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| **DURHAM PUBLIC SCHOOLS 2012-2013**  **UNIT 4 PLAN FOR 6th ENGLISH LANGUAGE ARTS** |

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| Unit Overview: | | | | |
| Quarter  One  Two  Three  Four | Instructional Time: 5 weeks (Approximately) | | | |
| Grade Level: 6th Grade | | | |
| **Unit Theme: Courageous Characters** | | | **Depth of Knowledge:** Level 3, Strategic Thinking | |
| **Unit Summary: Courageous Characters**  In this five week unit, students select a fictional story with a courageous character and pair it with related informational text from the same historical time period. Students choose from stories about varied 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 lasting effects on others. In this unit, students have the opportunity to refine their definitions of courage by examining how characters—real and fictional—grow by overcoming obstacles. 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 license often taken in historical fiction. In the culminating project for this unit, students write and publish their own stories of courageous characters. | | | | |
| **North Carolina Information and Technology Essential Standards:**  6.SI.1.1 Analyze resources in terms of their reliability (which can be determined by currency, credibility, or authority, depending on the topic or purpose)  6.SI.1.2 Analyze content for relevance to the assigned task.  6.SI.1.3 Analyze resources for point of view, bias, values, or intent of information.  6.TT.1.1 Select appropriate technology tools to gather data and information (e.g., Web-based resources, ebooks, online communication tools, etc.).  6.TT.1.2 Select appropriate technology tools to organize data and information (e.g., word processor, database, spreadsheet, graphic organizer, audio and visual recording, online collaboration tools, etc.).  6.TT.1.3 Select appropriate technology tools to present data and information effectively (multimedia, audio and visual recording, online collaboration tools, etc.).  6.SE.1.1 Apply ethical behavior (copyright, not plagiarizing, proper netiquette) when using resources. | | | | |
| **Common Core State Standards:**  ***Reading Standards for Literature: Key Ideas and Details***  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.  *Reading Standards for Literature*: *Craft and Structure*  RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text  *Reading Standards for Literature:* *Integration of Knowledge and Ideas*  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.  ***Reading Standard for Informational Text: Key Ideas & Details***  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)  ***Reading Standards for Informational Text: Craft & Structure***  RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.  ***Reading Standards for Informational Text: Integration of Knowledge & Ideas***  RI.6.7Integrate 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.6.8 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.  ***Writing Standards: Text Type & Purposes***  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  (d) Establish and maintain a formal style  (e) Provide a concluding statement or section that follows from the argument presented.  ***Writing Standards: Research to Build & Present Knowledge***  W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  ***Speaking and Listening Standards: Comprehension & Collaboration***  SL.6.1Engage 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.  a. 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.  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  d. 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.  ***Speaking and Listening Standards: Presentation of Knowledge & Ideas***  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.  ***Language Standards: Conventions of Standard English***  L.6.1Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Ensure that pronouns are in the proper case (subjective, objective, possessive).  b. Use intensive pronouns (e.g., myself, ourselves).  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.\*  L.6.2 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.  ***Language Standards: Knowledge of Language***  L.6.3 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.\*  ***Language Standards: Vocabulary Acquisition & Use***  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.  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.  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).  L.6.5  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., personification) in context.  b. Use the relationship 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, wasteful, thrifty). | | | | |
