

Brandon Valley School District  
District Learning Plan  
April 13-17, 2020

Grade 6 ELA



## Brandon Valley School District Distance Learning Plan

LESSON/UNIT: *Tribute to the Dog*

SUBJECT/GRADE: ELA/6th

DATES: April 13-17



<p>What do students need to do?</p> <p><a href="#">Link to important video message</a></p> <p><a href="#">Link to BV instructional video for week of April 13-17, 2020</a></p>	<p><b>For ELA this week, you will learn about the parts of an argument using the speech, <i>Tribute to the Dog</i>, from your <i>Collections</i> book.</b></p> <p>Monday (4/13):</p> <ul style="list-style-type: none"> <li>● No school. No assignment.</li> </ul> <p>Tuesday (4/14):</p> <ul style="list-style-type: none"> <li>● Listen to and view the directions (click on the link to the left in red) from Ms. Rivers for clarification.</li> <li>● Read through the attached slides.</li> <li>● Choose a claim from slides 5-9, and write a 5 sentence paragraph including the claim, counterargument, and reasons/evidence supporting your claim. <b>USE SLIDE 4 AS YOUR EXAMPLE!</b></li> </ul> <p>Wednesday (4/15):</p> <ul style="list-style-type: none"> <li>● Read pages 93-94 (<i>Tribute to the Dog</i>) on my.hrw.com or on the attached pages.</li> </ul> <p>Thursday (4/16):</p> <ul style="list-style-type: none"> <li>● Today is <b>THUMB-THROUGH THURSDAY!</b> Read your Lynx reading book (independent reading book) for 20 minutes. On the attached sheet, choose a character from your book and write 5 character traits (use the list) describing the character. Explain each trait with cited evidence, including the page numbers, from the book to help support the trait.</li> </ul> <p>Friday (4/17):</p> <ul style="list-style-type: none"> <li>● Reread <i>Tribute to the Dog</i>. Answer the questions that are attached. Restate the question in your answer, and use complete sentences.</li> </ul>
<p>What do students need to bring back to school?</p>	<ol style="list-style-type: none"> <li>1. Argument paragraph</li> <li>2. Thumb-Through Thursday assignment</li> <li>3. <i>Tribute to the Dog</i> questions/answers</li> </ol>
<p>What standards do the lessons cover?</p>	<p>6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>6.W.1 Write arguments to support claims with clear reasons and relevant evidence</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Need:</p> <ul style="list-style-type: none"> <li>● argument slides</li> <li>● <i>Tribute to the Dog</i> (online or attached)</li> <li>● Thumb-Through Thursday activity-character traits</li> </ul>
<p>What can students do if they finish early?</p>	<ol style="list-style-type: none"> <li>1. newsela (choose any articles to read)</li> <li>2. read your Lynx reading book (independent reading book) for 20 minutes each day</li> <li>3. no red ink (log in with Google)</li> <li>4. <a href="https://www.audible.com">stories.audible.com</a> (listen to books for free)</li> </ol>

Who can we contact if we have questions?	<b>Brandon Valley Intermediate School</b> <b>Principal-</b> Mr. Skibsted- <a href="mailto:Nick.Skibsted@k12.sd.us">Nick.Skibsted@k12.sd.us</a> <b>Assistant Principal-</b> Mr. Pearson- <a href="mailto:Rick.Pearson@k12.sd.us">Rick.Pearson@k12.sd.us</a> <b>ELA Teachers:</b> Ms. Schwebach <a href="mailto:sharon.schwebach@k12.sd.us">sharon.schwebach@k12.sd.us</a> (white team) Ms. Grieve <a href="mailto:tami.grieve@k12.sd.us">tami.grieve@k12.sd.us</a> (silver team) Ms. Rivers <a href="mailto:katie.rivers@k12.sd.us">katie.rivers@k12.sd.us</a> (blue team) Ms. Reinschmidt <a href="mailto:lisa.reinschmidt@k12.sd.us">lisa.reinschmidt@k12.sd.us</a> (red team)
<b>Notes:</b>	

***Instructional materials are posted below (if applicable)***

*Brandon Valley School District*



# Arguments and Counterarguments

# 4 parts of an argument

## 1 | Claim

- States the main point
- Not an opinion
- TRUE knowledge with research

**“Students should be able to use a cell phone in the classroom!”**

## 2 | Counterargument

- Goes against the claim
- Probable by reason and evidence

**“Students should not be able to use a cell phone in the classroom.”**

## 3 | Reason

- The “why” of the claim
- Want to make people care
- Importance of claim
- NOT: “because” or “I said so”

**“Students can use cell phones to do research.”**

# 4 parts of an argument (continued)

4

## Evidence

- An appeal to importance
- Supports Reason:
  - Facts
  - Research
  - Experiences
  - Proof

## Examples

- “I can access my teachers’ websites to get ahead on my homework.”
- “I can access educational information more easily and quickly.”
- “I will do better on my homework with internet access.”

