

Sixth Grade Unit 4

Theme Overview:

“Turning Points” was selected for an eight-week interdisciplinary study of both fictional and nonfictional turning points and their outcomes. Through their research, students will come to understand the scientific, artistic, political, religious, and educational rebirth that took place during the Renaissance. The goal of this unit is for students to come to recognize the potential for similar types of “rebirth” in our society today. Students will read a variety of genres including historical fiction, drama, and science fiction. The thematic unit will incorporate language arts, science, and social studies standards. These interdisciplinary connections are further evident in the driving questions for the unit. Students will be able to work as individuals, on teams, and in small groups.

Driving Questions:

- How did the development of the printing press affect civilization? What were the major societal changes and how did they impact daily lives?
- How did the changes that took place in science, technology, the arts, politics, religion, and education accelerate global political and economic expansion?
- How did technology accelerate the change from rural to urban society? Why did people begin to congregate in towns?
- Analyze how religion changed during this period. What effect did this have on the geographic expansion of world religion as we know it today?

New Jersey Core Curriculum Content Standards specific to this unit:

Language Arts Teachers:

When the setting of a novel is relevant to its plot, it is appropriate and meaningful to address the geographical location using maps, charts, and other resources. For students, this will provide reinforcement for similar topics in social studies.

Social Studies Standards

*Note that geography is now embedded across all grade levels and units. It should be addressed within the topic of study rather than in isolation. The geography standards are highlighted, but mapping the location of any standard when appropriate enhances learning for students. *

6.1.8.A.1.a. Determine the impact of religious beliefs on government and societal norms in early civilizations.

6.1.8.A.1.c. Analyze the political factors that led to the first trans-oceanic empires.

6.1.8.B.1.c. Analyze the world (1400-1750) in spatial terms using historical maps to determine settlement patterns.

6.1.8.B.1.e. Determine the relationship between technology innovation on urbanization and the impact of both on the environment.

6.1.8.C.1.d. Analyze the impact of triangular trade from multiple perspectives.

6.1.8.C.1.f. Analyze how technological innovations transformed the economy, affected the status and social class of different groups of people and the outcomes that resulted.

6.1.8.D.1.c. Explain how the interaction among the African, European and Native American groups began a cultural transformation resulting in the development of American traditions and American heritage.

6.1.8.D.1.d. Explain how the dissemination of American ideals and values due to new printing technologies contributed to the development of an American Heritage.

6.1.8.B.2.a. Speculate why explorers were willing to confront significant challenges in search of new trade routes.

6.1.8.B.3.a. Compare and contrast the impact that technological innovation has had on land use, resources and the environment in the past and present.

6.2.8.B.6.c. Assess the impact of population growth, expanding commerce and urbanization on the environment.

6.2.8.A.8.a. Evaluate how political systems were designed to promote interregional trading.

6.2.8.B.8.a. Assess how maritime and caravan trade routes impacted urbanization and the development of international trade centers that promoted cultural exchanges.

6.2.8.C.8.a. Explain the interrelationship among improved agricultural production, population growth, urbanization and commercialization and how they were interconnected.

6.2.8.C.8.b. Explain how the development of new business practices and banking systems impacted global trade.

6.2.8.D.8.a. Explain the impact of the development of a merchant class.

6.2.8.D.8.b. Evaluate the significance of the cultural interactions that resulted from expanding trade networks.

6.2.8.A.9.a. Explain how the feudal system was designed to promote social, economic and political order.

6.2.8.A.9.c. Explain the motivations of political and religious leaders to participate in the Crusades.

6.2.8.A.9.d. Determine the causes and consequences of the Hundred Years' War and explain how it led to the formation of nation states.

6.2.8.B.9.a. Assess the relationship between land, labor and military service.

6.2.8.B.9.b. Explain how geography impacted the Crusades.

6.2.8.B.9.c. Relate the global trade market to the spread of the bubonic plague.

6.2.8.C.9.b. Explain how class structure was designed to support self-sustaining villages.

6.2.8.C.9.c. Relate the agricultural revolution to new technology development.

6.2.8.C.9.d. Explain how the development of guilds promoted economic growth, product quality and workers' rights.

6.2.8.C.9.e. Relate the Crusades to increased trade and technology innovation.

6.2.8.C.9.f. Explain the effect of the plague and decline in population on the economy.

6.2.8.D.9.a. Relate the principle of loyalty to the design of the class system.

6.2.8.D.9.b. Analyze the impact of religion on the class system and the government.

6.2.8.D.9.c. Determine the role of church scholars in preserving literature of the past and providing education.

6.2.8.D.9.d. Analyze the causes and key events of the crusades and evaluate the outcomes from different perspectives.

6.2.8.D.9.f. Explain how the plague impacted social and religious institutions.

6.2.8.D.g. Explain how the formation of nation states impacted the structure of society, the influence of religion and the role of the citizen.

