Unit 1-2 Informational: Historical Fiction and Nonfiction

Content Area: **Language Arts**
Course(s): **Lang. Arts 6 ACC**
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; The Phantom Tollbooth*

Core Writing: Argument Essay, Informational

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; Migrant Mother-How a Photograph Defined the Great Depression,* by Don Nardo; Scope *Magazine, Sadlier-Oxford Vocabulary Workshop,* Google Platform, Flocabulary, IXL

Other Formative Writings: Persuasive Analysis using Multiple Text Evidence, Persuasive Writing

Focus Areas: Understanding Informational Text, Analyzing Informational Text

Presentation Skills: Socratic Seminar, Debate; The Great Depression

Independent Reading Project: Online Book Club

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

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.

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.

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.

1.2.8.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.

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.

CSDT Technology Integration

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. Telecollaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Activity:

Students will utilize print and online sources such as *NEWSELA, Junior Scholastic* and other current periodicals to research topics, locate appropriate and credible articles and summarize current events in properly formatted (MLA) explanatory and persuasive essays.

Activity:

Students will use technology to draft, create and publish a properly formatted document (MLA) for their Research Report using digital tools to revise, edit and collaborate with peers to offer and accept meaningful feedback to improve writing while efficiently using effective file management strategies and organization while properly citing source information.

Activity:

Students will use technology to draft, create and publish a properly formatted document (MLA) for their Multiple Text Essay using digital tools to revise, edit and collaborate with peers to offer and accept meaningful feedback to improve writing while efficiently using file management strategies and organization.

Enduring Understandings

Literature

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.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.CT.6.8. Compare[,] and contrast [and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another]

informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

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.6.AW.1a [M] Introduce claim(s) and organize the reasons and evidence clearly logically.

W.6.AW.1b [M] Support claim(s) with logical reasoning and relevant, accurate data and evidence, that

demonstrate an understanding of the topic or text, using credible sources [and demonstrating an understanding of the topic or text]

W.6.AW.1c [M] Use words, phrases, and clauses to link and clarify the relationships among claim(s) and reasons and evidence.

W.6.AW.1d [M] Establish and maintain a formal/academic style, approach, and form.

W.6.AW.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.[3]2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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