| **Essential Questions:**  What is courage?  How are acts of courage revealed in writing?  How do characters change as a result of these acts of courage?  How do the lasting effects of courageous people impact my life today?  How do characters real and fictional use words and actions to demonstrate courage?  How does conflict or problems demonstrate a person’s character?  What motivates people to be courageous? | | | | |
| **Enduring Understandings:**  Understand how acts of courage impact others  Understand the lasting effects of courage  Understand how people grow from obstacles  Understand the difference between outwardly courageous and quietly courageous  Understand how courageous people evolve from conflict and problems  Understand how literature provides insight into the life and times of the period in which it was written. | | | | |
| **I Can Statements:**  I can read a variety of literature and informational text about challenging events or experiences  I can identify setting, plot, and theme of story using details from the text  I can define related words and identify their parts of speech to construct meaning in text(s).  I can use revision and editing strategies when writing.  I can use technology to collaborate and publish writing.  I can use context clues and Greek or Latin roots to determine the meaning of a word.  I can find evident in text that supports my views from the reading  I can make conclusion outside the text based on what I see in it.  I can identify how the author’s viewpoint may have affected how the selection was written.  I can explain how an author develops a point of view of the narrator or speaker  I can make inferences about courage based on from the text  I can read informational text to provide a historical context for the setting of the story with courageous characters  I can construct a summary of the text  I can compare and contrast text in different forms and genres with courageous characters  I can analyze how a character changes in a story  I can write an opinion paper on a courageous character that has a clear sequence (Is \_\_\_\_\_\_\_ character courageous or not?)  I can write a conclusion that summarizes my argument  I can write a variety of responses to literature and informational text using textual evidence for support  I can perform a favorite scene from *The People Could Fly* or another story for classmates  I can continue defining relationships between words (courage, courageous, courageousness, conviction, convince, etc.)  I can present findings logically using descriptions, facts, and details to support my point of view or main idea  I can recognize proper and slang English in my own and others’ writing and speaking and use them appropriately  I can write with a consistent style and tone  I can prepare and participate in group discussions in order share my ideas and respond to others’ ideas | | | | |
| **Vocabulary:**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | courage  courageous  courageousness |  | conviction  bravery  oppression |  |  | convince  protagonist  antagonist  character developmet |  | central/main/key idea  theme  point of view |  | | | | | |
| **Transdisciplinary Connections:**  Media (film, video, radio, etc.):  History Channel The Story of Us on Harriet Tubman (3 minutes)  Video: United Streaming: Whispers of Angels: A Story of the Underground Railroad (on the Media Share File)  Video: United Streaming: "Character Works—The case for character." (On Media Share File)  **Music:**  YOUTUBE: Spirituals  \*Traditional, possibly Wallis Willis, "Swing Low, Sweet Chariot"  \*Traditional, "Nobody Knows the Trouble I’ve Seen” | | | |
| **Evidence of Learning (Formative Assessment):**  Pre Assessment of unit standards  Journal Responses  [Graphic Organizers](http://www.washingtonco.k12.nc.us/siteimages/images/uploads/Graphic%20Organizers%20for%20Reading.pdf)  Plot Diagram  Character Trait Chart  Use of text organization: Story Map, Author’s Key Ideas  Difficult Vocabulary: Concept and Semantic Maps  Connecting Prior Knowledge: K-W-L Charts, Respond and Write it Down and Connections Charts  Exit Slips (example: turning the objective into a question)  Writing Samples (from rough draft to final writing)  Durham Public Schools’ Small Goal Assessment | | **Summative Assessment:**  End of Course Assessments  State Mandated Assessments | |

