

## Quarter 2 Unit 2: Looking Back on America

**Start day:** 71

**Meetings:** 35 days

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### Skills and Concepts

**RL.6.9: Compare & contrast texts in different forms or genres (e.g., stories & poems, historical novels, and fantasy stories) in terms of their approaches to similar themes & topics.**

**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 & contrast one author's presentation of events with that of another. (e.g., a memoir and a biography written by the same person.)**

**W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.**

**SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) & visual displays in presentations to clarify information.**

**L.6.3: Use knowledge of language and its conventions when writing, reading, speaking or listening.**

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### Unit Summary

Students read works of historical fiction and discuss how authors' perspectives might produce accounts of historical events that differ from what we know happened. Students work collaboratively to reconcile different authors' points of view and discuss why these differences occur. Students read "Paul Revere's Ride" by Longfellow and study the actual events of that night to consider the effect that poetry can have on historical memory. An in-depth research project accompanied by a multimedia presentation is a highlight of this unit, because these creative processes integrate essential skills & meaningful content. The unit ends with an informative/explanatory essay in response to the essential question.

## Essential Questions

How does learning history through literature differ from learning through informational text?

## Learning Progressions

Cluster	Before	During	After
Reading	<p>RL.5.9: Compare &amp; contrast stories in the same genre (e.g., mysteries and adventure stories) in terms of their approaches to similar themes &amp; topics</p> <p>RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas or concepts in text</p> <p>RI 5.9: Integrate information from several</p>	<p>RL.6.9: Compare &amp; contrast texts in different forms or genres (e.g., stories &amp; poems, historical novels, and fantasy stories) in terms of their approaches to similar themes &amp; topics</p> <p>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)</p> <p>RI.6.9: Compare &amp; contrast on author's</p>	<p>RL.7.9: Compare &amp; contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)</p> <p>RI.7, 9: Analyze how two or more authors writing about the same topic shape their</p>

	texts on the same topic in order to write or speak about the subject knowledgeably	presentation of events with that of another. (e.g., a memoir written by and a biography written by the same person.)	presentations of key information by emphasizing different evidence or advancing different interpretations of facts
Writing	W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when	W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
Speaking/Listening	SL.5.5: Include multimedia components (e.g., graphics, sound) & visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) & visual displays in presentations to clarify information.	SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings to emphasize salient point.
Language			

## Academic Vocabulary Tier II

The follow academic vocabulary comes from the "American Plague" by Jim Murphy

Philadelphia	mosquitoes	Yellow Fever	disease	physician	phlebotomy
list of measures	plague	infectious	enduring	contract	

## Content

Name	Description	Type
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## Domain Specific Vocabulary

character types	theme		
historical fiction	exposition		
patterns of events	expository		
point of view	main idea		
plot			

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## Literary Texts

*Cast Two Shadows: The American Revolution in the South* (Great Episodes) (Ann Rinaldi)

*Johnny Tremain* (Esthet Forbes)

*Code Talker: A Novel About the Navajo Marines of WWII* (Joseph Bruchac)

*The Year of the Hangman* (Gary Blackwood)

*Fever* (Laurie Haise Anderson) **Required**

*I Walk in Dread* (Lisa Rowe Fraustino)

*The Sign of the Beaver* (Elizabeth George Speare)

*Journal of Jesse Smoke* (Joseph Bruchac)

*Tituba of Salem Village* (Ann Petry)

## Picture Books (As an intro to this unit)

*We the People* (Peter Spieer)

*Those Rebels, John and Tom* (Barbara Kerley)

## Biographies

*George Washington, Spymaster: How the Americans Outspied the British and Won the Revolutionary War* (Thomas B. Allen)

*America's Paul Revere* (Esther Forbes & Lynd Ward)

## Art, Music, & Media

Grant Wood, *The Midnight Ride* (1931)

Emanuel Leutze, *Washington Crossing the Delaware* (1851)

John Trumbell, *Declaration of Independence* (1819)

James Renquist, *F-111* (1933)

Robert Rauschenberg, *Retroactive 1* (1964)

### **Videos:**

Johnny Tremain (Disney, not animated)

### **Poetry:**

“Paul Revere’s Ride” (Longfellow) (Required)

“I, Too Sing America” (Langston Hughes)

*Hour of Freedom: American History in Poetry* (Milton Meltzer)

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### **Informational Texts**

Preamble to the US Constitution

First Amendment to the US Constitution

*The Words we Live By: Your Annotated Guide to the Constitution* (Linda R. Monk)

