The following units were created by middle school reading teachers and reading coaches in Spring of 2011 to support the transition to the Common Core State Standards (CCSS). The CCSS for English Language Arts can be accessed at [www.corestandards.org](http://www.corestandards.org).
### Core Reading Curriculum Units Required Reading Materials

#### Grade 6

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<th>Unit 1 - Embracing Heritage</th>
<th>Interactive Reader</th>
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<td>Prentice Hall, Copper Level:</td>
<td>“Names and Nombres”</td>
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<tr>
<td></td>
<td>“The Circuit”</td>
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<tr>
<td>“The All-American Slurp”</td>
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<tr>
<td>“Restoring The Circle”</td>
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<tr>
<td>“Saying Yes” (poem)</td>
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<tr>
<td>“Grandpa and the Statue” (play)</td>
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<thead>
<tr>
<th>Unit 2 - Folklore: A Blast From the Past</th>
<th>Interactive Reader</th>
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</thead>
<tbody>
<tr>
<td>Prentice Hall, Copper Level: Unit 10 Folktales, Myths, and Legends</td>
<td>“The Dog of Pompeii”</td>
</tr>
<tr>
<td>“The Ant and the Dove”</td>
<td>“Tutenkhamen from Lost Worlds”</td>
</tr>
<tr>
<td>“He Lion, Bruh Bear, and Bruh Rabbit”</td>
<td>“The Lost City of Akrotiri”</td>
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<tr>
<td>“Senor Coyote and the Tricked Trickster”</td>
<td>“Athens: A City State”</td>
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<td>“Arachne”</td>
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<td>“Three Wishes”</td>
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<tr>
<th>Unit 3 - Courageous Characters</th>
<th>Novel</th>
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<tbody>
<tr>
<td>Prentice Hall, Copper Level</td>
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</tr>
<tr>
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<td>“Jackie Robinson”</td>
<td>Roll of Thunder, Hear My Cry</td>
</tr>
<tr>
<td>“Alone in the Nets”</td>
<td>“Matthew Henson at the Top of the World”</td>
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<td>“from The Story of My Life”</td>
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<tr>
<th>Unit 4 - Figure It Out</th>
<th>Novel (mystery)</th>
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<tr>
<td>Prentice Hall, Copper Level</td>
<td>“Phantom Tollbooth” (play located in both of the above texts)</td>
</tr>
<tr>
<td>“Ghost of the Lagoon”</td>
<td>The Westing Game</td>
</tr>
</tbody>
</table>
Every unit listed above has suggested optional resources beside what is listed here; these are simply the minimum required materials for instruction of each unit. Teachers are encouraged to pull in additional resources related to the theme and essential question for each unit.

**MIDDLE SCHOOL CORE READING**

**Grade:** 6  
**Unit:** 1  
**Timeline:** 5-7 weeks

**Title:** Embracing Heritage

**Overview:**
America has been described as "a melting pot" or "a tossed salad" because a variety of individuals who have come to America from around the world have made our country rich in ideas, traditions, and customs. Except for the Native Americans, everyone has immigrated—or has ancestors who have emigrated—from another country. People have come, and continue to come, to America to seek freedom and opportunity. Students read from a variety of texts and discuss the fact that while many voluntarily immigrated, others came involuntarily. Many who came to America have had to overcome racism and prejudice, and students discuss how we should be tolerant of each other’s similarities and differences. This unit culminates in a "Generations Project," in which students consider the perspectives from different generations within a family to show how we are shaped by the experiences we have and the people we encounter. A component of this project is a reflective essay about immigration.

**ESSENTIAL QUESTION:**
How can we learn to appreciate our similarities and differences through literature?
The vocabulary list provided below is the minimum requirement for this unit. The reading teacher is encouraged to identify, select, and instruct additional text-based vocabulary as appropriate to meet student needs.

Related to the Essential Question:

ancestors – (n) people from whom somebody else is directly descended, or belongs to a later generation of the same family.
culture – (n) The patterns, traits, and products considered as the expression of a particular period, class, community, or population.
emigrate – (v) To leave one country or region to settle in another.
endowment – (n) 1. Funds or property donated to an institution, individual, or group as a source of income. 2. A natural gift, ability, or quality.
epilogue – (n) A short speech or piece of writing added to the end of a play, story, or poem which often refers to the future of its characters.
heritage – (n) Something that is passed down from preceding generations; a tradition. 2. The status acquired by a person through birth; a birthright.
immigrate – (v) To enter and settle in a country or region to which one is not native.
legacy – (n) Something handed down from an ancestor, or to one generation from another.
lineage – (n) Direct descent from a particular ancestor; ancestry.
lore – (n) Facts, traditions, or beliefs about a particular subject that have been acquired, or obtained.
migrate – (v) To change location periodically, especially by moving seasonally from one region to another.
racism – (n) Discrimination or prejudice based on race.
realism – (n) A practical understanding and acceptance of the actual nature of the world.
stereotype – (n) A set of inaccurate, basic statements made about a group that is based on limited or incomplete evidence.
tolerance – (n) The capacity for or the practice of recognizing and respecting the beliefs or practices of others.
tradition – (n) The passing down of elements of a culture from generation to generation, especially by oral communication.

Names and Nombres       p. 224
foreigner – (n) One who is from a different country or place.
identity – (n) The unique character or personality of an individual.
inevitable – (adj) Impossible to avoid or to prevent from happening.
translate – (v) To bear, remove, or change from one place, state, form, or appearance to another

The All-American Slurp       p. 496
customs – (n) A practice followed by people of a particular group or region.
etiquette – (n) Rules of polite behavior in society in general, or in a specific group or situation.
**Grandpa and the Statue  p. 666**

liberties – (n) freedoms to think or act without being controlled.
patriotism – (n) Love of and devotion to one's country
prosperity – (n) The condition of being successful or thriving; especially : economic well-being
symbolism – (n) representation of something abstract (intangible) by something concrete (tangible).

**Restoring the Circle  p. 572**
generations – (n) A group of individuals born and living about the same time.
inhabitant – (n) A person or animal that is a permanent resident of a particular place or region.
preserve – (v) To keep alive, intact, or free from decay
spirituality – (n) A unique approach to religion or prayer.
FOCUS STANDARDS

- **RL.6.6:** Explain how an author develops the point of view of the narrator in a text.
- **RI.6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **RI.6.9:** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **W.6.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **SL.6.3:** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- **L.6.4 (c):** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **L.6.4 (d):** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STUDENT OBJECTIVES

- Define the word “heritage” and review the word “culture”.
- Read a variety of historical fiction and nonfiction about immigrant experiences.
- Analyze multiple accounts of immigration and describe important similarities and differences in the details they provide.
- Interview family members.
- Conduct research on countries from which family members immigrated.
- Write opinion papers on America as the “land of opportunity.”
- Write and perform poetry or songs for classmates.
- Begin defining relationships between words (e.g., migrate, immigrate, emigrate, etc.).
- Participate in group discussions.
MATERIALS

REQUIRED FICTION

The InterActive Reader Plus (McDougal Littell)
• “The Circuit” p. 94

Literature (Prentice Hall)
• “Saying Yes” (poem) p. 32
• “Names and Nombres” p. 224
• “The All-American Slurp” p. 496
• Grandpa and the Statue (play) p. 666

OPTIONAL FICTION

The InterActive Reader Plus (McDougal Littell)
• “Chinatown” p. 80
• “Adb al-Rahman Ibrahima” p. 116

Literature (Prentice Hall)
• “Jeremiah’s Song” p. 38
• “Thunder Butte” p. 194

REQUIRED NON-FICTION

Literature (Prentice Hall)
• “Restoring the Circle” p. 572

OPTIONAL NON-FICTION

Achieve 3000
• “Haiti’s Fight to be Free”
• “Immigrants in Search of Communities”

OPTIONAL NOVELS

• La Linea by Ann Jaramillo
• Flight to Freedom by Ana Veciana-Suarez
• The Colors of Freedom by Janet Bode
• The House on Mango Street by Sandra Cisneros
• Beyond the Western Sun by Kristina Circelli
• Sweet America An Immigrant’s Story by Steven Kroll
• Retold Native American Myths by Robert F. Gish
OPTIONAL RESOURCES

Safari Montage

- “Triumph of Hope” 29min.
- “Immigration to the US” 23 min.
- “Immigration: Cultural Change” 32 min.

Reader’s Handbook (Great Source)
Arguments – p. 249-255, 274
Author’s Point of View – p. 323, 400-401
Compare and Contrast – p. 42, 278, 383-388
Reading Actively (analyze) – p. 43-63
Reference Materials – p. 626-630
Vocabulary – p. 608-625
Writing Process – p. 28-29

Current Events: Weekly Reader news magazine

Thinking Maps (Graphic Organizers)

Breaking Barriers, Building Bridges: Critical Discussion of Social Issues (ReadWriteThink) (RL.6.9)
http://www.readwritethink.org/classroom-resources/lesson-plans/breaking-barriers-building-bridges-86.html
Students read and discuss a series of picture books that highlight social barriers and bridges of race, class, and gender.

Annie Moore becomes the first immigrant to enter Ellis Island in 1892 (ReadWriteThink) (W.6.8)
http://www.readwritethink.org/classroom-resources/calendar-activities/annie-moore-becomes-first-20384.html
Students explore online resources about Ellis Island, interview an immigrant in the area, and publish their stories.

Thinking About Songs as Historical Artifacts (Library of Congress) (RI.6.8)
Thinking About Poems as Historical Artifacts (Library of Congress) (RI.6.8)
These two analysis tools can help your students learn to think like historians. By examining songs and poems as historical artifacts, students can explore the unique artistic characteristics of these creative works, as well as discover what they can tell us about life in America’s past.