# Example



The claim is that students should be able to use cell phones in the classroom. The counterargument is that students should not be able to use cell phones in the classroom. One reason that cell phones should be used in the classroom is that students can use phones to do research. Another reason is that students can contact guardians quickly. Lastly, students can access their teachers' websites easily if they have their cell phones. All of these reasons support the fact that students should be able to use cell phones in the classroom.

The book is  
*ALWAYS* better  
than the movie.

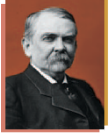


Zoos are not good  
for wild animals.

Every student  
needs to play a  
musical  
instrument.

Videogames are  
good for us.

Cats are the best  
pet.



**Background** As a young lawyer, George Graham Vest (1830–1904) represented a man seeking payment for his dog, which had been shot by a sheep farmer. In this closing speech of the trial, Vest ignores the evidence given at trial; instead, he gives a moving tribute to dogs in general. Some said it was a perfect piece of oratory; others exclaimed that the jury was moved to tears. Vest’s client won the case. Eight years later, Vest was elected to the U.S. Senate. His speech is now regarded as a classic tribute to “man’s best friend.”



**SETTING A PURPOSE** As you read, look for details and ideas the author uses to convince the reader/listener of a dog’s value to people.

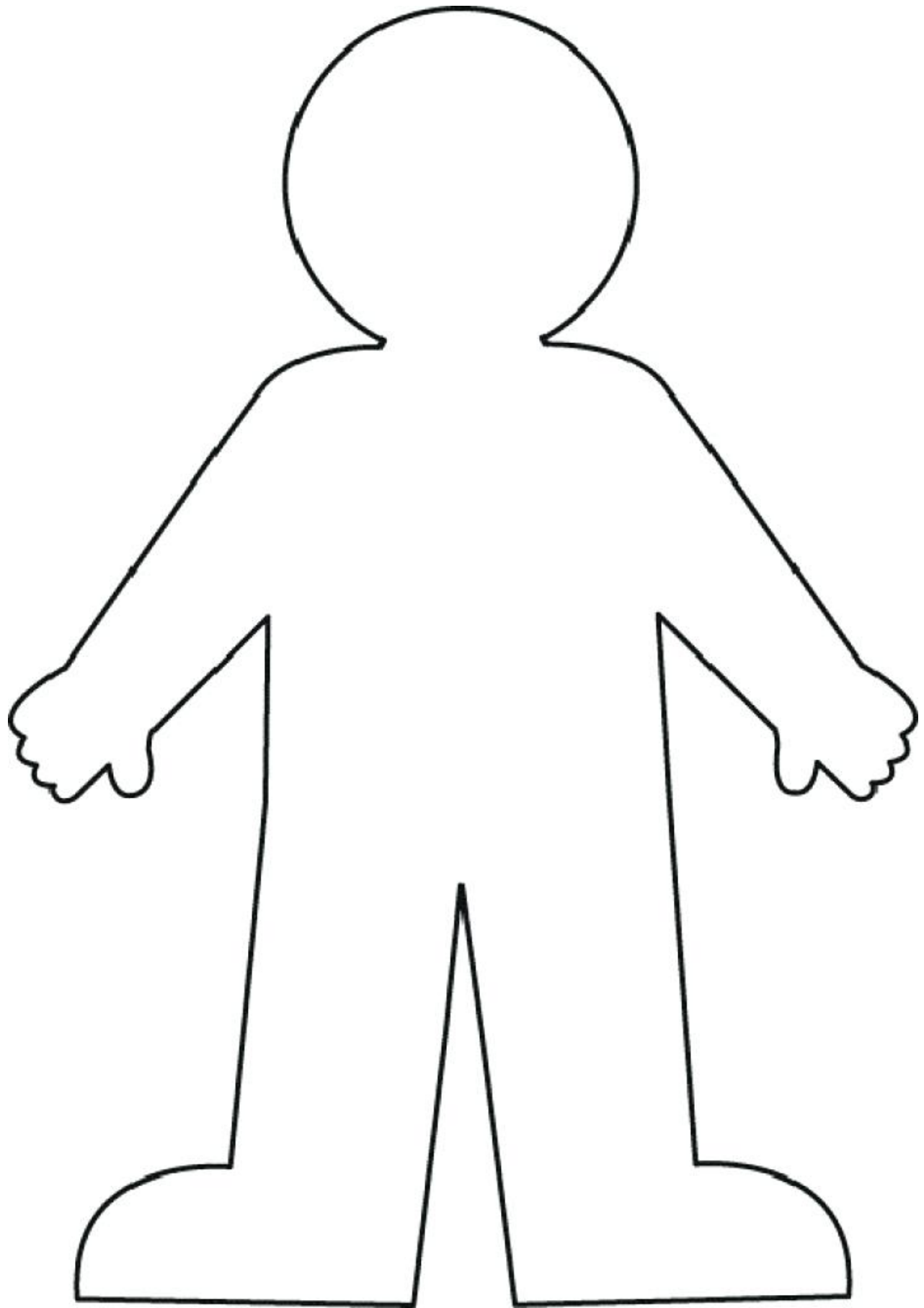
**G**entlemen of the Jury: The best friend a man has in the world may turn against him and become his enemy. His son or daughter that he has reared<sup>[1]</sup> with loving care may prove ungrateful. Those who are nearest and dearest to us, those whom we trust with our happiness and our good name may become traitors to their faith. The money that a man has, he may lose. It f lies away from him, perhaps when he needs it most. A man’s reputation may be sacrificed in a moment of ill-considered action. The people who are prone to fall on their knees to do us honor when success is with us, may be the

