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| **GRADE LEVEL:**  | **6th Grade** |
| **COURSE / SUBJECT: English Language Arts**  |
| **UNIT OF STUDY : Courageous Characters – Unit 2** |
| **THEME / ESSENTIAL QUESTION(S):** |  |  |  |  |  |  |  |  |
|  |  | **ESSENTIAL GUIDING QUESTION:** **How are acts of courage revealed in writing?** |
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| **STANDARDS** | **ENDURING UNDERSTANDINGS** ***What are the long term, big-ideas of content that I want students to understand?*** | **KNOWLEDGE / SKILLS *What do I want Students to Know & Be Able to Do?*** | **PACING Lesson # # of Days**  |
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| **RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.****RL.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from****personal opinions and judgments.** **W.6.1: Write arguments to support claims with clear reasons and relevant evidence.** **W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;****demonstrate sufficient command of keyboarding skills to type a minimum or three pages in a single sitting.** **L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.****SL.6.2: Interpret information presented in diverse formats (e.g., visually, quantitatively, orally) and explain how it contributes to a****topic, text, or issue under study.** | **FOCUS QUESTIONS:** * **Who is the author’s target audience?**
* **What is the author trying to say?**

* **What is the point of view that I am defending?**
 | **Students will be able to:*** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topic.
* Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions and judgments.
* Write arguments to support claims with clear reasons and relevant evidence. Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.
* Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* Interpret information presented in diverse formats and explain

how it contributes to a topic, text, or issue under study. | **November - December** |
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| **ASSESSMENT: *HOW WILL I KNOW WHAT MY STUDENTS HAVE LEARNED? WHAT WILL BE THE EVIDENCE?*** |   |   |   |
| * **Observation**
* **Formative Assessments such as the use of the students’ whiteboards**
* **Presentations**
* **Rubrics**
* **Quizzes- Vocabulary, comprehension, etc.**
* **Common Assessments - Pattern for Freedom: Women’s quilts as Art**
* **Written argument with claim**
* **Responses to open responses questions**
* **Group Discussion**
* **Small group discussion**
* **Journals and or IPAD Journals**
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| **TECHNOLOGY & RELATED CONTENT INTEGRATION:****For the teacher:*** A computer and projector
* **A copy of the *Maniac Magee***
* ***Sadako and the Thousand Paper Cranes*** (Eleanor Coerr) (easier to read but excellent) \*\*\* Possible Read aloud (no student copies)
* Examples of vocabulary
* Large paper for anchor charts for students to develop and for teachers to display throughout the unit. (Anchor charts are produced collaboratively by teachers and students and kept in a visible location in the classroom. They are frequently updated in subsequent lessons and serve as a reference for the unit or several lessons. )
* Unit chapter questions and vocabulary (see attachment)

**For students**class set of the following:* **The paperback edition of *Maniac Magee***
* **Journals**, which can be either computer files or paper notebooks
* Journal organizers
* Copies of unit chapter questions and vocabulary

**Differential instructional tools and technologies:** A**ccess to texts:*** Audio version of***Maniac Magee***
* Available on **Learning Ally**.(\* Contact special educator)
* Graphic Organizers
* Small group reading/discussion groups
* modeling
* Teacher driven note taking (can take a picture with IPAD for some)
* **Dragon** app (for some writing assignments for students as needed)(dictation to text translator

