

The Watsons Go to Birmingham-Advanced 6th Grade

Content Area: **English Language Arts**
Course(s): **Generic Course, Language Arts 6**
Time Period: **Generic Time Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

Read and analyze *The Watsons Go to Birmingham* by Christopher Paul Curtis

Transfer

Students will be able to independently use their learning to...

- Identify & explain individual's responsibility to family, peers and the community, including the need for civility and respect for diversity
- Determine a theme of a story from details in the text including how characters in a story respond to challenges.

Meaning

Understandings

Students will understand that...

- The events surrounding the cause of the civil rights movement
- Point of view affects the way a story is interpreted by the reader
- The context and setting of this novel are historically significant

Essential Questions

Students will keep considering...

- How does connecting literature to historical events enhance our understanding of contemporary society? (How has life changed today as opposed to the 1960's, and how has it stayed the same?)
- How does global awareness promote understanding, tolerance, and acceptance of ethnic, cultural,

religious and personal differences?

Application of Knowledge and Skill

Students will know...

Students will know...

- Historical context of novel
- Plot details
- Character development
- Themes
- Figurative language

Students will be skilled at...

Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements

Academic Vocabulary

Plot

Setting

Character

Theme

Types of Figurative Language

- Simile, Metaphor, Hyperbole, Alliteration, Personification, Onomatopoeia, Idiom

Learning Goal

Objective 1--(Level 3)

SWBAT:

- List facts about the author and the novel
- Discuss relevance of novel's themes to current world issues

LA.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.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.SL.6	Speaking and Listening
LA.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.

Objective 2--(Level 2)

SWBAT:

- Identify and describe major characters
- Identify setting of novel

LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.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.
LA.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.

Objective 3--(Level 2)

SWBAT:

- Define unknown vocabulary words to apply to text

LA.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.
LA.L.6.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
LA.L.6.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.L.6.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.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.

Objective 4--(Level 3)

SWBAT:

- Identify and discuss plot development
- Identify literary elements in plot

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.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.
LA.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.
LA.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.
LA.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
LA.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.

Objective 6 - Text Extension

- Students will read biographies of various individuals integral in the Civil Rights movement.
- Students will learn about the contributions of Bayard Rustin to the Civil Rights Movement.

LA.RI.6	Reading Informational Text
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text

	says explicitly as well as inferences drawn from the text.
LA.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).
SOC.6.1.8.A	Civics, Government, and Human Rights
SOC.6.1.12.A.13	Civics, Government, and Human Rights Key Ideas and Details

Summative Assessment

- Reading comprehension quizzes
- End of novel test
- Project
- Essay
- Class discussion
- Teacher observation
- Journal entries/free writes

21st Century Life and Careers

WORK.5-8.9.1.8	All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
WORK.5-8.9.1.8.A	Critical Thinking & Problem Solving
WORK.5-8.9.1.8.B	Creativity and Innovation
WORK.5-8.9.1.8.C	Collaboration, Teamwork and Leadership
WORK.5-8.9.1.8.D	Cross-Cultural Understanding and Interpersonal Communication

Formative Assessment and Performance Opportunities

- Class discussion
- Comprehension questions
- Journal entries/free writes
- Reading quizzes
- Teacher observation
- Vocabulary quizzes

Differentiation / Enrichment

- Graphic Organizers

- Guided Notes
- Independent Reading
- Literary Terms
- Literature Circles
- Projects
- Read Aloud
- Sustained Silent Reading
- Vocabulary

Unit Resources

- Civil Rights background notes
- Watson Go to Birmingham Novel Tie
- Watsons Go to Birmingham audiobook
- Watsons Go to Birmingham movie