

# Integrated Thematic Unit: Grade 6 – Theme 3: Growing Up

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

Teacher Designers: Ashley Moules, Chuck Peters, Lisa Price

GATE Staff: Lyn Olson and David Manier

## *Stage 1 – Desired Results for Universal Access*

### **HM Theme Concept:**

Growing up means learning more about yourself.

### **Cross-Curricular Goals (Content Standards):**

**Art 6.2.0 Creative Expression: Creating, Performing, and Participating in the Visual Arts**  
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

#### **Communication and Expression Through original Works of Art**

2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill

2.5 Select specific media and processes to express moods, feelings, themes, or ideas.

### **HM Reading Skill/Cognitive Tasks:**

- Making Generalizations
  - Make generalizations, or general statements based on story events and your own experiences
  - Identify words that often signal generalizations
- Making Inferences
  - Use story clues and your own experiences to infer a character's feelings
  - Revise your inferences or make new ones as you learn more about the story
- Story Structure
  - Identify elements of a story, including setting, characters, and plot
  - Revise and add to a story map based on events in the reading selection
- Problem Solving and Decision Making
  - Try to solve a problem along with the story character
  - Identify the steps to problem solving
  - Explain the consequences of decisions

### **HM Writing Workshop:**

Description: A picture in words that helps the reader share the writer's experience.

### **Summary:**

Theme 3, Growing Up, focuses on the adolescent who is on their way to becoming an adult. Coming of age and the understanding of self prevail throughout the theme. Life's challenges and perseverance provide experiences that lead to growth as one becomes an adult. Multiple cultural and historical perspectives lends itself to a broader understanding of coming of age as an American.

### **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.

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<p><b>Essential Understandings:</b></p> <ol style="list-style-type: none"><li>1. Art can be used to express thoughts and feelings.</li><li>2. Great art addresses universal themes of human experiences and emotion</li><li>3. Available tools, techniques, culture and resources influence the ways in which artists and artisans express themselves.</li><li>4. Adolescence is a time to gain independence through good problem solving and decision making.</li></ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"><li>1. What is art?</li><li>2. Can art communicate feelings and emotion?</li><li>3. What can we learn by studying the art of others?</li><li>4. How and where do artists get their ideas?</li><li>5. Is it possible for art to help us heal or make difficult decisions?</li></ol>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"><li>• Artists employ various technologies and techniques in their artwork based on their own culture, education, materials, tools and style.</li><li>• How to create artwork to express their own ideas and feelings.</li><li>• How to identify their own challenges as they become problem solvers and decision makers.</li></ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"><li>• Make Generalizations</li><li>• Make Inferences</li><li>• Use Story Structure</li><li>• Problem Solve and Make Decisions</li><li>• Look critically at artwork as an expression of the human experience.</li></ul>

## *Stage 2 - Assessment Evidence for Universal Access*

**HM Theme:**

\_\_\_\_\_ SCOE Test    **OR**    \_\_\_\_\_ Houghton Mifflin Theme Skills Test

**Anthology Selections:**

<p>_____ <b>Selection Tests</b> (Teachers' Resource Blackline Masters)</p>	<p>_____ <b>Reading Response Journals</b></p>
<p>_____ <b>"Think About the Selection"</b>                  p. 266 – Where the Red Fern Grows                  p. 292 – Last Summer with Maizon                  p. 314 – The Challenge                  p. 346 – The View from Saturday</p>	<p>_____ <b>Daily Log</b></p>
<p>_____ <b>Assessing Skill per selection:</b></p> <ul style="list-style-type: none"> <li>• Practice Book    <b>OR</b></li> <li>• Skill Performance Task (TE Teachers' Resource Tab)</li> </ul> <p>Suggested Activities:                  R11 Challenge: Fact Checking                  R13 Art: Analyze a Picture                  R15 Story Shuffle                  R17 Write a letter to the editor</p>	<p>_____ <b>Other</b></p>

**Summative Performance Task: Based on Essential Understandings**

\_\_\_\_\_ Writing to Inform    **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

## *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:**

- 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:
- 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 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 6-3: ~ Extension Menu: Courage

