

Understanding by Design: Hacker Middle School

Designer Name(s): Hacker 6 / Rose Dillard

Date: 5/2014

Subject Area: Reading / ELA

Grade Level(s): 6

Unit Title/Focus: Taking a Stand

Estimated Amount of Instructional Time: ~6-weeks

Stage 1 – (Desired Results)

State Content and Skill Standards:

Reading Literature:

- RL6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL6.3 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.
- RL6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- RL6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- RL6.9 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.
- RL6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational:

- RI6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI6.2 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 or judgments.
- RI6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- RI6.7 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.
- RI6.9 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).
- RI6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills, Writing:

- W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)
- W6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 6 Reading standards to literature (e.g., "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").
 - b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
- W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Reading Foundational Skills, Speaking and Listening:

- SL6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Reading Foundational Skills, Language:

- L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
- L6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
 - b. Spell correctly.
- L6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Vary sentence patterns for meaning, reader/listener interest, and style.*
- L6.4 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.
 - 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.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
 - 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.
- L6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., personification) in text.
 - b. Use the relationships between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
- L6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<p>Enduring Understandings: <i>(what are the big ideas, what are the specific understandings desired)</i></p> <p>Students will understand:</p> <ul style="list-style-type: none"> - How can people take a stand nonviolently - How does "Taking a Stand" influence future generations - What attributes make a good leader - There are consequences when taking a stand - They will learn how to evaluate risks and rewards in taking a stand 	<p>Essential Questions: <i>(what questions will foster inquiry, understand)</i></p> <p>How do people take a stand in their everyday life?</p> <p>How can one person make a difference by taking a stand?</p> <p>What can you do to make a difference in our community?</p>
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Big Idea(s)

Unit 1: Taking a Stand

Taking a stand can have a big impact on yourself, your community, and society.

<p>What Students will know: <i>(what knowledge will they acquire)</i></p> <p>Nonviolent actions: fasting, picketing, marching, boycotting, striking, public speaking, civil disobedience</p> <p>How Gandhi's legacy influenced governments in his time as well as MLK and Cesar Chavez</p> <p>Characteristics of a good leader: such as honesty, selflessness, driven, passionate...</p> <p>Consequences: effects the quality of family life, health, freedom, mortality, taking a stand isn't always popular</p> <p>Vocabulary: picket line, injustices, boycott, segregation, self-evident, civil disobedience, compassion, self-sacrifice, humanity</p>	<p>What Students will be able to do: <i>(what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <p>Evaluate the risks and rewards of taking a stand for the benefit of society.</p> <p>The SWBAT write descriptive paragraphs using specific language.</p> <p>Write Cause and Effect statements and paragraphs</p> <p>Write statements or paragraphs using evidence based terms</p>
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Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)	
<p>Performance Tasks: <i>(what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <ul style="list-style-type: none"> *Read and respond to articles related to taking a stand *Stumbling Stone power point 	<p>Other Evidence: <i>(quizzes, tasks, academic prompts, homework, observations)</i></p> <ul style="list-style-type: none"> *Writer's Craft: Show Don't Tell *Selection assessments, linking paragraphs, personal response, and/or analyze *Response to poems (at the end of the unit) *Unit Benchmark

Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development):	
<p><i>Learning Activities:</i> Introduce the Unit: *Read Aloud "Chief Joseph" *The Power of One video</p>	
<p>Unit 1 Lesson 1: " Pretty Pennies Picket" (historical fiction), Lexile 950 *word study/vocabulary focus – suffix <i>-al</i>, inflectional ending <i>-ing</i>, gerunds, shades of meaning *reading focus – cause and effect; sequence *content focus – How can people take a stand nonviolently? *grammar focus – simple sentences</p>	
<p>Unit 1 Lesson 2: " Gandhi" (biography), Lexile 1020 *word study/vocabulary focus – base word families, Greek root <i>photo</i>, suffix <i>-or</i>, suffix <i>-ance</i> *reading focus – Author's purpose; Main idea and detail *content focus – The consequences of taking a stand * grammar focus – types of sentences Building Background ideas: review the Power of One video, India political background, Gandhi quotes power point, Gandhi rap</p>	
<p>Unit 1 Lesson 3: " My Brother Martin" (biography), Lexile 1050 / I Had a Dream (speech), Lexile 1110 *word study/vocabulary focus – antonyms, inflectional ending <i>-ed</i>, prefix <i>ex-</i>, Latin root <i>liber</i> *reading focus – Author's point of view; drawing conclusions *content focus – How does "Taking a Stand" influence future generations? * grammar focus - Adjectives</p>	
<p>Unit 1 Lesson 4: " Harvesting Hope " (biography), Lexile 860 *word study/vocabulary focus – compound words, Greek root <i>poli</i>, connotation and denotation, foreign words and phrases *reading focus – Compare and contrast; making inferences *content focus – What makes a good leader? * grammar focus – capitalization</p>	
<p>Unit 1 Lesson 5: " Passage to Freedom" (biography), Lexile 710 *word study/vocabulary focus – homophones, suffixes <i>-ion/-tion</i>, suffix <i>-en</i>, synonyms *reading focus – Author's purpose; drawing conclusions *content focus – Students will learn how to evaluate the risks and rewards of taking a stand * grammar focus – compound sentences Building Background ideas: WWII background/introduction, interactive battle map</p>	
<p>Celebration Week – *read and respond to poems (focus on stating position and supporting with reasons) *Unit benchmark *Performance Task – Stumbling Stone power point</p>	
<p>Writing Activities: *Show Don't Tell *Happiness Poem *Write a summary tying all the characters and attributes together *Newspaper article *Inquiry project (differentiated instruction)</p>	

Materials/Resources	See shared drive materials and resources
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