**Unit Plan:** Courageous Characters

**Length of Unit:** 6 weeks

**Grade Level:** 6th Grade

**Teacher:** Mrs. Bettin

**Summary:** Students select a fictional story with a courageous character and pair it with related informational text from the same historical time period. Students choose from stories about varied circumstances in which people acted with tremendous courage: in times of slavery, instances of shipwrecks, or during the days of unfair child labor practices. Students recognize that acts of courage may have lasting effects on others. In this unit, students have the opportunity to refine their definitions of courage by examining how characters—real and fictional—grow by overcoming obstacles. After reading about outwardly courageous people, students consider quiet acts of courage, and class discussions reveal the importance of those people who often remain unnoticed or behind the scenes. Students examine how language and vocabulary enhance the reader’s experience, cite specific passages of text to justify their thoughts, and critically examine the artistic license often taken in historical fiction. In the culminating project for this unit, students write and publish their own stories of courageous characters.

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| **Stage 1 –Desired Results** | | |
| **Iowa Core Standards**  **RL.6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  **RI.6.2:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions and judgments.  **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.  **W.6.6:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.  **SL.6.2**: Interpret information presented in diverse formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  **L.6.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. | **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.**   * Define *courage.* * Read a variety of literature and informational text about challenging historical events and memorable experiences. * Compare and contrast stories with courageous characters. * Explore the similarities and differences in authors’ characterization techniques. * Read informational text to understand the historical context for the setting of a story with courageous characters. * Write an argument about a historical event studied. * Define related words and identify their parts of speech (e.g., *courage, courageous, courageousness; conviction, convince,* etc.). | |
| **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 are acts of courage revealed in writing? |
| **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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