Name \_\_\_\_\_ Due Date \_\_\_\_\_

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

<p><b>1. <u>Flowchart</u></b></p> <p>Create a flowchart that shows a story map for one of the reading selections, including characters, plot, and setting.</p> <ul style="list-style-type: none"> <li>• Include an illustration.</li> <li>• Now create a story map for a story you would like to write in which the main character has to solve a problem and make an important decision</li> <li>• Include an illustration.</li> </ul>	<p><b>2. <u>Friendly Letter</u></b></p> <p>Write a friendly letter to one of the characters in Theme 3.</p> <ul style="list-style-type: none"> <li>• Share a similar personal experience</li> <li>• Offer advice or suggest ways in which they might deal with a problem as presented in the story.</li> <li>• Ask thoughtful questions that would help with problem solving and decision making</li> </ul>	<p><b>3. <u>Poem</u></b></p> <p>Write a Poem based on a main character in Theme 3 or on your own personal experience.</p> <ul style="list-style-type: none"> <li>• Focus on a powerful life experience</li> <li>• Convey how the experience helped you grow or change as a person</li> <li>• Illustrate your poem to reflect your experience and emotions</li> </ul>
<p><b>4. <u>Song</u></b></p> <p>Write song lyrics to tell a story of a character or convey a mood expressed in one of the selections.</p> <ul style="list-style-type: none"> <li>• Use the selection title as the song title.</li> <li>• Choose a song you know to put the lyrics to, for example, “Row, Row Your Boat”</li> </ul>	<p><b>5. <u>Poem Oral Presentation</u></b></p> <p>“Becoming responsible adults is no longer a matter of whether children hang up there pajamas or put dirty towels in the hamper, but whether they care about themselves and others...”</p> <p style="text-align: center;">—Eda Leshman</p>	<p><b>6. <u>3 Drawings</u></b></p> <p>Analyze the art work of three illustrators in Theme 3. Look at the materials used, colors, style, mood created and background of artist.</p> <ul style="list-style-type: none"> <li>• Create 3 drawings in the same style of each illustrator.</li> <li>• The subject of your drawings should reflect an emotion</li> <li>• Explain why you choose which style to reflect which emotion in a paragraph for each drawing.</li> </ul>
<p><b>7. <u>Collage</u></b></p> <p>Create two separate collages that express your life before and after a life changing or memorable event. (Think: summer camp, awards, illness, moving, etc.)</p> <ul style="list-style-type: none"> <li>• One collage reflects your life before the event</li> <li>• The other collage expresses change/growth because of the event</li> <li>• Each collage includes at least 5 pictures or symbols</li> </ul>	<p><b>8. <u>Script for Skit or Play</u></b></p> <p>Write script for a skit or play about growing up in which the characters are faced with a problem to be solved, or a difficult decision that must be made.</p> <p>Perform or read aloud to others</p>	<p><b>9. <u>Venn Diagram</u></b></p> <p>Make a <b>Venn diagram</b> to compare and contrast two characters from two different selections from Theme 3.</p> <ul style="list-style-type: none"> <li>• Include personal traits and characteristics of the characters.</li> <li>• Include events from the stories.</li> <li>• Include a portrait of each character using a similar style to that of the illustrator</li> </ul>

