



EXPEDITIONARY  
LEARNING

## **Grade 6: Module 2A: Unit 1: Lesson 11**

**Text-Dependent Questions and Making a Claim:**  
Digging Deeper into Paragraphs 20–22 of Steve Jobs' Commencement Address (and connecting to Chapter 11)



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can cite text-based evidence to support an analysis of informational text (RI.6.1)
- I can determine the main idea of an informational text based on details in the text. (RI.6.2)
- I can analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. (RI.6.5)

**Supporting Learning Targets**

- I can read Paragraphs 20–22 of the Steve Jobs speech closely in order to answer text-dependent questions.
- I can make a claim using details from Paragraphs 20–22 of the Steve Jobs speech.
- I can connect the events described by Steve Jobs in Paragraphs 15–22 of his speech to those experienced by Bud in the novel *Bud, Not Buddy*.

**Ongoing Assessment**

- Forming Evidence-Based Claims graphic organizer

**Agenda**

1. Opening
  - A. Engaging the Reader: Triad Discussion—Rules in Chapter 11 of *Bud, Not Buddy* (5 minutes)
  - B. Unpacking Learning Targets (2 minutes)
2. Work Time
  - A. Text-Dependent Questions, Paragraphs 20–22 (15 minutes)
  - B. Forming Evidence-Based Claims: Paragraphs 20–22 (18 minutes)
3. Closing and Assessment
  - A. Connecting the Steve Jobs Speech to *Bud, Not Buddy* (5 minutes)
4. Homework
  - A. Read Chapter 12 of *Bud, Not Buddy*.

**Teaching Notes**

- This lesson is similar in structure to Lesson 9 and is the second in the final series of the two-lesson cycle. In this lesson, students dig deeper into Paragraphs 20–22 in order to answer text-dependent questions. This is their final day to work with the Steve Jobs speech.
- In this lesson, students make a claim using the Forming Evidence-Based Claims graphic organizer to answer a question in pairs without any teacher input or modeling in preparation for the end of unit assessment.
- In advance: Read the Close Reading Guide for this lesson (see supporting materials) and familiarize yourself with the text-dependent questions and suggested answers.
- Post: Learning targets.



Lesson Vocabulary	Materials
claim	<ul style="list-style-type: none"> <li>• Stanford University Commencement Address: Steve Jobs (from Lesson 6)</li> <li>• Paragraphs 20–22 of the Steve Jobs Speech—Text-Dependent Questions (one per student)</li> <li>• Close Reading Guide—Paragraphs 20–22 of the Steve Jobs Speech (for Teacher Reference)</li> <li>• Forming Evidence-Based Claims graphic organizer (one per student)</li> <li>• Forming Evidence-Based Claims task card (one per student)</li> <li>• Connections between Steve Jobs and Bud anchor chart (from Lesson 7)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: Triad Discussion—Rules in Chapter 11 of Bud, Not Buddy (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to sit in their triads.</li> <li>• Write these questions on the board. Ask students to use what they recorded on their Tracking Bud’s Rules graphic organizer to think and then discuss:             <ul style="list-style-type: none"> <li>* “What rules did Bud refer to in Chapter 11?”</li> <li>* “What is the meaning of Bud’s rule number 29?”</li> <li>* “What life experiences may have led Bud to feel this way?”</li> </ul> </li> <li>• Circulate to listen in on triads to ensure that all students are participating in the discussion and have completed their organizer for homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing the homework holds all students accountable for reading the novel and completing their homework.</li> </ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to read the learning targets with you:             <ul style="list-style-type: none"> <li>* “I can read Paragraphs 20–22 of the Steve Jobs speech closely in order to answer text-dependent questions.”</li> <li>* “I can make a claim using details from Paragraphs 20–22 of the Steve Jobs speech.”</li> <li>* “I can connect the events described by Steve Jobs in Paragraphs 20–22 of his speech to those experienced by Bud in the novel <i>Bud, Not Buddy</i>.”</li> </ul> </li> <li>• Tell students that these learning targets are similar to those in Lessons 7 and 9 because this lesson follows a similar structure.</li> <li>• Remind them that they did a lot of work on making claims about a text in Module 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul>



Work Time	Meeting Students’ Needs
<p><b>A. Text-Dependent Questions, Paragraphs 20–22 (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that now that they have got the gist of Paragraphs 20–22, as they did with Paragraphs 6–8 and 12–14, they are going to dig deeper into this section of the text in order to understand it fully.</li> <li>• Ask students to get out their copies of <b>Stanford University Commencement Address: Steve Jobs</b> and distribute <b>Paragraphs 20–22 of the Steve Jobs Speech—Text-Dependent Questions</b>. Students work through the first part of this handout in concert with the <b>Close Reading Guide</b> (for Teacher Reference).</li> </ul>	<ul style="list-style-type: none"> <li>• Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.</li> </ul>

