

Integrated Thematic Unit: Grade 6 – Theme 5: Doers and Dreamers

Based on Houghton Mifflin ELA Theme Concept and Connected to Social Studies Standards

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Stage 1 – Desired Results for Universal Access

HM Theme Concept:

Doers and Dreamers: It often takes hard work and determination to fulfill your dreams

Cross-Curricular Goals or Standards:

- HSS 6.4.8** Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).
- HSS 6.6.5** List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
- HSS 6.6.7** Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.

HM Reading Skill/Cognitive Tasks:

- Propaganda
- Problem Solving
- Compare and Contrast

HM Writing Workshop:

Personal Essay: Choosing Topic, Organizing, Keeping the Focus, Intro and Conclusion

Summary:

Theme 5 “Doers and Dreamers” presents the stories of three people who overcame obstacles to accomplish their goals and dreams. Students learn about historical figures from Ancient Greece and China who also had dreams that when fulfilled changed the course of human advancement. They apply 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 the reading comprehension skills taught in this unit.

Integrated Thematic Unit: Grade 6 - Theme 5: Dreamers and Doers

<p>Essential Understandings:</p> <ol style="list-style-type: none">1. Reaching goals requires determination, focus and sometimes sacrifice.2. Doers and Dreamers are often people who break with established traditions and techniques to fulfill their personal dreams or wishes.3. Dreams when put into action by determined individuals can change the course of history and civilizations.	<p>Essential Questions:</p> <ol style="list-style-type: none">1. What makes people unique and different?2. Who are the “heroes” in a culture and what do they reveal about the culture?3. Is realizing some dreams worth the price?4. What is the difference between a “doer” and a “dreamer”
<p>Students will know:</p> <ul style="list-style-type: none">• The enduring contributions of important Greek figures in the arts and sciences• The significance of the Trans-Eurasian “silk roads”• Moving dreams to reality requires action and often sacrifice.	<p>Students will be able to:</p> <ul style="list-style-type: none">• Identify propaganda• Compare and Contrast• Use problem solving• Cite examples of how individuals contributed to the development of Ancient China and Ancient Greece

Stage 2 - Assessment Evidence for Universal Access

HM Theme:

_____ SCOE Test **OR** _____ Houghton Mifflin Theme Skills Test

Anthology Selections:

<p>_____ Selection Tests (Teachers' Resource Blackline Masters)</p>	<p>_____ Reading Response Journals</p>
<p>_____ "Think About the Selection" pg. 468 pg. 490 pg. 512</p>	<p>_____ Daily Log</p>
<p>_____ Assessing Skill per selection:</p> <ul style="list-style-type: none"> • Practice Book OR • Skill Performance Task (TE Teachers' Resource Tab) <p>Suggested Activities:</p> <p>R9 Create an Advertisement R11 Cause and Effect of Current Events R13 Write a Research Paper</p>	<p>_____ Other</p>

Summative Performance Task: Based on Essential Understandings

_____ Writing to Inform

_____ Presenting to Inform

Suggested Prompt (for writing or presenting to inform):

Write a personal narrative about a personal goal and how you imagine yourself accomplishing it.

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 6-5: Dreamers and Doers ~ Extension Menu

