



EXPEDITIONARY  
LEARNING

# **Grade 6: Module 2A: Unit 2: Lesson 7**

## **Looking Closely at Stanza 3—Identifying Rules to Live By Communicated in “If”**



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

- I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)
- I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

**Supporting Learning Targets**

- I can describe the literal meaning of figurative language in the poem “If.”
- I can paraphrase the third stanza of Rudyard Kipling’s “If” poem.
- I can identify rules to live by communicated in the third stanza of the poem “If.”

**Ongoing Assessment**

- Notes on Stanza 3 of “If” by Rudyard Kipling—Interpreting Text to Make Meaning note-catcher
- The third stanza of “If” paraphrased on the Analyzing “If” graphic organizer

**Agenda**

1. Opening
  - A. Engaging the Reader: Chapter 19 of *Bud, Not Buddy* (5 minutes)
  - B. Unpacking Learning Targets (2 minutes)
2. Work Time
  - A. Analyzing the Meaning of Excerpts of the Third Stanza (16 minutes)
  - B. Paraphrasing the Third Stanza (5 minutes)
  - C. Determining Rules to Live By in the Third Stanza (8 minutes)
3. Closing and Assessment
  - A. Mix and Mingle: Connecting “If” with *Bud, Not Buddy* (9 minutes)
4. Homework
  - A. Read the afterword of *Bud, Not Buddy*. Use evidence flags to identify three facts in the afterword that you find particularly interesting.

**Teaching Notes**

- This lesson is very similar in structure to Lessons 3 and 5. It is the second lesson in the two-day cycle focused on the third stanza of the poem “If.” Students dig deeper into interpreting the meaning of the third stanza, with teacher questioning using the close reading guide. Students answer more of the questions independently in this lesson in order to gradually release them in preparation for the mid-unit assessment.
- Students then determine rules to live by from the poem, discuss how those rules are communicated, and connect those rules to rules or themes in *Bud, Not Buddy*.
- Post: Learning targets.

**Lesson Vocabulary**

figurative language, paraphrase

**Materials**

- “If ” (from Lesson 2)
- Stanza 3 of “If” by Rudyard Kipling—Interpreting Text to Make Meaning Note-catcher (one per student)
- Close Reading Guide—Stanza 3 of “If ” by Rudyard Kipling (for Teacher Reference)
- Analyzing “If” graphic organizer (from Lesson 2)
- Equity sticks
- Rules to Live By in “If ” anchor chart (from Lesson 3)
- Conveying Theme in *Bud, Not Buddy* charts (from Lesson 1)



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Chapter 19 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 the following 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 is the meaning of Bud’s Rule #39?”</li> <li>* “Do you agree with Bud’s rule? Why or why not?”</li> </ul> </li> <li>• Circulate to listen in on triads to ensure all students are participating in the discussion and have completed their homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the homework task from the previous lesson at the beginning of the lesson holds students accountable for doing their homework. It also gives you an opportunity to assess who is reading the novel at home and who isn’t.</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 describe the literal meaning of figurative language in the poem ‘If.’”</li> <li>* “I can paraphrase the third stanza of Rudyard Kipling’s ‘If’ poem.”</li> <li>* “I can compare how similar themes are communicated in <i>Bud, Not Buddy</i> and ‘If.’”</li> </ul> </li> <li>• Remind students of what <i>figurative language</i> is and what it means to <i>paraphrase</i> and why it is useful.</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 for students allows them 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. Analyzing the Meaning of Excerpts of the Third Stanza (16 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students that in the previous lesson they began to look more closely at the third stanza of the poem “If” with notices and wonders about different elements of the poem such as punctuation, word choice, and structure.</li> <li>• Distribute the <b>Stanza 3 of “If” by Rudyard Kipling—Interpreting Text to Make Meaning note-catcher</b>. Use the <b>Close Reading Guide—Stanza 3 of “If” by Rudyard Kipling (for Teacher Reference)</b> to guide students through a series of questions about the meaning of excerpts from the third stanza of “If.” Students discuss the answers to these questions in their triads, write notes to answer the questions, on their note-catcher, and then share with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning students about parts of the text encourages them to reread the text for further analysis and ultimately allows for a deeper understanding.</li> </ul>
<p><b>B. Paraphrasing the Third Stanza (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that now that they have analyzed the words and phrases in the stanza more closely and have a deeper understanding of it, they are going to paraphrase the stanza.</li> <li>• Ask the class to get into triads to share their paraphrasing.</li> <li>• Remind students of the Paraphrased column on their <b>Analyzing “If” graphic organizer</b>. Tell them to record their paraphrasing of the third stanza in that last column.</li> <li>• Use <b>equity sticks</b> to ask students to share their paraphrasing with the whole group.</li> </ul>	<ul style="list-style-type: none"> <li>• Guiding questions provide motivation for student engagement in the topic and give a purpose for reading a text closely.</li> <li>• Asking students to paraphrase the stanza helps you to check their understanding.</li> </ul>



