

Integrated Thematic Unit: Grade 6 – Theme 1: Courage

Based on Houghton Mifflin Themes and Connected to Social Studies, Science and/or Art Standards

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Stage 1 – Desired Results for Universal Access

HM Theme Concept: Courage

People find moral and physical courage from many sources in order to survive.

Cross-Curricular Goals (Content Standards):

- HSS 6.1** Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.
 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
 3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

HM Reading Skill/Cognitive Tasks:

- Noting Details
 - Find details that help you visualize events
 - Find details that show a character's feelings
 - Explain important ideas conveyed by details
- Make Judgments
 - Make judgments about a character's actions based on story details and your own opinions and values
- Sequence of Events
 - Identify the sequence of story events and words that signal sequence
 - Find places where the author alludes to past events
- Predict Outcomes
 - Predict what the character might do in a different situations
 - Revise your predictions as you learn more about a character

HM Writing Workshop:

- Personal Narrative: A paper that gives a first-person account of a true experience.

Summary:

Through research and reading historical and contemporary fiction, students will gain a broader understanding of how people find courage to rise above and overcome unforeseen challenges. Students apply their research and the reading skills taught in this theme to various learning activities offered in the Extension Menu.

Prerequisites:

- Skills of independent work
- Students should be pre-assessed for reading level
- Students should be pre-assessed for knowledge of the reading comprehension skills taught in this unit.

Integrated Thematic Unit: Grade 6 - Theme 1: Courage

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| <p>Essential Understandings:</p> <ol style="list-style-type: none">1. Humans adapt to a variety of environments.2. Courage is shown in different ways in different situations.3. Survival is often dependent on creativity and ingenuity. | <p>Essential Questions:</p> <ol style="list-style-type: none">1. What is courage?2. In what kinds of situations might a person need courage?3. What personal strengths enhance one's chances of survival?4. How do surroundings affect one's survival? |
| <p>Students will know:</p> <ul style="list-style-type: none">• The development of tools and fire was a strength that enabled early man to survive.• Human modifications to their surroundings led to farming.• Courage can be demonstrated in different ways. | <p>Students will be able to:</p> <ul style="list-style-type: none">• Note Details• Make Judgments• Sequence Events• Predict Outcomes |

Stage 2 – Assessment Evidence for Universal Access

HM Theme:

- ___ SCOE Test **OR**
 ___ Houghton Mifflin Theme Skills Test:

Anthology Selections:

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|--|--------------------------------------|
| ___ Selection Tests (Teachers’ Resource Blackline Masters) | ___ Reading Response Journals |
| ___ “Think About the Selection” pg 44, 66, 88, 110 (Student Book) | ___ Daily Log |
| ___ Assessing Skill per selection: <ul style="list-style-type: none"> • Practice Book OR • Skill Performance Task (TE Teachers’ Resource Tab) Suggested Activities: R11 – Create Plans for Survival R13 – Debate the issue R15 – Eye on the Storm | ___ Other: |

Summative Performance Task: Based on Essential Understandings

- ___ Writing to Inform
 ___ Presenting to Inform
 ___ **Suggested Prompt (for writing or presenting to inform):**

Key Criteria:

- ___ Criteria Cards for each product
 ___ Assessment Cards for each product on Extension Menu (see page 8)
 ___ Writing to Inform and Presenting to Inform Rubrics

Other Evidence:

- ___ Daily Log of Extension Work and Reading Log
 ___ Self Evaluation Checklist
 ___ Task commitment and engagement when working independently
 ___ Peer Reviews
 ___ Teacher Made Assessment
 ___ Sharing of learning and products with audience

Stage 3 - Learning Plan for Universal Access

Launch the Theme – 2 Days:

- Building connections to text, academic language and Essential Understandings of the HM Theme
- HM Theme Matrix
- GLAD Strategies:
 - Focus and Motivation:

 - Input

 - Guided Oral Practice

Teach the Theme – 2 Days *per Selection*:

- Read the selection, allowing advanced students to work at their own pace
- Reading Comprehension Skill Lessons (before, mid, after anthology read)
- Check for Comprehension with “Responding: Think About the Selection” in student book
- **Extension Menu** of Learning Activities: *Practice and Application*
- **Performance Task:** Bringing together of HM selections, Target Page, Theme Matrix, research and Extension Menu projects.
- Presented as a written piece or a presentation: Writing to Inform or Presenting to Inform
- HM Theme Matrix
- GLAD Strategies:
 - Focus and Motivation:

