

Unit 6-3, Spring Semester: Good vs. Evil
Alternate Specialized LEADS Unit

Theme Overview:

The theme “**Good versus Evil**” was selected for a 16-week interdisciplinary study of the Middle Ages. The goal of this unit is for students to acquire an understanding of how societies developed in Europe, Africa, Asia, and the Americas. It will also focus on the development of European civilization during the Middle Ages and the reasons feudalism developed in Western Europe. In addition the unit examines the universal timeless theme of Good versus Evil present in the literature of all societies. The thematic unit will incorporate language arts, science, and social studies standards. Students will be able to work as individuals, teams, and in small groups.

Please refer to LEADS Unit 6-3 at the end of this document for the Driving Questions and the NJCCCS for language arts, social studies, and science.

Language Arts Materials (Contributions to Society)

Teachers will read aloud from the CORE novel to expose all students to the background knowledge and vocabulary in the 6th grade curriculum. Vocabulary chosen by the students/teacher is then made into a Word Wall (please see Word Wall resources on LEADS website for more information). Word Walls are an integral part of effective instruction; students should be interacting with Word Walls on a daily basis.

Core: Dragons (DRA 34)
Joan of Arc (DRA 30)
See You Later Gladiator (DRA 38)

NOTE:** **If students are two or more years behind the level of the CORE novel, they will not be able to read along with the core novel due to reaching the frustration level. The novel must be considered a read-aloud only, with the struggling readers listening to and visualizing the story.

Guided Reading: The Minstrel in the Tower (DRA 40)
Stories of Knights (DRA 24)
King Arthur and Knights of Round Table (DRA 30)
Holes (DRA 50)

Guided reading novels are to be used after the teacher reads from the CORE novel and models a skill to be learned (i.e. summarizing). After the teacher gives them a purpose for reading (based on the skill she modeled with the CORE novel), the students then read their guided reading novel. Guided reading is as its name implies: the students (3-5 per group) read for a purpose, and then the teacher checks in with them as they read, checking for comprehension and guiding them to perform the skill. Over time, the teacher must slowly release the students to perform the skill in writing without his/her assistance. For example, if a student can write a summary on their independent reading level without any assistance, they have mastered that skill on that level. To establish the guided reading groups, teachers will use DRA results.

Social Studies Materials

American Reading Company's Medieval Times Kit (1st –3rd grade level)

The baskets of single titles are used for teacher read alouds, independent reading and group/individual research for project-based learning tasks. Lessons focus around the driving questions and the standards as listed below:

Nonfiction Social Studies Texts:

You Wouldn't Want To Be a Viking Explorer (DRA 38)

You Wouldn't Want To Be a Medieval Knight (DRA 38)

Note: Units will continue to expand based on teacher/student feedback.

Science Materials

Restless Earth: Volcanoes (DRA 40)

Titles for Experiments:

Kids' Invention Book (DRA 34)

Oh Yuck: Encyclopedia of Everything Nasty (DRA 50-60)

Try It With Food (DRA 40)

Just Add Water (approx. DRA 40)

Time frame for units: Based on the premise that students using an alternate specialized LEADS unit are 2 or more years behind in their reading levels, 16 weeks (or one whole semester) is allotted to cover the unit.

The following pages contain the LEADS Unit 6-3 "Good Vs. Evil", including the Driving Questions for the unit, the specific standards to teach, resources, and suggested PBL activities that can be tailored to fit the needs of each individual student.

Sixth Grade Unit 3

Theme Overview:

The theme “**Good versus Evil**” was selected for an eight-week interdisciplinary study of the Middle Ages. The goal of this unit is for students to acquire an understanding of how societies developed in Europe, Africa, Asia, and the Americas. It will also focus on the development of European civilization during the Middle Ages and the reasons feudalism developed in Western Europe. In addition the unit examines the universal timeless theme of Good versus Evil present in the literature of all societies. The thematic unit will incorporate language arts, science, and social studies standards. Students will be able to work as individuals, teams, and in small groups.

Driving Questions:

- **What were the political, economic, religious, and cultural differences among the civilizations of Medieval Europe?**
- **How did the evolution of significant political, economic, social, and cultural institutions and events shape European medieval society?**
- **How did feudalism influence growth in Europe and what were the political, economic, and cultural effects of feudalism?**
- **What are the exemplar characteristics of good that appear across novels and time?**
- **How did the development of Islam as a religion, a political system, and a culture including scientific and artistic achievements, impact trade and create conflict with Europe?**
- **How did the lack of knowledge of hygiene influence the development and/or lack of in Western Europe?**

New Jersey Core Curriculum Content Standards specific to this unit:

Science

5.5.6A- Matter, Energy and Organization in Living Systems

- Explain how systems of the human body are interrelated and regulate the body's internal environment.
- Identify and describe the structure and function of cells and cell parts.