Name _____

Due Date _____

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

<p>1. <u>Poster</u></p> <p>Create an imaginary campaign poster for one of the great ancient Greek philosophers (listed under #3 Games), as if he were running for president of the U.S. (or ancient Greece, even though they didn't have presidents).</p> <ul style="list-style-type: none"> Use at least 2 of these 4 propaganda techniques: <ul style="list-style-type: none"> Bandwagon Overgeneralization Faulty Cause and Effect Testimonial Clearly label each and write an explanation of how each type of propaganda is used to try to convince us to vote for the particular person. 	<p>2. <u>Journal Entry</u></p> <p>Write three journal entries from the perspectives of one of the people in the selections:</p> <ul style="list-style-type: none"> Jackie Joyner Kersee Alma Flor Ada Chuck Close Describe an event in "your" life, drawn from the stories told in the selection. Describe a problem "you" encountered and how you solved it. 	<p>3. <u>Game</u></p> <p>Create a board game about the enduring contributions of ancient Greeks.</p> <ul style="list-style-type: none"> Refer to pages 328-331, 341 and 321 in your social studies text, <i>Reflections</i>. Include at least 3 of the following: <ul style="list-style-type: none"> α Pythagoras α Hippocrates α Democritus α Herodotus α Thucydides α Socrates α Pericles
<p>4. <u>Drawing</u></p> <p>Think about your personal life goals. Predict the steps it will take for you to accomplish your dreams.</p> <ul style="list-style-type: none"> Do a self-portrait of yourself doing an activity in which you dream of yourself being successful. Now imagine yourself as a "Doer." Write a caption for the portrait in which name your goal and the steps you will need to take in order to achieve success. Present your drawing to a small group or the whole class; describe your goal and the activity shown in the drawing. 	<p>5. <u>Poem</u></p> <p>Only as high as I reach can I grow, Only as far as I seek can I go Only as deep as I look can I see, Only as much as I dream can I be. — Karen Ravn</p> <p style="text-align: center;">OR</p> <p>"To dream anything that you want to dream. That's the beauty of the human mind. To do anything that you want to do. That is the strength of the human will. To trust yourself to test your limits. That is the courage to succeed." — Bernard Edmonds</p> <p>Copy, illustrate, memorize, recite, and explain the poem.</p>	<p>6. <u>Map and Timeline</u></p> <p>Draw a map that illustrates the "Silk Road" between Ancient China and Ancient Rome.</p> <ul style="list-style-type: none"> Search the Internet (using Google or other search engine) using the phrase "<i>Thinkquest Silk Road and Silk Road Humboldt</i>" Refer to pages 445 – 456 in your social studies textbook, <i>Reflections</i>. Include a time line that shows how/ when it started and how long it lasted. In your timeline or map, explain how the Silk Road moved more than silk
<p>7. <u>Flowchart or Diagram</u></p> <p>Create a flowchart or diagram connecting the beginnings of the Olympic Games to the present Modern Day Olympics.</p> <ul style="list-style-type: none"> Search the Internet (using Google or other search engine) using the phrase "<i>Homework Help Olympics</i>" Include dates and places Include names of at least 4 important organizers and athletes and how they influenced the Games Include Jackie Joyner Kersee Include some illustrations 	<p>8. <u>Brochure</u></p> <p>Create a brochure about the influence of Shi Huangdi on China. Refer to pages 432 – 433 in your social studies textbook, <i>Reflections</i>.</p> <ul style="list-style-type: none"> What were his accomplishments? How was he a dreamer and a doer? What happened to Qin after his death? What was his legacy? 	<p>9. <u>Venn Diagram</u></p> <p>Create a Venn Diagram to Compare and Contrast the Democracy of Athens and the Democracy of the United States.</p> <ul style="list-style-type: none"> Describe how it is the same and how is it different. List at least 3 similarities. List at least 3 differences. Refer to pages 318 – 323 in your social studies textbook, <i>Reflections</i>.

