

# ELA Grade 6 Lesson 9

## Teacher Packet

## Independent Activity

- **Write the first few paragraphs of Chapter 4 in the same style as the author has done in Chapters 1-3**
- **Include the time that the chapter begins.**
- **Have dialogue between two or more characters.**
- **Check for correct punctuation and capitalization.**
- **Be Creative!**

August 18, 1961

5:30 A.M.

Time

Franz woke up from a deep sleep with his head laying on top of his school book. His neck and back hurt from sleeping at his desk as he had worked late on all the homework his teacher had assigned. He remembered dreaming about seeing his dad through the barbed wire fence at the top of the wall. He knew that was crazy since there was no way he could get up high enough to see over the wall to the other side.

*The other side!* He thought. *I hope Karl was able to get the note through on his friend's truck!*

Inner  
thoughts

That thought got him moving, and Franz quickly dressed and ran downstairs, eager to start his morning by looking for Karl. He had woken up so early it was barely light outside. When he ran past the kitchen, he saw his mom sitting at the table, like she had every morning since his dad didn't return.

"Franz, where are you off to so early?" she whispered. Franz wondered if she had slept at the kitchen table like he had slept at his desk.

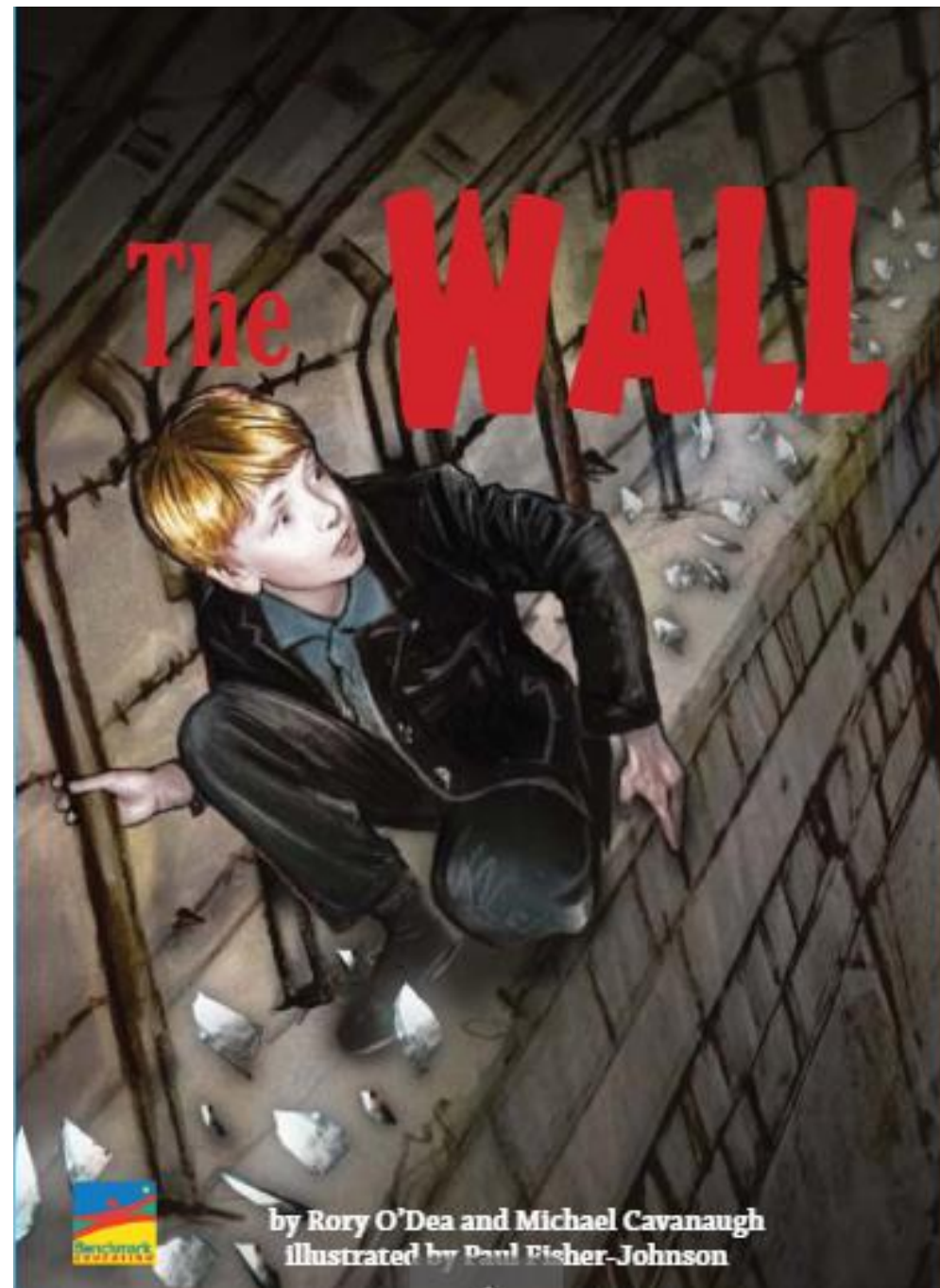
"I don't want to be late for school again, Mutter," he answered.

