complete a [Know, Want to Learn, Learned (KWL) graphic organizer](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about the text.
* Have students research the setting or topic and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for that objective.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher order thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Provide explicit instruction, using multiple modalities, on selected vocabulary words (e.g., 5–8 for a given text) that are central to understanding the text. During reading, you should continue to draw attention to and discuss the words that you taught before the reading.

**Examples of Activities:**

* Have students include the example from the text in a student-created glossary.
* Create pictures that represent how the word was used in the passage.
* Create sentences using the word in the way it was used in the passage.
* Have students discuss the author’s word choice.
* Examine important sentences in the text that contribute to the overall meaning of the text.
* Examine sentence structure of a particular sentence. Break down the sentence to determine its meaning. Then determine how this sentence contributes to the overall meaning of the passage. Determine if there is any figurative language in the sentence and have students use context clues to determine the meaning of the figurative language.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* While reading the text, have students fill in a story map to help summarize what has happened.
* Have students fill in an evidence chart while they read to use with the culminating writing activity. Make sure to model with the students how to fill in the evidence chart by filling in the first couple of rows together as a class. Go over the prompt that the evidence should support, making sure to break down what the prompt means before having the students get to work. If some of your students frequently struggle to understand directions, have the students explain the directions back to you.
* Provide somewhere for students to store new words that they encounter. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students start a KWL before reading, have them fill in the “L” section as they read the passage.

**After reading:**

* Reinforce new vocabulary using multiple modalities.

**Examples of activities:**

* Using the words that you had students work with before the reading, require students to include the words in the culminating writing task.
* Create Frayer models with the words. Then cut up the Frayer models and have the students put the Frayer models back together by matching the pieces for each word.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* When completing the writing assignments after reading, consider using these scaffolds to support students depending on their English proficiency.

**Examples of Activities:**

* For all students, go over the prompt in detail making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.