Paul Revere’s Ride (David Hackett Fischer)

*Lincoln: A Photobiography* (Russell Freedman)

Lincoln’s Last Days (Bill O’Reilly & Dwight Jon Zimmerman)

*George vs George: The American Revolution as Seen from Both Sides* (Rosalyn Schanzer)

*The Boys of War: Confederate & Union Soldiers Talk About the Civil War* (Jim Murphy)

*Photo by Brady: A Picture of the Civil War* (Jennifer Armstrong)

***An American Plague (Murphy) Use with Fever***

1812, February 3: Adams to Jefferson (John Adams) (E)

*The American Revolutionaries: A History in Their Own Words 1750 – 1800* (Milton Meltzer)*Good Women of A Well-Blessed Land: Women's Lives in Colonial America* (Brandon Marie Miller)

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**Suggested Interims - Benchmarks**

On demand practice below

**Content**

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on demand practice - grade 6 quarter 2.docx	on demand practice - grade 6 quarter 2.docx	label.contentType.docx

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**End of Unit Common Task**

**Write an informative/explanatory essay in response to the essential question. How does learning history through literature differ from learning history through informational text? Make sure to include words & phrases you have learned as part of word study, referring to literature and informational texts you have read in this unit. Work with a partner to strengthen your writing and edit it for the use of pronouns as well as spelling. Be prepared to record your essay using a multimedia format of your choice.**


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**Learning Plan Instructional Strategies****1. Literary Graphic Organizer**

- As you read fiction from this unit, take notes in a journal or spreadsheet about the characters, plot, themes, patterns of events, and setting. As you take notes, continue to think about how the setting affects the story. Be sure to record page numbers with relevant information or use sticky notes so you can cite text evidence during class discussions.**

- **Who is/are the main characters?**
- **Do they remind you of any types from other novels or stories? How?**
- **What is the problem faced by the characters? How does he/she/they solve the problem?**
- **What is the theme of the novel? (I.E., good vs. evil, overcoming challenges, etc)**
- **What is the effect of the setting on the characters, plot or theme?**
- **Are there any recognizable patterns of events? What are they, and what do they remind you of?**

**Note:** Teachers may wish to have students record these questions in their journals or other note-taking device and answer them as they read.

1.  **Compare & contrast the effect of setting on characters, plots, and themes in the various novels read. Can you make any generalizations about the effect the setting has on these stories? After class discussion, create a top hat organizer (see example below) that outlines the similarities & differences among the settings, characters, plots and/or themes. Share your organizers.**



**Please note that students are to make parallel differences when at all possible as on the example above.**



1. **Class Discussion & Informational Text Response:** Read the Preamble to the US Constitution silently and reread it with the class. As a class, discuss how new the idea of freedom described in the Preamble was at the time it was written. Then, in small groups:

- Discuss why you think the framers included the Preamble
- Note the words that are new to you (perhaps ordain, tranquility, posterity, etc.) and discuss what you think they mean using context.
- Confirm the meanings of the words using a dictionary.
- Discuss how carefully you think the framers chose those words.

Optional grammar ideas:

- Diagram the sentence on chart paper.
- Note multiple words & their direct objects.
- What kind of phrase is the introductory phrase?

1. **Informative/Explanatory Writing:**

- Read John Adams's letter to Thomas Jefferson of February 3, 1812 using a Close Read protocol. (Another letter may be used based on the discretion of the teacher.)
- **Argument Prompt:** Support or refute this statement: *John Adams believed the new union would survive.*
- **Information Prompt:** *On what does Adams think the preservation of the union depends?*
- Edit your writing to ensure that pronouns are in the proper case (subjective, objective, possessive) Also, correct vague pronouns (i.e., *ones for unclear or ambiguous antecedents*)

1. **Poetry Response/Class Discussion:**

- Respond to this line from the poem "Paul Revere's Ride" by Henry Wadsworth Longfellow: "The fate of a nation was riding that night." What is the literal versus figurative meaning of this line? Discuss how literature can give a different view on history than informational texts. Responses to these questions may be recorded in a journal or as a separate assignment.