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| **Week 1: What is Courage?**  *\*Conduct Mini-Lesson (10 Minutes) on Language/Grammar/Vocabulary Review using “Use It Don’t Lose It” throughout the week\**  Inform students they are about to begin an engaging unit on “Courage.” Tell the learners they are going to use a strategy called "Think, Pair and Share." They are to take a few minutes to think about someone from history or the present, a real or fictional character, that they would call a "hero." They should also be ready to explain why they think this person or character is a hero. After allowing a few minutes to think, ask the learners to pair by forming groups of two or three, and then to share their idea of a hero and the rationale. Allow about five minutes for the learners to share. Then ask for some volunteers to share with the whole class the name of the hero and the rationale. They may share the hero they thought of or a hero of a group member. As the learners share names and mention character traits or attributes of heroes, write them on a display area.  Discuss with the students what all the heroes had in common. Lead the discussion to the character traits that seem to be the most common in heroes. If courage doesn't naturally come into the discussion, suggest that as one trait heroes might have. Draw a large "T chart" in a display area. Entitle the chart Courage. Label the left side of the chart "*What it Is*." Label the right side of the chart "*What it Is Not."* Ask the learners to suggest words or phrases to fill in each of the sections. Encourage them to think of what courage might look like, sound like, and feel like. Create a class word map of the word courage. As you find examples of courage in texts read during this unit, write them on sticky notes and add them to our word map. Teachers may also ask your students to create an online concept map with a web tool. In addition to a concept mad students can keep an index card file of words studied while reading about courageous characters. Keeping the words on index cards will help students 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)  Have students complete the Courageous Characters questionnaire at the beginning of this unit and then have them do it again at the end of the unit to see if there answers are the same.  <https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnx2YW5idXNraXJrc2NsYXNzfGd4OjY1Mzc4MjFmM2QxNDg2MA>  Introduce novel(s) to class. (See all suggested works at the end of the unit) It is suggested to take excerpts from the novels or to do literature circles with 3 or more novels of varying text complexities to the needs of your students.  **Excerpts Available in Holt Common Core Textbook from Unit 7 found online** <http://my.hrw.com/tabnav/controller.jsp?isbn=9780547616148>  Pg 806-807 Excerpt from *My Lord What a Morning: Autobiography of Marian Anderson*  Pg 808-822 *Matthew Hinson At the Top of the World*  Pg 823-826 *Over the Top of the World by Jim Haskins*  Pg 827- 831 *Up and Over the Top by Bill Cosby*  Pg 832-840 *The Story of My Life by Helen Keller*  **Excerpts Available in Holt: Elements of Literature Introductory Course**  Pgs 468-482 *A Glory of Everything by Ann Petry*  Pgs 483-489 *All Aboard with Thomas Garrett* by Alice Miller  Pgs 508-512 *The Landlords Granddaughter from Red Scarf Girl* by Ji-li Jiang  Pg 524-525 John Brown: One Man Against Slavery by Gwen Everett  Pg 526-527 Harriet Tubman: Conductor on the Underground Railroad  Novel Excerpt Activities: As students read their novel, they should keep a literature journal answering on or more of the following questions depending upon the novel(s) or novel excerpts you choose: 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 sticky notes so you can go back and cite the text during class discussion   * What obstacles does he/she overcome, and how does he or she do it? * How does the protagonist respond to different events? * What/who is the antagonist? * What challenges does the character face in overcoming their convictions? * Does the character grow over the course of the novel, or was he/she always courageous? * What does the protagonist learn about him-/herself? * How does “Point of View” impact how courageous the character appears * Explain how the author develops a point of view of the narrator or speaker   **Possible Activities this week to accompany Novel Excerpts**  Throughout the unit as you read different genres of literature discuss qualities with students that the people in story used to exhibit courageous. Have students respond in writing and then share their responses in pairs or groups. How do you show courage during a typical school day? Encourage students to make connections between their daily acts of courage and the behavior of the protagonist in their texts throughout the unit.  Choose a story from *The People Could Fly* to annotate and summarize. Then work with a classmate to present it as a dramatic reading. After reading ask our classmates to point out language that enhanced meaning, convey style, and helped achieve a feeling of strong emotion. Part of the discuss should include the meaning of the story, the qualities of the courageous character, and how the dialect affects the story.  One reason for storytelling and song is to help people to get through experiences of sorrow and pain. Choose a selection from the *The People Could Fly* and talk with a partner about how the character would find comfort in creative forms of expression. Play for students an example of a spiritual from the resource list. Students could write their own spiritual for a courageous character. | | | |
