

Big Idea Language of the Discipline Rules

A CRITICAL THINKING

RESOURCE FOR...

My Brother Sam is Dead

Engage your students like never before with critical thinking questions for each chapter of the book.

Unanswered Questions Patterns Ethics

Trends Across Disciplines Details

Multiple Perspectives Relate Over Time

Big Idea Language of the Discipline

Increase rigor in your classroom while developing an exciting, more meaningful relationship with a well-loved piece of literature!

This critical thinking resource is a unique novel study guide for James Lincoln Collier and Christopher Collier's, *My Brother Sam is Dead*. This set of chapter companions was designed to meet an important need in the classroom; novel companions and/or resources that push students to think beyond the basics and more deeply engage with the text. In this guide you will find a graphic organizer for each chapter in the book. Each organizer focuses on 4 of 11 critical thinking elements (**Big Ideas, Rules, Trends, Patterns, Language of the Discipline, Ethics, Relationships Over Time, Details, Unanswered Questions, Across Disciplines, and Multiple Perspectives**). There is also a "Core Question", which draws on information from the 4 critical thinking elements of the graphic organizer.

The questions on each chapter companion are designed to encourage higher level thinking skills and more complex interactions with the text than traditional novel units typically provide. Students also learn to support responses with evidence from the text, even in the case of contradictory opinions.

These graphic organizers are aligned with the "K-12 Common Core Anchor Standards for Reading" and are perfect for providing more complex literary analysis for GATE students, while also allowing students of different ability levels to further develop their critical thinking skills.

The graphic organizers in this unit can easily be used in a variety of different ways:

- As post chapter individual literary response activity and/or assessment
- As a base for jigsaw groups- each group member from a "home base" group meets with an "expert" group to discuss/answer one of the four questions. They then return to their "home" group and lead a discussion utilizing the information they gathered. The home group then works together to discuss/answer the "core question".
- As a foundation for literature group discussions- the graphic organizers help guide the discussion and provide the group with clear defined objectives
- As a scaffolded literary response activity- the organizers for certain chapters can easily be used to assist your students in writing an in-depth literary response piece. The four questions can be answered with support and thoroughly discussed. The students can then use that information as a source/pre-write for developing a longer written response for the "Core Question".
- As a "think-pair-share" activity- Students meet with a different partner to discuss/answer each of the four questions. They then work by themselves or with another partner to complete the "Core Question".

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Unanswered Questions Multiple Perspectives Across Disciplines Relate Over Time Details Ethics Rules Trends Patterns

Helping teachers thrive in the classroom

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Melissa Tallman
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RULES

What rules or cultural norms of the time are presented in this chapter?

UNANSWERED QUESTIONS

What unanswered questions does the author leave you with after reading this chapter? Explain the author's intentions for creating this ambiguity.

Core Question

There are many examples of paradox in this chapter; Sam and his father is an obvious example. Explain a paradox (you can use the one mentioned above or another one that stands out to you) in this chapter. Use textual evidence to support your answer.

BIG IDEA

Summarize this chapter in exactly 4 sentences.

MULTIPLE PERSPECTIVES

How would this chapter be different if it were told from the perspective of Sam or his father?

ACROSS DISCIPLINES

What historical information is important to this chapter? What background information is related to the events of this chapter?

ETHICS

What ethical or moral issues are presented in this chapter? How might they be important to the story's plot?

Core Question

What parallels or connections can you make between Sam and his father's relationship to the conflict between the colonists and the British? How are they similar or representative of one another?

TRENDS

Describe when in time this story takes place. What are the clues (clothing, word usage, etc.)?

PATTERNS

Describe the relationship between Sam, Tim, and their father in this chapter.