“The Peopling of America” (Timeline of American immigration) (The Statue of Liberty-Ellis Island Foundation, Inc.)
http://www.ellisisland.org/immexp/wseix_4_3.asp

Immigration History Research Center (University of Minnesota)
http://www.ihrc.umn.edu/

Photographs from Ellis Island (Library of Congress)
http://www.loc.gov/rr/print/list/070_immi.html

New Americans Series, Cultural Riches (PBS)
http://www.pbs.org/independentlens/newamericans/culturalriches.html
When immigrants and refugees leave their homelands, they take with them a way of life, and rich customs and traditions sometimes become part of the cultural fabric in their new countries. Over time, America has soaked up the cultures of its immigrant populations and has spun them into a uniquely American tapestry.
REQUIRED ACTIVITIES

Class Discussion

1. What is meant by the word “heritage”? Which elements does one look for when learning about a culture? Write your ideas down on a Post-It note and “Give one, get one.” [http://freeology.com/graphicorgs/pdf/giveonegetone.pdf](http://freeology.com/graphicorgs/pdf/giveonegetone.pdf) (Teacher Notes: “Culture” was discussed and defined in Grade 5, but you may want to review it. Answers to the elements of heritage may include: something that is passed down from previous generations, a tradition, our family members’ culture, etc.) Let’s create a class chart of elements to look for, and we will look to find examples in texts read during this unit. We will also continue to add to this list as we gain additional insights during this unit. (SL.6.1a, b, c, d)

2. How do the stories from this unit provide insight into the immigrants’ experience? How are their stories alike? Different? Cite specific information from the text read to justify your response. Did the story turn out as you expected? Why or why not? Your teacher may ask you to write your own response in your journal and share it with a partner before class discussion. (SL.6.1a, b, c, d, SL.6.3, RL.6.1)

3. Analyze various accounts of immigrant experiences, then identify and distinguish among facts, opinions, and reasoned judgments presented in texts. How do these sources combine to give you a better picture of the immigrant experience than informational text or literature alone? Your teacher may ask you to write your own response in your journal and share it with a partner before class discussion. Be sure to write down the page numbers of facts and opinions or mark your book with Post-It notes so you can go back and cite the text during class discussion. (RI.6.3, RL.6.9, RI.6.8, SL.6.3)

Reflective Essay
Write an essay response to the essential question (“How can we learn to appreciate our similarities and differences through literature?”). Prepare it for publication. Be prepared to make an audio recording of your essay and upload it as a podcast to accompany your Genealogy/Multimedia Generations Project. (W.6.5, W.6.9a, b, L.6.1a, b, c, d, L.6.2a, b)

Word Study
Keep an index card file or a vocabulary journal of words studied while reading about immigrant experiences. Keeping the words on index cards will help students when they sort words by prefix, suffix, root words, meaning, country of origin, spelling feature, etc. Just as we can trace the path of our ancestors, we can trace the path of words. Choose some words and trace back from modern-day uses of the words to their historical origins (e.g., culture, heritage, immigration, emigration, immigrant, endowment, lineage, racism, tolerance, legacy, ancestry, etc.) (Note: This will be an ongoing year long activity.) In addition, you will create an individual semantic map of the phrase “embracing heritage” in order to represent visually your understanding of this phrase. (RL.6.4, L.6.4a, b, c, d)
OPTIONAL ACTIVITIES

Dramatization/Fluency
Write a poem or a song for two voices about an immigrant’s experience. The song or poem should accurately reflect information historical (or present-day) information. Work with classmates to present the song or poem as a dramatic reading. (SL.6.6)

Literary Response
After reading one of the immigrant stories, respond in your journal to this James Arthur Baldwin quotation (from the character’s point of view): “Know from whence you came. If you know whence you came, there are absolutely no limitations to where you can go.” Be sure to cite specific examples from the text to justify your response. (RL.6.1, RL.6.6, L.6.1a, b, c, d, L.6.2a, b)

REQUIRED PROJECT BASED ASSESSMENTS

Genealogy/Multimedia Generations Project
As a way for you to personalize immigrations stories, you are encouraged to learn about the countries from which your family immigrated. Interview three family members (or family friends) from different generations for this project, asking questions about significant aspects of their respective childhoods and growing up. The purpose of this project is to get perspectives from different generations within one family to show how we are shaped by the experiences we have and by the people we encounter. You will share what you learn in a multimedia format with the class, and upload it to a class webpage to facilitate sharing with family members far away. (RI.6.3, RI.6.7)

Essay*
People have been immigrating to the United States for more than 200 years. Even today, there are people who immigrate to America. Do you think the reasons for current immigration are more alike or different from those who immigrated 200 years ago? Write your position on a Post-It note, and discuss your preliminary ideas with classmates. Then, research and compare the reasons people immigrated 200 years ago to the reasons people immigrate today. Then, individually write your argument about whether the reasons are more similar or different. (W.6.1a, b, c, d, e, W.6.4, W.6.5, RI.6.8)
*Options for using this individual essay as a presentation or debate are included on the rubric at the end of the unit.
# Multimedia Project:
## Genealogy/Multimedia Generations Project Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation</td>
<td>Interesting, well-rehearsed with smooth delivery that holds audience attention.</td>
<td>Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.</td>
<td>Delivery not smooth, but able to hold audience attention most of the time.</td>
<td>Delivery not smooth and audience attention lost.</td>
</tr>
<tr>
<td>Attractiveness</td>
<td>Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.</td>
<td>Makes good use of font, color, graphics, effects, etc. to enhance to presentation.</td>
<td>Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.</td>
<td>Use of font, color, graphics, effects etc. but these often distract from the presentation content.</td>
</tr>
<tr>
<td>Workload</td>
<td>The workload is divided and shared equally by all team members.</td>
<td>The workload is divided and shared fairly by all team members, though workloads may vary from person to person.</td>
<td>The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.</td>
<td>The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.</td>
</tr>
<tr>
<td>Originality</td>
<td>Product shows a large amount of original thought. Ideas are creative and inventive.</td>
<td>Product shows some original thought. Work shows new ideas and insights.</td>
<td>Uses other people's ideas (giving them credit), but there is little evidence of original thinking.</td>
<td>Uses other people's ideas, but does not give them credit.</td>
</tr>
<tr>
<td>Organization</td>
<td>Content is well organized using headings or bulleted lists to group related material.</td>
<td>Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.</td>
<td>Content is logically organized for the most part.</td>
<td>There was no clear or logical organizational structure, just lots of facts.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>No misspellings or grammatical errors.</td>
<td>Three or fewer misspellings and/or mechanical errors.</td>
<td>Four misspellings and/or grammatical errors.</td>
<td>More than 4 errors in spelling or grammar.</td>
</tr>
<tr>
<td>Permissions</td>
<td>All permissions to use graphics “borrowed” from web pages or scanned from books have been requested, received, printed and saved for future reference.</td>
<td>All permissions to use graphics “borrowed” from web pages or scanned from books have been requested and received.</td>
<td>Most permissions to use graphics “borrowed” from web pages or scanned from books have been requested and received.</td>
<td>Permissions were not requested for several graphics “borrowed” from web pages or scanned from books.</td>
</tr>
<tr>
<td>Sources</td>
<td>Source information collected for all graphics, facts and quotes. All documented in desired format.</td>
<td>Source information collected for all graphics, facts and quotes. Most documented in desired format.</td>
<td>Source information collected for graphics, facts and quotes, but not documented in desired format.</td>
<td>Very little or no source information was collected.</td>
</tr>
<tr>
<td>Rough Draft</td>
<td>Rough draft brought on due date. Student shares with peer and extensively edits based on peer feedback.</td>
<td>Rough draft brought on due date. Student shares with peer and peer makes edits.</td>
<td>Provides feedback and/or edits for peer, but own rough draft was not ready for editing.</td>
<td>Rough draft not ready for editing and did not participate in reviewing draft of peer.</td>
</tr>
<tr>
<td>Requirements</td>
<td>All requirements are met and exceeded.</td>
<td>All requirements are met.</td>
<td>One requirement was not completely met.</td>
<td>More than one requirement was not completely met.</td>
</tr>
<tr>
<td>CATEGORY</td>
<td>4</td>
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<tr>
<td>Information</td>
<td>All information presented in the essay was clear, accurate and</td>
<td>Most information presented in the essay was clear, accurate and</td>
<td>Most information presented in the essay was clear and accurate,</td>
<td>Information had several inaccuracies OR was usually not clear.</td>
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<tr>
<td></td>
<td>thorough.</td>
<td>thorough.</td>
<td>but was not usually thorough.</td>
<td></td>
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<tr>
<td>Use of Facts/Statistics</td>
<td>Every major point was well supported with several relevant facts,</td>
<td>Every major point was adequately supported with relevant facts,</td>
<td>Every major point was supported with facts, statistics and/or</td>
<td>Every point was not supported.</td>
</tr>
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<td></td>
<td>statistics and/or examples.</td>
<td>statistics and/or examples.</td>
<td>examples, but the relevance of some was questionable.</td>
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<tr>
<td>Presentation Style*</td>
<td>The student consistently used gestures, eye contact, tone of</td>
<td>The student usually used gestures, eye contact, tone of voice and</td>
<td>The student sometimes used gestures, eye contact, tone of voice</td>
<td>The student had a presentation style that did not keep the</td>
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<td>(Students may or may not</td>
<td>voice and a level of enthusiasm in a way that kept the attention</td>
<td>and a level of enthusiasm in a way that kept the attention of the</td>
<td>and a level of enthusiasm in a way that kept the attention of the</td>
<td>attention of the audience.</td>
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<td>be required to present</td>
<td>of the audience.</td>
<td>audience.</td>
<td>audience.</td>
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<td>information from their</td>
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<td>essays.)</td>
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<tr>
<td>Organization</td>
<td>All arguments were clearly tied to an idea (premise) and</td>
<td>Most arguments were clearly tied to an idea (premise) and</td>
<td>All arguments were clearly tied to an idea (premise) but the</td>
<td>Arguments were not clearly tied to an idea (premise).</td>
</tr>
<tr>
<td></td>
<td>organized in a tight, logical fashion.</td>
<td>organized in a tight, logical fashion.</td>
<td>organization was sometimes not clear or logical.</td>
<td></td>
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<tr>
<td>Understanding of Topic*</td>
<td>The student clearly understood the topic in-depth and presented</td>
<td>The student clearly understood the topic in-depth and presented</td>
<td>The team seemed to understand the main points of the topic and</td>
<td>The team did not show an adequate understanding of the topic.</td>
</tr>
<tr>
<td>(If the student presents</td>
<td>his/her information forcefully and convincingly.</td>
<td>his/her information with ease.</td>
<td>presented those with ease.</td>
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<td>orally.)</td>
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<tr>
<td>Respect for Other Team*</td>
<td>All statements, body language, and responses were respectful and</td>
<td>Statements and responses were respectful and used appropriate</td>
<td>Most statements and responses were respectful and in appropriate</td>
<td>Statements, responses and/or body language were consistently not</td>
</tr>
<tr>
<td>(If students have an</td>
<td>were in appropriate language.</td>
<td>language, but once or twice body language was not.</td>
<td>language, but there was one sarcastic remark.</td>
<td>respectful.</td>
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<tr>
<td>optional debate, this</td>
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<td>category could be used.)</td>
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</table>
Title: Folklore: A Blast from the Past

Overview: Students can choose myths and legends from a variety of sources: the ancient Greek or Roman civilizations; Russian society; or Latin American cultures; or other cultures of the students’ choice. In addition, students read informational text, listen to music, and examine art from the myth’s or legend’s country of origin. Class discussions should focus on the fact that folklore provides a limited view of a culture, and that it’s important to research and find out more about the country before making sweeping generalizations about it. The goal of this unit is not only for students to find commonalities across this genre, but to discover countries and cultures other than our own. The culminating project is an essay response to the essential question.

