

Grade 6: **Unit 5**

Heart of a Samurai: Whole Class Novel Seminars

Seminar 2: Whole Class Novel

What Does Success Look Like?

Scholars understand Manjiro's character by paying attention to his interactions with the other fishermen. Scholars envision the novel's setting and understand 19th-century Japan's outlook on foreigners.

Seminar 2:

***Heart of a Samurai*: Chapters 1–2 Part (pages 1–17)**

Do Now — 5 minutes

- Show an exemplary Exit Ticket from the previous Seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous Seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today's reading by telling scholars that today, they will begin reading *Heart of a Samurai*, an action-packed work of historical fiction by Margi Preus.

Read and Discuss 1 — 20 minutes

Read:

- **Play Audiobook (Chapter 1, 15 seconds to 11 minutes, 49 seconds):**
Chapter 1, pages 1–8.

Discuss:

- Scholars discuss the following question in pairs: How would you describe the relationship between Manjiro and the other fishermen? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What does Manjiro mean when he thinks, “Once again . . . his questions had led them into danger”? (page. 7).

Read and Discuss 2 — 15 minutes

Independent Reading (10 minutes):

- Chapter 2, pages 9–17 (stop at page break)

Discuss:

- Scholars discuss the following question in pairs: Why does Goeman insist that Manjiro cannot become a samurai? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What does the phrase “contamination lies beyond the reach of the tides” (page 14) reveal about Japanese values at this time?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Based on his interactions with the fishermen, how would you characterize Manjiro? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *Heart of a Samurai*: Chapters 2–4, pages 17–50.

Seminar 3: Whole Class Novel

What Does Success Look Like?

Scholars analyze how Manjiro’s relationships with the Japanese fishermen and American sailors are changing. They begin to uncover Preus’ message about how experiences shape perspective, and they understand the factors Manjiro considers when deciding whether to travel to America.

Seminar 3:

Heart of a Samurai: Chapters 5–8 (pages 51–78)

Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from the previous Seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today’s reading by telling scholars that today, they will read about Manjiro’s exciting life on a 19th-century whaling ship.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (Chapter 5, first 8 minutes, 49 seconds):** Chapter 5, pages 51–57.

Discuss:

- Scholars discuss the following question in pairs: What is Denzo’s concern on page 56? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What is Manjiro’s point of view on Denzo’s concern?

Read:

- **Play Audiobook (Chapter 6, first 12 minutes):** Chapter 6, pages 58–65.

Discuss:

- Scholars discuss the following question in pairs: What does Captain Whitfield want to explain to Manjiro? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

Write — 10 minutes

Write an essay of no more than 200 words:

- What is Preus arguing about how experience shapes perspective? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-Up — 5 minutes

- Show an exemplar essay on the SMART Board. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 30 minutes

Independent Reading (15 minutes):

- Chapters 7–8, pages 66–78

Discuss:

- Scholars discuss the following question in pairs: How are Manjiro’s views of the sailors changing? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What is Manjiro’s point of view on going to America?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Why does Goemon tell Manjiro, “I don’t know you anymore!”? (page 77). Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 4: Whole Class Novel

What Does Success Look Like?

Scholars analyze the characteristics that Manjiro and Captain Whitfield share. They understand how Manjiro’s traditionally Japanese perspective on foreigners has changed since boarding the *John Howland*.

Seminar 4:

Heart of a Samurai: Chapters 9–14 (pages 79–115)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous Seminar on the SMART Board. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous Seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today’s reading by telling scholars that in today’s reading, Manjiro will have some big choices to make.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (Chapter 9 to Chapter 10, first 7 minutes, 42 seconds):** Chapter 9–10, pages 79–89.

Discuss:

- Scholars discuss the following question in pairs: What point of view do the Japanese fisherman have about their country on page 81? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Manjiro choose to believe that the map is accurate?

Read:

- **Play Audiobook (Chapter 11, first 9 minutes, 57 seconds):** Chapter 11, pages 90–96.

Discuss:

- Scholars discuss the following question in pairs: Why does Goeman constantly refer to the American sailors as “barbarians” throughout chapters 9–11? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Does Manjiro share Goeman’s point of view?

Write — 10 minutes**Write an essay of no more than 200 words:**

Preus writes, “His friends had turned away from the map, but Manjiro continued to stare at it, marveling at the many places and countries about which he knew nothing” (page 82). What does this sentence reveal about Manjiro? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-Up — 5 minutes

- Show an exemplar essay on the SMART Board. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 30 minutes**Independent Reading (10 minutes):**

- Chapter 12–14, pages 97–115

Discuss:

- Scholars discuss the following question in pairs: Why does Manjiro behave strangely toward Captain Whitfield on page 99? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What characteristics do Manjiro and Captain Whitfield share?

Exit Ticket — 8 minutes**Write an essay of no more than 200 words:**

How does Manjiro see the world differently since spending time on the John Howland? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *Heart of a Samurai*: Chapters 15–16, pages 116–134.