Dialogue

"Okay," she replied. "Be careful. And make sure you're back on time this afternoon. I don't know where you've been going after school, but this is not a time to be out wandering the streets."

"Yes, Mutter." Franz hoped she wouldn't notice the time that afternoon. Because of course he intended to hunt for Karl after school. It was all he would think about until the last school bell rang.

[L9-B]



L9-C



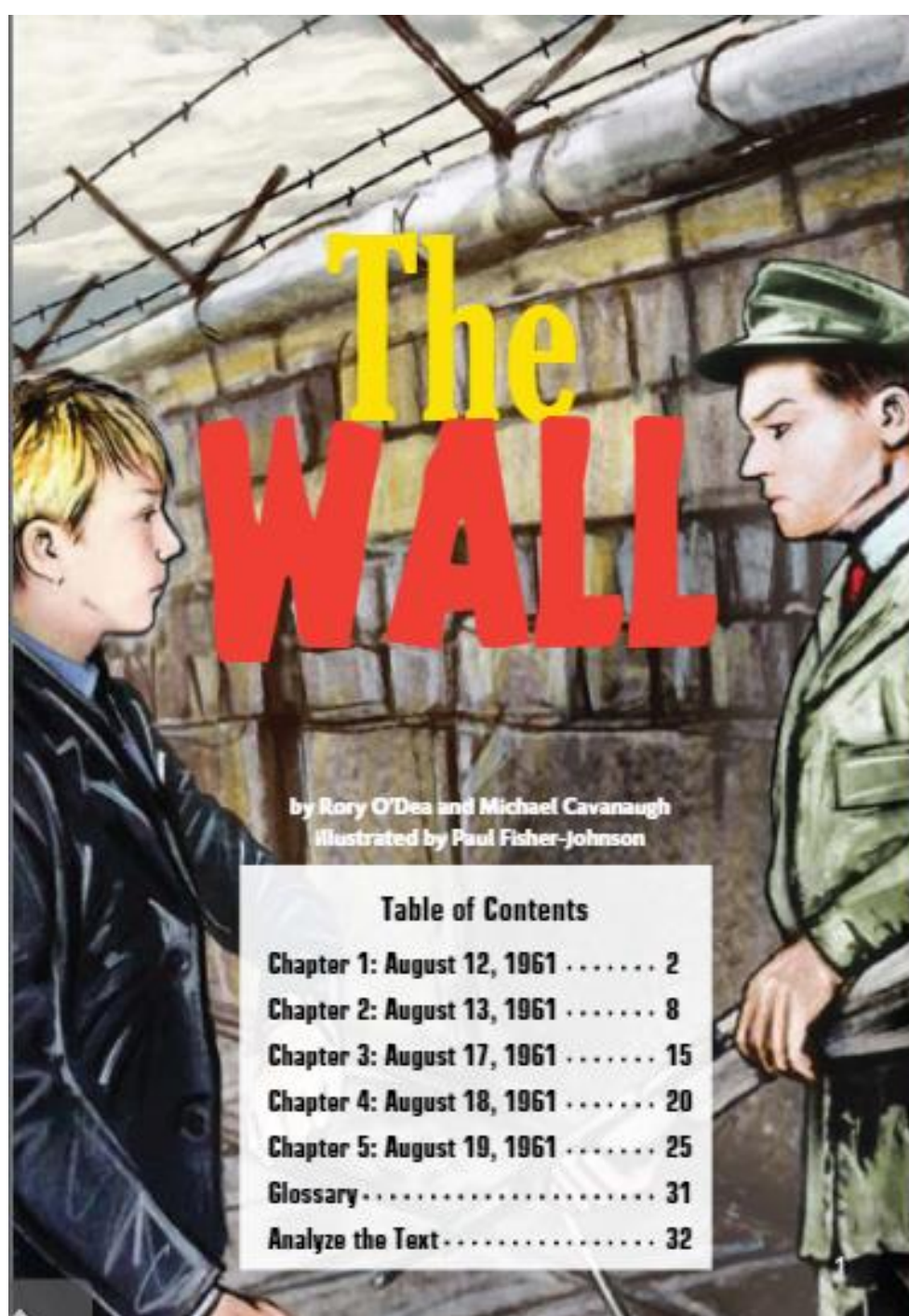
[L9-D]

