

Integrated Thematic Unit: Grade 6 – Theme 2: What Really Happened?

Based on Houghton Mifflin ELA Theme Concept and Connected to Social Studies, Sciences and/or Art Standards

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Stage 1 – Desired Results for Universal Access

HM Theme Concept:

Investigation of mysterious events reveals interesting theories.

Cross-Curricular Goals (Content Standards):

Science 6.7 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Develop a hypothesis.

HM Reading Skill/Cognitive Tasks:

- Fact and Opinion
 - Distinguish between fact and opinion
- Make Inference
 - Make inferences about story characters
 - Use story details combined with personal knowledge to make inferences about the text
 - Revise inferences, or make new ones based on story developments
- Text Organization
 - Use text organization to understand hypotheses and facts that support or oppose them
 - Identify text organization by using special features of that text
 - Use special features of text to recognize important ideas and the relationships between them

HM Writing Workshop:

- Story: A narrative made up by the writer.

Summary:

This theme investigates and presents “mysterious events” that focus on human exploration and natural phenomena. Students learn that scientific theories along with legend and myth have been used to explain such mysteries. They apply their research and the reading skills taught in this theme to various learning activities offered in the Extension Menu.

Prerequisites:

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

Integrated Thematic Unit: Grade 6 - Theme 2: What Really Happened?

<p>Essential Understandings:</p> <ol style="list-style-type: none">1. People attempt to explain mysterious events through a series of inquiries.2. Over time people have attempted to explain events based on limited evidence resulting in myths and legends.3. The Scientific Method can help us understand the world around us.4. Explanations may change based on new evidence.	<p>Essential Questions:</p> <ol style="list-style-type: none">1. Who do we believe and why?2. How has the Earth changed and how will it change in the future?3. How do we decide which scientific claims to believe? What is the evidence?4. How does opinion affect inquiry?
<p>Students will know:</p> <ul style="list-style-type: none">• A hypothesis is a statement about a question that can be tested.• In order to prove a hypothesis, it must be supported by evidence.• The difference between facts and opinions.• The difference between a hypothesis and a theory.	<p>Students will be able to:</p> <ul style="list-style-type: none">• Differentiate between fact and opinion• Make Inferences• Demonstrate appropriate text organization

Stage 2 – Assessment Evidence for Universal Access

HM THEME:

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

ANTHOLOGYSELECTIONS:

___ Selection Tests (Teachers’ Resource Blackline Masters)	___ Reading Response Journals
___ “Think About the Selection” pg 158 182 208	___ Daily Log
___ Assessing Skill per selection: <ul style="list-style-type: none"> • Practice Book OR • Skill Performance Task (TE Teachers’ Resource Tab) Suggested Activities: R9 – Debate the Theories R11 – Small Group Activity R13 – Pros and Cons Chart	___ Other

Summative Performance Task: Based on Essential Understandings

- ___ Writing to Inform
 ___ Presenting to Inform

Suggested Prompt (for writing or presenting to inform):

Choose an unsolved mystery to write about. How would you use the scientific method to prove or disprove the most popular hypothesis.

Key Criteria for Extension Menus:

- ___ Criteria Cards for each product
 ___ Matching Assessment Cards for each product on Extension Menu (see page 7)
 ___ 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 Review

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 – 3-5 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”
- **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** HM Theme Assessment Test

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**

Theme 6-2: What Really Happened? ~ Extension Menu

Name _____ Due Date _____

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

<p>1. <u>Map</u></p> <p>Make a map of Amelia Earhart's last flight.</p> <ul style="list-style-type: none"> • Label each location and include the date she was there. • Include notes on where/when her last radio transmissions were made and what you think happened to Amelia Earhart. • Support your theory based on info from the story or further research. 	<p>2. <u>Interview</u></p> <p>You are a TV News Reporter who goes back in time to interview Galileo about his new solar system theory. Your interview should have an informative introduction about past theories, 5 to 8 questions with answers and a conclusion. Be entertaining and informative! Remember he was considered crazy by most people of his time.</p>	<p>3. <u>Flow Chart</u></p> <p>Make a flow chart that shows the order of steps that the scientists followed to uncover evidence and arrive at their hypothesis in <i>Dinosaur Ghosts</i>.</p> <ul style="list-style-type: none"> • Include at least one detailed illustration and sentence for <i>each step</i>.
<p>4. <u>Travel Brochure</u></p> <p>Create a travel brochure for visitors to Ghost Ranch (Story: <i>Dinosaur Ghosts</i>).</p> <ul style="list-style-type: none"> • Include information from the reading selection. • List activities that visitors might enjoy. • Describe the land in detail. • Convince people that they should spend their vacation at Ghost Ranch. • On a separate piece of paper, organize facts and opinions that you used on your brochure. 	<p>5. <u>Quote</u></p> <p>“To be surprised to wonder, is to begin to understand” – Jose Ortega y Gasset</p> <p>“Seize the moment of excited curiosity on any subject to solve your doubts; for if you let it pass, the desire may never return, and you may remain in ignorance.” – William Wirt</p>	<p>6. <u>Journal Entry</u></p> <p>Pretend that you are Amelia Earhart or her navigator and write one journal entry before they left, two while they were in flight and two after they disappeared. Tell what you think really happened to Amelia and her navigator.</p> <ul style="list-style-type: none"> • Use information from the story in addition to at least two other sources to support your writing.
<p>7. <u>Poster</u></p> <p>Create a poster about the moon. Include answers to at least 8 questions about the moon, such as:</p> <ul style="list-style-type: none"> • What is the moon made of? • How far is the moon from the Earth? • Why does the moon rotate around the earth? • What other planets in our solar system have moons? • What are solar and lunar eclipses? • How do the sun, earth and moon create solar and lunar eclipses? <p>Organize you poster so that the most important information stands out.</p>	<p>8. <u>Script for Skit or Play</u></p> <p>Create a new scene and write a script for <i>The Girl Who Married the Moon</i>.</p> <ul style="list-style-type: none"> • Write about the cousin who fell back to earth. • Tell your cousin about what your life has been like back on earth. • Listen to what your cousin tells you and offer her advice about what you think she should do. 	<p>9. <u>Game</u></p> <p>Create a board game and play it with a partner.</p> <ul style="list-style-type: none"> • Choose dinosaurs, flight, or the moon as your focus. • Use non-fiction books and the Internet for research as you create your game. • Include at least two characters • Some questions must include differentiating between fact and opinion. • Illustrate the game board.

