

## Understanding by Design: Hacker Middle School

Designer Name(s): Rose Dillard

Date: 6/2014

Subject Area: Reading / ELA

Grade Level(s): 6

Unit Title/Focus: Ancient Civilizations

Estimated Amount of Instructional Time: ~7 weeks

### Stage 1 – (Desired Results)

#### *State Content and Skill Standards:*

#### Reading Literature:

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- 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.
- RL.6.4 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.
- 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.
- RL.6.10 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:

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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 or judgments.
- 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.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 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.
- RI.6.10 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.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
  - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - e. Provide a conclusion that follows from the narrated experiences or 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.)
- 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.
- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.9 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:

SL.6.1 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.

SL.6.1a 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.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 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.

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.

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

SL.6.6 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.

- c. Recognize and correct inappropriate shifts in pronoun number and person.\*
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
- 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.\*
- b. Maintain consistency in style and tone.\*

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.

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><b>Enduring Understandings:</b> <i>(what are the big ideas, what are the specific understandings desired)</i></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>-Ancient civilizations impact our present day lives</li> <li>-How technology and innovation helped a civilization to succeed</li> <li>-Where and how civilizations start</li> <li>- Name, discuss and understand the 8 characters of a civilization</li> </ul>	<p><b>Essential Questions:</b> <i>(what questions will foster inquiry, understanding, and transfer of learning)</i></p> <ul style="list-style-type: none"> <li>*How does the distant past make itself known in the present?</li> <li>*What are the characteristics of an ancient civilization?</li> <li>*What advancements in that civilization helped it to be successful?</li> <li>*How does that civilization still impact us today?</li> </ul>
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**Big Idea(s)**

**Ancient Civilizations**

Many ancient civilizations helped to advance societies during their time and continue to shape our societies today.

<p><b>What Students will know:</b> <i>(what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> <li>- Organization of civilizations start up by a water source. Stable food sources and irrigation practices contributes to the success of a civilization.</li> <li>-8 characteristics of Ancient Civilizations (Cities, Organized governments, Religion, Job specialization, Social classes, Writing, Art and Architecture, Public works)</li> <li>-We learn about ancient civilizations from artifacts including art, writing, and inventions.</li> <li>-Greece: birth of democracy, use of columns, Greek, philosophy, art, and theatre/drama</li> <li>-Rome: technology influenced success (roads, aqueducts, sturdy cement), republic, Latin, structured cities (bath houses, markets, coliseum), individuals could advance within society</li> <li>-Egypt: pyramids, hieroglyphics, irrigation, number system</li> <li>-China: Great Wall, paper, silk, metal alloy</li> <li>-Mesopotamia: ziggurats, monarchy, irrigation/flooding, cuneiform</li> </ul>	<p><b>What Students will be able to do:</b> <i>(what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <ul style="list-style-type: none"> <li>Organize notes for a civilization on a graphic organizer.</li> <li>Write paragraphs that compare and contrast different civilizations.</li> <li>Research, produce, and present information about an area of interest in an ancient civilization.</li> <li>Develop a narrative story (historical fiction). Student will research, write, edit, and publish a story with emphasis on characterization and plot development, use of sensory language, use of dialogue, and word choice.</li> <li>When exposed to a new/unfamiliar civilization, compose a paragraph that discusses the traits of the civilization and compare/contrast to other civilizations.</li> </ul>
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<b>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</b>	
<p><b>Performance Tasks:</b> <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"> <li>*God/Goddess project (research and information sheet made into a class book)</li> <li>*Mystery civilization</li> <li>*Inquiry project and presentation</li> <li>*Historical Fiction story</li> </ul>	<p><b>Other Evidence:</b> <i>(quizzes, tasks, academic prompts, homework, observations)</i></p> <ul style="list-style-type: none"> <li>*Selection assessments, Linking Concepts, Personal Response, and/or Analyze</li> <li>*Response to poems (at the end of unit)</li> <li>*Unit Benchmark</li> </ul>

**Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development):**

*Learning Activities:*

Introduce Ancient Civilizations:

- \*Ancient Civilization power point and graphic organizer for notes
- \*Listen to "Technology in Ancient Rome: Roads and Aqueducts"

"Island of the Bulls" (narrative nonfiction), Lexile 1170

- \*word study and vocabulary focus: prefixes *con-*, *com-*, and *col-*, number prefixes, Latin root *sign*, content words for archeology
- \*content focus: where and how civilizations start
- \*grammar focus: Apostrophes

Building Background Ideas: Ancient Greece power point, information sheet, and graphic organizer; Crete and Mycenae power point; Engineering an Empire: Ancient Greece video; MyON books in book set

"Escape from Pompeii" (historical fiction), Lexile 910

- \*word study/vocabulary focus: negative prefixes, Greek root *log*, suffix *-ful*, suffix *-less*
- \*reading focus: Compare and Contrast; main idea and details
- \*content focus: Ancient civilizations impact our everyday lives
- \*grammar focus: subject-verb agreement

Building Background Ideas: Ancient Rome power point, information sheet, and graphic organizer; Engineering an Empire: Ancient Rome video(edit recommendations on F drive); MyON books in book set

"The Riddle of the Rosetta Stone" (narrative nonfiction), Lexile 1090

- \*word study/vocabulary focus: negative prefixes, prefix *en-/em-*, Latin root *scribe*, suffix *-ic*
- \*reading focus: Cause and effect; sequence
- \*content focus: Ancient civilizations impact our everyday lives; where and how civilizations start
- \*grammar focus: adverbs

Building Background Ideas: Ancient Egypt power point, information sheet, and graphic organizer; MyON books in book set

"The Emperor's Silent Army" (expository text), Lexile 1020

- \*word study/vocabulary focus: number prefixes, suffix *-ity*, suffix *-ous*, content words for archaeology
- \*reading focus: classify and categorize; fact and opinion
- \*content focus: How technology and innovation help a civilization succeed; how artifact can tell about ancient cultures.
- \*grammar focus: Quotation marks

Building Background Ideas: power point, information sheet, and graphic organizer; MyON books in book set

"Mesopotamia" (expository text), Lexile 1070

- \*word study/vocabulary focus: Greek root *arch*, Latin root *form*, suffix *-al*, content words for archaeology
- \*reading focus: Author's purpose; main idea and details
- \*content focus: How did Mesopotamia ideas and invention affect other civilizations
- \*grammar focus: dashes and hyphens

Celebration Week:

- \*Read and respond to poems included in the unit
- \*Unit benchmark
- \*Inquiry project presentations (rubrics available)

Novel Study – “The Red Pyramid”

Writing Projects –

- \*Gods/Goddess Project
- \*Historical Fiction (narrative writing), develop Analyze for “Escape from Pompeii” into a student novel.  
available resources: worksheets for development, research videos/ideas, anchor charts, rubrics, and score sheets

Inquiry / Research Projects –

- \*Expert in an area of an Ancient Civilization

available resources: power point and student workbook for guided research

- *Not advisable to have students do open research on internet on ancient civilizations. If students use a search engine they should always use “for kids” or “for students” as a filter. Build a list of resources as a class. Some ideas: [www.mrdonn.org](http://www.mrdonn.org) , <http://www.bbc.co.uk/history/forkids/> , MyOn books*

**Materials/Resources**

**See shared drive materials and resources**