 - Input

 - Guided Oral Practice

Closure and Evaluation – 2 Days:

- HM Theme Matrix
- GLAD Strategies:
 - Closure/Evaluation

- Theme Performance Task: Presentation to Audience
- SCOE Test **OR** Theme Assessment

Differentiation / Universal Access

Student Role

1. Students choose from an **Extension Menu** of Learning Activities/Products that integrates Social Studies, Science and or Art with Reading Theme and Reading Skills.
2. Students apply their learning from Extension Menus into a **Performance Task**:
 - Writing to inform (use rubric)
 - Presenting to inform (use rubric)
3. Students keep track of progress in **Daily Log of Extension Work and Reading**
4. Students work independently, sign **Independent Study Agreement**
5. Students help find research resources to learn more about the essential understandings and essential questions found on the **Target Page**
6. Students complete **Self-Evaluation Checklist** at end of theme.

Teacher Role

1. Model, Teach and Practice the use of product criteria for various subjects and purposes before asking students to be independent.
2. Teach students to do their own record keeping
3. Review and monitor the skills of independent work i.e. time management
4. Teacher checks in with Extension Menu students regularly to scaffold learning and check on organization of materials
5. Teacher provides clear directions, criteria and rubrics for Extension Menus
6. Teacher provides clear directions, criteria and rubrics for Performance Tasks
7. Teacher helps find research resources to support the essential understandings and essential questions found on the **Target Page**

HM Theme 6-1: Courage ~ Extension Menu

Name _____ Due Date _____

Directions: Choose 3 activities in a row as you would in Tic-Tac-Toe

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| <p>1. <u>Board Game</u></p> <p>Create a board game based on one of the reading selections.</p> <ul style="list-style-type: none"> • Include acts of courage and ingenuity found in the story. • Also add situations where the opposite may occur (cowardice, weakness and stupidity). | <p>2. <u>Character Report Card</u></p> <p>Decide on 5 criteria by which to judge characters. Design a Character report card using these criteria, and make separate report cards for 3 characters.</p> <ul style="list-style-type: none"> • Include grades and a comment section for each where you write specific comments about the character. | <p>3. <u>Picture Postcard</u></p> <p>Make 1 picture postcard for <i>each</i> of the four reading selections.</p> <ul style="list-style-type: none"> • Write a message from one of the main characters on the back of each postcard telling about the picture. • Your postcard should depict a scene in which survival and courage are demonstrated. |
| <p>4. <u>Comic Strips</u></p> <p>Draw 3 comic strips that illustrate 3 important events in early human development.</p> <ul style="list-style-type: none"> • Each comic strip should show how humans modified their surroundings in order to survive. • Make sure the dialogue is realistic for the characters. • Show a sequence of events. | <p>5. <u>Quote</u></p> <p style="text-align: center;">“In the struggle for survival the fittest win out at the expense of their rivals because they succeed in adopting themselves best to their environment.”</p> <p style="text-align: center;">Charles Darwin (1809 – 1882)</p> | <p>6. <u>illustrated booklet</u></p> <p>Create an illustrated booklet on how to make 3 or more Stone Age tools.</p> <ul style="list-style-type: none"> • Include details that help the audience understand what you are communicating. • Make a Stone Age tool using natural materials. |
| <p>7. <u>World Map</u></p> <p>Use a blank world map and highlight and label each country where events in the reading selections took place, as well as your own location.</p> <ul style="list-style-type: none"> • Label each of the seven continents and world oceans. • Show and describe six different archeological sites related to early humans. | <p>8. <u>PowerPoint Show</u></p> <p>Create a PowerPoint presentation that shows the sequence of events in human history from the Paleolithic era to the agricultural revolution.</p> <ul style="list-style-type: none"> • Use at least 20 slides. • Include both text and images. • Include a bibliography slide listing your sources of information and images. | <p>9. <u>Script</u></p> <p>Write a script for a skit or play based on your predictions of what will happen next in one of the reading selections.</p> <ul style="list-style-type: none"> • Include details that demonstrate characters’ feelings. • You may perform it with classmates. (Optional) |