Work Time	Meeting Students’ Needs
<p><b>C. Determining Rules to Live By in the Third Stanza (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus the whole group. Give students a few minutes to reread the poem from start to finish. Ask students to discuss in triads:<ul style="list-style-type: none"><li>* “How does the third stanza fit into the poem as a whole?”</li></ul></li><li>• Select volunteers to share their triad discussion with the whole group. Guide students toward the idea that the third stanza continues the same rhythm as the first and second stanzas, and introduces more advice—more rules to live by.</li><li>• Remind students that this module is all about rules to live by and that, as we have already seen in this module, Bud has rules to live by, Steve Jobs suggested rules to live by, and in “If” Rudyard Kipling suggests rules to live by.</li><li>• Tell students they should look closely at each “If” statement within the stanza as well as the stanza as a whole. Ask them to discuss in their triads: “What are some rules to live by that Rudyard Kipling gives us in the third stanza of the poem?”</li><li>• Select volunteers to share their triad discussion with the whole group.</li><li>• Record student suggestions on the <b>Rules to Live By in “If” anchor chart</b>. Suggestions could include:<ul style="list-style-type: none"><li>• If you risk everything, you could lose everything—so be aware of that when you take risks.</li><li>• Don’t broadcast your failures to everyone.</li><li>• Motivate yourself to do things that will continue even when you die.</li><li>• Persevere through difficult times.</li></ul></li></ul> <p>Ask students to discuss in their triads: * “How are those rules communicated?”</p> <ul style="list-style-type: none"><li>• Use equity sticks to invite students to share their triad discussion with the whole group.</li><li>• Guide students toward the idea that, as in the other stanzas, Rudyard Kipling tells us the rules rather than suggests them and uses figurative language and “If” statements to make it poetic.</li></ul>	<ul style="list-style-type: none"><li>• Anchor charts serve as note-catchers when the class is co-constructing ideas.</li></ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Mix and Mingle: Connecting “If” with Bud, Not Buddy (9 minutes)</b></p> <ul style="list-style-type: none"> <li>• Focus students on the five <b>Conveying Theme in Bud, Not Buddy charts</b> from Lesson 1. Remind students that the themes of each of the stanzas of “If” are the rules that the stanza presents.</li> <li>• Give students a minute or so to look at the charts to consider the questions:               <ul style="list-style-type: none"> <li>* “Which of the rules to live by in ‘If’ connects with a theme from <i>Bud, Not Buddy</i>? How does it connect?”</li> </ul> </li> <li>• Mix and Mingle:               <ol style="list-style-type: none"> <li>1. Play music for 15 seconds and tell students to move around to the music.</li> <li>2. Stop the music and tell students to share their answer with the person closest to them.</li> <li>3. Repeat until students have shared their answers with the three people.</li> </ol> </li> <li>• Cold call students to share their ideas about which of the themes in <i>Bud, Not Buddy</i> connect with the rules in “If.”</li> <li>• Ask students to Think-Pair-Share:               <ul style="list-style-type: none"> <li>* “What is similar about the way Curtis and Rudyard Kipling conveyed a similar theme? What is different?”</li> </ul> </li> <li>• Select volunteers to share their discussion with the whole group. Guide students toward the idea that although both convey a similar theme, the poem communicates the “rules” through “If” statements using figurative language whereas Curtis conveys the similar theme through stories, dialogue, and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of protocols (such as Mix and Mingle) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li> </ul>
Homework	Meeting Students’ Needs
<p>A. Read the afterword of <i>Bud, Not Buddy</i>. Use evidence flags to identify three facts in the afterword that you find particularly interesting.</p>	



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## Supporting Materials



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<b>Name:</b>		<b>Date:</b>	
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Directions and Questions	Notes
<p>“If you can make one heap of all your winnings And risk it on one turn of pitch-and-toss,”</p> <p>1. What do you think he means by “one turn of pitch-and-toss”?</p>	
<p>“And lose, and start again at your beginnings And never breathe a word about your loss.”</p> <p>2. What does “And lose, and start again at your beginnings” mean?</p> <p>3. What does it mean to “never breathe a word about your loss”?</p>	
<p>“If you can force your heart and nerve and sinew To serve your turn long after they are gone,”</p> <p>4. What does he mean to “serve your turn long after they are gone”?</p>	
<p>“And so hold on when there is nothing in you Except the Will which says to them: ‘Hold on’”</p> <p>5. What does he mean by “And so hold on when there is nothing in you”?</p>	