## Matching Assessment for Extension Menu: Growing Up

<p><b>1. <u>Flowchart</u></b></p> <p><input type="checkbox"/> Follows Flowchart criteria card</p> <p><input type="checkbox"/> One story map from a story in Theme 3 with illustration</p> <p><input type="checkbox"/> Second story map (your own story) includes an important decision and problem to be solved</p> <p><input type="checkbox"/> Illustrations reflect the emotions and setting of the story</p> <p><input type="checkbox"/> Story map is connected as a flowchart showing how elements affect each other.</p> <p><b>Total = _____</b></p>	<p><b>2. <u>Friendly Letter</u></b></p> <p><input type="checkbox"/> Follows Friendly Letter Criteria Card</p> <p><input type="checkbox"/> Written to a character in Theme 3</p> <p><input type="checkbox"/> Shares an experience that is similar to the character's</p> <p><input type="checkbox"/> Offers the character advice on how to deal with a dilemma.</p> <p><input type="checkbox"/> Asks questions that demonstrate an understanding of the character's dilemma</p> <p><b>Total = _____</b></p>	<p><b>3. <u>Poem</u></b></p> <p><input type="checkbox"/> Follows Poem Criteria Card</p> <p><input type="checkbox"/> Based on yourself or a character from Theme 3</p> <p><input type="checkbox"/> Focuses on a Life Experience</p> <p><input type="checkbox"/> Suggests/conveys how that experience led to personal growth</p> <p><input type="checkbox"/> Illustration captures the mood of the poem</p> <p><b>Total = _____</b></p>
<p><b>4. <u>Song</u></b></p> <p><input type="checkbox"/> Follows Song Criteria Card</p> <p><input type="checkbox"/> Tells a story</p> <p><input type="checkbox"/> Rhythm reflects the mood of the song</p> <p><input type="checkbox"/> Has a tune or melody that can be easily repeated</p> <p><input type="checkbox"/> Can be taught to others</p> <p><b>Total = _____</b></p>	<p><b>5. <u>Poem Oral Presentation</u></b></p> <p><input type="checkbox"/> Quote copied correctly, neatly</p> <p><input type="checkbox"/> Quote recited from memory with expression</p> <p><input type="checkbox"/> Explains the meaning of the quote</p> <p><input type="checkbox"/> Illustration to match the content of the quote</p> <p><input type="checkbox"/> No spelling errors</p> <p><b>Total = _____</b></p>	<p><b>6. <u>3 Drawings</u></b></p> <p><input type="checkbox"/> Follows Drawing Criteria Card</p> <p><input type="checkbox"/> Based on the stories/ characters of Theme 3</p> <p><input type="checkbox"/> Three drawings reflect the style of three different artists.</p> <p><input type="checkbox"/> Emotion is conveyed in style, or materials</p> <p><input type="checkbox"/> One paragraph for each drawing</p> <p><b>Total = _____</b></p>
<p><b>7. <u>Collage</u></b></p> <p><input type="checkbox"/> Follows Collage Criteria Card</p> <p><input type="checkbox"/> One collage before event</p> <p><input type="checkbox"/> One collage after event</p> <p><input type="checkbox"/> Each collage has at least 5 pictures or symbols.</p> <p><input type="checkbox"/> Each collage reflects the emotions you experienced</p> <p><b>Total = _____</b></p>	<p><b>8. <u>Script for Skit or Play</u></b></p> <p><input type="checkbox"/> Follows Script or Play Criteria Card</p> <p><input type="checkbox"/> Describes a challenge or problem.</p> <p><input type="checkbox"/> Characters are built through dialogue and action</p> <p><input type="checkbox"/> Situation is realistic</p> <p><input type="checkbox"/> Acted out or read out loud to audience</p> <p><b>Total = _____</b></p>	<p><b>9. <u>Venn Diagram</u></b></p> <p><input type="checkbox"/> Follows Venn Diagram Criteria Card</p> <p><input type="checkbox"/> Character traits of each are clear and accurate</p> <p><input type="checkbox"/> Includes a portrait of each character based on a style similar to the illustrator</p> <p><input type="checkbox"/> Events from the story are included</p> <p><input type="checkbox"/> Correct spelling</p> <p><b>Total = _____</b></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 3: Growing Up**

**Essential Questions:**

1. What is art?
2. Can art communicate feelings and emotion?
3. What can we learn by studying the art of others?
4. How and where do artists get their ideas?
5. Is it possible for art to help us heal or make difficult decisions?

← Elements of the essential understanding →

Topic of Study	Context Setting (Place & Time)	Emotions	Illustration Style	Character Growth/Change
Where the Red Fern Grows				
Last Summer with Maizon				
The Challenge				
The View from Saturday				

**Enduring Understanding:**

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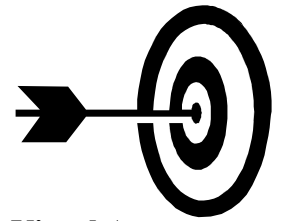
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## HM Theme 6-3: Growing Up

Growing up means learning more about yourself.



### California Visual and Performing Arts Content Standards:

**Art 6.2.0 Creative Expression: Creating, Performing, and Participating in the Visual Arts**  
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

**Communication and Expression Through original Works of Art**

6.2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill

6.2.5 Select specific media and processes to express moods, feelings, themes, or ideas.

<p><b>Essential Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Art can be used to express thoughts and feelings.</li> <li>2. Great art addresses universal themes of human experiences and emotion</li> <li>3. Available tools, techniques, culture and resources influence the ways in which artists and artisans express themselves.</li> <li>4. Adolescence is a time to gain independence through good problem solving and decision making</li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is art?</li> <li>2. Can art communicate feelings and emotion?</li> <li>3. What can we learn by studying the art of others?</li> <li>4. How and where do artists get their ideas?</li> <li>5. Is it possible for art to help us heal or make difficult decisions?</li> </ol>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Artists employ various technologies and techniques in their artwork based on their own culture, education, materials, tools and style.</li> <li>• How to create artwork to express their own ideas and feelings.</li> <li>• How to identify their own challenges as they become problem solvers and decision makers.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Make Generalizations</li> <li>• Make Inferences</li> <li>• Use Story Structure</li> <li>• Problem Solve and Make Decisions</li> <li>• Look critically at artwork as an expression of the human experience.</li> </ul>