Science Standards

5.1.8B1- Identify questions and make predictions that can be addressed by conducting investigations.

5.2.8A- Cultural Contributions

- Recognize that scientific theories:
 - Develop over time;
 - Depend on the contributions of many people;
 - Reflect the social and political climate of their time.
- Know that scientists are men and women of many cultures who often work together to solve scientific and technological problems;
- Describe how different people in different cultures have made and continue to make contributions to science and technology.

5.6.6A- Structure and Properties of Matter

- Recognize that about 100 different elements have been identified and most materials on Earth are made of a few of them.
- Show that equal volumes of different substances usually have different masses.
- Describe the properties of mixtures and solutions, including concentration and saturation.
- Describe characteristic physical properties such as boiling point, melting point, and solubility, and recognize that the property is independent of the amount of sample.

5.7.6B- Energy Transformations

- Recognize that heat flows through materials or across space from warmer objects to cooler ones;
- Show that vibrations in materials can generate waves that can transfer energy from one place to another;
- Design an electric circuit to investigate the behavior of a system.

5.4.6C- Technological Design

- Select a technological problem and describe the criteria and constraints that are addressed in solving the problem.
- Identify the basic components of a technological system: input, process, output, and feedback.

5.9.6B- Solar System

- Using models, demonstrate an understanding of the scale of the solar system that shows distance and size relationships among the sun and planets.
- Recognize that the sun's gravitational pull holds the planets in their orbits and that the planets' gravitational pull holds their moons in their orbits.

Materials

Possible core novels and/or authentic readings:

It is suggested you begin the unit with a 2-3 week focus on short stories, essays and articles from the 6th grade anthology similar to the ones students will experience on the NJ ASK. Normally we would include these in the guided reading, but as this unit aligns with formal assessment, our recommendation is to use them as core.

ILA Anthology (Prentice Hall): “The Sound of Summer Running”, pgs. 5-10; “Stray”, pgs. 17-19; “Jeremiah’s Song”, pgs. 34-39; “Talent”, pgs. 41-43; “The King of Mazy May”, pgs. 60-67; “How to Write a Letter”, pgs. 107-110; “Feathered Friend”, pgs. 168-170; “The Southpaw”, pgs. 254-257; “The Loch Ness Monster”, pgs. 439-441; “Overdoing It”, pgs. 483-486; “Eleven”, pgs. 488-491; “Noah Webster’s Dictionary”, pgs. 590-591; “How the Internet Works”, pgs. 606-608.

Core Novels:

Shakespeare’s Secret by Elise Broach (E)

The Second Mrs. Giaconda by E. L. Konigsberg (A)

From the Mixed Up Files of Mrs. Basil E. Frankweiler by E.L. Konigsberg (E)

The Miracle Worker by William Gibson (C)

Blood Red Horse by K. M. Grant (C)

The Book Without Words by Avi (A)

Ender’s Game by Orson Scott Card (C)

Social Studies textbook: Chapters 28-30, pages 432-467

Science Textbooks: *Introduction to Matter, Astronomy (Galileo/Copernicus), Forces, Motion and Energy*

Guided Reading:

ILA Anthology (Prentice Hall): “Water”, pgs.122-123; “Wilbur Wright and Orville Wright”, pgs. 264-265; “Was Worm”, pgs. 310-311; “Greyling”, pgs. 328-331; “The Open Road”, pgs. 339; “The Phantom Tollbooth”, pgs. 630-642; “Grandpa and the Statue”, pgs. 676-687; “The Three Wishes”, pgs. 828-829.

Novels:

Hitchhiker’s Guide to the Galaxy by Douglas Adams (C)

Shakespeare Stealer by Gary Blackwood (E+/A)

People of Sparks (sequel to *City of Ember*) by Jeanne DuPrau (E+/A)

A View from Saturday by E. L. Konigsberg (A)

The Westing Game by Ellen Raskin (A)

Stravaganza: City of Masks by Mary Hoffman (C)

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

Scott Foresman leveled readers:

Title	F&P Level	DRA	Lexile
<i>Growing Cities, Growing Problems</i>	V	44+	1000
<i>Cities: Too Much, Too Fast?</i>	W	44+	1080
<i>The Rise of the Megacity</i>	Y	44+	1090

Teacher's Resources:

http://teacher.scholastic.com/clubs/litcircles_more.htm

Shakespeare's Secret teaching guide

<http://www.state.lib.la.us/empowerlibrary/BLOOD%20RED%20HORSE.pdf>

<http://www.degranville.com/bloodredhorse/guide.php>

Blood Red Horse teaching guide

http://litplans.com/authors/E_L_Konigsburg.html

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Various sites for lesson plans and activities for Konigsberg novels:

http://litplans.com/authors/William_Gibson.html

Various sites for lesson plans and activities for *The Miracle Worker*:

