**Unit Plan:** A Blast from the Past

**Length of Unit:** 6 weeks

**Grade Level:** 6th Grade

**Teacher:** Mrs. Bettin

**Summary:** This unit focuses on what folklore (myths, legends, tall, and pourquoi tales) reveals about world cultures---including our own. Students explore myths and legends from a variety of sources: ancient Greek or Roman civilizations, Russian history; Viking, Eskimo, or Latin American cultures; or other cultures of the students’ choice. In addition, students read informational text, listen to music, and examine art from the myth’s or legend’s country of origin. Class discussions focus on the fact that folklore provides a limited view of a culture and that it’s important to research the country before making sweeping generalizations about it. The goal of this unit is not only for students to find commonalities across this genre, but to discover countries and cultures other than our own. The culminating project is an informative/explanatory essay in response to the essential question.

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| **Stage 1 –Desired Results** | | |
| **Iowa Core Standards**  **RL.6.3:** Describe how a particular story 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.  **RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  **W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured even sequences.  **W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  **SL.6.1(c):** Pose and respond to specific questions with elaboration and detail by making comments and contribute to topic, text, or issue under discussion.  **SL.6.1 (d):** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.  **L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrased based on grade 6 reading and content, choosing flexibly form a range of strategies.  **L.6.4 (a):** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  **L.6.4 (b):** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). | **Transfer** | |
| Students will be able to independently use their learning to…  ***What is it that we want them to be able to do independently by the end of the unit? What skill/x and or understanding/s will they demonstrate to us on their own in a new situation at the end of the unit?***  ***\*\*The summary above gives us information about what students are expected to be able to do independently.***  O**BJECTIVES FROM THE COMMON CORE CURRICULUM MAPS book.**   * Read, compare, and contrast myths, legends, and tall and pourquoi tales from a variety of countries/cultures. * Compare and contrast one author’s presentation of events with that of another. * Compose your own myth, legend, tall tale, or pourquoi tale, exhibiting the form’s essential characteristics. * Compare and contrast the reading of a story (e.g., one of the *Just So Stories)* to an audio version. * Conduct research on a country of choice and compare what you learn with what the country’s folklore teaches you about that country’s culture. | |
| **Meaning** | |
| **Understandings**  Students will understand that…  ***Find examples from the 6th grade standards documents on the Weebly and add here.*** | **Essential Questions**  Students will keep considering…   * How is folklore simultaneously revealing and limiting? |
| **Acquisition of Knowledge and Skill** | |
| **KNOWLEDGE**  Students will know…  ***Find examples from the 6th grade standards documents on the Weebly and add here.*** | **SKILLS**  Students will be skilled at…  ***Find examples from the 6th grade standards documents on the Weebly and add here.*** |

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| **Stage 2 – Evidence of Understanding** | |
| **Evaluative Criteria** | **Students will show their understanding by…** |
|  | Performance Task(s): |
|  | Other Evidence: |

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| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
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