

# The Path to Becoming Me

## 1. Question & Research Task

Gary Paulsen writes many young adult stories that focus on experiences that have shaped his life. In this lesson you will explore how Gary Paulsen's life choices have molded his existence.

SLIDE NAVIGATION

1

2

3

4

5

6

Next



Image Source: Discovery Education, by subscription

In this Slam Dunk, you will conduct brief, focused research to respond to the essential question:

**How do our experiences shape who we become?**

## 2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.

The sites listed below will help you learn more about Gary Paulsen and his life experiences. You will use this information to complete the [graphic organizer](#).

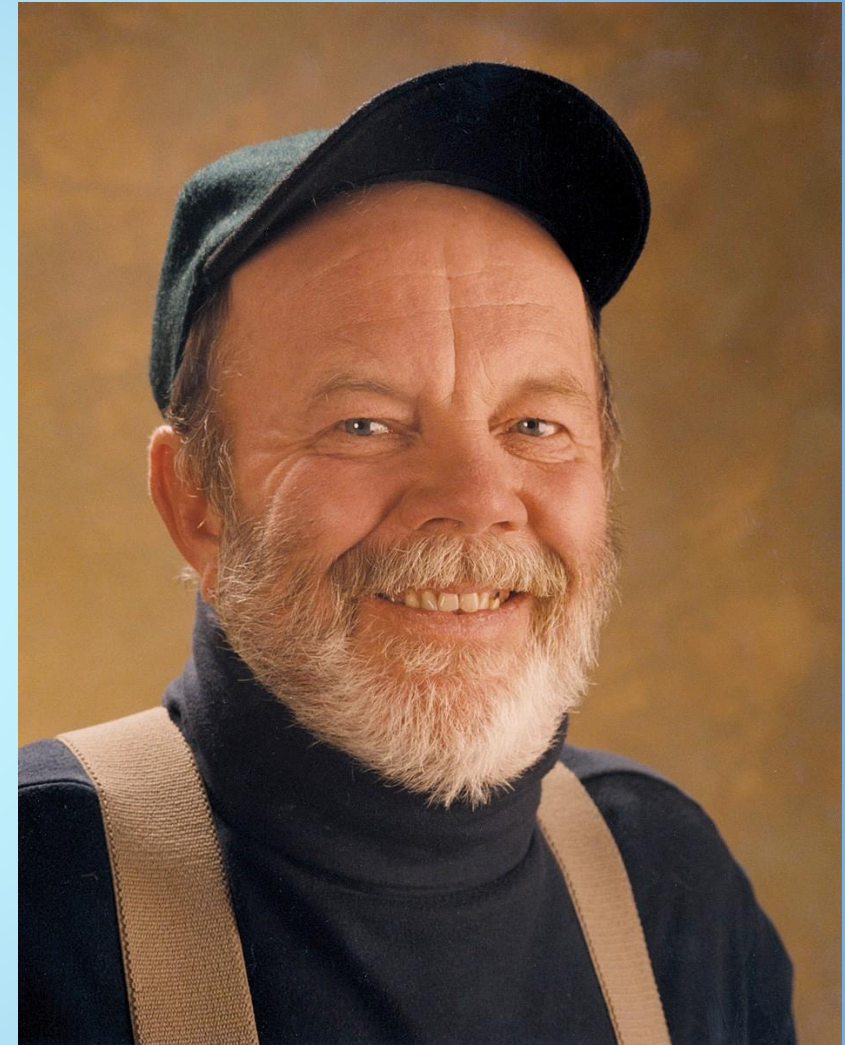
[About Gary Paulsen](#)

[Meet Gary Paulsen](#)

[Author Profile of Gary Paulsen](#)

[Paulsen Biography](#)

[Interview with Gary Paulsen](#)



Gary Paulsen

### 3. Student Activity

Organize and share what you have learned using this [resource](#).

As directed by your teacher, you may choose to collaborate with your group members in the classroom or via a Schoology discussion.

Then, you will be ready for the Assessment Activity on slide 4.

My Name: \_\_\_\_\_ Group Members Names: \_\_\_\_\_ Date: \_\_\_\_\_ Class Period: \_\_\_\_\_

**GROUP - SHARE**

What I Thought <small>(take notes from organizer)</small>	What My Group Thought	What I Think Now



## 4. Assessment Activity

How do our experiences shape who we become?

Use this form to imagine yourself as Gary Paulsen responding to the essential question.

As you write, be sure to use details from your notes. Remember, you are using your knowledge to determine how **GARY PAULSEN** would answer the questions.

Once you have finished writing, use the checklist to see if you will need to revise your work.



Image Source: Gale Infobits

## 5. Enrichment Activities



Gary Paulsen signing autographs.

Image Source: Creative Commons

Learn more about Gary Paulsen's life and works:

- [Gary Paulsen Library](#)
- [Gary Paulsen Interview](#)
- Find books by Gary Paulsen in your school library collection:

Search [Destiny Discover](#), your school library catalog, for books written by Gary Paulsen. Open the link and scroll to find your school.

# 6. Teacher Resources

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
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## Grade 6 English Language Arts

**Objective:** Students will conduct brief, focused research in order to synthesize Gary Paulsen’s experiences into a response to the essential question.

**Time Frame:** Two 45 – minute class periods

### Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

### Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)
- You may wish to use the Schoology Assignment Apps to send the documents to students to be completed online.

## Learning Standards Alignment

### Common Core State Standards for English Language Arts & Literacy

**Reading: 1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**AASL Standards Framework for Learners** Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

### P21 Framework: 21<sup>st</sup> Century Student Outcomes

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.