| **Week 2: Dare to be Courageous**  *\*Conduct Mini-Lesson (10 Minutes) on Language/Grammar/Vocabulary Review using “Use It Don’t Lose It” throughout the week\**  Students should continue reading excerpts from novels (see suggested list) 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 sticky notes so you can go back and cite the text during class discussion   * What obstacles does the character 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 over the course of the novel, or was he/she always courageous? * What challenges does the character fact in overcoming their convictions? * What does the protagonist learn about him-/herself? * Explain how the author develops a point of view of the narrator or speaker   **Excerpts Available in Holt Common Core Textbook from Unit 7 found online** <http://my.hrw.com/tabnav/controller.jsp?isbn=9780547616148>  806-807 Excerpt from *My Lord What a Morning: Autobiography of Marian Anderson*  808-822 *Matthew Hinson At the Top of the World*  823-826 *Over the Top of the World by Jim Haskins*  827- 831 *Up and Over the Top by Bill Cosby*  *832-840 The Story of My Life by Helen Keller*  **Excerpts Available in Holt: Elements of Literature Introductory Course**  468-482 *A Glory of Everything by Ann Petry*  483-489 *All Aboard with Thomas Garrett* by Alice Miller  508-512 *The Landlords Granddaughter from Red Scarf Girl* by Ji-li Jiang  524-525 *John Brown: One Man Against Slavery* by Gwen Everett  526-527 *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry  **Possible Activities this week to accompany Novel Excerpts**  Ask students to read The poem "Casabianca," by Felicia Dorothea Hemans, which was based on a true incident. In your opinion, was she courageous or crazy? Write a well-developed paper that includes an engaging opening statement of your position, at least three clear reasons, and relevant evidence from the texts read. Edit your writing for the grammar conventions studied so far this year. Upload your published essay to the classroom blog where you can receive feedback on the strength of your argument from your classmates.  Read the poem “If” by Rudyard Kipling and have students annotate the poem for its use of repetition. Explain the author’s theme of everyday courage and allow students to see that there are many renditions of “If” online (1998 World Cut, Harvey Keitel, Dennis Hopper on the Johnny Cash Show) The students will discuss their initial response to viewing and listening to poetry. Students can highlight the different interpretations of each rendition. Students could create their own interpretation of “If” and record it using a video camera. A possible assignment for students would be for them to write an essay on the poem “If” describing a moment in your life when you related to the sentiments in the poem. Advanced students could also read about Kipling’s life and choose a time in his life that may have inspired the writing of “If” and write a persuasive paragraph justifying your answer.  Create a Venn diagram in your journal of a courageous character compared with a non-courageous, or cowardly, character. The difference between courageous and cowardly characters may seem obvious, but are there ways in which these characters are similar? Discuss your insights with a partner or use an online template.  Write the following quote on the board. “*Courage is resistance to fear, mastery of fear, not absence of fear.”—Mark Twain* Ask students to form a point of view on this quote based on the literature they have read thus far. Students may either agree or disagree with the quote but they must back up their opinion using evidence from the literature read in class. Have students write their responses and then ask students to discuss in pairs or small groups. The class could then have a whole group discussion about the quote using evidence from the text to support student’s opinions. | | | |
| **Week 3: Everyday Courage**  *\*Conduct Mini-Lesson (10 Minutes) on Language/Grammar/Vocabulary Review using “Use It Don’t Lose It” throughout the week\**  Students should continue reading excerpts from novels (see suggested list) 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 sticky notes so you can go back and cite the text during class discussion   * What obstacles does the character 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 over the course of the novel, or was he/she always courageous? * What challenges does the character fact in overcoming their convictions? * What does the protagonist learn about him-/herself? * Explain how the author develops a point of view of the narrator or speaker   **Excerpts Available in Holt Common Core Textbook from Unit 7 found online** <http://my.hrw.com/tabnav/controller.jsp?isbn=9780547616148>  806-807 Excerpt from *My Lord What a Morning: Autobiography of Marian Anderson*  808-822 *Matthew Hinson At the Top