Unit 1-2 Informational: Historical Fiction and Nonfiction

Content Area: **Language Arts**
Course(s): **E/LA 6**
Time Period: **Marking Period 1**
Length: **MP1-2**
Status: **Published**

Essential Questions

- What is important to know when deciphering nonfiction text?
- What strategies can I use to compose an effective argument?

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.R.7-9 Good readers deduce meaning from text through interpretation and comparison.

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

AS.W.7-9 Research requires the synthesis of ideas from a variety of sources and the presentation of those ideas in an original written interpretation.

Core Reading: *Bud, Not Buddy*

Supplemental Resources: *Children of the Great Depression*, *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp, The Roaring Twenties & The Great Depression, Witness to History: The Great Depression, Landmark Events in American History: The Stock Market Crash of 1929; Scope Magazine, Sadlier-Oxford Vocabulary Workshop,* Google Platform, Flocabulary

Other Formative Writings: Persuasive Analysis using Multiple Text Evidence, Informational Presentation Background Knowledge

Presentation Skills: 1930s Presentation (group), Most Influential Person of the 1930s (individual)

Technology: Google Platform, file retrieval, sharing online collaboration and slides

Critical Concepts

November

Critical Concepts: Key Ideas and Details

Educational Epiphany, Resource Guide 1, p. 58-94

CC.6.3.A: Analyzing the Relationships or Interactions between Individuals, Events, or Ideas in a Text, Including How they are Introduced, Illustrated and Elaborated

CC.6.3.B: Analyzing Plot. Describing How the Plot Unfolds in a Series of Episodes. Describing How Characters Respond or Change as the Plot Advances. Describing How the Elements of the Plot Interact, and/or How Particular Lines of Dialogue Propel the Action, Reveal Aspects of a Character, and Provoke a Decision.

December

Critical Concepts: Craft and Structure

Educational Epiphany, Resource Guide 2, p. 1-40

CC.6.4.A: Determining the Meaning of General and Content-Specific Words and Phrases, Including Figurative, Connotative and Technical Meanings

CC.6.4.B: Determining the Meaning of Words and Phrases, Including Figurative, Connotative and Technical Meanings. Analyzing the Impact of Words on Meaning and Tone

CRLLKS- Career Education

9.2.8b.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8b.5 Analyze labor market trends using state and federal labor market information and other resources available online.

Connection:

During the Information Unit, students read texts about the Great Depression and the events that occurred during that period of history. While discussing these events, teachers can begin to talk about the evolution of

traditional and nontraditional careers and how the economy affects the job market.

Cross-Curricular Integration

Integration Area: Visual and Performing Arts

Black History Month

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.

1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

Activity:

During a study of the novel, *Bud, Not Buddy*, by Christopher Paul Curtis, students research the major events of the time period to include significant historical milestones related to the 1930s, The Great Depression, the Harlem Renaissance, the Jazz Age, the scientific causes of the Dust Bowl along with the relevant contemporary music, entertainment, art and photography of the time period. In collaboration with the Music Department, student and teacher performers demonstrate the origins of the Jazz Movement and the distinguishing characteristics and elements of Jazz Music.

Diversity Integration

Religion

Objective:

SWBAT 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.

SWBAT analyze MLK's letters from a Birmingham jail speech while diving deep into the empathy component of CARES, focusing on the diversity and lives of those who were at the jail and the participants of the protest afterwards.

SWBAT make connections from their study of The Civil Rights Movement into the novel, Bud, Not Buddy with relation to segregation, property laws and other issues.

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.

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.

Activities:

Effective Presentations Slideshow-Students will discuss strategies and techniques for effective digital presentations.

1930s Research Project

Jazz Project Students will use print and digital sources to extrapolate significant historical information from in order to inform others about the time period in history.

Publishing:

Literary Essay In Text Citations, Works Cited Page, MLA Format

Enduring Understandings

RL.CR.6.1 [M] Cite textual evidence and make relevant connections to support analysis of what the texts says explicitly as well as inferences drawn from the text.

RL.CI.6.2 [M] 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 [M] 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.

RL.PP.6.5. [Explain] Determine how an author conveys or develops [the point of view of the narrator or speaker] perspective in a text (through the narrator or speaker when appropriate).

RL.MF.6.6. Compare and contrast [the experience of] information or texts to develop a coherent understanding of a theme, topic, or issue when 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].

Informational Text

RI.CR.6.1 [M] Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.CI.6.2 [M] Determine a central idea of a text and analyze its development over the course of the text; summarize the text.

RI.IT.6.3 [M] 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.TS.6.4. [Analyze how a particular sentence, paragraph, chapter, or section fits into the overall] Use text structures [of a text and contributes to the development of the ideas] (e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.PP.6.5. [Determine an] Identify author's [point of view or] purpose perspective or potential bias in a text and explain [how it is conveyed in the text] the impact on the reader's interpretation.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (Students may evaluate supporting evidence in competing design solutions which claim to maintain biodiversity and ecosystem services.)

Writing

W.AW.6.1 [M] Write arguments on discipline-specific content (e.g. social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.AW.6.1a [M] Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.

W.AW.6.1b [M] Support claim(s) with logical reasoning and relevant accurate data and evidence, that demonstrate an understanding of the topic or text demonstrating understanding of the topic or text.

W.AW.6.1c [M] Use words, phrases, and clauses to link and clarify the relationships among claim(s) and reasons and evidence.

W.AW.6.1d [M] Establish and maintain a formal/academic style, approach, and form.

W.AW.6.1e [M] Provide a concluding statement or section that follows from the argument presented.

Speaking and Listening

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

SL.ES.6.3 [M] Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Language

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.6.3c [M] Vary sentence patterns for meaning, reader/listener interest, and style/voice.

L.KL.6.3d [M] Maintain consistency in style and tone.

Resources

Children of the Great Depression, *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp, The Roaring Twenties & The Great Depression, Witness to History: The Great Depression, Landmark Events in American History: The Stock Market Crash of 1929; Scope Magazine, Sadlier-Oxford Vocabulary Workshop,* Google Platform, Flocabulary

Literary Writing Rubric