5.5.6B- Diversity and Biological Evolution

- Describe and give examples of the major categories of organisms and of the characteristics shared by organisms.
- Compare and contrast acquired and inherited characteristics in human and other species.

Social Studies

6.3.8C1- Discuss how Western civilization arose from a synthesis of Christianity and classical Greco-Roman civilization with the cultures of northern European peoples.

6.3.8C3- Discuss the significance of developing cultures of Asia, including:

- The Golden Age in China;
- The spread of Chinese civilization to Japan, Korea, and Southeast Asia;
- The rise of the Mongol Empire and its impact on the Kievan Rus.

6.3.8C4- Analyze the rise of the West African Empires of Ghana, Mali, and Songhay and compare with changes in Asia, Europe, and the Americas.

6.3.8C6- Explain the medieval origins of constitutional government in England (e.g., Edward I, Magna Carta, Model Parliament of 1295, Common Law).

6.3.8C7- Discuss the evolution of significant political, economic, social and cultural institutions and events that shaped European medieval society, including:

- Catholic and Byzantine churches;
- Feudalism and manorialism;
- The crusades;
- The rise of cities;
- Changing technology.

Materials

Possible core novels and/or authentic readings:

King Arthur and the Knights of the Round Table by Howard Pyle (A)

Catherine Called Birdy by Karen Cushman (C+)

The Book of Three by Lloyd Alexander (C)

Crispin The Cross of Lead by Avi (A)

Dragon Hound of Honor by Julian Andrews... (A+)

The Lion the Witch and Wardrobe by C.S. Lewis (E+)

Mrs. Frisby and the Rats of NIMH by Robert C. O'Brien (E+)

Social Studies Textbook: Chapters 17-20; 21-23; 24-27 pgs. 264-298; 316-346; 366-410

Science Textbooks: *Microorganisms, Fungi, and Plants*; *Human Body*

Guided Reading:

ILA Anthology (Prentice Hall): “Lob’s Girl”, pgs. 292-301; “Life Doesn’t Frighten Me”, pg. 308; “The Friends of Kwan Ming”, pgs. 315-318; “Jackie Robinson: Justice at Last”, pgs. 352-354; “Dragon, Dragon”, pgs. 461- 466; “The Lawyer and the Ghost”, pgs. 506-509; “The Wounded Wolf”, pgs. 510-513; “Eulogy for Gandhi”, pgs. 613-614.

The Hobbit by J. R. Tolkien (C+)

Harry Potter and the Prisoner of Azkaban by J. K. Rowling (A+)

Girl in a Cage by Jane Yolen (A)

Kingdom Keepers by Dave Barry and Ridley Pearson (E)

Code Orange by Caroline B. Cooney (E)

Expository Text: Articles from Encarta and/or Grolier, Newsweek, Time, National Geographic.

Independent Reading/Research:

American Reading Company leveled readers – Medieval Collection

Scott Foresman leveled readers:

| Title | F&P Level | DRA | Lexile |
|--|--------------------------|------------|---------------|
| <i>House, Church, Castle</i> | U | 44+ | 920 |
| <i>Medieval Buildings</i> | W | 44+ | 1030 |
| <i>The Architecture of the Middle Ages</i> | X | 44+ | 1130 |

Teacher Resources:

The Hobbit

<http://www.webenglishteacher.com/tolkien.html>

A thorough unit plans featuring activities, quizzes, tests and more.

Crispin

<http://www.hyperionbooksforchildren.com/data/books/tqpdf/0786808284147.pdf>

A “must visit” web site! Twenty pages of all things Crispin The Cross of Lead (England in the 14th century: The Plague, feudalism, Plot Summary and much more)

<http://www.multcolib.org/talk/guides-crispin.html>

This site includes summary and discussion questions.

<http://www.emporia.edu/libsv/wawbookaward/curriculumguides/cg04-05.htm#crispin>

Synopsis, general review, theme, author information, etc...

The Lion, the Witch and the Wardrobe

<http://www.webenglishteacher.com/cslewis.html>

Lesson plans for *The Lion, the Witch, and the Wardrobe*

Dragon Hound of Honor

http://julieandrewscollection.com/sitev2/PDFs/TG_Dragon.pdf

Overview of the novel and discussion questions

Catherine Called Birdy

http://www.nt.net/~torino/answer_key_birdy.html

Novel study guides

http://www.education-world.com/a_lesson/lesson156.shtml

Middle Ages: classroom activities

<http://school.discoveryeducation.com/lessonplans/programs/timesmedieval/>

Middle Ages: classroom activities

<http://worldhistory.mrdonn.org/middleages.html>

Lesson plans, free medieval presentations in power point format

<http://www.cln.org/themes/medieval.html>

Medieval studies theme page

http://edsitement.neh.gov/view_lesson_plan.asp?id=448

Introduction to the Middle Ages, guiding questions, suggested activities, etc...