ESSENTIAL QUESTION:
How is folklore simultaneously revealing and limiting?
VOCABULARY (Required)
The vocabulary list provided below is the minimum requirement for this unit. The reading teacher is encouraged to identify, select, and instruct additional text-based vocabulary as appropriate to meet student needs.

Related to the Essential Question:
myth: (n.) a traditional story that explains the actions of gods and heroes or the origins of the elements of nature
legend: (n.) a traditional story believed to be based on actual people and events; tend to express the values of a culture
pourquoi tale: (n.) from the French language; tales that explain WHY or HOW something is in the world
plot: (n.) the sequence of events that make up a story or novel
oral tradition: (n.) stories that were passed along from one generation to the next by storytellers, includes folk tales, myths, and fables
etymology: (n.) the study of the history of words and their origins; how the form and meaning of words have changed over time

From Literature (Prentice Hall):
*He Lion, Bruh Bear, and Bruh Rabbit* p.765
lair- (n.) a cave or den
cordial - (adj.) warm and friendly

*Seneor Coyote and the Tricked Trickster* p. 770
ungrateful- (adj.) not thankful
reproachfully- (adv.) expressing blame
indignantly- (adv.) angrily

*Why Monkeys Live in Trees* p. 780
astonished- (v.) affected with great surprise

*Arachne* p.785
mortal- (n.) referring to humans, who must eventually die
obscure- (adj.) not well known
obstancy- (n.) stubbornness

*Three Wishes* p. 789
embraced- (v.) clasped in the arms, usually as a sign of affection
covetousness – (n.) wanting what another person has; envy

From Interactive Reader (McDougal Littell):
*The Dog of Pompeii* p.214
coaxed- (v.) persuaded by gently urging
promenade- (n.) a public place for leisurely walking
comrade- (n.) friend or ally
lurching - (v.) making an abrupt, unsteady, uncontrolled movement
prominent- (adj.) standing out so as to be seen easily
shrine- (n.) a place of worship
proverb- (n.) short expressions of wisdom
excavators- (n.) persons who expose or uncover by digging

*Tutankhamen from Lost Worlds* p. 234
threshold- (n.) place of point for entering or beginning
dissuade- (v.) to persuade someone not to do something
antechamber- (n.) a small room leading to a larger one
plunderers- (n.) people who invade a place to rob or destroy it
sentinel - (n.) one who keeps guard
FOCUS STANDARDS

- **RL.6.3:** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- **SL.6.1 (c):** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- **SL.6.1 (d):** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- **L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- **L.6.4 (a):** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- **L.6.4 (b):** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

STUDENT OBJECTIVES

- Read, compare, and contrast myths, legends, and tall and pourquoi tales from a variety of countries/cultures.
- Compare and contrast one author’s presentation of events with that of another.
- Write a variety of responses to literature and informational text.
- Write a narrative (myth, legend, tall tale, or pourquoi tale).
- Compare and contrast the reading of a story, such as *Just So Stories*, to its audio version.
- Conduct research on a country of choice, and integrate that knowledge with folklore from the same country.
- Participate in group discussions.
MATERIALS*

REQUIRED FICTION

*In addressing the essential question and overview for this unit, teachers should make every attempt to pair a fictional reading from a culture with a non-fiction reading from that same culture. For example “Arachne,” a Greek myth, could be paired with “Athens: A City-State.”

**Literature (Prentice Hall)**

Unit 10 Folktales, Myths, Legends

- “The Ant and the Dove” p. 764
- “He Lion, Bruh Bear, and Bruh Rabbit” p. 765
- “Senor Coyote and the Tricked Trickster” p. 770
- “Why Monkeys Live in Trees” p. 780
- “Arachne” p. 784
- “Three Wishes” p.789

**Interactive Reader Plus (McDougal Littell)**

- “The Dog of Pompeii” p. 214

REQUIRED NON-FICTION

**Interactive Reader Plus (McDougal Littell)**

- “Tutenkhamen from Lost Worlds” p. 235
- “The Lost City of Akrotiri” p. 300
- “Athens: A City-State” p.263
- “The Rise of City States” p. 279

OPTIONAL NOVELS AND STORY COLLECTION

- The Lightening Thief by Rick Riordan
- Just So Stories by Rudyard Kipling
- Retold Native American Myths (Perfection Learning)
- Myths and Legends from Ancient Greece and Around the World (Prentice Hall)
- Any multi-cultural stories that are available and relevant
OPTIONAL RESOURCES

Safari Montage

- **Mythology** Labors of Heracles, The (18 min.), Nature Myths (21 min.), Gods of Olympus, The (19 min.), and Defying the Gods (20 min.)
- **Pompeii** Ancient Rome: Chapter 2: Life in Ancient Pompeii (3 min.), Eyewitness: Volcano: Chapter 1: Volcanoes and Earthquakes (4 min.)
- **King Tutankhamen** Landmarks Ancient Egypt: Pharaohs and Gods (19 min.)

**Reader’s Handbook** (Great Source)
The Writing Process p. 28
The Reading Process pgs. 32-35 (before, during, and after)
Compare/Contrast p. 62 (double bubble)
Elements of Fiction pgs. 389-405
Reading a Website p. 514
Elements of the Internet p. 527

**Current Events:** Weekly Reader news magazine

**Thinking Maps (Graphic Organizers)**

Native American Legends and Stories:
www.ilhawaii.net/~stony/loreindx.html
www.ocbtracker.com/ladypixel/legend.html

**Myth and Truth: The “First Thanksgiving”** (ReadWriteThink) (RL.6.2)
Note: By exploring myths surrounding the Wampanoag, the pilgrims, and the "first Thanksgiving," this lesson asks students to think critically about commonly believed myths regarding the Wampanoag Indians in colonial America.

**The Big Bad Wolf: Analyzing Point of View in Texts** (ReadWriteThink) (RL.6.3)
Note: Many students read without questioning a text or analyzing the author's viewpoint. In this lesson, students learn to look at the author's purpose, examine multiple viewpoints, and also recognize gaps in the text.

**Plot Diagram** (ReadWriteThink) (RL.6.5)
Note: The Plot Diagram is an organizational tool focusing on a pyramid or triangular shape, which is used to map the events in a story. This mapping of plot structure allows readers and writers to visualize the key features of stories.
**Today is St. Patrick’s Day** (ReadWriteThink) (RL.6.4)

Note: St. Patrick's Day is celebrated by reading Irish folk tales and using the Story Map tool to create a graphic organizer and see what characteristics are unique to Irish tales.

http://www.gutenberg.org/ebooks/2781

**Pourquoi Stories: Creating Tales to Tell Why**


Note: This is a helpful tool to use with students when creating a purquoi story.

**Metmuseum.org**

**Msnbc.msn.com** “Mummy of King Tut displayed for first time”

www.egyptianmyths.net By clicking on “the myths” tab of this website, teachers can preview and have students read Egyptian myths to pair with the required non-fiction reading of “Tutankhamen from Lost Worlds.”
REQUIRED ACTIVITIES

Graphic Organizer / Class Discussion

1. As students read a variety of myths and legends, have them keep track of the following information:
   - Characters
   - Country of origin
   - Problem (that can’t be solved)
   - Setting
   - Title
   - Hero (who comes to solve the problem or explains the mystery)
   - Ending
   - Characteristics unique to this country’s folklore

(RL6.1, RL.6.2, RL.6.3)

2. Have students compare and contrast two or more characters, settings, or events across stories, drawing on specific information from the stories in the unit (SL.6.1a, b, c, d, RL.6.2, RL.6.3).

3. What are the similarities and differences among myths, legends, tale tales, and pourquoi tales? Have students create a Venn diagram, thinking map, or graphic organizer that outlines the similarities and differences among three of the types of folklore. (SL.6.1a, b, c, d, RL.6.9).

Word Study

Keep a word wall of words studied while reading various myths, legends, tall tales, or pourquoi tales. How can word origins, or etymology, affect our understanding of the words? Discuss prefix, suffix, root words, meaning, spelling feature, etc. (L.6.4a, b, RI.6.4)
OPTIONAL ACTIVITIES

Narrative Writing
Have students write an original myth or legend. Myths and legends were written to explain their surroundings (often before scientific explanations were found). Have students follow the “typical” pattern (see below), but also build upon their insights.

i. Explanation of the setting
ii. The problem
iii. The failure to solve the problem
iv. The hero comes along
v. He/she has a plan
vi. The solution is found
vii. Conclusion (usually a “happy ending”) (W.6.3a, b, c, d, e, W.6.4, W.6.5, L.6.1a, b, c, d, L.6.2a, b)

Art Appreciation
Find art pieces that portray the characters or culture(s) about which the students are reading. How does knowing the “story behind the character” give the students a deeper insight into the artwork? (SL.6.1a, b, c, d, RL.6.3)
REQUIRED PROJECT BASED ASSESSMENT

Research Report/Reflective Essay/Multimedia Presentation

The students will conduct research on a chosen country in connection with a piece of folklore read in class. Using the informational text located in connection with the folklore, the students will respond in essay form to the essential question. The students will create an oral presentation using multi-media or an alternate form for class presentation. (W.6.7, W.9a, b, W.6.4, L.6.1a, b, c, d, L.6.2a, b)

Prewriting

1. Choose a country represented by a piece of folklore read and discussed in class.
2. Complete a graphic organizer/thinking map which defines your knowledge of the country just from its folklore.
3. Research the country using a variety of media, including the internet. Record websites and books that you use for your research.
4. Complete a graphic organizer/thinking map which defines the new knowledge you discovered through your research.