of the World*  823-826 *Over the Top of the World by Jim Haskins*  827- 831 *Up and Over the Top by Bill Cosby*  *832-840 The Story of My Life by Helen Keller*  **Excerpts Available in Holt: Elements of Literature Introductory Course**  468-482 *A Glory of Everything by Ann Petry*  483-489 *All Aboard with Thomas Garrett* by Alice Miller  508-512 *The Landlords Granddaughter from Red Scarf Girl* by Ji-li Jiang  524-525 *John Brown: One Man Against Slavery* by Gwen Everett  526-527 *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry  **Possible Activities to Accompany Novel Excerpts**  As a class, read the Greek-mythology play [*The Monster in the Maze*](http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-013111-MinotaurPlay.pdf). ([Project the play](http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-013111-MinotaurPlay.pdf) on your whiteboard as students follow along in the magazine.) As you read, pause when you come across an example of courage and make note of it on the board, modeling note-taking. (Pause the reading at first, but students should also raise their hands when they come across an example.) After reading, discuss as a class the list on the board. How does Theseus’ courage compare with the examples of courage they have read about in this unit?  Break students into small groups and have them read the nonfiction article [“Disaster at Sea.”](http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-013111-Rescue.pdf)As they read, they should write down examples of courage, just as you did together as a class. When each group is finished, play this [four-minute video clip](http://www.scholastic.com/kids/tween_exit.asp?url=http://www.popularmechanics.com/technology/aviation/crashes/4267469) of the actual rescue. What did they learn from the video that they didn’t learn from the article? How does the video highlight the drama of the situation? What feelings does it evoke? What images in the clip make the courage of the Coast Guard rescue team and the *Ranger* crew all the more impressive? Next, have each group come up with three ways the courage shown in this article and clip is similar to, and different from, the courage shown in the play.  Have students read [“The Courage to Go to School.”](http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-013111-ThenNow.pdf) As they read the article, have them write down specific examples of how Elizabeth Eckford and Shamsia Husseini are courageous. Then have them write a paragraph comparing the girls’ courage with the courage shown in *The Monster in the Maze* and a paragraph comparing the girls’ courage with the courage in “Disaster at Sea.Students demonstrate their understanding of courage by writing a reflective essay in response to the essential question: *How do characters, real and fictional, demonstrate courage?* They should draw on their analysis of each story read this week (The Monster in the Maze, Diaster at Sea, and The Courage to go to School) and site evidence from the text to support their findings  Write the following quote on the board. *"Our lives begin to end the day we become silent about things that matter." –Martin Luther King, Jr.* Ask students what they believe Dr. King meant by this quote using relevant examples for the stories and novels read this thus in our unit. | | | |
| **Week 4: Stamp of Courage**  *\*Conduct Mini-Lesson (10 Minutes) on Language/Grammar/Vocabulary Review using “Use It Don’t Lose It” throughout the week\**  Students should continue reading excerpts from novels (see suggested list) 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 sticky notes so you can go back and cite the text during class discussion   * What obstacles does the character 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 over the course of the novel, or was he/she always courageous? * What challenges does the character fact in overcoming their convictions? * What does the protagonist learn about him-/herself? * Explain how the author develops a point of view of the narrator or speaker   **Excerpts Available in Holt Common Core Textbook from Unit 7 found online** <http://my.hrw.com/tabnav/controller.jsp?isbn=9780547616148>  806-807 Excerpt from *My Lord What a Morning: Autobiography of Marian Anderson*  808-822 *Matthew Hinson At the Top of the World*  823-826 *Over the Top of the World by Jim Haskins*  827- 831 *Up and Over the Top by Bill Cosby*  *832-840 The Story of My Life by Helen Keller*  **Excerpts Available in Holt: Elements of Literature Introductory Course**  468-482 *A Glory of Everything by Ann Petry*  483-489 *All Aboard with Thomas Garrett* by Alice Miller  508-512 *The Landlords Granddaughter from Red Scarf Girl* by Ji-li Jiang  524-525 *John Brown: One Man Against Slavery* by Gwen Everett  526-527 *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry  **Possible Activities to Accompany Novel Excerpts**  Remind students that we have been learning about courageous characters and today you are going to share with a true story of a very courageous hero from South Africa. Ask if any of them can guess the name of that *hero*.  