Work Time	Meeting Students’ Needs
<p><b>B. Forming Evidence-Based Claims: Paragraphs 20–22 (18 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Forming Evidence-Based Claims graphic organizer</b>. Remind students that they used this organizer in Lesson 9 to make a claim in order to answer a question.</li> <li>• Post this question on the board and explain that the claim students make needs to answer this question:             <ul style="list-style-type: none"> <li>* “Why does Steve Jobs make the puzzling claim in Paragraph 21 that “death is very likely the single best invention of life”?”</li> </ul> </li> <li>• Invite students to record the question at the top of their Forming Evidence-Based Claims organizer for quick reference as they are working.</li> <li>• Remind them that in the first row of boxes, they record details from the text; in the second row, they record their thinking about those details and explain how the details are connected; and in the final row, they record the claim.</li> <li>• Pair students up. Distribute the <b>Forming Evidence-Based Claims task card</b>. Invite students to read the directions with you. Tell them to follow these directions to form an evidence-based claim that answers the question.</li> <li>• Circulate to assist students. Ask probing questions such as the following:             <ul style="list-style-type: none"> <li>* “Why have you chosen that detail?”</li> <li>* “What is your thinking behind choosing that detail?”</li> <li>* “How are those details connected?”</li> </ul> </li> <li>• To help students achieve a deeper understanding of the speech, ask questions like:             <ul style="list-style-type: none"> <li>* “Why does Steve Jobs think that death is the best invention of life?”</li> <li>* “If he thinks death is good, he must think living forever would be bad. Why would living forever be bad? How would that change the way we live our lives?”</li> </ul> </li> <li>• Invite students to get into triads to share their work. Tell them that they may make revisions to their evidence-based claim based on what they learn from their peers.</li> <li>• Select volunteers to share their claims and details with the whole group. Listen for students to claim that death is necessary because if people didn’t die, the world would be overpopulated and nothing would get better. Also, if people lived forever, there would be no impetus to live life more fully, no need to treasure life’s beautiful moments and people.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.</li> <li>• When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing.</li> <li>• Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow them to have more meaningful discussions and clarify points in their native language.</li> </ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Connecting the Steve Jobs Speech to Bud, Not Buddy (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Pair students up. Ask them to Think-Pair-Share:               <ul style="list-style-type: none"> <li>* “After reading this part of the speech, what new connections can you see between Steve Jobs and Bud? How are their experiences similar? How are they different?”</li> </ul> </li> <li>• Select students to share their responses with the whole group.</li> <li>• Refocus the group. Focus students’ attention on the <b>Connections between Steve Jobs and Bud anchor chart</b>. Invite them to suggest connections between Steve Jobs and Bud to record on the chart. Tell students that they will use these connections for an assessment later in the unit. Suggestions might include:               <ul style="list-style-type: none"> <li>• Both have experienced death; Steve Jobs came close himself, and Bud experienced the death of his mother.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Anchor charts serve as note-catchers when the class is co-constructing ideas and recording ideas for future reference.</li> </ul>
Homework	Meeting Students’ Needs
<p>A. Read Chapter 12 of <i>Bud, Not Buddy</i>. Identify the rules Bud refers to in the chapter and complete your Tracking Bud’s Rules graphic organizer.</p>	



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## Supporting Materials



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<b>Name:</b>		<b>Date:</b>	
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<b>Directions and Questions</b>	<b>Notes</b>
<p>In Paragraph 20, Steve Jobs says: “This was the closest I’ve been to facing death, and I hope it’s the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept.”</p> <p>How does this paragraph set up and prepare us for what he says in Paragraphs 21 and 22?</p> <p>What impact does it have on the reader?</p>	
<p>In Paragraph 22, Steve Jobs says, “Your time is limited, so don’t waste it living someone else’s life.”</p> <p>Having read the paragraphs before, how does he come to that rule?</p>	
<p>What are the rules for life that Steve Jobs gives us in Paragraph 23?</p>	
<p>Are they rules to help us <i>survive</i> or <i>thrive</i>? Why?</p>	