Planning

1. Consider the organization of your essay. Structure your essay as a comparison/contrast essay (use a venn-diagram double bubble).

Drafting

1. Draft your essay to include the following components:
   - A clear thesis which addresses the essential question
   - Details which include what you learned from reading the folklore of your specific country
   - Details which include what you learned from your research
   - Include how the information you learned about your country from the folklore was limited.
Revision

1. Use a peer partner to initially edit and revise your essay.
2. Read your essay to yourself, correcting any mistakes you notice along the way.
3. Submit your essay for final revision.

Editing and Publishing

1. Read over your peer partner’s notes and final revision notes.
2. Make changes where necessary.
3. Complete and submit the final copy.

Creating your oral presentation

1. Gather your planning materials and essay.
2. Using your materials, add information about your country, its folklore and examples of how it is revealing and limiting to a media presentation (PowerPoint, MOBI slide show, tri-fold board, poster, etc).
3. Present your final project to the class.
<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locating information/research</td>
<td>Significant sources, both web based and media based are located to support the topic</td>
<td>Ample web based and media based sources are located to support the topic</td>
<td>Several sources, either web based or media based are located to support the topic</td>
<td>Insufficient or unrelated sources are located to support the topic</td>
</tr>
<tr>
<td>Using textual evidence</td>
<td>Information from text sources is used explicitly to support the comparison and contrast of information</td>
<td>Information from text sources is used exceptionally to support the comparison and contrast of information</td>
<td>Information from text sources is used generally to support the comparison and contrast of information</td>
<td>Information from the text is inadequate to support the comparison and contrast of information</td>
</tr>
<tr>
<td>Comparing</td>
<td>Content shows a sophisticated comparison of knowledge between reading and research</td>
<td>Content shows an adequate comparison of knowledge between reading and research</td>
<td>Content shows a comparison of knowledge between reading and research</td>
<td>Content does not appropriately compare knowledge of reading and research</td>
</tr>
<tr>
<td>Contrasting</td>
<td>Content shows a sophisticated contrast of knowledge between reading and research</td>
<td>Content shows an adequate contrast of knowledge between reading and research</td>
<td>Content shows a contrast of knowledge between reading and research</td>
<td>Content does not appropriately contrast knowledge of reading and research</td>
</tr>
<tr>
<td>Conventions</td>
<td>Writing has few or no errors in spelling, punctuation, capitalization or proper use of pronouns</td>
<td>Writing has minimal errors in spelling, punctuation, capitalization or proper use of pronouns</td>
<td>Spelling, punctuation, capitalization and pronoun usage mistakes do not detract from the text</td>
<td>Spelling, punctuation, capitalization and pronoun usage errors detract from the meaning and/or readability</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>Demonstrated full knowledge of content using logical sequence of information</td>
<td>Demonstrated adequate knowledge of content using logical sequence of information</td>
<td>Demonstrates basic knowledge of content through sequence of information</td>
<td>Demonstrates little knowledge of content through information</td>
</tr>
<tr>
<td>Use of technology</td>
<td>Use of technology supports learning objectives and is appropriate and creative. Student learning is enhanced with use.</td>
<td>Use of technology is adequate and supports learning objectives. It is appropriate and student learning is enhanced with use.</td>
<td>Use of technology is appropriate and aids student in reaching learning objective.</td>
<td>Use of technology is not well defined, does not support student learning objective or is inappropriate.</td>
</tr>
</tbody>
</table>
MIDDLE SCHOOL CORE READING

Grade 6 Unit # 3 Timeline: 5-7 Weeks

TITLE: Courageous Characters

Overview:

Students can choose stories about a variety of circumstances in which people acted with tremendous courage: in times of slavery, instances of shipwrecks, or during the days of unfair child labor practices. Students recognize that acts of courage may have an everlasting effect on others. In this unit, students have the opportunity to refine their definition of courage by examining how characters—real and fictional—grow from the obstacles they overcome. After reading about outwardly courageous people, students consider quiet acts of courage, and class discussions reveal the importance of those people who often remain unnoticed or behind the scenes. Students examine how language and vocabulary enhance the reader’s experience, cite specific passages of text to justify their thoughts, and critically examine the artistic licenses often taken in historical fiction.

ESSENTIAL QUESTION:

How are acts of courage revealed in literature and informational text?
Vocabulary (Required)

The vocabulary list provided below is the minimum requirement for this unit. The reading teacher is encouraged to identify, select, and instruct additional text-based vocabulary as appropriate to meet student needs.

**Related to the Essential Question:**
courage – (n) the ability to face difficulties without fear, bravery.
protagonist – (n) the main character or hero of a story
antagonist – (n) a character who struggles against the hero of a story.

**From Interactive Reader:**

*Matthew Henson at the Top of the World* p. 12
game – (adj) hunted animals.
hardiness – (n) endurance and ability to withstand hardships.
forge – (v) to move ahead or progress
manifestation – (n) display, demonstration
hostility – (n) meanness, anger

*Ghost of the Lagoon* p. 40
crag – (n) jagged rocks.
pursuit – (n) a chase
glisten – (v) to reflect sparking light.
dismay – (v) to surprise and disappoint
slay – (v) to kill

*From the Story of My Life* p. 136
solemn – (adj) serious or quiet mood.
anxious – (adj) worried or tense.
immeasurable – (adj) too much to count
contrast – (n) difference
expectant – (adj) awaiting, wait for
dumb – (adj) unable to speak

**From Literature (Prentice Hall):**

*A Backwoods Boy* p. 316
elegy – (n) poem praising someone who has died
annals (n) historical records
aptitude – (n) natural ability
treacherous - (adj) dangerous
precedents – (n) legal cases that may serve as a reference

*Alone In the Nets* p. 489
opposition – (n) the other team
evaporate – (v) disappear like vapor

*Jackie Robinson* p. 325
integrate – (v) remove barriers and allow access to all
retaliated – (v) to harm or do wrong to someone in return for an injury
or wrong done to you (revenge)

*Life Doesn’t Frighten Me* p. 304
counterpane – (n) bedspread.
confident – (adj) strong sense of believing in oneself.
FOCUS STANDARDS

- **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.
- **RI.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 of three pages in a single sitting.
- **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.
- **L.6.3**: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STUDENT OBJECTIVES

- Define “courage.”
- Read a variety of literature and informational text about challenging events and experiences.
- Compare and contrast stories with courageous characters.
- Write a variety of responses to literature and informational text.
- Perform a favorite scene from one of the literature selections for classmates.
- Read informational text to provide a historical context for the setting of a story with courageous characters.
- Write an opinion paper about a challenging event studied.
- Continue defining relationships between words (e.g., courage, courageous, courageousness; conviction, convince, etc.).
- Participate in group discussions.
MATERIALS

REQUIRED FICTION

*The InterActive Reader Plus* (McDougal Littell)
- “Ghost of the Lagoon” p. 40

*Literature* (Prentice Hall)
- “Life Doesn’t Frighten Me” (Poem) p. 304
- “Alone in the Nets” p. 489

*Novel*
- *Roll of Thunder Hear My Cry* by Mildred Taylor

ADDITIONAL RESOURCES

*Safari Montage*
- Matthew Henson (30 min)
- Helen Keller 1921-1955 (3 min)
- Helen Keller (27 min)
- Jackie Robinson Joins Dodgers (4 min)
- Jackie Robinson (27 min)
- Racing for Home: The Jackie Robinson Story (28 min)
- Analyzing & Appreciating Poetry (23 min)
- Analyzing Fiction (25 min)
- Analyzing Nonfiction (22 min)
- Elements of Fiction (23 min)
- Genres of Fiction (24 min)

REQUIRED NON-FICTION

- “Matthew Henson at the Top of the World” p. 11
- *from The Story of My Life* p. 136

*Literature* (Prentice Hall)
- “A Backwoods Boy” p. 316
- “Jackie Robinson” p. 325

OPTIONAL FICTION

*Literature* (Prentice Hall)
- *from Bud, Not Buddy* p. 310

ADDITIONAL RESOURCES

*Reader’s Handbook* (Great Source)
- Arguments – p. 249-255, 274
- Author’s Point of View – p. 323, 400-401
- Compare and Contrast – p. 42, 278, 383-388
- Reading Actively (analyze) – p. 43-63
- Reference Materials – p. 626-630
- Vocabulary – p. 608-625
- Writing Process – p. 28-29
Graphic Organizers (Venn Diagrams, Thinking Maps, Character Analysis etc… Located in Interactive Reader Teacher Edition and Reader’s Toolkit, and Reader’s Handbook)

Use various graphic organizers to help build the students understanding of various literature, (fiction, nonfiction) through compare and contrast, cause and effect, vocabulary, and story elements etc… (RL.6.9, SL.6.1a, b, c, d, RL.6.1)

www.Tagxedo.com Tagxedo turns words -- famous speeches, news articles, slogans and themes, even your love letters -- into a visually stunning word cloud, words individually sized appropriately to highlight the frequencies of occurrence within the body of text.

www.wordle.net Vocabulary website

Families in Bondage (National Endowment for the Humanities) (RL.6.9)

This two-part lesson plan draws on letters written by African Americans in slavery and by free blacks to loved ones still in bondage, singling out a few among the many slave experiences to offer students a glimpse into slavery and its effects on African-American family life.

Choose Your Own Adventure: A Hypertext Writing Experience (ReadWriteThink) (W.6.3)

In this unit, students meet in literature circles to read an adventure story and then combine both reading and writing skills to write an original “choose your own adventure” story.