Read a brief biography of Nelson Mandela to the learners or paraphrase his life accomplishments (a brief biography is availiable at <http://nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-bio.html> If the ability to display the Internet is available, also show the 4:24 minute video of Mandela found at <http://video.msn.com/video.aspx?mkt=en-us&brand=msnbc&vid=973a4d9d-94b9-46fd-8b3d-3111c1d275c4> Ask the learners what incidents in Mandela's life are examples of courage.  Display this quote by Nelson Mandela: "There is no easy walk to freedom anywhere, and many of us will have to pass through the valley of the shadow of death again and again before we reach the mountaintop of our desires." Ask the learners "What words or phrases in this quote by Nelson Mandela relate to courage? What other character traits, in addition to courage, might Mandela be referring to in the quote?"  Read aloud the following poem Invictus by William Ernest Henly that Mandela used to keep up his courage while in jail for 30 years. Have the students listen for and discuss words that describe courage in the poem.  Ask students to respond to the following prompt: Does courage always require overt acts of bravery? What are other ways of thinking about courageous  Ask each student to think of a person who they know or have heard of who has demonstrated tremendous courage throughout this unit. Distribute a piece of paper to each student and have them fold it in half. On one side of the fold they are to design a stamp for their courageous character. On the other side of the fold students should write the courageous act(s) that makes that person courageous and site evidence from the text. Post the completed stamps around the room and allow the class to do a walk about reading about the acts of courage of their heroes. | | | |
| **Week 5: Courage to Change the World**  *\*Conduct Mini-Lesson (10 Minutes) on Language/Grammar/Vocabulary Review using “Use It Don’t Lose It” throughout the week\**  Students should continue reading excerpts from novels (see suggested list) 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 sticky notes so you can go back and cite the text during class discussion   * What obstacles does the character 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 over the course of the novel, or was he/she always courageous? * What challenges does the character fact in overcoming their convictions? * What does the protagonist learn about him-/herself? * Explain how the author develops a point of view of the narrator or speaker   **Excerpts Available in Holt Common Core Textbook from Unit 7 found online** <http://my.hrw.com/tabnav/controller.jsp?isbn=9780547616148>  806-807 Excerpt from *My Lord What a Morning: Autobiography of Marian Anderson*  808-822 *Matthew Hinson At the Top of the World*  823-826 *Over the Top of the World by Jim Haskins*  827- 831 *Up and Over the Top by Bill Cosby*  *832-840 The Story of My Life by Helen Keller*  **Excerpts Available in Holt: Elements of Literature Introductory Course**  468-482 *A Glory of Everything by Ann Petry*  483-489 *All Aboard with Thomas Garrett* by Alice Miller  508-512 *The Landlords Granddaughter from Red Scarf Girl* by Ji-li Jiang  524-525 *John Brown: One Man Against Slavery* by Gwen Everett  526-527 *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry  **Possible Activities to Accompany Novel Excerpts**  Read a variety of stories and interviews from the same time period (e.g., Titanic survivors, slaves, or children who worked during the Depression). Titanic Voyage( *A Night to Remember: A Classic Account of the Final Hours of the Titanic* (Walter Lord) (E) or *Exploring the Titanic: How the Greatest Ship Ever Lost—Was Found* (Robert D. Ballard) or *You Wouldn't Want to Sail on the Titanic! One Voyage You'd Rather Not Make* (You Wouldn’t Want To…Series) (David Stewart, David Salariya and David Antram) OR Slavery ( *Harriet Tubman: Conductor on the Underground Railroad* (Ann Petry) (E) *Many Thousand Gone: African Americans from Slavery to Freedom* (Companion to *The People Could Fly*) (Virginia Hamilton and Leo and Diane Dillon) *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself* (Frederick Douglass) *Rebels Against Slavery: American Slave Revolts* (Patricia C. and Fredrick L. McKissack)  How are their accounts similar? Different? Why would accounts of the same event vary? Trace and evaluate the specific claims in a text with a partner who read about the same topic, and decide if they are sound and if there is sufficient evidence to support the claims. Write responses in your journal, or upload them in response to the teacher prompt on the classroom blog, and share them with a partner who read about the time period.  Survivors from the Titanic reported that musicians on the ship played music to keep the passengers calm as the crew loaded lifeboats. None of the band members survived the sinking. A newspaper at the time reported, "The part played by the orchestra on board the Titanic in her last dreadful moments will rank among the noblest in the annals of heroism at sea." Do you think this was an act of courage? Why or why not? 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.  After reading one of the stories with a courageous character, write a well-developed paper about how the character had "the courage to follow his/her convictions" What were his/her convictions? What challenges arose when the character followed these convictions? Be sure to cite at least three specific examples from the text to justify your response. Edit your writing for the grammar conventions studied so far this year. Your teacher may ask you to post your essay on the classroom blog.  Ask students to respond to the following prompt and discuss in partners. How do the stories form this unit provide insight into the courageous characters? How are their stories alike? How are they different? Cite specific information from the text to justify your response.  Choose an exemplary courageous character from history. Write a description of this person, their courageous acts, and the challenges they faced in trying to stick to their convictions. | | | |