1. **Research, Informative/Explanatory Writing, and Multimedia Presentations:**

Focus on the connections among individuals, ideas, and events and choose an event from America's past to research. In order to find multiple perspectives on the event, draw on several sources, including a variety of literary, informational, primary, secondary, and multimedia texts. Write an informational essay, and as you draft your essay, work with classmates to strengthen its quality. Be sure to cite your sources accurately using the standard format required by the school. Prior to publishing, integrate multimedia and/or visual displays into your report to clarify

**information and strengthen your claims with evidence. Edit your writing for types & use of pronouns as well as for spelling and punctuation, paraphrasing, and including direct quotations. Present your presentation to the class and/or upload to a class web page.**

- 1. Art/Class Discussion: Before the advent of photography, painters would document, interpret, and record important events in paintings. The artists who created these works were not usually present during the event they depicted. View the works by Wood, Leutze, and Trumbell. What did each of these artists record? Could these works of art help people today understand what was happening during these events? Consider this: If the painter wasn't there at the time the event occurred, how accurate is the information we can gather from the work? Where did the artist get his/her information? Is it researched, or was the painting created from common knowledge or stereotypes? How do works such as these help us appreciate the events they depict versus understand the historical time period?**
- 1. Word Study: Add words you've found, learned, and used throughout this unit to your personal dictionary (e.g, from "Paul Revere's Ride": moorings, muster, barrack, grenadiers, belfry, and encampment). Continue to use your dictionary to explore semantics (meanings) of words and their origins.**
- 1. Grammar and Usage: Your teacher will teach mini-lessons on the individual language standards. For example, he/she will teach the class about pronouns and their proper use. You will be given sentences to alter to reflect that pronouns are in the proper case (subjective, objective, possessive). Also, you will practice using intensive pronouns (myself, ourselves, etc). Correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents) and correcting inappropriate shifts in pronoun number and person are also a focus. Select a piece of your own writing, find the pronouns and identify whether they are vague, correct in number and person, and in the proper case. Check to see that you have used intensive pronouns correctly.**
- 1. Continue adding to the mechanics/grammar bulletin board. Remember – once skills are taught in a mini-lesson and listed on the bulletin board, you are expected to edit your work for those elements before publication.**
- 1. Vocabulary/Word Wall: As a class, create a vocabulary Word wall bulletin board where, throughout the year, you will add and sort words as you learn them in each unit.**

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### **Core Shifts to be Incorporated**

Shift 1 Balancing Informational & Literary Text: Students read a true balance of informational and literary texts.

Shift 2 Knowledge in the Disciplines: Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities

Shift 3 Staircase of Complexity Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.

Shift 4 Text-based Answers Students engage in rich and rigorous evidence based conversations about text.

Shift 5 Writing from Sources Writing emphasizes use of evidence from sources to inform or make an argument.

Shift 6 Academic Vocabulary Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

### Differentiation for Struggling Learners

This is addressed in the individual lesson plans.

### Differentiation for ELLs

- **WIDA Lesson Plan Share Space (link below):** Online template for content teachers and ESL specialists to create modified lessons for ELL students. Template provides language supports, language objectives, and WIDA language standards.
- **Language supports** can include but are not limited to the following: **Sensory Support:** real-life objects (realia), manipulatives, pictures, illustrations and diagrams, magazines and newspapers, physical activities, video and films, broadcasts, models and figures. **Graphic Support:** charts, tables, graphs, timelines, graphic organizers. **Interactive Support:** in pairs or partners, in triads or small groups, in whole group, using cooperative group structures which allow for frequent interaction and language practice, using the internet or software programs like google translate on ipads, in the native language, with mentors.
- **Building Background:** concepts should be linked to students' background experiences (in native country if appropriate), make explicit links between past learning and new concepts, and emphasize key vocabulary before and during lesson. Students should keep personal dictionaries with definitions in their first language when possible and comparisons of the word used in different forms
- **Comprehensible input:** speak at a rate appropriate for students' proficiency level, enunciate, and use simple sentences to communicate ideas, especially for beginners. Use visuals, hands-on-activities, demonstrations, gestures, and body language.
- **Review and assessment:** frequently give students feedback on their output, spot check students' comprehension throughout the lesson.

### Content

Name	Description	Type

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### **Differentiation for Extension**

Differentiation is addressed in individual lesson plans.

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### **Common Misconceptions**

Students often have difficulty with pronoun usage including antecedents and agreement.

Students think Paul Revere was the only hero during the pre-Revolutionary War.

Students often confuse theme with topic.

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### **Instructional Resources**

**These plans are imbedded in the lesson plans.**

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### **Suggested and Required Text**

**Listed at beginning of unit.**