Heroes Around Us (ReadWriteThink) (RL.6.2)

In this lesson, students will explore the distinction between a hero and an idol.

Spirituals (National Endowment for the Humanities)

This lesson plan introduces students to the role that spirituals have played in African American history and religion.

Africans in America (PBS)

This is a website that contains information about a four-part PBS series. For each era, you'll find a historical Narrative, a Resource Bank of images, documents, stories, biographies, and commentaries, and a Teacher's Guide for using the content of the Web site and television series in U.S. history courses.

MUSIC: Spirituals

REQUIRED ACTIVITIES

Word Study
Keep an index card file of words studied while reading about courageous characters. Keeping the words on index cards will help you when we sort words by prefix, suffix, root words, meaning, country of origin, spelling feature, etc. Focus on words that help describe the overt and quiet courageousness of characters and historical figures. (e.g., bravery, conviction, oppression, etc.) (RI.6.4, RL.6.4, L.6.4a, b, c, d)

Class Discussion
How do the stories from this unit provide insight into the courageous characters? How are their stories alike? Different? Cite specific information from the text read to justify your response. (RL.6.9, SL.6.1a, b, c, d, RL.6.1)

Class Discussion
What is meant by the word “courage?” Look up the word in a dictionary (in print or online) and write your ideas down on a Post-It note. (Teacher Note: Answers may include the quality of mind or spirit that enables a person to face difficulty, danger, pain, or sorrow.) Create a class word map of the word “courage.” As you find examples of courage in texts read during this unit, write them on Post-It notes and add them to the word map. You may also want to include real world examples from current events. (SL.6.1a, b, c, d)

Literary Response
After reading one of the stories with a courageous character, write about how the character had “the courage to follow his/her convictions.” What were his/her convictions? What was the challenge faced by following them? Be sure to cite specific examples from the text to justify your response. (W.6.9a, RL.6.3)

Essay
- **Essay (Option 1)**
  Pick a character from the materials read. In your opinion, was this character courageous? Write an argument that supports your claim based on what you learned about your own courageous character. Include clear reasons and relevant evidence from texts read. Use of Thinking Map encouraged. (W.6.1a, b, c, d, e, SL.6.4, W.6.4, L.6.2a, b)

- **Essay (Option 2)**
  The poem “Life Doesn’t Frighten Me” by Maya Angelou was based on the events and difficulties of her childhood. In your opinion, was she courageous as she conquered her worries and concerns of childhood? Write an argument that supports your claim based on what you learned about this courageous character. Include clear reasons and relevant evidence from texts read. Use of Thinking Map encouraged. (W.6.1a, b, c, d, e, SL.6.4, W.6.4, L.6.2a, b)

- **Essay (Option 3)**
  Write an essay about a courageous character that has inspired you. Explain how the character is courageous and what actions have inspired you. Compare and contrast this character to at least one of the characters that you have read about in your required text. Include a Venn Diagram, Character Analysis or Thinking Map. (W.6.1a, b, c, d, e, SL.6.4, W.6.4, L.6.2a, b)
OPTIONAL ACTIVITIES

Class Discussion
One reason for storytelling, art, and music is to help people to push through sorrow and pain. Choose selections from this unit and talk with a partner about if and how the character from your story would find comfort in this creative form of expression. (SL.6.1, SL.6.4)

Informational Text Response
Read a variety of stories and interviews from the same time period. How are their accounts similar and different? Why would accounts of the same event vary? Trace and evaluate the specific claims in a text, and decide if they are sound and if there is sufficient evidence to support the claims. Write responses in your journal and share with a partner who read about the time period. (RI.6.5, RI.6.6, W.6.8, W.6.9a, b, RI.6.8, SL.6.2)

Fact or Fiction Graphic Organizers
Historical fiction gets its name from the idea that the story is based on true events, but the author is free to modify events to make a good story. Read informational text about the historical setting behind the story read, and create a T-chart, Venn diagram, or other graphic organizer in your journal outlining historical facts and historical fiction from the story. Cite specific information from the texts read, or mark your book with Post-It notes, to justify your response. (RL.6.9, RI.6.2, RI.6.5, RI.6.6)

Literary Response
While reading one of the stories about a courageous character, keep notes in your journal about:

- What obstacles does he/she overcome and how does he/she do it?
- How does the protagonist respond to different events?
- What/who is the antagonist?
- Does the character grow in the story/novel, or was he/she always “courageous”?
- What does the protagonist learn about him/herself?

You may have the opportunity to share your ideas with a partner before class discussion. Be sure to write down the page numbers of relevant information, or mark your text with Post-It notes, so you can go back and cite the text during class discussion. (RL.6.2, RL.6.3, RI.6.8)

Journal Response/Start a Blog
Does courage always require overt acts of bravery? What are other ways of thinking about courageous characters? Read about this blog: http://athousandcheeringstrangers.weebly.com/index.html and this blog post: http://mothereseblog.com/2010/05/10/random-acts-of-courage/. Write your ideas in your journal and share them with a partner. Then, work with classmates to create your own class blog about unrecognized courageous characters, either in literature or real life.
**Dramatization/Fluency**
Choose an emotional passage from a story we’ve read that exemplifies a character’s courageousness. Work with classmates to present it as a dramatic reading. After the reading, ask your classmates to point out language that enhanced meaning, conveyed style, and helped achieve a feeling of strong emotion.

**Literature Response**
Create a graphic organizer in your journal of a courageous character compared with a non-courageous, or cowardly, character. The differences between courageous and cowardly characters seem obvious, but are there ways in which these characters are similar? Discuss your insights with a partner. (RL.6.1, RL.6.3, RL.6.6)

**Oral Presentation**
Choose a scene from one of the required or optional texts, summarize, and present to the class. Part of the presentation should include the meaning of the story, the qualities of the courageous character, and how the dialect affects the story. (L.6.3a,b, L.6.1e, SL.6.6)

**Reflective Essay**
Write your own essay of an exemplary courageous character. Include some graphics or visuals that demonstrate the setting (either historical or present day), and publish it so that others can enjoy it. Write an introduction that answers the essential question: “How are acts of courage revealed in literature and informational text?” (W.6.6, W.6.4, W.6.3a, b, c, d, e, L.6.1a, b, c, d, L.6.2a, b, SL.6.6)

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**PROJECT BASED ASSESSMENT**

Small groups select, write a script, rehearse and perform a series of the most critical and sequential scenes from one of the stories we read. They should depict courageous actions and use dialogue containing vocabulary and setting. Students should also compare and contrast one scene from *Roll of Thunder, Hear My Cry* (fiction) with a nonfictional scene from the required text.

Rubric for scoring included on the next page.
<table>
<thead>
<tr>
<th>Content</th>
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<tbody>
<tr>
<td>Did the presentation have valuable material and a fully prepared written script?</td>
<td>Presentation had an exceptional amount of valuable material and was extremely beneficial to the class. Script was written &amp; completely reflected the content performed.</td>
<td>Presentation had a good amount of material and benefited the class. Script was written and mostly reflected content performed.</td>
<td>Presentation had moments where valuable material was present but as a whole content was lacking. Script was written but lacked much of the content performed.</td>
<td>Presentation contained little to no valuable material. Script was written at a very basic level and/or reflected very little of the content performed.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><em>Did everyone contribute to the presentation? Did everyone seem well versed in the material?</em></td>
<td>The teammates always worked from others’ ideas. It was evident that all of the group members contributed equally to the presentation.</td>
<td>The teammates worked from others’ ideas most of the time. And it seems like every did some work, but some people are carrying the presentation.</td>
<td>The teammates sometimes worked from others’ ideas. However it seems as though certain people did not do as much work as others.</td>
<td>The teammates never worked from others’ ideas. It seems as though only a few people worked on the presentation.</td>
</tr>
<tr>
<td>Organization</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><em>Was the presentation well organized and easy to follow?</em></td>
<td>The presentation was well organized, well prepared and easy to follow.</td>
<td>The presentation had organizing ideas but could have been much stronger with better preparation.</td>
<td>There were minimal signs of organization or preparation.</td>
<td>The presentation lacked organization and had little evidence of preparation.</td>
</tr>
<tr>
<td>Presentation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><em>Did the presenters speak clearly? Did they engage the audience? Was it obvious the material had been rehearsed?</em></td>
<td>Presenters were all very confident in delivery and they did an excellent job of engaging the class. Preparation is very evident.</td>
<td>Presenters were occasionally confident with their presentation however the presentation was not as engaging as others.</td>
<td>Presenters were not consistent with the level of confidence/ preparedness they showed the classroom but had some strong moments.</td>
<td>Presenters were unconfident and demonstrated little evidence of planning prior to presentation.</td>
</tr>
</tbody>
</table>
Title: Figure It Out

Overview: Students are asked to articulate their basis for predictions, describe why and when they revise those predictions, and share the strategies they use to solve a variety of problems. Divergent approaches to similar problems are encouraged, followed by analysis of why students chose a particular strategy to try. Students delve deeply into examining language and vocabulary specific to mysteries and problem solving. They examine how understanding of these words is key to uncovering connections made in texts. The culminating activity for this unit is for students to write an essay response to the essential question.

ESSENTIAL QUESTION:
How are strategies for solving math problems similar to and different from strategies for solving mysteries?
VOCABULARY (Required)

The vocabulary list provided below is the minimum requirement for this unit. The reading teacher is encouraged to identify, select, and instruct additional text-based vocabulary as appropriate to meet student needs.

