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| **Objectives**  Unit 3:  Embracing Heritage  **==**  **6** | **Key Vocabulary** | **Additional Components**  **Essential Questions:**   1. How does heritage define us individually and as a nation? 2. Who am I and where did I come from? | **Required Assessments** | **Resources** |
| 1. Analyze informational text structure to determine how it strengthens the author’s work. 2. Organize ideas and information, using appropriate text structure. 3. Use dictionaries to determine parts of speech and pronunciation of given words. 4. Evaluate sources to determine credibility. 5. Apply solid public speaking skills when presenting. 6. Paraphrase the ideas of others. 7. Develop a written argument, supported by specific reasons that are developed based on textual evidence. 8. Follow the Writing Process. 9. Apply the 6 +1 Traits of Writing 10. Cite credible sources. 11. Create a presentation showcasing one’s research. 12. Compare various accounts of immigration. 13. Write a poem or song conveying a historical experience. | **Credible Source**  **Culture**  **Ellis Island**  **Genealogy** Heritage **Homeland**  **Immigration**  **Legacy**  **Memoir**  **Personal Account**  **Realism**  **Text Structure** Thesis | **Mini – Lessons**  RI.6.5, W.6.2, W.6.2a, W.6.8, SL.6.4, SL.6.5, L.6.4, L.6.4c & L.6.4d  **Give One… Get One (Heritage)**  **Introductory Activity**  SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, & SL.6.6  **Class Discussion**  **Question Stems**  RL.6.1, RL.6.10, RI.6.1, RI.6.10,  SL.6.1, SL.6.3, & SL.6.6  **Gallery Walk**  **Heritage Quotes**  SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c,  SL.6.1d & SL.6.6  **H-Chart**  **Comparing Young Immigrant Stories**  RI.6.1, RI.6.2, RI.6.3, RI.6.7, RI.6.9,  & RI.6.10  **An Immigrant’s Tale**  **Poem / Song Writing**  W.6.3, W.6.3d, W.6.4, W.6.5, W.6.10, SL.6.1, SL.6.6, L.6.1, L.6.2, L.6.2b, L.6.3, L.6.3a, L.6.3b, L.6.5, & L.6.6 | **Homeland Presentation**  **Informational Writing**  W.6.2, W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.2f, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9b, W.6.10, SL.6.1, SL.6.1c, SL.6.2, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.2b, L.6.3, L.6.3a, L.6.3b, & L.6.6  **Immigration –Then & Now**  **Argumentative Writing**  W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.1d, W.6.1e, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.9b, W.6.10, L.6.1, L.6.2, L.6.2b, L.6.3, L.6.3a, L.6.3b,  & L.6.6  **Unit 3 Assessment**  **Modified RESA Testlet**  RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.6, RI.6.3, RI.6.5, RI.6.8, RI.6.9, W.6.2, W.6.2a, W.6.2b, L.6.4, L.6.4a, & L.6.4c | **Exemplar Texts:**   * *NA*   **Other Texts:**   * *If Your Name Was Changed At Ellis Island* by: Ellen Levine * *Dreaming of America* by: Eve Bunting * *When Jesse Came Across The Sea* by: Amy Hest * *Esperanza Rising* by: Pam Munoz Ryan * *One More River To Cross: The Stories of Twelve Black Americans* by: Jim Haskins (Scholastic) * *As Long As The River Flows: The Stories of Nine Native Americans* by: Paula Gunn Allen (Scholastic) * *Joyful Noise: Poems for Two Voices* by: Paul Fleischman * The All American Slurp by: Lensey Namioka (HOLT page 226) * *Yes, It Was My Grandmother* by: Luci Tapahonso (HOLT page 494) * *About “That Day”* by David Kherdian (HOLT page 502-505) |
| **I Can Statements** |
| 1. I can analyze informational text structure, explaining how it strengthens the author’s work. 2. I can organize my ideas using an appropriate text structure. 3. I can use dictionaries to determine parts of speech and pronunciation of given words. 4. I can evaluate sources to determine credibility. 5. I can apply solid public speaking skills when presenting. 6. I can paraphrase the ideas of others. 7. I can develop a written argument, supported by specific reasons that are developed based on textual evidence. 8. I can follow the Writing Process. 9. I can apply the 6 +1 Traits of Writing 10. I can cite credible sources. 11. I can create a presentation showcasing one’s research. 12. I can compare various accounts of immigration. 13. I can write a poem or song conveying a historical experience. |