Unit 2

Title: The Third Wish

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.10; W.7.1, W.7.4, W.7.9; SL.7.1; 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

Everyone faces both internal and external conflicts, and how we choose to resolve these conflicts has a significant impact on our character and quality of life.

Synopsis

Almost every culture has a traditional tale about character who is granted three wishes. Two are usually used unwisely, and then the third wish is needed to undo one or both of the first two wishes. In “The Third Wish”, Mr. Peters frees a swan entangled in the brush. After being saved, the swan changes into the King of the Forest, Mr. Peters receives three wishes. First, he wishes for a wife and marries Leita. Mr. Peters soon learns that Leita used to be a swan and misses her earlier life. Seeing his wife unhappy, Mr. Peters must decide how to use his remaining wishes.

1. Read the entire selection, keeping in mind the Big Ideas and Key Understandings.
2. 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** |
| In the first paragraph, why does Mr. Peters stop to help? What does this say about his character? (Pg. 312) | He hears faint crying, struggling and cryingRustling and faint cries that are almost humanHe saw something white in the bushesAnswers may vary: This shows that Mr. Peters is a kind, helpful, and compassionate man. He could have kept driving, but he stops to help someone in need. He is not sure what he is walking up to, yet he goes anyway. He is not concerned with the possible danger he might face. He puts the needs of someone else before his own and his safety. |
| In the second paragraph on page 312, what is the swan’s external conflict? What evidence from the text indicates that the swan does not want to be rescued by the human? What does this tell us about the swan’s character? | The swan’s external conflict is that he is entangled in the brush. “The bird struggled all the more frantically as he approached, looking at him with hate in its yellow eyes, and when he took hold of it to free it, it hissed at him, pecked him, and thrashed dangerously with its wings which were powerful enough to break his arm.” It becomes clear after he transforms into the King of the Forest that he doesn’t have much respect for humans, which may be the reason he struggled so much when Mr. Peters was untangling him. |
|  What can you infer from Mr. Peters’ first wish? How is his wish different from the forester’s wish? (Pg. 314) | He wished for a companion because he was lonelyHe didn’t want to grow old lonelyHe wanted someone to share his treasures and home with The forester wished by mistake for a sausageIn a rage, the forester wished to put the sausage on his wife’s noseThe forester wasted his last wish on getting the sausage of her noseMr. Peters thought carefully before using his wishesMr. Peters saved 2 wishes for emergencies |
| What details does Mr. Peters see that tells him how Leita feels about her new life? What new conflict arises for Mr. Peters because of his observations?” (Pgs. 315-316) | Leita was restlessLeita disappeared very oftenLeita wandered much in the gardenMr. Peters must decide if he should focus on his own happiness and keep Leita as a human, or focus on Leita’s happiness and change her back to a swan. |
| Is Mr. Peters *content* with his *companion?*  What does this say about the way he resolved his conflict? (Pgs. 316-318) | Answers will varyMr. Peters was happy with his wife because he would always try to make her happy- in whatever meansWhen he got sick, he didn’t move away because he wanted to remain with his companionsIn his old age he spent his days with the swans and they protected his homeWhen he died, he was surrounded by Leita and Rhea (with a smile on his face)Mr. Peters resolved his conflict by making Leita happy. Her happiness, have him happiness and contentment. |
| On pg 316, what internal conflicts does Leita share with the reader?  | She misses her swan sister RheaShe loves Mr. PetersShe misses old life in the forestDifficult being human  |
| How does Mr. Peters attempt to help Leita resolve these conflicts? (Pg. 316) | He offers to wish her back to a swanBuild a seat for her by the riverGoes for long drivesBuys her clothesPlays musicSuggests a trip around the world |
| How did Mr. Peters show his love for Leita with his second wish? (Pg. 317) | He used his second wish by changing her back into a swan while she was asleep |
| What inferences can you make from knowing what Mr. Peters held in his hands when he died? (Pg. 318) | Swan’s feather suggests they were with him upon his deathHis smile suggests he was contentThe leaf suggests he saved his last wish |

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 312 - bankPage 312 - thrashedPage 312 - extricatePage 314 - vergePage 314 - dabblingPage 314 - companionPage 316 - distressedPage 317 - astonishment | Page 314 - reflectingPage 315 - rash |
| **Meaning needs to be provided** | Page 314 - presumptuousPage 314 - rewardPage 314 - composurePage 314 - preeningPage 317 - maliciousPage 318 - rheumatismPage 318 - serenelyPage 318 - withered | Page 314 - contentPage 315 - remote |

Culminating Writing Task

* **Prompt**

*Did Mr. Peters make the right decision to help him resolve his internal conflict? Compose an argument that is at least one paragraph in length. Support your claims with at least two valid and relevant pieces of 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 remind students to use any relevant notes they compiled while reading and answering the text-dependent questions.

