**Unit Plan:** Embracing Heritage

**Length of Unit:** 8 weeks

**Grade Level:** 6th Grade

**Teacher:** Mrs. Bettin

**Summary:** Students continue to read stories and informational texts and discuss what they each reveal about our own country, the United States of America. To learn more about the role of immigration in American heritage, students read and discuss a variety of fictional and informational texts. To appreciate how we are shaped by the experiences we have and the people we encounter, students do a Generations Project, in which they consider perspectives from different generations within a family. The project also helps hone students’ interview and research skills. In addition, students create semantic maps of the phase “embracing heritage” in order to represent visually their understanding of this phrase. They write an informative/explanatory essay in response to the essential question: how does heritage define us individually and as a nation?

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| **Stage 1 –Desired Results** |
| **Iowa Core Standards****RL.6.6:** Explain how an author develops the point of view of the narrator in a text.**RI.6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **RI.6.9:** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).**W.6.1:** Write arguments to support claims with clear reasons and relevant evidence. **W.6.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **SL.6.3:** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.**L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly form a range of strategies.**L.6.4(c):** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**L.6.4 (d):** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  | **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 the word *heritage* and review the word *culture.*
* Explore U.S. immigrant experiences through historical fiction and nonfiction texts.
* Analyze multiple accounts of U.S. immigration from different points of view and describe important similarities and differences in the details they provide.
* Conduct interviews to gather information from human “primary sources” (e.g., with family members).
* Summarize information gleaned from interviews.
* Explain the importance of oral tradition.
* Conduct research on countries from which family members emigrated.
* Write arguments about the proposition that America is a “land of opportunity.”
* Define related words and identify their parts of speech (e.g., *migrate, immigrate, emigrate,* etc.).
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| **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 does heritage define us individually and as a nation?
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| **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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