Related to the Essential Question:

alibi- (v) to offer an excuse to someone of where you were when crime was committed
deductive reasoning- (n) reasoning from general to particular (or cause to effect)
evidence- (n) a thing or things helpful in forming a conclusion or judgment
inductive reasoning- (n) reasoning from detailed facts to general principles
inference- (n) the act of reasoning from factual knowledge or evidence
investigator- (n) one, especially a detective, who investigates
mystery- (n) something that is not fully understood and that baffles understanding
problem solving- (n) the thought processes in solving a problem
red herring- (n) something that draws attention away from the central issue
sleuth (n)- A detective
suspect (n)- Someone who is suspected of committing a crime
victim (n)- A person who is tricked, swindled, or taken advantage of
witness (n)- One who can give a firsthand account of something seen, heard, or experience

From Interactive Reader Plus:

Phantom Tollbooth p.168
Acknowledge- (v) To recognize and give attention to someone or something
Dejectedly- (adv) In a depressed manner
Destination- (n) The place in which one intends to go
Fanfare- (n) A loud blast of trumpets
Ignorance- (n) The state of being uneducated or unaware
Leisurely- (adv) unhurriedly

Ghost of the Lagoon p.41
Expedition- (n) A journey with a goal or purpose
Harpoon- (n) A spear-like weapon used to hunt large fish
Lagoon- (n) A shallow body of water separated from a sea by sandbars and coral reefs
Phosphorus- (n) A substance that glows, with a yellowish or white light
**The Westing Game**

sappy- (adj) Silly, foolish  
composure- (n) Calmness  
accomplice- (n) Person who knowingly aids another in committing a crime or other wrong act  
eluding -(v) Baffling, confusing  
shard- (n) A broken piece or fragment  
paranoia- (n) An irrational distrust of others, complex of persecution  
stoolie – (n) A spy for the police, informer

**FOCUS STANDARDS**

- RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**STUDENT OBJECTIVES**

- Compare and contrast mystery stories by a variety of authors.
- Distinguish between explicit clues and inferences drawn from the text.
- Articulate strategies used when solving problems (i.e., highlighting key information) and when figuring out mysteries (i.e., refining predictions as each chapter is read).
- Compare and contrast the experience of reading a mystery to listening to or viewing an audio, video, or live version.
- Use new vocabulary associated with mysteries in written responses.
MATERIALS

REQUIRED FICTION

The Interactive Reader Plus (McDougal Littell)

• “Phantom Tollbooth” p.168
• “Ghost of the Lagoon” p.40

OPTIONAL FICTION

• Jabberwocky (Alice in Wonderland, Through the Looking Glass by: Lewis Carroll) www.poets.org/viewmedia.php/prmMID/15597

REQUIRED NON-FICTION

Prentice Hall Literature

• Mysterious Worlds TE p.349

OPTIONAL NON-FICTION

• David Copperfield by David Copperfield and Janet Berliner

REQUIRED NOVEL

• The Westing Game by Ellen Raskins

OPTIONAL NOVELS

• Mystery at Hotel Ormond by Marion Strong Tomlin
• The Number Devil: A Mathematical Adventure by Hans Magnus Enzensberger
• The Ring of McAllister by Robert Marantz
• Harry Houdini by Vicki Cobb
• And Then There Were None by Agatha Christie
OPTIONAL RESOURCES

Safari Montage
Genres of Fiction- Chapter 5 “Mystery and Horror” 4 min. 35 sec.
Bill Nye: Forensics 21 min. 33 sec.
Frogan’s Heroes Module 18 Solving Radical Equations: Criminologist 4 mins. 36 secs.

Reader’s Handbook
Making Inferences p. 40, Drawing Conclusions p.41
Comparing and Contrasting p.42, Evaluating p.42
Time Order p.57, Reading History p.66
Reading Math p.117, Focus on Word Problems p.143
Cause and Effect p.257, Chronological Order p.276
Fact and Opinion p.281, Interview p.282
Problem and Solution p.286, Viewpoint p.291
Antagonist and Protagonist p.390, Setting p.402

Everyone Loves a Mystery: A Genre Study Students track the elements of mystery stories through Directed Learning– Thinking Activities, story maps, and puzzles. (http://www.readwritethink.org/classroom-resources/lesson-plans/everyone-loves-mystery-genre-796.html)

Mystery Cube The Mystery Cube is an interactive tool that helps students identify and summarize story elements in this popular genre. (http://www.readwritethink.org/files/resources/interactives/mystery_cube/)

Puzzle.com Home site for the Binary Arts line of mind puzzles (http://www.puzzles.com/)

Ingredients of a Mystery Introduces students to the mystery genre. Students explore vocabulary, characters, and plot structure. (http://www2.scholastic.com/browse/lessonplan.jsp?id=660)

Brainteasers Printable brain teasers for kids and adults, riddles, logic puzzles, paradoxes, optical illusions, IQ tests, free brain games, lawyer jokes and more. (http://brainden.com/)

**REQUIRED ACTIVITIES**

**Word Study**
Students will keep an index card file or journal of words studied while reading mysteries, riddles, and math problems (e.g., alibi, evidence, sleuth, suspect, victim, witness, red herring, investigator, hunch, motive, etc.) Keeping the words on index cards or in a categorized journal will help the student sort words by prefix, suffix, root words, meaning, spelling feature, etc. (L.6.4a, b, c)

**The Great Ghost Debate**
After reading “The Ghost of the Lagoon”, students research and hold a debate on whether ghosts are real or fiction. They can then work with a partner to co-write their own mini-mystery that incorporates the new vocabulary words learned in this unit. The goal should be to see how long they can keep their audience engaged without giving away the resolution. (W.6.3a, b, c, d, e, W.6.4, W.6.5, W.6.6, L.6.1a, b, c, d, e, L.6.2a, b)

**Travel Brochure**
Throughout the reading of *The Westing Game*, students should log important location information. Their task throughout the story is to be a travel agent for Westingtown. The students will need to design a brochure to attract travelers to Westingtown for vacation. Students should use their notes and book to help get them started, but also make use of their own imagination and let their creativity run wild! Some things that might be included in the brochure: The Westing mansion, a wonderful sightseeing attraction, the restaurant and coffee shop that is a favorite of the locals, and the beautiful Sunset Towers where travelers can stay during their visit if they like, different price packages that the traveler can choose from, and the name and address of the travel agency.

**Tell it like it is**
Students are asked to re-write the ending of *The Westing Game*. Students should visit the following website(s) to better understand how to write a mystery. [http://kids.mysterynet.com/writing](http://kids.mysterynet.com/writing) and/or [http://42explore.com/mystery.htm](http://42explore.com/mystery.htm). Using this site, the information from the book, and most importantly their imagination, they will write at least three paragraphs telling the end of the mystery as they would like to see it conclude. Other variations might include a Reader’s Theatre script or video production of the final scene. (RL.6.1, RL.6.6, L.6.1a, b, c, d, L.6.2a, b)

**Math Connection and Class Discussion**
Solve some math problems from *The $1.00 Word Riddle Book* by Marilyn Burns found online. Write down your thought process used to solve these problems, and use this experience as part of a class discussion. (RI.6.4, RI.6.5, W.6.4) More often than not, there is more than one way to solve a (math) problem. What did you learn about inductive and deductive reasoning? How does hearing your classmates articulate their thinking increase your understanding of problem-solving? (SL.6.1a, b, c, d, SL.6.4)
OPTIONAL ACTIVITIES

Pick the Prospect
After completing *The Westing Game*, students will choose their favorite prospect. They will go through the book, finding each place where that particular character is connected to the crime. They will first list the ways the character is connected to the crime. Next, they will create a timeline or use another format to represent the ways the character could have easily been identified as the murderer, and also any events that would have prevented that person from being guilty of the crime.

Forensic Study
Students will simulate digging for forensics evidence at a crime site. Each group is provided with a different medium containing evidence. Students must choose the appropriate tools to use in order to reveal the clues. Then they must be able to determine whether what they've found is relevant to the crime and how it relates. For more information: [http://www.pbs.org/wnet/secrets/previous_seasons/lessons/lp_gangland.html](http://www.pbs.org/wnet/secrets/previous_seasons/lessons/lp_gangland.html) (SL.6.4 and RL.6.5)

The Stock Market Challenge
Students will use critical thinking along with their math skills to research lucrative stocks. After students have finished their research, they should write a journal entry on why they chose the particular stock and what they learned from looking at the stock in detail and how this information is useful. They can also create a poster board depicting their stock and its qualities.

Catch Me if You Can
This WebQuest uses the Scientific Method to help students solve a "crime." Students are given a crime scene and suspects to investigate. Each day there is a different experiment to conduct to help solve the mystery. Students will use higher level thinking skills to solve the mystery and eliminate the suspects. Students will write a "warrant" to arrest the suspect. [http://www.marshallschools.com/teachers/aldredgel/mystery/](http://www.marshallschools.com/teachers/aldredgel/mystery/)
OPTIONAL ACTIVITIES

Phantom Tollbooth

Math Activities (http://faculty.wheelock.edu/dborkovitz/general/literature/lit1.htm) (W.6.2 and SL.6.4)
Writing Activities (http://www.readwritethink.org/classroom-resources/lesson-plans/finding-figurative-language-phantom-79.html) (L.6.5)
Students perform Reader’s Theater from Literature book script (L.6.5, W.6.2, and RL.6.5)
Create a Text Set for students to experience text to real world application (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)
Students use Double Bubble Thinking Map to compare and contrast the 2 Kings in the play. (SL.6.4 and RL.6.5)

Jabberwocky

Students make a commercial, movie, or song using the lyrics from the Jabberwocky (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)
Create a Text Set for students to experience text to real world application (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)
Student’s use Circle Thinking Map to show author’s purpose in writing the poem (SL.6.4 and RL.6.5)
Students create or find logic jokes and puzzles online to share with class (RI.6.4 and SL.6.4)

Mystery at Hotel Ormond

Comprehension Quiz (http://www.quia.com/quiz/992933.html) (RL.6.4, SL.6.4, and L.6.5)
Mystery Hotel Game (http://www.rixoyun.com/en/Mystery_Hotel.htm) (W.6.2, and L.6.5)
Students write and videotape a news broadcast about the mystery at Ormond hotel (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)
Create a Text Set for students to experience text to real world application (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)
Students use Multi-Flow Thinking Map to show cause and effects in the book (SL.6.4 and RL.6.5)

Minute Mysteries

Students create a mystery board game or PowerPoint game (like Clue) (RI.6.4, W.6.2, SL.6.4, and L.6.5)
Students write their own minute mysteries and share with class (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)
Students make a pod-cast of a mystery using sound effects and dialogue (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)
Students listen to old radio programs of mysteries and complete a graphic organizer showing cause and effect in mysteries (SL.6.4, 6.5)
Create a Text Set for students to experience text to real world application (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)
Students use Bubble Map to show inferences when figuring out mysteries (SL.6.4 and RL.6.5)
**OPTIONAL ACTIVITIES cont.**