first to throw the stone of **malice** when failure settles its cloud upon our heads.

The one absolutely unselfish friend that man can have in this selfish world, the one that never deserts him, the one that never proves ungrateful or **treacherous** is his dog. A man's dog stands by him in **prosperity** and in poverty, in health and in sickness. He will sleep on the cold ground, where the wintry winds blow and the snow drives fiercely, if only he may be near his master's side. He will kiss the hand that has no food to offer. He will lick the wounds and sores that come in encounters with the roughness of the world. He guards the sleep of his pauper<sup>[2]</sup> master as if he were a prince. When all other friends desert, he remains. When riches take wings,<sup>[3]</sup> and reputation falls to pieces, he is as constant in his love as the sun in its journey through the heavens.

If fortune drives the master forth, an outcast in the world, friendless and homeless, the faithful dog asks no higher privilege than that of accompanying him, to guard him against danger, to fight against his enemies. And when the last scene of all comes, and death takes his master in its **embrace** and his body is laid away in the cold ground, no matter if all other friends pursue their way,<sup>[4]</sup> there by the graveside will the noble dog be found, his head between his paws, his eyes sad, but open in alert watchfulness, faithful and true even in death.

**COLLABORATIVE DISCUSSION** The author of this speech argues that a dog is more faithful to its owner than the owner's friends and family. With a small group, identify text evidence and other details that support this argument.



Character Traits

<b>Nice</b>	<b>Mean</b>	<b>Happy</b>	<b>Sad</b>	<b>Smart</b>
Helpful Friendly Kindhearted Compassionate Pleasant Thoughtful Agreeable	Wicked Unkind Rude Thoughtless Impolite Cruel Unfriendly	Cheerful Joyful Excited Satisfied Content Delighted Glad	Depressed Serious Gloomy Miserable Unhappy Discouraged Sorrowful	Intelligent Brilliant Clever Skillful Wise Brainy
<b>Brave</b>	<b>Tricky</b>	<b>Funny</b>	<b>Mad</b>	<b>Scared</b>
Daring Courageous Adventurous Fearless Heroic	Dishonest Deceitful Sneaky Secretive Sly Untrustworthy	Amusing Hysterical Humorous Comical Hilarious Silly	Exasperated Annoyed Outraged Furious Frustrated Angry Displeased Irritated	Terrified Panicked Nervous Afraid Alarmed Frightened Fearful Petrified
<b>Thankful</b>	<b>Active</b>	<b>Clumsy</b>	<b>Shy</b>	<b>Talkative</b>
Appreciative Thankful	Athletic Energetic	Awkward Uncoordinated	Quiet Bashful	Chatty Communicative



## ***Tribute to the Dog***

Cite text evidence. Support your responses with evidence from the text.

1. **Identify.** What claim does Vest make in his speech?
2. **Infer.** Reread lines 1-12. Identify the counterargument Vest presents. Why might he have chosen to begin the speech with a counterargument?
3. **Summarize.** Reread lines 13-25. Summarize the reasons and evidence Vest uses to support his claim. Explain whether he successfully supports his claim.
4. **Analyze.** Review lines 26-34. What is Vest's final appeal to his audience? What emotion does he appeal to? What words and phrases does Vest use to represent this appeal?
5. **Evaluate.** Review Vest's claim and how he supports it. Do his ideas make sense to you? Do you find his argument persuasive? Why or why not?