Time: 16 minutes

Directions and Questions	Notes
<p>“If you can make one heap of all your winnings And risk it on one turn of pitch-and-toss,”</p> <p>1. What do you think he means by “one turn of pitch-and-toss”?</p>	<p>(4 minutes)</p> <ul style="list-style-type: none"> <li>• Invite students to read the first two lines of the third stanza of the poem with you.</li> <li>• Ask students to discuss in their triads:               <ul style="list-style-type: none"> <li>* “What does he mean by ‘winnings’? Does he literally mean things that have been won?”</li> <li>* “So what does he mean by ‘make one heap of all of your winnings’?”</li> <li>* Cold call students to share their responses.</li> </ul> </li> <li>• Students may struggle with this and may think about winnings in the literal sense of things that have been won. They may need to be guided toward the idea that winnings are things that are important to you. So making a heap of your winnings means everything that is important to you.</li> <li>• Ask students Question 1.</li> <li>• Invite them to record their responses on their note-catcher.</li> <li>• Use equity sticks to choose students to share their responses.</li> <li>• Students may struggle with this and may need to be guided toward the idea that one turn of pitch-and-toss means doing something that has the possibility of going either really well or really badly.</li> <li>• Ask students to paraphrase these “If” lines—to put them into their own words.</li> <li>• Use equity sticks to select students to share their paraphrasing with the whole group.</li> <li>• Listen for them to explain that he means: “If you are willing to risk losing everything that is important to you on something that has the potential to go really badly.”</li> </ul>





Directions and Questions	Notes
<p>“And lose, and start again at your beginnings And never breathe a word about your loss:”</p> <p>2. What does “And lose, and start again at your beginnings” mean?</p> <p>3. What does it mean to “never breathe a word about your loss”?</p>	<p>(4 minutes)</p> <ul style="list-style-type: none"> <li>• Invite students to read the next two lines of the stanza with you.</li> <li>• Ask students Question 2.</li> <li>• Invite them to record their responses on their note-catcher.</li> <li>• Use equity sticks to choose students to share their responses.</li> </ul> <p><i>Listen for them to explain that it means to lose everything and start all over again.</i></p> <ul style="list-style-type: none"> <li>• Ask students Question 3.</li> <li>• Invite them to record their responses on their note-catcher.</li> <li>• Invite volunteers to share their responses.</li> </ul> <p><i>Listen for them to explain that it means to keep private things like personal failures to yourself.</i></p> <ul style="list-style-type: none"> <li>• Ask students to paraphrase these “If” lines.</li> <li>• Use equity sticks to select students to share their paraphrasing with the whole group.</li> </ul> <p><i>Listen for them to explain that he means to pick yourself up and start all over without telling everyone your personal/private business when things go wrong.</i></p>



<p>“If you can force your heart and nerve and sinew To serve your turn long after they are gone,”</p> <p>4. What does he mean to “serve your turn long after they are gone”?</p>	<p>(4 minutes)</p> <ul style="list-style-type: none"><li>• Invite students to read the next two lines of the stanza with you.</li><li>• Ask students Question 4.</li><li>• Invite them to record their responses on their note-catcher.</li><li>• Invite volunteers to share their responses.</li></ul> <p><i>Listen for them to explain that it means that you leave behind something that continues when you die.</i></p> <ul style="list-style-type: none"><li>• Ask students to paraphrase these “If” lines.</li><li>• Use equity sticks to select students to share their paraphrasing with the whole group.</li><li>• Students may struggle with this and may need to be guided toward: “If you can motivate yourself to do something that will make a difference that will continue when you die.”</li></ul>
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Directions and Questions	Notes
<p>“And so hold on when there is nothing in you Except the Will which says to them: ‘Hold on!’”</p> <p>5. What does he mean by “And so hold on when there is nothing in you”?</p>	<p>(4 minutes)</p> <ul style="list-style-type: none"> <li>• Invite students to read the next two lines of the stanza with you.</li> <li>• Ask students Question 5.</li> <li>• Invite them to record their responses on their note-catcher.</li> <li>• Invite volunteers to share their responses.</li> </ul> <p><i>Listen for them to explain that he means to keep going even when you feel as if you can’t carry on.</i></p> <ul style="list-style-type: none"> <li>• Ask students to discuss in their triads:           <ul style="list-style-type: none"> <li>* “Why do you think ‘Will’ is capitalized?”</li> <li>* “What does he mean when he says, ‘Except the Will, which says to them: “Hold on!”?’”</li> </ul> </li> <li>• Use equity sticks to select students to share their ideas with the whole group.</li> <li>• Students may struggle with this and may need to be guided toward the idea that ‘Will’ is capitalized to emphasize it and to make it seem that it is a person rather than a concept, and that it means their will tells them to keep on going even when they are tired and have had enough.</li> <li>• Ask students to paraphrase these “If” lines.</li> <li>• Invite volunteers to share their paraphrasing with the whole group.</li> </ul> <p><i>Listen for them to say: “Your will can keep you going even when you are tired and want to give up.”</i></p>