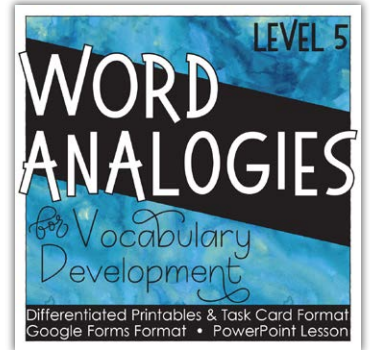
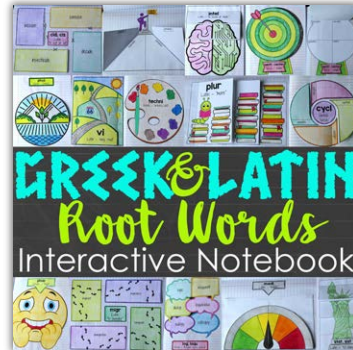
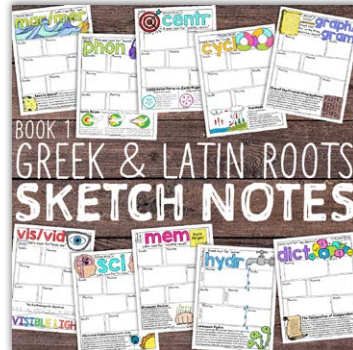
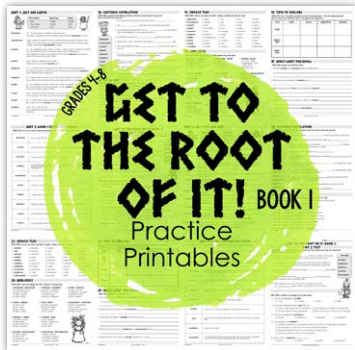


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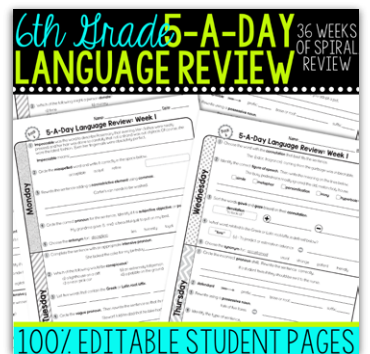
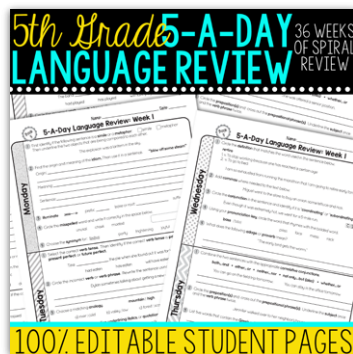
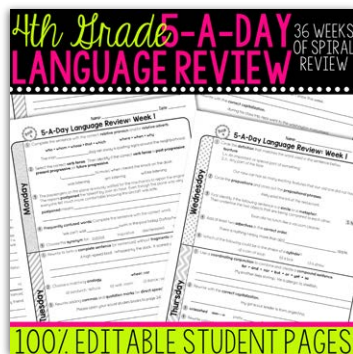
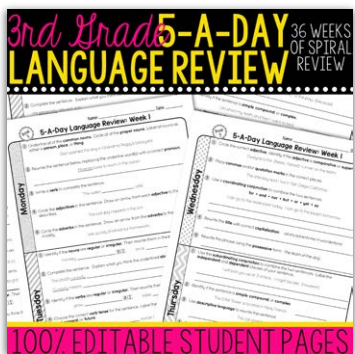


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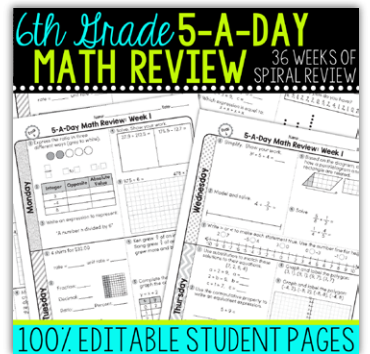
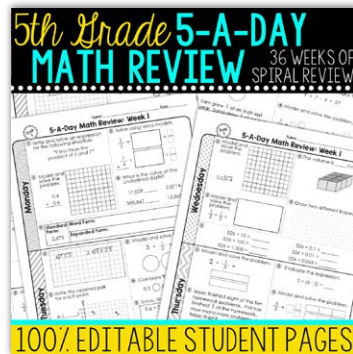
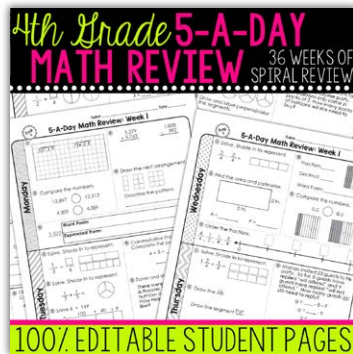
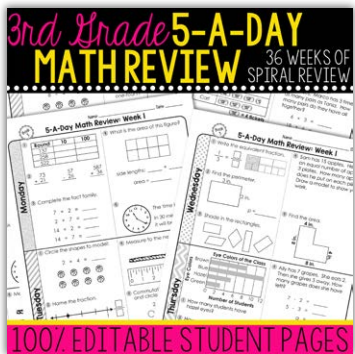
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HANDS-ON MATH TILES

