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A Lesson on Sir Gobble by Shannon Johnson

Grade Level: Grade 6

Subject Area: English Language Arts

Lesson Length: 2 hours

Lesson Keywords: Short story, context clues, A Lesson on Sir Gobble, narrator, theme

Lesson Description: Students will read A Lesson On Sir Gobble in order to answer vocabulary questions, three discussion topics, and write a short essay. Students will consider word choice and the effect it can have upon communication. They will also consider the importance of the voice of the narrator and how it can influence a story.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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CCSS.ELA-Literacy.RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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CCSS.ELA-Literacy.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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CCSS.ELA-Literacy.RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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CCSS.ELA-Literacy.W.6.1: Write arguments to support claims with clear reasons and relevant evidence.

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CCSS.ELA-Literacy.W.6.1a: Introduce claim(s) and organize the reasons and evidence clearly.

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CCSS.ELA-Literacy.L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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CCSS.ELA-Literacy.L.6.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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Lesson Content: Book/Story/Reading Passage

Instructions: Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

Sir Gobble

by

Content: Bessie Curtis resided with her aunt and uncle on a farm. She was very worried. Bessie enjoyed the country, and she loved her uncle and aunt. However, something deeply disturbed her. As the summer passed and the autumn came, she had moments when she looked incredibly sad. What was the reason for her sadness? I can tell you, because I was there.

Early in the spring, her uncle had given her a young turkey. There, Bessie, he had said, "that is one of the prettiest turkeys I have ever seen. I will give him into your care, and on Thanksgiving Day we will have him on the dinner table."

For some time, Bessie fed the turkey every day without feeling particularly fond of him. Very soon, however, he began to know her; he not only ran to meet her when she brought him his corn and meal, but he would follow her about just the way Mary's little lamb followed HER about.

Her uncle often called after her, "And everywhere that Bessie goes, the turkey's sure to go. Yes, round the garden, up and down the avenue, and even into the house itself the turkey followed Bessie. Then why was she so sad? Alas! She remembered her uncle's words when he gave her the turkey, 'On Thanksgiving Day we will have him on the table. Thanksgiving Day would be here in a week.'"

Now, if Bessie had been like some little girls, she would have told her trouble to her uncle. But, she never mentioned it to anyone, although she cried herself to sleep several nights before Thanksgiving Day.

At last the day came, and Bessie, instead of going out to the yard as usual, kept in the house all the morning. She was afraid that if she went outside, she would not find her beloved friend. Dinnertime came and, with a heavy heart, she seated herself at the table. Her uncle and aunt saw how upset she seemed.

Come, come, said her uncle, "We must cheer up; there are no sad looks on Thanksgiving Day. Maria, BRING IN THE TURKEY. Poor Bessie! She could not bring herself to look up as the door opened, and something was brought in on a big platter. As the platter was placed on the table, she saw that it did indeed hold her turkey, but he was alive and well."

Her uncle said, "Why, Bessie, did you think I would kill your pet? No, indeed, but I told you he should be on the table Thanksgiving Day, so here he is."

Then Bessie's uncle struck the turkey gently with his carving knife, the way the queen strikes a man with a sword when she makes him a knight.

"Behold!" said Bessie's uncle, "I dub you 'Sir Gobble;' you shall never be killed, but die a natural death, and never be parted from Bessie."

Now, you may guess who I am. I was there all the time. I have feathers.

Task 1: Vocabulary

Instructions: Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

Q: 1 WordPhrase: resided **WordPhraseTier:** 2

Question: "Bessie Curtis resided with her aunt and uncle on a farm." What is the meaning of the word "resided" in this sentence?

- A: rested
- B: visited
- C: left
- D: lived

Question: Choose the sentence that uses the word "resided" correctly.

- A: I have never resided in France.
 - B: The chicken resided after me.
 - C: Carla's sock resided badly.
 - D: The necklace pinched my neck because it resided too much.
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Q: 2 WordPhrase: dub **WordPhraseTier:** 3

Question: Bessie's uncle says, "I dub you 'Sir Gobble...'" to the turkey. What does the word "dub" mean in this sentence?

- A: to execute poorly
- B: a genre of electronic music
- C: to confer knighthood
- D: to omit or erase

Question: Choose the sentence that correctly uses the word "dub" as it was used in the passage.

- A: I expect he will dub you 'Sir Francis' tomorrow.
 - B: I expect we will dub the play.
 - C: Have you thought about buying a dub?
 - D: I dub we will go tomorrow.
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Q: 3 WordPhrase: alas **WordPhraseTier:** 3

Question: "Then why was she so sad? Alas! She remembered..." What does the word "alas" mean in the passage?

- A: an expression of joy or cheer.
- B: an expression of grief, pity, or concern.
- C: an expression of hatred.
- D: an expression of love.

Question: Select the sentence that correctly uses the word "alas".

- A: She looked up the tides in the Farmer's Alas.
 - B: Alas, I have no money, so I cannot buy you a fur coat.
 - C: I do so alas you, my love.
 - D: If I didn't alas the dog so much, he might not glare at me so much.
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Q: 4 WordPhrase: fond **WordPhraseTier:** 2

Question: "...Bessie fed the turkey every day without feeling particularly fond of him." What does the word "fond" mean in this sentence?

- A: having doubts about something
- B: having an aversion to something
- C: having hostility for something
- D: having affection for something

Question: Please choose the sentence below that uses the word "fond" correctly.

- A: He was very fond to me, glaring and yelling the whole time.
 - B: She was fond of the neighbor's dog, and always brought him a treat.
 - C: I'm not so fond that you'll make it to work on time.
 - D: I want a fern with long fonds.
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Task 2: Forum Discussion

Instructions: This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and two peer responses for each topic.

1 - What did Bessie think her uncle meant by, "We will have him on the table"?

What did Bessie think her uncle meant by, We will have him on the table??What did he really mean? How could Bessie's uncle have rephrased his statement to communicate his intentions more clearly?

2 - How did the author's choice of narrator impact the story?

How did the author's choice of narrator impact the story??Do you think the story would have been more effectively told from another point-of-view? Why, or why not?

3 - Have you ever had a similar experience with a miscommunication?

Please answer either part A OR part B.

A) Have you ever had a similar experience with a miscommunication with a loved one or friend??What happened?

B) Tell us how a miscommunication could have occurred in your life. Include possible dialogue.?

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Task 3: Writing Activity

Instructions: The title of the story is, A Lesson on Sir Gobble. What lesson do you think Sir Gobble is trying to convey? Do you think the lesson was learned by the characters? Why, or why not??Make sure to provide specific examples from the story to back up your answer. Your response should be between 300 and 500 words.

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