<http://www.mce.k12tn.net/reading45/sparks.htm>

Lesson plans, worksheets, vocabulary for *City of Sparks*:

http://litplans.com/authors/Orson_Scott_Card.html

Links to various sites for lesson plans and activities for *Ender's Game*:

Renaissance on-line sources

In Search of Shakespeare:

<http://www.pbs.org/shakespeare>

Medici: Godfathers of the Renaissance:

<http://www.pbs.org/medici>

Tudor and Elizabethan Times:

<http://www.snaithprimary.eril.net/ttss.htm>

Life in Elizabethan England:

<http://renaissance.dm.net/compendium/>

Shakespeare Resource Center - Elizabethan England:
<http://www.bardweb.net/england.html/>

Audio-Visual

Movies (clips)

The Da Vinci Code (clips)

Ever After: A Cinderella Story

1492

Hitchhiker's Guide to the Galaxy

Elizabeth

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:

Create a class "Turning Points" poster or bulletin board.

Core text activities:

1. Listen to daily read alouds and discuss tier 2 vocabulary words.
2. Analyze the elements of rising action as the plot moves toward the climax.
3. Critique and appraise the use of conflict and suspense, citing specific examples from the text.
4. Make inferences using textual information and providing supporting evidence.
5. In what ways do individuals change as a result of the turning point in each of the various core and guided readings from this theme unit?

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

1. Compare and contrast the impact on society of the invention of the printing press to the modern invention of the Internet. Record your findings in a Venn diagram.
2. Create an authentic looking broadside announcing the invention or creation of a new technology, art or literature piece that emerged during the Renaissance era.
3. Create a map showing religious participation by geographic area circa 1492 and today.
4. Assume the role of a leader in the Catholic Church who is corresponding with another leader in the Church. Discuss events that are affecting changes in the Church from the standpoint of religion itself and from the political aspects of the Church. Your partner must respond to your letters. Make sure that the correspondence is fact based.
5. Write a "What If" scenario, changing one historical premise, to extrapolate a different outcome for the cultural expansion during this era.
6. Hold a town meeting with people from an urban area that want to extend their reach of land and build a theatre in an area that borders an Amish community that has existed there for over a hundred years. Highlight the issues that might arise: What would be the concerns of the Amish? What would be the concerns of the city dwellers?
7. Assume the role of a woman living in London (urban area) during the Renaissance. Write a series of letters back and forth to a relative that still lives in a rural area. Highlight the differences both would experience due to the circumstance of their lives.
8. Survey the Renaissance era and record your research on an appropriate chart that categorizes the relevant areas of science and technology, arts, literature, religion, and politics.
9. Visit websites that document the era and collect images, clipart, videos (remember the scrapbook can be in book format or digital), poetry, songs, backgrounds and anything that is representative of the Renaissance era. (Always citing where you acquired the information on a "Works Cited" page).
10. Choose a theme for your scrapbook and organize your collection around the theme. Prepare and deliver an oral presentation to accompany your scrapbook.

Short-term projects that could result in a long-term PBL of a model of an invention:

1. Research different inventions from the Renaissance period and organize them on an appropriate graphic organizer.
2. Compare and contrast an invention from this era to one of the modern era, and record in a Venn diagram.
3. Choose one invention to research in depth and gather and organize relevant information (i.e., clock, gunpowder, eyeglasses, printing press, flush toilet, microscope, telescope, submarine, match) (continued on next page)
4. Write a "technical manual" that explains how this invention works.

5. Design an advertising campaign that highlights the inventions conveniences.
6. Record an interview with the original inventor.
7. Build the model of the invention, including an accompanying caption card with relevant information.

Short-term projects that could result in a long-term PBL called “Renaissance Idols: Author of the Renaissance” (modeled after the popular television show):

1. Research the various authors or artists who emerged during the Renaissance and organize them into a chart using identifying categories.
2. Create a time magazine cover of the Renaissance writer of the year.
3. Research and design an authentic Elizabethan theatre.
4. Write an editorial essay to demand that Shakespeare’s plays show in London.
5. Interview a long lost descendent of Shakespeare who recently “discovered” a secret diary of his.

Short-term projects that could result in a long term PBL of a booklet entitled “A Day in the Life, Without Inventions” (using inventions of the era).

1. Research inventions of the era.
2. Choose three inventions to highlight in the booklet.
3. Include cultural impact on society, the economic impact on society as well as how the invention came to be on an appropriate graphic organizer.
4. Create a graphic organizer generating at least 10 ideas about how life would be different without these inventions.
5. Write the booklet including elements of a story, dialogue, descriptive words/phrases and varied sentence structure.

Assessments

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

NJ Holistic Writing Rubric (0-6)

Speaking Rubric

Oral Presentation-Dramatization

NJ Open-ended Scoring Rubric (0-4)

Final Project