Matching Assessment for Extension Menu 6-5: Dreamers and Doers

<p>1. <u>Poster</u></p> <p><input type="checkbox"/> Follows Poster Criteria Card</p> <p><input type="checkbox"/> The “Candidate philosopher” is clearly identified and illustrated.</p> <p>Uses at least two propaganda techniques:</p> <p><input type="checkbox"/> #1: _____</p> <p><input type="checkbox"/> #2: _____</p> <p><input type="checkbox"/> Offers “convincing arguments” for why we should vote for the candidate.</p> <p>Total: _____</p>	<p>2. <u>Journal Entry</u></p> <p><input type="checkbox"/> Follows Journal Entry Criteria Card</p> <p><input type="checkbox"/> Includes at least 3 separate entries.</p> <p><input type="checkbox"/> Includes events from the person’s story as told in the selection.</p> <p><input type="checkbox"/> Scenes and events clearly described in detail</p> <p><input type="checkbox"/> A problem or challenge the person faced, and how they solved it, are clearly described,</p> <p>Total: _____</p>	<p>3. <u>Game</u></p> <p><input type="checkbox"/> Follows Game Criteria Card</p> <p>Includes specific information about at least 3 ancient Greek philosophers:</p> <p><input type="checkbox"/> 1: _____</p> <p><input type="checkbox"/> 2: _____</p> <p><input type="checkbox"/> 3: _____</p> <p><input type="checkbox"/> The game is fun and interesting.</p> <p>Total: _____</p>
<p>4. <u>Drawing</u></p> <p><input type="checkbox"/> Follows Drawing Criteria Card</p> <p><input type="checkbox"/> Drawing includes a self-portrait of you doing something.</p> <p><input type="checkbox"/> Caption names your goal/dream.</p> <p><input type="checkbox"/> Caption describes the steps you will take to reach that goal.</p> <p><input type="checkbox"/> Presentation to other students describes your goal and the activity shown in the drawing.</p> <p>Total: _____</p>	<p>5. <u>Poem</u></p> <p><input type="checkbox"/> The poem is copied neatly; illustration is neat, colorful, and attractive.</p> <p><input type="checkbox"/> Poem is copied accurately, no spelling errors.</p> <p><input type="checkbox"/> The poem illustration matches the content or theme of the poem.</p> <p><input type="checkbox"/> You recited the poem from memory with expression.</p> <p><input type="checkbox"/> You explained the meaning/theme of the poem with personal connection.</p> <p>Total: _____</p>	<p>6. <u>Map and Timeline</u></p> <p><input type="checkbox"/> Follows Map Criteria Card</p> <p><input type="checkbox"/> Follows Timeline Criteria Card</p> <p><input type="checkbox"/> Map clearly shows the route of the Silk Road from Europe to Asia.</p> <p><input type="checkbox"/> Timeline shows when the Silk Road developed and how long it lasted.</p> <p><input type="checkbox"/> Timeline or map describes the wide variety of goods and people that moved along the Silk Road.</p> <p>Total: _____</p>
<p>9. <u>Flowchart or Diagram</u></p> <p><input type="checkbox"/> Follows Flowchart Diagram Criteria Card</p> <p><input type="checkbox"/> Specific info on when, why, where the original ancient Olympics started.</p> <p><input type="checkbox"/> Specific info on when and where the modern Olympics started.</p> <p><input type="checkbox"/> Lists important organizers and athletes and describes how they influenced the Games –including Jackie Joyner Kersee.</p> <p><input type="checkbox"/> Includes some illustrations.</p> <p>Total: _____</p>	<p>8. <u>Brochure</u></p> <p><input type="checkbox"/> Follows Brochure Criteria Card</p> <p><input type="checkbox"/> Lists Shi Huangdi’s accomplishments</p> <p><input type="checkbox"/> Explains how he was a “dreamer” and a “doer.”</p> <p><input type="checkbox"/> Describes what happened to him after his death.</p> <p><input type="checkbox"/> Describes his legacy.</p> <p>Total: _____</p>	<p>9. <u>Venn Diagram</u></p> <p><input type="checkbox"/> Follows Venn Diagram Criteria Card</p> <p><input type="checkbox"/> Specific info on similarities and differences between democracy in ancient Athens and in the U.S.</p> <p><input type="checkbox"/> Lists at least 3 similarities.</p> <p><input type="checkbox"/> Lists at least 3 differences.</p> <p><input type="checkbox"/> Cite Resouces</p> <p>Total: _____</p>

Name _____ Date _____

Choice # _____ Points earned _____

Choice # _____ Points earned _____

Choice # _____ Points earned _____

Total points: _____ Points earned _____ Grade _____

Thematic Matrix: Grade 6 Theme 5: Doers and Dreamers

Essential Questions:

1. What makes people unique and different?
2. Who are the “heroes” in a culture and what do they reveal about the culture?
3. Is realizing some dreams worth the price?
4. What is the difference between a “doer” and a “dreamer”?

← Elements of the essential understanding →

Topic of Study	Context & Setting (Place & Time)	Dreams & Goals	Actions	Outcomes
A Kind of Grace				
Under the Royal Palms				
Chuck Close, Up Close				

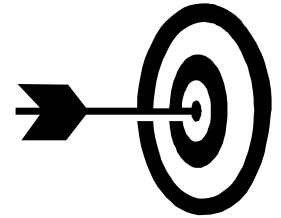
Enduring Understanding:

Name _____

Due Date _____

Target
Page

HM Theme 6-5: Doers and Dreamers



Cross-Curricular Goals (Content Standards):

- HSS 6.4.8** Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).
- HSS 6.6.5** List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
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<p>Essential Understandings:</p> <ol style="list-style-type: none">1. Reaching goals requires determination, focus and sometimes sacrifice.2. Doers and Dreamers are often people who break with established traditions and techniques to fulfill their personal dreams or wishes.3. Dreams when put into action by determined individuals can change the course of history and civilizations.	<p>Essential Questions:</p> <ol style="list-style-type: none">1. What makes people unique and different?2. Who are the “heroes” in a culture and what do they reveal about the culture?3. Is realizing some dreams worth the price?4. What is the difference between a “doer” and a “dreamer”
<p>Students will know:</p> <ul style="list-style-type: none">• The enduring contributions of important Greek figures in the arts and sciences• The significance of the Trans-Eurasian “silk roads”• Moving dreams to reality requires action and often sacrifice.	<p>Students will be able to:</p> <ul style="list-style-type: none">• Identify propaganda• Compare and Contrast• Use problem solving• Cite examples of how individuals contributed to the development of Ancient China and Ancient Greece