Matching Assessments for Extension Menu

<p>1. Map</p> <p>___ Follows Map Criteria Card</p> <p>___ Lists location and dates of Amelia’s last flight</p> <p>___ Includes the date and time (if possible) of Amelia’s last 3 radio transmissions</p> <p>___ Includes your theory on what happened to Amelia and her plane.</p> <p>___</p> <p>Total: _____</p>	<p>2. Interview</p> <p>___ Follows Interview Criteria Card</p> <p>___ Clearly explains Galileo’s theory of the Solar System</p> <p>___ Includes accurate details and lists evidence.</p> <p>___ Contrasts Galileo’s theory of the Solar System with the prevailing theory.</p> <p>___ Is entertaining and informative</p> <p>Total: _____</p>	<p>3. Flow Chart</p> <p>___ Follows Flowchart Criteria Card</p> <p>___ Has all the steps in proper order, that the scientists followed to uncover evidence and arrive at a hypothesis in <i>Dinosaur Ghosts</i>.</p> <p>___ Illustration for each step</p> <p>___ Describing/informative sentence for each step</p> <p>___ Correct spelling/grammar, demonstrates personal best</p> <p>Total: _____</p>
<p>4. Travel Brochure</p> <p>___ Follows Brochure Criteria Card</p> <p>___ Describes the surrounding natural environment</p> <p>___ Lists the facts and opinions on a separate page.</p> <p>___ Includes various activities that guests may enjoy</p> <p>___ Gives reasons why people should spend their vacations at Ghost Ranch</p> <p>Total: _____</p>	<p>5. Poem or Quotes</p> <p>___ Poem or quotes copied neatly</p> <p>___ Recited from memory with expression</p> <p>___ Explains meaning/theme of the poem or quote with personal connection</p> <p>___ Illustration matches content of the poem or quote</p> <p>___ No spelling errors</p> <p>Total: _____</p>	<p>6. Journal Entry</p> <p>___ Follows Journal Entry Criteria Card</p> <p>___ Has at least 5 entries</p> <p>___ Tells, explains, shows in detail what you think really happened to Amelia Earhart and her navigator.</p> <p>___ Includes information from the story</p> <p>___ Includes information from at least two other sources</p> <p>Total: _____</p>
<p>7. Poster</p> <p>___ Follows Poster Criteria Card</p> <p>___ Gathered/researched information from at least three different sources including both non-fiction books and internet</p> <p>___ Accurately answers all questions from the Activity</p> <p>___ Includes three or more detailed and colored illustrations</p> <p>___ Correct spelling and grammar</p> <p>Total: _____</p>	<p>8. Script</p> <p>___ Follows Script Criteria Card</p> <p>___ Written from the perspective of the cousin who fell back to earth</p> <p>___ Dialogue containing “advice” from the other cousin who married the moon</p> <p>___ Includes intro paragraph to set the scene</p> <p>___ Fits with the style of the reading selection</p> <p>Total: _____</p>	<p>9. Game</p> <p>___ Follows Game Criteria Card</p> <p>___ List at least two sources that you used for research (non-fiction book and internet)</p> <p>___ Some Questions must be fact or opinion</p> <p>___ Game consists of at least 15 questions.</p> <p>___ Includes a clever title and illustrated game board</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 2: What Really Happened?

Essential Questions:

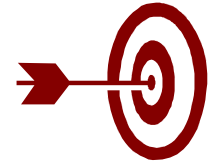
1. Who do we believe and why?
2. How has the Earth changed and how will it change in the future?
3. How do we decide which scientific claims to believe? What's the evidence?
4. How does opinion affect inquiry?

← elements of the essential understanding →

Topic of Study	Context	Mysterious Events	Hypothesis	Method of Inquiry
Amelia Earhart: First Lady of Flight				
The Girl Who Married the Moon				
Dinosaur Ghosts				
Stonehenge: Mystery Unsolved <i>(HM Reader's Library: Very Easy)</i>				
Scientific Theory <i>(Science Text page 60)</i>				

Enduring Understanding:

Name _____ Date _____ Due Date _____



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- a. Develop a hypothesis.

<p>Essential Understandings:</p> <ol style="list-style-type: none"> 5. People attempt to explain mysterious events through a series of inquiries. 6. Over time people have attempted to explain events based on limited evidence resulting in myths and legends. 7. The Scientific Method can help us understand the world around us. 8. Explanations may change based on new evidence. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 5. Who do we believe and why? 6. How has the Earth changed and how will it change in the future? 7. How do we decide which scientific claims to believe? What is the evidence? 8. How does opinion affect inquiry?
<p>Students will know:</p> <ul style="list-style-type: none"> • A hypothesis is a statement about a question that can be tested. • In order to prove a hypothesis, it must be supported by evidence. • The difference between facts and opinions. • The difference between a hypothesis and a theory. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between fact and opinion • Make Inferences • Demonstrate appropriate text organization