Seminar 5: Whole Class Novel

What Does Success Look Like?

Scholars analyze the challenges and prejudice Manjiro faces in America. They recognize Manjiro's resilience and strength of character.

Seminar 5:

Heart of a Samurai: Chapters 17–22 (pages 135–171)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous Seminar on the SMART Board. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous Seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today's reading by telling scholars that they will learn a lot about Manjiro's character as he faces new challenges in America. Tell scholars to pay special attention to the way Preus describes the settings and characters in the novel to build suspense.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (Chapter 17, first 10 minutes, 37 seconds):** Chapter 17, pages 135–141.

Discuss:

- Scholars discuss the following questions in pairs: How do people react to Manjiro at church? Why do they react this way? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Mrs. Whitfield's question, "Are you going to get up and help the world change?" (page 140) affect Manjiro?

Read:

- **Play Audiobook (Chapters 18 to Chapter 19, first 12 minutes, 11 seconds):** Chapters 18–19, pages 142–153.

Discuss:

- Scholars discuss the following question in pairs: How does Manjiro approach the challenges he faces in America? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Preus include advice from both Captain Whitfield and Manjiro's father in Chapter 19? (page 148, Paragraph 2).

Write — 10 minutes

Write an essay of no more than 200 words:

- Manjiro thinks, “Someone had to be making all these things happen. Someone had to be changing the world. What if *he* could be one of those people?” What does this quotation on page 141 reveal about Manjiro’s approach to challenges? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-Up — 5 minutes

- Show an exemplar essay on the SMART Board. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 30 minutes

Independent Reading (15 minutes):

- Chapter 20–22, pages 154–171

Discuss:

- Scholars discuss the following question in pairs: How does Manjiro’s perception of Tom change after the challenge’s unexpected ending? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Preus build suspense during the race?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- What does the phrase, “Fall down seven times, get up eight” (pages 161 and 171) reveal about Manjiro’s character? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 6: Whole Class Novel

What Does Success Look Like?

Scholars discuss how Manjiro changes and matures as he confronts stereotypes in America. They understand Manjiro’s eagerness to return to Japan, and the ways in which his experience in America has shifted both his own perspective and his countrymen’s attitude toward him.

Seminar 6:

Heart of a Samurai: Chapters 23–27 (pages 172–205)

Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.

- Scholars revise their Exit Tickets from the previous Seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today’s reading by telling scholars that today, they will read about Manjiro’s crush and his return back to the sea.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (Chapter 23 to Chapter 24, first 10 minutes, 31 seconds):** Chapter 23–24, pages 172–183.

Discuss:

- Scholars discuss the following question in pairs: Why is the scene where Manjiro overhears the girls making fun of him a turning point in the novel? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What is the significance of the line, “Ha ha! You Americans think you are better than the Japanese! But the Japanese believe they are better than you!”? (page 182).

Read:

- **Play Audiobook (Chapter 25, first 3 minutes, 20 seconds):** Chapter 25, pages 184–186.

Discuss:

- Scholars discuss the following questions in pairs: What place does Manjiro consider to be “home” in Chapter 25? Why? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

Write — 10 minutes

Write an essay of no more than 200 words:

- How has Manjiro come of age? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-Up — 5 minutes

- Show an exemplar essay on the SMART Board. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 30 minutes

Independent Reading (15 minutes):

- Chapter 26–27, pages 188–205

Discuss:

- Scholars discuss the following question in pairs: What is Manjiro’s point of view on returning to Japan? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How do the Japanese fishermen react to Manjiro at the end of Chapter 27? Why do they react this way?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How does Preus show that Manjiro has changed? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *Heart of a Samurai*: Chapters 28–35, pages 206–244.

Seminar 7: Whole Class Novel

What Does Success Look Like?

Scholars analyze Manjiro’s long-anticipated homecoming. They understand the hardships Manjiro faces upon returning to Japan and his response to these challenges.

Seminar 7:

***Heart of a Samurai*: Chapters 36–41 and Epilogue (pages 246–277)**

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous Seminar on the SMART Board. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous Seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today’s reading by telling scholars that today, they will witness Manjiro’s long-awaited homecoming.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (Chapter 36 to Chapter 37, first 2 minutes, 45 seconds):** Chapters 36–37, pages 246–254.

Discuss:

- Scholars discuss the following question in pairs: Why is “Between Two Worlds” an appropriate title for Chapter 36? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What is the tone of Manjiro’s homecoming?

Read:

- **Play Audiobook (Chapter 38 to Chapter 39, first 3 minutes, 38 seconds):** Chapter 38–39, pages 255–265.

Discuss:

- Scholars discuss the following question in pairs: Why does Manjiro choose to mention the many advances in technology that Americans have developed? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

Write — 10 minutes

Write an essay of no more than 200 words:

- How is Manjiro treated when he returns to Japan? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-Up — 5 minutes

- Show an exemplar essay on the SMART Board. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 30 minutes

Independent Reading (15 minutes):

- Chapter 40–41 and Epilogue, pages 266–277

Discuss:

- Scholars discuss the following question in pairs: What can we infer about Manjiro based on the fact that his village feels “so small,” whereas the ocean seems to “stretch forever”? (page 269). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What does Manjiro mean when he compares his Japanese countrymen to “the last fragile blossoms that tremble on the branch while the wind tears and tears at them”? (page 273).