[https://world.wng.org/2014/10/life\\_in\\_the\\_death\\_strip](https://world.wng.org/2014/10/life_in_the_death_strip)



<https://www.mapsofworld.com/answers/politics/berlin-wall/>

L9-E



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L9-F

Figurative Language	What It helps the reader understand







<https://www.flickr.com/photos/allhails/2400036357/in/photostream/lightbox/>

L9-J



L9-K



[L9-L]



[L9-M]



L9-N

Figurative Language	What It helps the reader understand
<b>blinked the fog from his eyes</b>	Franz is not sure that he is really awake, so he blinks to make sure that his father is there.
<b>The air was thick with tension.</b>	There was a feeling of seriousness in the room.
<b>A cloud came over his face</b>	Franz's father was happy, but then his expression changed because he was about to tell Franz some hard news.
<b>One final blow</b>	Franz's father is about tell the bad news that will be hard for Franz to hear.
<b>wave of sadness washed over Franz</b>	Franz was overwhelmed by sadness; like he was knocked over by a wave in the ocean.
<b>Streams of fond memories</b>	Franz was thinking of all his happy memories flowing like streams of water.

Figurative Language	What It helps the reader understand
like a slide show of his life in East Berlin	Franz's memories are described as pictures coming to him one after another.
flashed through his mind. <i>Can this really be happening?</i>	A flash indicates a quick burst of light; something that interrupted all the memories. Franz thinks that it may not really be happening.
The wall had nearly stolen his father from him	The author personifies the wall to emphasize the power of the separation when Franz's father was on the other side of the wall.
weighed on him like a bear	
caused the minutes and seconds of the day to slow to a crawl	

## Independent Practice

Your independent practice has two parts:

1. Choose at least 3 of the figurative language examples we've found in our text today and write original sentences using those examples in a different context.

For example: As I stood by the pool preparing to jump in, a memory flashed in my mind of the time my sister fell in without her life jacket and almost drowned. I stepped back from the edge as if I'd been burned. (See how I threw in even more figurative *language...as if I'd been burned.*)

2. Collect some examples of figurative language that you read, hear, or watch. Record on the same paper that you wrote your own sentences for #1. You may be surprised at how many you notice when you are looking for them! Happy hunting!



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