**Additional Resources** (Wheatley Portfolio Grade 6-8 ELA Common Core Additional Resources)**Literary Texts*** **Poetry**
	+ “Casabianca” (Felicia Dorothea Hemans) [Read](http://www.poetry-archive.com/h/casabianca.html)
	+ “If” (Rudyard Kipling) (EA) [Read](http://www.poetryfoundation.org/poem/175772)
	+ *Lives: Poems about Famous Americans* (Lee Bennett Hopkins and Leslie Staub)
* **Stories**
	+ *Counting on Grace* (Elizabeth Winthrop)
	+ *Fire from the Rock* (Sharon M. Draper)
	+ *Free at Last! Stories and Songs of Emancipation* (Doreen Rappaport and Shane W. Evans)
	+ *Iqbal* (Francesco D’Adamo)
	+ *Kira-Kira* (Cynthia Kadohata) 54321[1](http://commoncore.org/maps/review/kirakira_cynthia_kadohata)
	+ *Lyddie* (Katherine Paterson) (EA)
	+ *Red Scarf Girl: A Memoir of the Cultural Revolution* (Ji-Li Jiang)
	+ *Shipwreck Season* (Donna Hill)
	+ *Snow Falling in Spring: Coming of Age in China During the Cultural Revolution* (Moying Li)
	+ *SOS Titanic* (Eve Bunting) 54321[1](http://commoncore.org/maps/review/sos_titanic_eve_bunting)
	+ *The Circuit: Stories from the Life of a Migrant Child* (Francisco Jiménez) 43211[1](http://commoncore.org/maps/review/the_circuit_stories_from_the_life_of_a_migrant_child_francisco_jimenez)
	+ "The People Could Fly" from *The People Could Fly* (Virginia Hamilton and Leo and Diane Dillon) (E) 54321[1](http://commoncore.org/maps/review/the_people_could_flyfrom_the_people_could_flyvirginia_hamilton_and_leo_and_)
	+ *The Power of Light: Eight Stories for Hanukkah* (Isaac Bashevis Singer and Irene Lieblich) (EA)
	+ *The Sign of the Chrysanthemum* (Katherine Paterson and Peter Landa) (EA)
	+ *The Tale of the Mandarin Ducks* (Katherine Paterson and Leo and Diane Dillon) (E)
	+ *Timothy of the Cay* (Theodore Taylor)
	+ *Under the Blood-Red Sun* (Graham Salisbury)
	+ *Uprising: Three Young Women Caught in the Fire That Changed America* (Margaret Peterson Haddix)
	+ *War Comes to Willy Freeman* (James and Christopher Collier) (easier to read but excellent)

**Informational Texts****Nonfiction*** *A Night to Remember: A Classic Account of the Final Hours of the Titanic* (Walter Lord) (E)
* *Exploring the Titanic: How the Greatest Ship Ever Lost—Was Found* (Robert D. Ballard)
* *Harriet Tubman: Conductor on the Underground Railroad* (Ann Petry) (E)
* *Kids at Work: Lewis Hine and the Crusade Against Child Labor* (Russell Freedman and Lewis Hine) (EA)
* *Kids On Strike!* (Susan Campbell Bartoletti)
* *Kids with Courage: True Stories About Young People Making a Difference* (Barbara A. Lewis)
* *Leon’s Story* (Leon Walter Tillage and Susan L. Roth)
* *Life in Ancient Japan* (Peoples of the Ancient World) (Hazel Richardson)
* *Many Thousand Gone: African Americans from Slavery to Freedom* (Companion to *The People Could Fly*) (Virginia Hamilton and Leo and Diane Dillon)
* [*Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself*](http://www.gutenberg.org/files/23/23-h/23-h.htm)(Frederick Douglass) (E)
* *Rebels Against Slavery: American Slave Revolts* (Patricia C. and Fredrick L. McKissack)
* *Samurai: Warlords of Japan* (High Interest Books) (Arlan Dean)
* *Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance* (Jennifer Armstrong)
* *Up Before Daybreak: Cotton and People in America* (Deborah Hopkinson)
* *You Wouldn't Want to Sail on the Titanic! One Voyage You'd Rather Not Make* (You Wouldn’t Want To…Series) (David Stewart, David Salariya and David Antram)

**Art, Music and Media*** **Art**
	+ Frederick Douglass Home (Washington, DC, ca. 1855) [View](http://www.nps.gov/history/museum/exhibits/douglass/)
	+ Iwo Jima Memorial (Rosslyn, Virginia, 1954) [View](http://en.wikipedia.org/wiki/File%3AUSMC_War_Memorial_Sunset_Parade_2008-07-08.jpg)
	+ Lincoln Memorial (Washington, DC, 1912-1922) [View](http://en.wikipedia.org/wiki/File%3AAerial_view_of_Lincoln_Memorial_-_east_side_EDIT.jpeg)
	+ Vietnam War Memorial (Washington, DC, 1982) [View](http://www.nps.gov/vive/index.htm)
	+ Washington Monument (Washington, DC, 1848-1888) [View](http://en.wikipedia.org/wiki/File%3AWashington_Monument_Dusk_Jan_2006.jpg)
* **Music**
	+ Traditional, “Cotton Mill Girls” (as sung by Michèle Welborne) [Read](http://www.acousticmusicarchive.com/cotton-mill-girls-chords-lyrics)
	+ Traditional, “Nobody Knows the Trouble I’ve Seen” [Listen](https://www.youtube.com/watch?v=SVKKRzemX_w&feature=kp)
	+ Traditional, possibly Wallis Willis, “[*Swing Low, Sweet Chariot*](http://www.negrospirituals.com/news-song/swing_low_sweet_chariot_swing_lo.htm)*”* [Listen](https://www.youtube.com/watch?v=Thz1zDAytzU)

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