Unit 1 Reading Fictional Literature/Narrative Writing

Content Area: **Language Arts**
Course(s): **E/LA 6**
Time Period: **Marking Period 1**
Length: **MP1**
Status: **Published**

Essential Questions

- How can I effectively relate a personal experience through writing?
- How does acquiring background knowledge lead to effective understanding of text?

Big Ideas

Anchor Standards

AS.R.1-3 The interactions of literary elements contribute to its overall meaning.

AS.R.4-6 Authors use the structure of text and nuances of language to craft their work.

AS.W.1-3 Different formats of writing are used for different purposes.

Core Reading: *The Watsons Go to Birmingham*

Supplemental Resources: Prentice Hall Unit 2 Short Stories, *Guys Write for Guys Read, Birmingham 1963: How a Photograph Rallied Civil Rights Support,* by Shelley Tougas; *The Girl from the Tar Paper School: Barbara Rose John's and the Advent of the Civil Rights Movement* by Teri Kanefield; W*e've Got a Job: the 1963 Birmingham Children's March* by Cynthia Levinson, *Freedom Walkers: The Story of the Montgomery Bus Boycott* by Russell Freedman, *Witnesses to Freedom: Young People Who Fought for Civil Rights* by Belinda Rochelle, *Dream of Freedom: The Civil Rights Movement from 1954-1968*, Diane McWhorter, *Little Rock Girl 1957-How a Photograph Changed the Fight for Integration* by Shelley Tougas, *Scope Magazine, Sadlier-Oxford Vocabulary Workshop,* Google Platform, Flocabulary

Core Writing: Personal Narrative

Other Formative Writings: Fictional Story, Narrative Writing, Film/Novel comparison

Presentation Skills: The Civil Rights Movement; Socratic Seminar

Technology: Google Platform and file organization

Critical Concepts

September

Critical Concepts: Key Ideas and Details

Educational Epiphany, Resource Guide 1, p. 1-30

CC.6.1.A: Citing Textual Evidence to Support an Analysis of What the Text States Explicitly. Citing Textual Evidence to Draw Inferences

CC.6.1.B: Citing Textual Evidence to Support an Analysis of What the Text States Explicitly. Citing Textual Evidence to Draw Inferences

October

Critical Concepts: Key Ideas and Details

Educational Epiphany, Resource Guide 1, p. 32-57

CC.6.2.A: Identifying Key Details. Determining Informational Central Idea. Providing an Objective Summary

CC.6.2.B: Identifying Key Details. Determining Literary Central Idea and/or Analyzing its Development Over the Course of the Literary Text. Providing an Objective Summary

Cross Curricular Integration

Integration Area: Visual and Performing Arts

1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

1.1.8.D.1 Identify elements of art and principles of design that are evident in everyday life.

1.2.8.A.3 Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).

Activity:

During a study of the novel, The Watsons Go To Birmingham, by Christopher Paul Curtis, students conduct research related to the major events of the time period to include significant historical milestones related to the

1960s Civil Rights Movement, along with the relevant music, related art and photography of the time period using a variety of digital and print resources.

Diversity Integration

Religion

Objective:

Develop an awareness of the diversity & the events leading up to the 16th Street Baptist Church bombing and its effect on the Civil Rights movement.

Activity:

Students will do a quick write to respond to the following:

What do you know (or think you know) about how African American people were treated in the 1960s?

Students will then watch the video “Letters From a Birmingham Jail” and research the 16th Street Baptist Church bombing.

Whole class discussion on feelings and questions regarding the events of the Civil Rights movements.

Partner talk- how can we connect current social justice issues to times of the past

Students will create their digital slideshow in groups.

Library Integration

Objective:

Students will replicate and demonstrate policies and procedures that must be followed in the media center.

Activities:

- Students will be given a “review tour” of the media center.
- Students will work in groups to infer what it looks like, sounds like, and feels like to be in the media center.
- Students will work in groups to develop appropriate expectations for being in the media center

Objective:

Students will accurately follow procedures for borrowing and returning books to the media center.

Activities:

Teacher will introduce the online and in person procedures for borrowing and returning books. Students will spend time practicing navigating the online systems and practice borrowing and returning books.

CSDT Technology Integration

8.1.8DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format

8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.

8.1.8.DA.5: Test, analyze, and refine computational models.

Activity:

Civil Rights Timeline-Using a variety of digital and print resources, students will locate specific information to support a timeline of significant events during the Civil Rights Movement.

Publishing:

Narrative Essay: MLA Format

Enduring Understandings

Literature

RL.CI.6.2 Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text.

RL.IT.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.TS.6.4. Analyze how a particular piece (e.g. sentence, chapter, scene, [or] stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot

Writing

W.NW.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.NW.6.3a [M] 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.

W.NW.6.3b [M] Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.NW.6.3c [M] Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.NW.6.3d [M] Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.NW.6.3e [M] Provide a conclusion that follows from the narrated experiences or events.

Language

L.SS.6.1. Demonstrate command of the [conventions of standard] system and structure of the English [grammar and usage] language when writing

L.SS.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.SS.6.1b [M] Use intensive pronouns (e.g., *myself*, *ourselves*).

L.SS.6.1c [M] Recognize and correct inappropriate shifts in pronoun number and person.

L.SS.6.1d [M] Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.SS.6.1e [M] Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.

L.6.SS.1f Recognize spelling conventions.

L.KL.6.2 [M] Observe conventions of capitalization, punctuation, and spelling when writing.

L.KL.6.2a Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.6.2b Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.KL.6.[3]2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Resources

Prentice Hall Unit 2 Short Stories, *Guys Write for Guys Read, Birmingham 1963: How a Photograph Rallied Civil Rights Support,* by Shelley Tougas; *The Girl from the Tar Paper School: Barbara Rose John's and the Advent of the Civil Rights Movement* by Teri Kanefield; *Scope Magazine, Sadlier-Oxford Vocabulary Workshop,* Google Platform, Flocabulary

Narrative WritingRubric