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| ***Evidence******Quote or paraphrase*** | ***Page number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| “Now he understood that Leita was really a swan from the forest, and this made him very sad because when a human being marries a bird it always leads to sorrow.” | p. 316 | This quote foreshadows that Mr. Peters knows that Leita will not be happy as a human. |
| “Poor Mr. Peters was very distressed on his wife’s account and he did his best to make her life happier…drives…music…clothes…trip…” | p. 316 | Mr. Peters was unhappy because Leita was unhappy. By his actions he tried to make her happy, but it did not work. |
| “Then he knew that it was hopeless and she would never be happy as a human.” | p. 317 | Mr. Peters cares about Leita and her happiness. He can not be truly happy if he knows she is unhappy. |
| “I’ve learned that even if your wishes are granted they don’t always better you.” | p. 318 | Mr. Peters accepted that even though he had his wish granted, it did not bring him the happiness he was searching for. Instead, his companion turned out to be a swan and that was just fine with him. |
| “In the morning Mr. Peters was found peacefully dead in his bed with a smile of great happiness on his face. In his hands, which lay clasped on his breast, were a withered leaf and a white feather.” | p. 318 | Mr. Peters died content and happy. He did not choose to use his last wish and the feather infers that Leita was with him when he died. She continued to be his companion, even as a swan. |

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**

*In the literary work titled The Third Wish, Joan Aiken shows us how the main character Mr. Peters must choose between his happiness or the happiness of his wife. By examining Mr. Peters’ internal conflict, the reader learns a lot about Mr. Peters’ character by the actions that he took. On page 316, the author points out, “Poor Mr. Peters was very distressed on his wife’s account and he did his best to make her life happier…drives…music…clothes…trip…”. The text evidence suggests that Mr. Peters did things to try and make Leita happy, but he becomes unhappy because Leita was unhappy. The author then stated, “Then he knew that it was hopeless and she would never be happy as a human.” It is apparent that Mr. Peters knows for sure that Leita is not happy as a human. In the author’s own words, “In the morning Mr. Peters was found peacefully dead in his bed with a smile of great happiness on his face. In his hands, which lay clasped on his breast, were a withered leaf and a white feather.” Mr. Peters died content and happy. He did not choose to use his last wish and the feather infers that Leita was with him when he died. She continued to be his companion, even as a swan. Without a doubt, Mr. Peters made the right choice, because in the end, both he and Leita were happy and together.*

Additional Tasks

* *List two details in the story that support the inference that Mr. Peters loves Leita more than he loves himself.*

Answer: He uses his second wish for her benefit instead of his own benefit and he declines to take another wife

* *List two details in the story that support the inference that Leita still loves Mr. Peters even after changing back into a swan.*

Answer: She spends much time with him and she protects him until he dies. She mourns his death.

* *List two details that suggest that Mr. Peters is not afraid to die.*

 Answer: He doesn’t use his last wish to avoid death, he dies with a smile on his face.

* *Swans are a common feature in myths, fairytales, and fiction from around the world. Many cultures have their own stories of humans who transform into swans, with the swan often acting as a representation of love and loyalty. Research another piece of literature that features a swan. Compare and contrast the two.*

Answer: Answers will vary. Swans transforming into humans appear in folklore of many countries in Europe and even Japan. Example- in Celtic mythology, Aengus was the Irish god of love who fell in love with a young woman named Caer who was magically turned into a swan. Aengus turned into a swan as well so that he could be with her.

Example- In the ballet Swan Lake by Russian composer Tchaikovsky, a Prince falls in love with a girl named Odelle who has been enchanted to turn into a swan during the day and returns to human at night.

* *Research the constellation Cygnus the Swan, and write a brief description that contains at least 3 facts.*

Answer: Answers will vary. The constellation Cygnus (Latin for swan) is often pictured flying south, down from the Milky Way. It is also called the Northern Cross, from the cross shape formed from the bright stars. It is also known as Galina (hen) or the Cross of Calvary.

* *What similarities can you find between the story (myth) of Cygnus and “The Third Wish”?*

Answer: In both stories, humans are changed into swans or swans into humans. Each story involves separation and each includes a fierce and powerful character (Zeus and The King of the Forest).

Note to Teacher

* It is important for teachers to ensure that students understand the following terms when reading this story: internal conflict, external conflict, inference, resolution

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.