Assessments Criteria for "Courage" Theme Extension Menu

| | | |
|---|---|--|
| <p>1. <u>Board Game</u></p> <p><input type="checkbox"/> Follows Game Criteria</p> <p><input type="checkbox"/> Based on reading selections</p> <p><input type="checkbox"/> Shows courage and ingenuity</p> <p><input type="checkbox"/> Shows cowardice, weakness and stupidity</p> <p><input type="checkbox"/> Setting is appropriate to stories</p> <p>Total: _____</p> | <p>2. <u>Character Report Card</u></p> <p><input type="checkbox"/> 5 criteria</p> <p><input type="checkbox"/> Character 1</p> <p><input type="checkbox"/> Character 2</p> <p><input type="checkbox"/> Character 3</p> <p><input type="checkbox"/> Comments show knowledge about characters</p> <p>Total: _____</p> | <p>3. <u>Picture Postcard</u></p> <p><input type="checkbox"/> Follow picture postcard criteria card</p> <p><input type="checkbox"/> Picture relates to reading selection</p> <p><input type="checkbox"/> Message relates to reading selection</p> <p><input type="checkbox"/> One postcard for each selection</p> <p><input type="checkbox"/> Includes details</p> <p>Total: _____</p> |
| <p>4. <u>Comic Strips</u></p> <p><input type="checkbox"/> Follows comic strip criteria card</p> <p><input type="checkbox"/> Each comic strip has 4 or more panels</p> <p><input type="checkbox"/> Follows a sequence of events</p> <p><input type="checkbox"/> Events accurately portrayed</p> <p><input type="checkbox"/> Realistic dialogue</p> <p>Total: _____</p> | <p>5. <u>Quote</u></p> <p><input type="checkbox"/> Copy neat and legibly</p> <p><input type="checkbox"/> Illustrate</p> <p><input type="checkbox"/> Interpret what it means to you in a paragraph</p> <p><input type="checkbox"/> Find two other quotes or a short poem about survival</p> <p><input type="checkbox"/> Recite Quote from memory</p> <p>Total: _____</p> | <p>6. <u>illustrated booklet</u></p> <p><input type="checkbox"/> Follows Illustrated Booklet criteria card.</p> <p><input type="checkbox"/> 3 or more Stone Age Tools</p> <p><input type="checkbox"/> Details about construction and materials</p> <p><input type="checkbox"/> Resources cited</p> <p><input type="checkbox"/> Make a Stone Age tool using natural materials.</p> <p>Total: _____</p> |
| <p>7. <u>World Map</u></p> <p><input type="checkbox"/> Follows map criteria card</p> <p><input type="checkbox"/> Correct location of places</p> <p><input type="checkbox"/> Archeological sites shown on map</p> <p><input type="checkbox"/> Archeological sites described</p> <p><input type="checkbox"/> Resources cited</p> <p>Total: _____</p> | <p>8. <u>PowerPoint Show</u></p> <p><input type="checkbox"/> Follows PowerPoint criteria card</p> <p><input type="checkbox"/> Early human history is accurately depicted</p> <p><input type="checkbox"/> Includes 20 slides</p> <p><input type="checkbox"/> Relevant to topic</p> <p><input type="checkbox"/> Resources cited</p> <p>Total: _____</p> | <p>9. <u>Script</u></p> <p><input type="checkbox"/> Follows Script or Play criteria card</p> <p><input type="checkbox"/> Shows believable connection between one of the reading selection and play</p> <p><input type="checkbox"/> Story plot shows possible outcome of one of the reading selections</p> <p><input type="checkbox"/> Includes details about characters and settings</p> <p><input type="checkbox"/> Shows creativity`</p> <p>Total: _____</p> |

Each Product has 5 criteria, for a total possible of 5 points each, 15 points for 3 products

Product # _____ points earned

Product # _____ points earned

Product # _____ points earned

TOTAL _____ points earned

Thematic Matrix: Grade 6 Theme 1: Courage

Essential Questions:

1. What is courage?
2. In what kinds of situations might a person need courage?
3. What personal strengths enhance one’s chances of survival?
4. How do surroundings affect one’s survival?

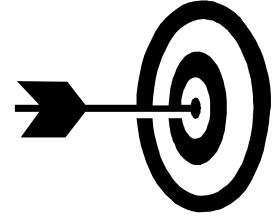
← (elements of the essential understanding) →

| Topic of Study | Context | Courage | Survival | Strengths |
|--|---------|---------|----------|-----------|
| Hatchet | | | | |
| Passage to Freedom | | | | |
| Climb or Die | | | | |
| The True Confessions of Charlotte Doyle | | | | |
| Maroo of the Winter Caves OR The Stone Age News (Soc. St. Text) | | | | |

Enduring Understanding:

HM Theme 6-1: *Courage*

People find moral and physical courage from many sources in order to survive.



California Social Studies Content Standards:

- 6.1** Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.
 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
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