**The Number Devil**
Create a Text Set for students to experience text to real world application (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)
Scavenger Hunt [http://moreofamom.com/2009/02/05/number-devil-activities-the-third-night/] (SL.6.4 and RI.6.4)
Students write a rap about the book and create a music video (RI.6.4, W.6.2, and L.6.5)
Students use Bubble Thinking Map to tell the main idea of the book or certain chapters (SL.6.4 and RL.6.5)

**Mastering Math: A Sherlock Holmes Problem Solving Mystery**
Create a Text Set for students to experience text to real world application (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)
Students perform play for parents (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)
Students use Tree Thinking Maps to analyze setting, plot, and character of play (SL.6.4 and RL.6.5)
Students create a commercial or a promotional video about the play (RI.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)
Students create a presentation on Prezi about Sherlock Holmes and its author (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)

**Court Cases**
Create a Text Set for students to experience text to real world application (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)
Students participate in a trial in class room based on famous case or fairytale (RL.6.5, RI.6.4, and W.6.2)
Students research famous court cases and present to class using technology (L.6.5, SL.6.4, and W.6.2)
Students write an editorial for a newspaper about a famous case (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)
Students participate in a staged crime scene to be solved (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)

**Historical Mysteries**
Create a Text Set for students to experience text to real world application (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)
Students narrate a Photo story of pictures showing historical mysteries (W.6.2, SL.6.4, and L.6.5)
Students create a magazine cover depicting a famous historical mystery (RL.6.5, W.6.2, SL.6.4, and L.6.5)
Students research historical mysteries in the United States and give a presentation using technology (W.6.2, SL.6.4, and L.6.5)
Students make postcards of famous historical mysteries (W.6.2, SL.6.4, and L.6.5)

**Scientific Mysteries**
Create a Text Set for students to experience text to real world application (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)
Students interview their science teachers about scientific mysteries and present to class (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)
Students report to class, with presentation, what mystery they wish to solve and it’s solution (W.6.2, SL.6.4, and L.6.5)
**OPTIONAL ACTIVITIES cont.**

**Harry Houdini**
Create a Text Set for students to experience text to real world application (RL.6.5, RI.6.4, W.6.2., SL.6.4, and L.6.5)  
Students create a virtual scrapbook of Houdini’s life (W.6.2, SL.6.4, and L.6.5)  
Students research and give a speech about Houdini with visual aid (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)  
Students learn a magic trick and perform at class magic show (L.6.5)  
Students create a timeline of Houdini’s life using a Flow Thinking Map (SL.6.4)

**David Copperfield**
Create a Text Set for students to experience text to real world application (RL.6.5, RI.6.4, W.6.2., SL.6.4, and L.6.5)  
Students make up their own magic trick and present it to the class (SL.6.4)  
Students use Double Bubble Thinking Map to compare and contrast David Copperfield and Harry Houdini (W.6.2)

**Underwater Mysteries**
Create a Text Set for students to experience text to real world application (RL.6.5, RI.6.4, W.6.2., SL.6.4, and L.6.5)  
Students create a diorama of an underwater mystery (W.6.2 and SL.6.4)  
Students research an underwater mystery and present findings to class using technology (RL.6.5, W.6.2 and SL.6.4)  
Students create a comic while incorporating an underwater mystery (W.6.2 and SL.6.4)  
Students create a Power Point describing an underwater mystery and their version of a solution (RL.6.5, RI.6.4, W.6.2 and SL.6.4)

**Mysterious Artwork**
Create a Text Set for students to experience text to real world application (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)  
Students create an art museum displaying photos and paintings using Photo Story (RL.6.5, W.6.2., SL.6.4, and L.6.5)  
Students research mysterious artwork and its creators to present to class using technology information (W.6.2., SL.6.4, and L.6.5)  
Students create a journal of what they think the artwork means (RL.6.5, W.6.2., SL.6.4, and L.6.5)  
Students use a Circle Thinking Map to show author’s purpose in creating artwork (RL.6.5, W.6.2., SL.6.4, and L.6.5)  
Students create their own mysterious artwork to display in mock art show(RL.6.5, W.6.2., and SL.6.4)
REQUIRED PROJECT BASED ASSESSMENT

Unit 4

(Option A) Multi-media Presentation

In this unit, you have read mystery books, possibly made sense of a nonsense poem, and solved riddles and math problems. Create a multi-media presentation that answers the essential question: “How are strategies for solving math problems similar to, and different from, strategies for solving mysteries?” Cite specific examples from texts read to justify your response and be prepared to share your presentation to the class. Be sure to cite specific examples from texts read in your presentation. (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)

OR

(Option B) Teacher for a Day

In this unit, you have read mystery books, possibly made sense of a nonsense poem, and solved riddles and math problems. Create a math or reading lesson, with a hands-on activity and at least 1 visual aid, which will show how the strategies for solving a math problem and the strategies from solving a mystery are similar or different. Be prepared to present your lesson to the class as the “teacher” and provide a form of assessment showing that “your” students have learned this concept. Be sure to cite specific examples from texts read in your lesson. (RL.6.5, RI.6.4, W.6.2, SL.6.4, and L.6.5)
## Scoring Rubric for Unit 4 Project Based Assessment

<table>
<thead>
<tr>
<th>Target Indicators</th>
<th>Deficient (1)</th>
<th>Basic (2)</th>
<th>Proficient (3)</th>
<th>Exemplary (4)</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates an initial overall understanding of the essential question.</td>
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<td>The student includes a clearly presented central idea with relevant facts, details, and/or explanations.</td>
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<td>The student incorporated correctly a minimum of 10 academic vocabulary words and their meanings into project.</td>
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<tr>
<td>The student cited examples from texts read to justify their response to essential question.</td>
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<tr>
<td>The student identified how solving a math problem and solving a mystery were similar.</td>
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<tr>
<td>The student identified how solving a math problem and solving a mystery were different.</td>
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<tr>
<td>The student identified strategies used for problem solving.</td>
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<tr>
<td>The student demonstrates the concept of inference in project.</td>
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<tr>
<td>The student showed analysis of theme, setting, or plot</td>
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<tr>
<td>The student presented claims and findings of main idea or themes.</td>
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<tr>
<td>The student used eye contact, adequate volume, and clear pronunciation when presenting.</td>
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<tr>
<td>The student demonstrates understanding of figurative language and word relationships</td>
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<tr>
<td><strong>Total Score of Points</strong></td>
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Overview:

In this final unit of sixth grade, students read and compare a novel to biographies of aviators, and read about the science and history of flight. This Unit helps students recall class conversations that incorporate the themes from this year: flying, reading folklore, embracing heritage, courageous characters, and “figuring it out,” as well as being an effective springboard for a conversation about people’s dreams. The goal of this unit is for students to apply all their reading, writing, speaking, and listening strategies, and skills learned up until this point in the year. The year culminates with a multimedia project on the science of flight, and making connections to how people worked to make their dreams of flying come true.

ESSENTIAL QUESTION:

How do literature and informational text reveal why people dream of flying?
VOCABULARY (Required)

The vocabulary list provided below is the minimum requirement for this unit. The reading teacher is encouraged to identify, select, and instruct additional text-based vocabulary as appropriate to meet student needs.

Related to the Essential Question:

Airflow – (n) the special shape of an aircraft wing, comprised of a top rounded surface and a flattened bottom surface

Air Pressure – (n) the force of air molecule pushing on every surface area with which they come in contact

Autobiography – (n) a history of a person’s life written by that person

Biography – (n) a history of a person’s life

Gravity - (n) the fundamental force of attraction between all objects. The more mass an object has, the greater the force of its gravity

Lift – (n) the force that opposes gravity, pushing or lifting an object upward, away from the Earth’s surface

Dragonwings by Lawrence Yep:    Daedalus and Icarus

Chapters 1 – 4:

Amiably – (adv) good-naturedly

Dubiously – (adv) doubtfully

Dynasty – (n) succession of family rulers

Heirlooms – (n) treasured family possessions

Insolent – (adj) disrespectful; rude

Intuitive - (adj) instinctive; by hunch

Chapters 5 – 8:

Abacus – (n) a tool for adding and subtracting

Amulets – (n) good luck charms

Antiquated – (n) old; out-of-date

Benevolence – (n) kindness; generosity

Ironically – (n) with double meaning; sarcastically

Patronizing – (adj) snobbish; haughty

Schematics – (n) diagrams; plans

Tainted – (adj) poisoned; disgraced

Vehemently – (adv) fiercely

Chapters 9 – 12:

Abominable (adj) hateful; vile

Desolate – (adj) lonely; ruined

Indifferent – (adj) uncaring; apathetic

Indignant – (adjective) outraged

Monopolize – (verb) to take over; to control

Tendrils - (noun) strands; plantlike shoots

Venerable – (adjective) aged; worthy of reverence
FOCUS STANDARDS

- **RL.6.2**: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.6.6**: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- **RI.6.7**: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **W.6.2**: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **SL.6.5**: Include multimedia components (e.g., graphics, images, music, sound) to visual displays in presentations to clarify information.
- **L.6.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STUDENT OBJECTIVES

- Read a variety of fiction and nonfiction about flight and dreams of flying.
- Compare and contrast literature with biographies of aviators and videos clips.
- Write a variety of responses to literature and informational text.
- Conduct research on an aviator of choice.
- Publish a multimedia presentation, including relevant information from multiple print and digital sources.
- Participate in group discussions.
MATERIALS

REQUIRED FICTION
Dragonwings by Laurence Yep

The Airplane Alphabet Book by Jerry Pallotta

A is for Airplane: An Aviation Alphabet by Mary Ann McCabe

Greek mythology of Daedalus and Icarus

OPTIONAL FICTION
“Lyric 17” by Jose Garcia Villa, p. 880, Prentice Hall, Silver Level, grade 8