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- What does it mean to have the “heart of a samurai”? (page 274) Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

Entrance Ticket Question for Socratic Seminar: Scholars write an essay of no more than 200 words:

- Based on the qualities outlined in “**Samurai Creed**” (Connected Text 1A), did Manjiro deserve to attain samurai status? Why or why not? Justify your argument with concrete evidence from both “**Samurai Creed**” and *Heart of a Samurai*.

Seminar 8: Socratic Seminar

What Does Success Look Like?

Scholars revisit the poem “Samurai Creed” and reanalyze the qualities of a true samurai. They make an evidence-based argument about whether or not Manjiro possesses the qualities of a true samurai based on their understanding of both the poem and the novel.

Seminar 8:

Socratic Seminar: “Samurai Creed” (Poem) and *Heart of a Samurai*

Launch — 2 minutes

- Now that scholars have finished reading *Heart of a Samurai*, build excitement for today’s Socratic Seminar by telling scholars that they will have the opportunity to return to a question posed at the very beginning of this unit: “What does it mean to live by the Samurai Creed?”

Prepare — 5 minutes

Discussion Goal:

- In this discussion, scholars will have a rich conversation about whether or not Manjiro deserved to obtain samurai status. During this discussion, your role is to press scholars to use evidence from both the poem and the novel. Scholars must not only explain what samurai qualities Manjiro possesses but also back up their claims with evidence from the novel. Challenge scholars to bring in evidence from both the end of the novel, when Manjiro has come of age, and also from the middle of the novel, when Manjiro is maturing in America.

Possible Ways Scholars Can Prepare for the Discussion:

- Rereading the Connected Text “Samurai Creed” and briefly reviewing the qualities of a samurai, as outlined by the poem
- Talking with the person sitting next to them about their response to the entrance ticket question
- Talking in small groups about their response to the entrance ticket question

Discussion — 35 minutes

Scholars discuss the following questions as a class:

- To what extent does Manjiro rise above earthly needs in the novel?
 - To what extent does Manjiro act bravely in the novel?

- Would you describe Manjiro as humble? Why or why not?
- When did Manjiro act honorably? Are there times when he did not?
- How does Manjiro treat his friends and enemies?
- Based on the qualities outlined in the creed, did Manjiro deserve to attain samurai status?
- Extension: Reread the excerpt of “Samurai Creed” quoted in *Heart of a Samurai* (before page 1). Why did Preus choose this particular section of the poem to include in her novel? How does this excerpt connect to the story of Manjiro?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Which samurai attribute does Manjiro most exemplify? Justify your argument with at least **two** concrete pieces of evidence from the text.

You Did It!

Congratulations! You’ve reached the end of Literature Unit 5: *Heart of a Samurai!*

As a result of teaching this unit, you as the teacher have:

- Built your scholars’ passion for great literature by helping them analyze *Heart of a Samurai*.
- Built your scholars’ ability to articulate their understanding of texts both orally and in writing.

Your scholars can:

- Notice interesting language and structures used by an author and explain how these choices support the big idea.
- Write and revise arguments of 200 words to demonstrate their understanding of texts.

Celebrate your scholars’ successes by acknowledging what they can now do as readers as a result of their work during this unit. Invite scholars to share how much fun they had reading *Heart of a Samurai* and making connections to other texts.

Reflect on your successes and stretches, as well as those of your scholars. Look at your Fountas & Pinnell results. Have your scholars grown as readers over the last month? During this unit, your scholars should move from a Level X to a Level Y. This is always a tricky jump for scholars and they can easily get stuck, making little to no growth. In order to move to a Level Y, scholars must keep track of jumps in time and narration, infer the meaning of symbols, make connections between texts, and express changes in ideas and perspectives across a text. Enlist parents to help get scholars over this hump!

Scholars must read at home, as well as in school. Do you have 100% of your scholars reading nightly at home? Make sure at-home reading is happening and meet with families who are falling short to recommit them to this team effort.

Do you have 100% of your scholars reading fluently? Using all of the tools at their disposal to figure out the meaning of what they are reading?

Do you have 100% of your scholars doing their literacy homework? You must insist that 100% of scholars are completing their homework nightly.

Going into the next unit, make specific reading goals for yourself. Set a percentage goal for how many scholars you will move. Set a goal for scholars who are not reading at home. Who will you get to consistently read at home? Set a goal for moving any scholars stuck at Level X or below. Why are they stuck? Do they read fluently? Do they understand what they're reading? Do they understand the big idea? How will you partner with parents to support their growth?

If you are having trouble meeting your goals, do not wait until you have NOT succeeded.

Consult your colleagues. Consult your leaders. ASK FOR HELP so you can meet your goals!