| Interactive Web Tools:  Create a three circle Venn online: <http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-circles-a-30032.html?tab=2>  In Motion: The African American Migration Experience: <http://www.inmotionaame.org/home.cfm>  Follow an actual Titanic Passenger to see if they survive. Get biographical details about the ship and the passenger. <http://www.discovery.com/guides/history/titanic/Titanic/titanic.html?00100>  The My Hero Project: Choose a story on this website of heroic/courageous action to read and use for the essential questions/journal questions above <http://www.myhero.com/go/directory/>  An interactive journey from slavery to freedom on the UR. <http://teacher.scholastic.com/activities/bhistory/underground_railroad/plantation.htm>  Webbing Tool: <http://interactives.mped.org/view_interactive.aspx?id=127&title>=  Online Choose Your Own Adventure Story Writing Activity: <http://www.readwritethink.org/classroom-resources/lesson-plans/choose-your-adventure-hypertext-128.html?tab=4#tabs>  Word Map PDF: <http://www.readwritethink.org/files/resources/lesson_images/lesson307/wordmap.pdf>  Vocabulary word map example, blank, and rubric: <http://www.readwritethink.org/classroom-resources/lesson-plans/internalization-vocabulary-through-word-307.html?tab=3#tabs>  Graphic Organizers for Reading from Holt <http://my.hrw.com/la3/la09/student/minisites/igo/index.htm>  Interactive White Board Lessons from Holt <http://my.hrw.com/la_2010/na_lit/teacher/iwb/notebooks/ms_index.html> | | | |
|  | | | |
| Supportive Unit Resources: (Please note that these are resources that can be used to supplement instruction before or during a lesson.)  Books (Fiction and Non-Fiction) that show courageous characters and actions. <https://sites.google.com/site/courageouscharacters/> Great Quotes on Courage to Incorporate into a lesson <http://www.values.com/inspirational-quotes/value/10-Courage>  A Thousand Cheering Strangers <http://athousandcheeringstrangers.weebly.com/index.html>  Random Acts of Courage Blog <http://mothereseblog.com/2010/05/10/random-acts-of-courage/>  Heroism in Action <http://library.thinkquest.org/C001515/heroism/index.html> | | | |
|  | Scaffolding Option 1:  Intervention | Scaffolding Option 2:  Maintenance | Scaffolding Option 3:  Extension |
| Instructional Activities: | Reading Comprehension  (CCSS: RL.6.6)  Conduct group read-alouds of assigned text have students focus primarily on unknown words. Have students employ the [Frayer Model](http://www.my-ecoach.com/online/webresourcelist.php) to explore the vocabulary (using reference materials such as dictionaries, thesauruses and the internet.)  Have student Read “Eyewitness to History” and “In the Enemy’s grip” an answer the questions to develop Reading and Comprehension Skills  <http://www.readworks.org/passages/eyewitness-history-1>    <http://www.readworks.org/passages/enemy%E2%80%99s-grip> | What did you say?  (CCSS RI.6.9)  Have students perform a close reading of 2 informational texts about courage. Have students annotate as they read, with attention to vocabulary. Using a Venn diagram, have students compare and contrast what one author had to say on the subject with what the other author contends. An extension of this activity may be to have students create a basic précis on each article prior to completing the diagram.  Have student Read “Canine Courage” and answer the questions to develop Reading and Comprehension Skills <http://www.readworks.org/passages/canine-courage-0> | Students will conduct online research of one of the courageous characters during this unit of study and prepare a biographical summary of his life his or her life using a prezi ([www.prezi.com](http://www.prezi.com)) |
| Technology Integration: (Please note that these are resources that can be used to supplement instruction before or during a lesson.) | | | |
| Multimedia Activities: | Students will visit the suggested list of additional resources and create own website using [Google Sites](http://sites.google.com) and website showcasing the courageous characters encountered during this unit. | [Underground Railroad](http://education.nationalgeographic.com/education/multimedia/interactive/the-underground-railroad/?ar_a=1): Students will embark on an interactive journey on the underground railroad. | Students will conduct online research of one of the courageous characters during this unit of study and prepare a biographical summary of his life his or her life using a prezi ([www.prezi.com](http://www.prezi.com)) |