I Am the Phoenix: Poems for Two Voices by Fleischman, Paul

Chitty Chitty Bang Bang by Ian Fleming

Chinese Kites by Hongxun, Wang

Some Personal Recollections by Gerstle Mack

The Last Mission: 1981 by Harry Mazer

The Airplane Alphabet Book by Jerry Pallotta

The Fool of the World and the Flying Ship: a Russian Tale by Arthur Ransom

Success at Kill Devil Hills by Becky Welch

The Case of the Goblin Pearls by Laurence Yep

Flight: Discover Science Through Facts and Fun by Gerry Bailey

Flight by Burleigh, Robert

REQUIRED NON-FICTION

Teacher’s Choice

OPTIONAL NON-FICTION
“The Right Stuff” p. 954, Prentice Hall, Silver Level, grade 8

First to Fly: How Wilbur and Orville Wright Invented the Airplane by Peter Busby

Sterling Biographies: The Wright Brothers: First in Flight by Tara Dixon-Engel

The Fun of It by Amelia Earhart

The Wright Brothers: How They Invented the Airplane by Russell Friedman

Charles A. Lindbergh: A Human Hero by James Giblin

Amelia Earhart: Young Aviator by Beatrice Gormley

Flying Free: America's First Black Aviators by Philip S. Hart

Up In the Air: The Story of Bessie Coleman by Philip S. Hart

Black Eagles: African Americans in Aviation by James Haskins

Flying and Gliding by Terry J. Jennings

Wilbur & Orville Wright: Taking Flight by Stephanie S. McPherson

William Boeing: Builder of Planes by Sharlene Nelson

Fantastic Flights: One Hundred Years of Flying on the Edge by Patrick O'Brien

Basher five-two: the true story of F-16 fighter pilot Captain Scott O’Grady by Scott O’Grady
America on the Move
In this interactive from Smithsonian's National Museum of American History, students explore the changes in America transportation over time. (RI.6.7)

Charles Lindbergh Began His Transatlantic Flight on May 20, 1927
On May 20, 1927, Charles Lindbergh began the first non-stop flight from New York to Paris and the first solo flight across the Atlantic, taking off from Roosevelt Field in New York in his plane The Spirit of St. Louis. Thirty-three and a half hours later, "Lucky Lindy" landed safely in Paris, France, becoming the first person to fly solo across the Atlantic. (RI.6.2)

Women Aviators in World War II “Fly Girls”
In this lesson, students will explore the contributions of the Women Airforce Service Pilots (WASPs) during World War II. (RI.6.3)
ABC Bookmaking Builds Vocabulary in the Content Areas

Students are engaged and motivated to build content area vocabulary through the creation of ABC books. (L.6.4)

Videos of first flights, for example, Wright Brothers Have Lift Off

NASA Website: http://www.nasa.gov/audience/foreducators/5-8/index.html

Aviation History Online Museum

Website for researching the history of flight. (RI.6.3)

First Flight A website for researching flight and aviation. (RI.6.3)

**Aviators:**

<table>
<thead>
<tr>
<th>Buzz Aldrin</th>
<th>Neil Armstrong</th>
<th>Olive Beech</th>
<th>Walter Beech</th>
<th>Alexander Graham Bell</th>
<th>Lawrence Bell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louis Bleriot</td>
<td>Richard Bong</td>
<td>Frank Borman</td>
<td>Tiny Broadwick</td>
<td>Richard Byrd</td>
<td>Eugene Cernan</td>
</tr>
<tr>
<td>Octave Chanute</td>
<td>Claire Chennault</td>
<td>Jacqueline Cochran</td>
<td>Bessie Coleman</td>
<td>Michael Collins</td>
<td>Glenn Curtiss</td>
</tr>
<tr>
<td>James Doolittle</td>
<td>Amelia Earhart</td>
<td>Phyllis Fleet</td>
<td>Anthony Fokker</td>
<td>John Glenn</td>
<td>Robert Goddard</td>
</tr>
<tr>
<td>Virgil Grissom</td>
<td>Mac Jemison</td>
<td>Joe Kittinger</td>
<td>Charles Lindbergh</td>
<td>Anne Lindbergh</td>
<td>James Lovell</td>
</tr>
<tr>
<td>Edward Mannock</td>
<td>Jerrie Mock</td>
<td>Montgolfier Brothers</td>
<td>Wiley Post</td>
<td>Manfred Richthofen</td>
<td>Eddie Rickenbacker</td>
</tr>
<tr>
<td>Richard Rutan</td>
<td>Walter Schirra</td>
<td>Alan Shepard</td>
<td>Igor Sikorsky</td>
<td>Deke Slayton</td>
<td>Wernher von Braun</td>
</tr>
<tr>
<td>Wright Brothers</td>
<td>Chuck Yeager</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REQUIRED ACTIVITIES

Introductory Activity/Class Discussion

For the Introductory Activity/Class Discuss, read *A is for Airplane: An Aviation Alphabet* by Mary Ann McCabe Riehle and/or *The Airplane Alphabet Book* by Jerry Pallotta to the class. Ask questions such as: “How can picture books give you background information about topics that may be new to you?” “Were you surprised by the amount of information within an alphabet book?” Students will talk with a partner about the answers to these questions, then write their responses in their journal. (RI.6.6, RI.6.7)


Literature Response Activities for *Dragonwings*

As *Dragonwings* *is read*, each student will keep a journal that specifies:

- The characteristics of Moon Shadow and Windrider that enable them to overcome obstacles
- The obstacles that they face
- Their internal responses and external behaviors to these obstacles
- The events that lead up to climax, and, ultimately, the characters’ growth

After reading the novel, the class will create an alphabet book summary as a class, so keep a list of ideas for each letter in your journal. (W.6.9a, b, RL.6.2, RL.6.3, RL.6.5, RL.6.10)

Journal Entries for *Dragonwings*:

- Chapter 1 – 4:
  - Describe how it feels to be a stranger in a strange place.
  - What was the most surprising thing about this section?
  - What was your reaction to Moon Shadow’s attitude toward Americans?
  - In your opinion, why might Laurence Yep have put all English speech in italic print?

- Chapters 5 – 8:
  - How do you get to know someone?
  - What were your thoughts as the relationship between Moon Shadow and his father and the Whitlaws deepened into friendship?
  - How does Yep make the Whitlaws seem different from other “demons”?

- Chapters 9 – 12:
  - How do you know when you’ve really become friends with someone?
- Describe what you thought as you read about Dragonwings rolling down the hillside.
- Have you ever experienced an emergency? How do you think you would react to a major event like that faced by the characters?

End of the book reflections:
- What did you learn about Chinese culture and American history as you read *Dragonwings*?
- As a result of his experiences, Moon Shadow changes and matures. Identify which events change him, and describe what you think he learns from the events. Refer to specific examples from the book.

After reading chapter 3 (where Windrider recounts his dream of being the physician to the dragon king), mark the text with Post-It Notes in places where Yep’s uses imagery, alliteration, metaphors, similes, and personification. Each student will share ideas with a partner before class discussion. As a follow-up, they will write about their own dreams using similar types of figurative language. (L.6.1a, b, c, d, e, L.6.5a, b, c)

**Graphic Organizer/Literary Response**
As a class, keep a class chart of the aviators studied with the following categories. At the end of the unit, this information will be used to make comparisons and generalizations about people who are passionate about aviation, either as a hobby or a career.

- Aviator’s name
- Obstacles he/she faces
- Why he/she is famous
- What was a turning point in his/her life that led him/her into aviation
- What did you learn about this person that surprised you?

Think-Pair-Share: Students will write their responses in their journals and share with a partner before each section of the class chart is filled in. Notations of page numbers with relevant information should be recorded in order that students are able to go back and cite the text during class discussion. (W.6.7, W.6.8, W.6.9b, RI.6.6, RI.6.10)

**Class Discussion**
Talk about the aviators studied. How are their stories alike? Different? What traits do they have in common? Cite specific information from the text read to justify your response. Write a summary of the class discussion in your journal. (L.6.1a, b, c, d, e, R.I6.9)

**Essay**
"Success is not a destination, it's a journey." Write an essay response to this quote from the perspective of the aviator you studied. Would he/she agree with this phrase? Why or why not? Cite specific details from your research. You may have the opportunity to talk about your ideas with a partner prior to writing, and then work with the same partner to revise and edit your paper after the first draft. Be prepared to record yourself reading your essay as a podcast. (RI.6.7, W.6.1a, b, c, d, e, RL.6.10, RI.6.10)
“How do literature and informational text reveal why people dream of flying?”

Create an informative/explanatory multimedia presentation in which students respond to the question, “How do literature and informational text reveal why people dream of flying?”

Students will need to cite specific details from their research, such as videos of flights or interviews with aviators. Compare the information from primary source documents with the secondary sources (biographies) read. Use a variety of words (including the words from the Terminology Lists) learned and studied throughout the year. Students will work with peers to revise, edit, and present their research in a multimedia format to the class. (RI.6.7, W.6.2a, b, c, d, e, f, SL.6.5, L.6.3a, b, L.6.6, W.6.6, W.6.8, W.6.10, RL.6.10, RI.6.10)
## RUBRIC for Project Based Assessment:

“How do literature and informational text reveal why people dream of flying?”

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>POINTS</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td>Content is well organized using headings or bulleted lists to group related material.</td>
<td>Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.</td>
<td>Content is logically organized for the most part.</td>
<td>There was no clear or logical organizational structure, just lots of facts.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td>Covers topic in-depth with details and examples. Subject knowledge is excellent.</td>
<td>Includes essential knowledge about the topic. Subject knowledge appears to be good.</td>
<td>Includes essential information about the topic but there are 1-2 factual errors.</td>
<td>Content is minimal OR there are several factual errors.</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td></td>
<td>Source information collected for all graphics, facts and quotes. All documented in desired format.</td>
<td>Source information collected for all graphics, facts and quotes. Most documented in desired format.</td>
<td>Source information collected for graphics, facts and quotes, but not documented in desired format.</td>
<td>Very little or no source information was collected.</td>
</tr>
<tr>
<td><strong>Attractiveness</strong></td>
<td></td>
<td>Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.</td>
<td>Makes good use of font, color, graphics, effects, etc. to enhance to presentation.</td>
<td>Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.</td>
<td>Use of font, color, graphics, effects etc. but these often distract from the presentation content.</td>
</tr>
</tbody>
</table>

**TOTAL POINTS:**