<http://www.kingarthursknights.com/>

History, legend and everything in between

<http://www.webenglishteacher.com/kingarthur.html>

Lesson plans and other teaching resources

Audio-Visual

Movies (clips)

Harry Potter and the Sorcerer's Stone

The Black Cauldron Walt Disney

Sword in the Stone Walt Disney

A Kid in King Arthur's Court

A Knight's Tale

Chronicles of Narnia

UnitedStreaming Video Clip Library <http://streaming.discoveryeducation.com/home/aboutus.cfm>

National Geographic Video Clip Library <http://www.youtube.com/user/NationalGeographic>

Graphic Organizers

Suggested Student Activities

Theme introduction activities:

Have students describe a struggle between good and evil they've experienced.

Ask the class to identify some examples of conflicts that illustrate the good vs. evil theme in the modern world.

Ask the students why they think there is evil in the world.

Discuss possible reasons why people search for explanations for good and evil.

Ask the students to bring in examples in literature, movies, or television that reflect the themes of good vs. evil.

Core text activities:

1. Listen to daily read alouds and discuss medieval and other vocabulary.
2. Connect and clarify the main ideas, identifying their relationship to other sources and/or the theme of good vs. evil
3. Analyze how the qualities of the characters affect the plot and resolution of the conflict.
4. Make inferences using textual information and providing supporting evidence.

Short-term projects that could result in a long-term PBL on medieval inventions:

1. Research significant inventions and technological developments of the Middle Ages.
2. Describe the origins of these inventions.
3. Trace the development of these inventions and their impact on society.
4. Make models of some of the significant inventions of the Middle Ages.
5. Label your models.
6. Display, and present your findings.

Short-term projects that could result in a long-term PBL on the CDC/Black Death:

1. Research the CDC – What does it stand for? What does it do?
2. Research medieval society and develop a sense of empathy for those who suffered through Black Death. What were the actual causes?
3. Research how diseases are spread and determine various methods used to control them.
(continued on next page)
4. Create a presentation and flyer that explains what can be done to reduce the threat of bio-terrorism and include a historical explanation of the Black Death.
5. Research how prepared we are for a biological attack.
6. The CDC has asked you to prepare a display to illustrate the impact a biological attack would have on a local community. Create an informative brochure, a PowerPoint presentation, or

presentation board exhibit that compares the Black Death to a biological attack of small pox, bubonic plague, or another biological agent.

Short-term projects that could result in a long-term PBL of a play:

1. Research information about life during the Middle Ages.
2. Create your own characters.
3. Describe setting.
4. Develop a plot.
5. Write a play depicting life on the manor.

Short-term projects that could result in a long-term PBL of a medieval newspaper:

1. Assign reporters to give eyewitness accounts of various events of the Middle Ages.
2. Assign feature writers to cover fashion and dress of the times; provide examples from the period.
3. Assign sports writers to report on jousting tournaments and other medieval amusements.
4. Writers can interview famous people from the Middle Ages such as Charlemagne or Joan of Arc.

Short-term projects that could result in a long-term PBL of a medieval journal:

1. "A Day in the Life of..."
 - a. Create a character: name, occupation, personality
 - b. Describe daily life.
 - c. Identify time period, place, family, and coat of arms.
 - d. Write 10 journal entries and include date.

Other possible long-term PBLs:

1. Study medieval architecture and make models.
2. Research the development of the Gothic style architecture in the twelfth and thirteenth centuries.
3. Create a model of a Gothic Cathedral.

4. Research the science of alchemy in the Middle Ages.
5. Trace the genealogical chart of one of the European kings or queens of the Middle Ages. Investigate your own family tree and draw up a genealogical chart.
6. Analyze and evaluate medieval castles:
 - a. Research medieval castles.
 - b. Build a model of a castle.
 - c. Label all parts (moat, keep, portcullis, etc...).
 - d. Explain and describe the functions of each part and why they were built.

Assessments

- Informal daily observations
- Writing Conferences
- Anecdotal Notes (Guided Reading and Guided Writing)
- Rubrics:

Writing Rubric
Speaking Rubric
Oral Presentation-Dramatization
Open Ended Scoring rubric
Final Project