



**Lesson Plan for**  
**TANKBORN**  
written by **Karen Sandler**

### **Reading Level**

Interest Level: 7–12

Guided Reading Level: Z

Accelerated Reader® Level/Points: 5.6/15.0

Lexile™ Measure: 790

### **Project Title**

Using Text Elements To Determine Central Idea Of *Tankborn*

### **Project Summary**

The purpose of the project is for students to understand that the author made specific choices at every level of the book and these text elements convey the central idea. Students are expected to analyze one element of *Tankborn* and based on that evidence, propose the author's central idea. This project provides students multiple experiences to discuss and reflect, practice using evidence to back up their arguments, and learn how to express ideas verbally and in writing.

### **Targeted Common Core Standards to be addressed in this project**

**CCSS.ELA-Literacy.RL.9–10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**CCSS.ELA-Literacy.W.9–10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCSS.ELA-Literacy.SL.9–10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners

on grade 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-Literacy.SL.9–10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### Formative Assessment

Students will write an argumentative essay answering two questions:

- What is the author's central idea and what is your focus area (text element) that conveys the central idea? Present 3–5 pieces of evidence from *Tankborn*.
- How is this book's central idea relevant to today in our world, such as where contemporary injustices are occurring?

### Grade level

9<sup>th</sup> or 10<sup>th</sup>

### Essential Question

How can writers craft language and form a story to develop a central idea and influence an audience?

### Objective

Students will be able to propose the author's central idea using specific text elements as evidence of the central idea.

### Approximate Time

Time needed will be determined by individual teachers. However, recommended activity will take two lesson periods or two teaching days.

### Materials, Technologies, and Resources

- Each student has copy of the text, *Tankborn*
- Sticky notes or other note-taking system, so students can mark passages as they read and discuss
- PowerPoint and access to screen to present findings
- Internet connection and access to individual computers via home or computer lab

### Outline

1. Students have read *Tankborn* either completely or read specific assigned chapters. During that assigned reading, students take notes with post-its or separate notebooks on their areas of confusion, areas they connected with, and questions.
2. At the start of class, students share with the entire group some of their reactions to the text.
3. Teacher introduces the essential question and objective.
4. Teacher will assign students to predetermined groups based on similar literary analysis strengths. This differentiation will allow all students to engage the text, but have students focus on different text elements. For example, struggling readers may focus on how the author's choice of setting conveys the central idea, while others may focus on how narration reveals the central idea.
  - Groups should be 4-5 students at most.

- Text elements that the student groups will analyze include: author's choice of setting, narration, tone, mood or use of suspense, language and imagery, conflict, use of parallel plots/sub-plots.
  - Teacher listens in on each group as they discuss for further support or intervention.
5. Each group creates one slide on PPT to present to whole class.
    - Presentations should be around five minutes and include what this group proposes the central idea is, what element feature they focused on to determine this central idea (tone, setting, etc.), and two text quotations that serve as evidence to support their proposal of the central idea.
  6. Students individually write an argumentative essay answering two questions:
    - What is the author's central idea and what was your focus area (text element) that conveys the central idea? Present 3-5 pieces of evidence from *Tankborn*.
    - How is this book's central idea relevant to today in our world, such as where contemporary injustices are occurring?
  7. Students post their writing to a blog where they can respond to 1-2 other classmates' arguments.

Further reading:

This lesson was adapted from: "Evidence & Arguments: Ways of Experiencing a Text." *Teaching Channel*. Teaching Channel. Web. January 31, 2014.

### ABOUT THE AUTHOR

**Karen Sandler** is the author of seventeen novels for adults, as well as several short stories and screenplays. Before becoming a full-time writer, she worked as a software engineer, including work on the Space Shuttle program and communications satellites. Sandler first got the idea for *Tankborn* in the mid-1980s when she wrote it as a screenplay, and over the years while she was writing other books, the idea grew to include the planet Loka and Kayla's life. Sandler lives in northern California with her husband, Gary, and their three cats, and can often be found riding her Andalusian/Morgan mare, Belle. This is her first novel for young adults. You can find her online at <http://www.karensandler.net/>

### Book Information

\$17.95, HARDCOVER

978-1-60060-662-5

384 pages, 5-1/2 x 8-1/4

Interest Level: 7–12

Guided Reading Level: Z

Lexile™ Measure: 790

Accelerated Reader® Level/Points: 5.6/15.0

### RESOURCES ON THE WEB

Learn more about *Tankborn* at:

<http://www.leeandlow.com/books/424/hc/tankborn>

### Also written by Karen Sandler

***Awakening***

<http://www.leeandlow.com/books/492/hc/awakening>

***Rebellion***

<http://www.leeandlow.com/books/512/hc/rebellion>

**BookTalk with Karen Sandler on *Tankborn***

<http://www.leeandlow.com/p/tankborn.mhtml>

**Discussion Questions for *Tankborn***

[http://www.leeandlow.com/p/tankborn\\_dq.mhtml](http://www.leeandlow.com/p/tankborn_dq.mhtml)

***Tankborn* Glossary Terms**

[http://www.leeandlow.com/p/tankborn\\_glossary.mhtml](http://www.leeandlow.com/p/tankborn_glossary.mhtml)

**Video Interview with Karen Sandler on *Tankborn***

[http://www.leeandlow.com/p/tankborn\\_videos.mhtml](http://www.leeandlow.com/p/tankborn_videos.mhtml)

**Order Information**

**On the Web:**

<http://www.leeandlow.com/p/ordering.mhtml> (general order information)

<http://www.leeandlow.com/books/424/hc/tankborn> (secure online ordering)

**By Phone:**

212-779-4400 ext. 25

212-683-1894 fax

**By Mail:**

Lee & Low Books, 95 Madison Avenue, NY, NY 10016

Copyright © 1997-2014 The Active Learner  
Lee & Low Books, all rights reserved.  
For questions, comments and/or more information  
please contact us at [general@leeandlow.com](mailto:general@leeandlow.com)