**Suggested Works and Additional Resources**

**Stories**  
***General***

* *The Power of Light: Eight Stories for Hanukkah* (Isaac Bashevis Singer and Irene Lieblich) (EA)
* *Fire from the Rock* (Sharon M. Draper) (L830)
* *War Comes to Willy Freeman* (James and Christopher Collier) [easier to read but excellent] (L800)
* *Baseball Saved Us* (Ken Mochizuki and Dom Lee) [easier to read but excellent] (L500)
* *Slavery/Overcoming It*
* "The People Could Fly" (Virginia Hamilton and Leo and Diane Dillon) (E) (L660)
* *Free at Last!: Stories and Songs of Emancipation* (Doreen Rappaport and Shane W. Evans) (L910)
* *Asia*
* *The Tale of the Mandarin Ducks* (Katherine Paterson and Leo and Diane Dillon) (E) (L930)
* *Sign of the Chrysanthemum* (Katherine Paterson and Peter Landa) (EA) (L870)
* *Kira-Kira* (Cynthia Kadohata) (L740)
* *Red Scarf Girl: A Memoir of the Cultural Revolution* (Ji-Li Jiang) (L780)
* *Under the Blood-Red Sun* (Graham Salisbury) (L640)
* *Shipwrecks*
* *SOS Titanic* (Eve Bunting) (L690)
* *Timothy of the Cay* (Theodore Taylor) (L860)
* *Shipwreck Season* (Donna Hill) (L670)
* *Child Labor*
* *Uprising: Three Young Women Caught in the Fire That Changed America* (Margaret Peterson Haddix) (L790)
* *Lyddie* (Katherine Paterson) (EA) (L860)
* *Counting on Grace* (Elizabeth Winthrop) (L760)
* *The Circuit: Stories from the Life of a Migrant Child* (Francisco Jiménez) (L880)
* *Iqbal* (Francesco D’Adamo) (L730)

**Poems**

* [“If”](http://www.poemhunter.com/poem/if/) (Rudyard Kipling) (EA)
* *Lives: Poems about Famous Americans* (Lee Bennet Hopkins and Leslie Staub)
* “[Casabianca](http://digital.library.upenn.edu/women/hemans/works/hf-burning.html)” (Felicia Dorothea Hemans)

**Informational Texts**

* *Kids with Courage: True Stories About Young People Making a Difference* (Barbara A. Lewis) (L820)
* *Slavery/Overcoming*
* *Harriet Tubman: Conductor on the Underground Railroad* (Ann Petry) (E) (L1000)[//Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself//](http://www.americanliterature.com/NARR/NARRINDX.HTML) (Frederick Douglass) (E) (L1080)
* *Rebels Against Slavery: American Slave Revolts* (Patricia C. and Frederick L. McKissack) (L1130)
* *Leon’s Story* (Leon Walter Tillage and Susan L. Roth) (L970)
* *Many Thousand Gone: African Americans from Slavery to Freedom* (Companion to *The People Could Fly*) (Virginia Hamilton and Leo and Diane Dillon) (L990)
* *Asia*
* *Samurai: Warlords of Japan* (High Interest Books) (Arlan Dean) (L900)
* *Life in Ancient Japan* (Peoples of the Ancient World) (Hazel Richardson) (L1010)
* Text about the Cultural Revolution (forthcoming)
* *Shipwrecks*
* *A Night to Remember: A Classic Account of the Final Hours of the Titanic* (Walter Lord) (E) (L950)
* *You Wouldn't Want to Sail on the Titanic!: One Voyage You'd Rather Not Make* (You Wouldn’t Want To…Series) (David Evelyn Stewart, David Salariya, and David Antram) (L940)
* *Exploring the Titanic: How the Greatest Ship Ever Lost—Was Found* (Robert D. Ballard) (L980)
* *Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance* (Jennifer Armstrong) (L1090)
* *Child Labor*
* *Kids On Strike!* (Susan Campbell Bartoletti) (L920)
* *Kids at Work: Lewis Hine and the Crusade Against Child Labor* (Russell Freedman and Lewis Hine) (EA) (L1140)

**Informational Text (Read Aloud)**

* *Up Before Daybreak: Cotton and People in America* (Deborah Hopkinson) (L1060)

**Art, Music, and Media  
  
Music**

**Spirituals**

* Traditional, possibly Wallis Willis, “[Swing Low, Sweet Chariot](http://www.negrospirituals.com/news-song/swing_low_sweet_chariot_swing_lo.htm)”
* Traditional, “[Nobody Knows the Trouble I’ve Seen](http://www.metrolyrics.com/nobody-knows-the-trouble-ive-seen-lyrics-louis-armstrong.html)”
* Find additional spirituals here: <http://afgen.com/spirituals3.html>
* Traditional, “[Cotton Mill Girls](http://www.acousticmusicarchive.com/cotton_mill_girls.html)” (as sung by Michèle Welborne)