Directions and Questions	Notes
<p>In Paragraph 20, Steve Jobs says: “This was the closest I’ve been to facing death, and I hope it’s the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept.”</p> <ol style="list-style-type: none"> <li>1. How does this paragraph set up and prepare us for what he says in Paragraphs 21 and 22?</li> <li>2. What impact does it have on the reader?</li> </ol>	<p><b>(5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to read in their heads as you read the extract aloud.</li> <li>• Ask them to Think-Pair-Share:             <ul style="list-style-type: none"> <li>• “What does he mean when he says that before he came close to facing death, death was a ‘purely intellectual concept’?”</li> </ul> </li> </ul> <p><i>Listen for students to explain that it means it was just an idea, rather than something real.</i></p> <ul style="list-style-type: none"> <li>• Ask them to discuss Questions 1 and 2 in triads and then record their answers, using evidence from the text to support them, in the Notes column of their text-dependent questions sheet.</li> <li>• Cold call students to share their answers with the class.</li> </ul> <p><i>Listen for them to explain that this makes us realize that Steve Jobs knows about death because he has come very close to dying, so it sets us up to trust what he is going to say more than we would if he didn’t have those personal life experiences.</i></p>





Directions and Questions	Notes
<p>In paragraph 22 Steve Jobs says, “Your time is limited, so don’t waste it living someone else’s life.”</p> <p>1. Having read the paragraphs before, how does he come to that rule?</p>	<p><b>(5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to read in their heads as you read the extract aloud.</li><li>• Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>• “What does he mean when he says that ‘Your time is limited, so don’t waste it living someone else’s life’? Does he mean you literally live someone else’s life for them? How would you say this in your own words?”</li></ul></li></ul> <p><i>Listen for students to explain that it means that life is short, so focus on what is going on in your own life; don’t waste time worrying about what other people are doing.</i></p> <ul style="list-style-type: none"><li>• Ask them to discuss Question 3 in triads and then record their answers, using evidence from the text to support them, in the Notes column of their text-dependent questions sheet.</li><li>• Cold call students to share their answers with the class.</li></ul> <p><i>Listen for them to explain that he comes to that rule by coming close to death himself, which made him realize how short life can be.</i></p>



Directions and Questions	Notes
<p>2. What are the rules for life that Steve Jobs gives us in Paragraph 23?</p>	<p><b>(5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to read in their heads as you read this extract from Paragraph 23 aloud: “Don’t be trapped by dogma—which is living with the results of other people’s thinking.”</li> <li>• Ask students to Think-Pair-Share:               <ul style="list-style-type: none"> <li>• “What does this mean?”</li> </ul> </li> </ul> <p><i>Listen for students to explain that it means: “Don’t spend your life restricting yourself because of what other people tell you.”</i></p>
<p>3. Are they rules to help us survive or thrive? Why?</p>	<ul style="list-style-type: none"> <li>• Ask students to discuss Question 4 in triads and then record their answers, using evidence from the text to support them, in the Notes column of their question sheet.</li> <li>• Select volunteers to share their answers with the class.</li> </ul> <p><i>Listen for them to explain that the rules he gives are: Don’t waste your time living someone else’s life; don’t spend your life restricting yourself because of what other people tell you; don’t let what other people say have a big effect on what you think and do; and follow your heart.</i></p> <ul style="list-style-type: none"> <li>• Ask students to discuss Question 5 in triads and then record their answers, using evidence from the text to support them, in the Notes column of their question sheet.</li> <li>• Cold call students to share their answers with the class.</li> </ul> <p><i>Listen for students to explain that they are rules to thrive because they won’t save them in a life-or-death situation, but they can help them to do better in life.</i></p>



# FORMING EVIDENCE-BASED CLAIMS

Name ..... Date .....

<b>FOCUSING QUESTION</b>	
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DETAIL FROM NOVEL	DETAIL FROM NOVEL	DETAIL FROM NOVEL

MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL

<b>HOW I CONNECT THESE DETAILS</b>	
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<b>CLAIM</b>	
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Adapted from Odell Education’s “Forming EBC Worksheet” and developed in partnership with Expeditionary Learning



1. Reread Paragraphs 20–22 with the question in mind.
2. Record three details in the first boxes on your Forming Evidence-Based Claims organizer. You do not have to record the same details as your partner.
3. Discuss with your partner your thinking about those details and how they answer the question.
4. Record your thinking about those details in the second row of boxes on your Forming Evidence-Based Claims organizer.
5. Discuss how those details are connected in answering the question with your partner.
6. Record how those details are connected on your Forming Evidence-Based Claims organizer.
7. Use the details and the connections between the details to make a claim to answer the question.