**Courageous Characters:**

 **With an emphasis on Characteristics**

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**Design Document**

**Learning Goals**

During this unit students will work to learn and develop knowledge of characters and character traits- even on an event basis. They will learn internal and external factors that help to determine how a person acts and the choices he or she makes. They will be able to differentiate character traits between people of different times in history and different genres of books. They will also be able to separate the knowledge of people character traits and historical, mathematical, and scientific traits.

The unit will also have an integration of the Revolutions in Social Studies, Shapes and Graphs in Math, and Microorganisms in Science- All pertaining to characteristics.

**Learner Objectives:**

*6th Grade: English Language Arts*

* Students will be able to explain how the theme of a text is developed by reading *President Cleveland, Where Are You?.*
* Students will be able to analyze how details and evidence within the text supports what the author states directly and what he/she implies, they will be using a Cause and Effect Graphic Organizer with *President Cleveland, Where Are You?* And discussing other texts in class.
* Students will be able to compare how two authors write about the same topic by using different facts of by interpreting those facts differently: they will use different texts to compare the different topics.
* Students will be able to use reading skills such as analyzing cause and effect, they will be tested on Cause and Effect through a quiz: reaching an 80% or better will be considered as goal being met.
* Students will be able to write a claim and support it with reasons and evidence by receiving a 4 out of 6 on their MyAccess writing on the Holistic Score.
* Students will be able to develop and organize clear and understandable writing that is appropriate for a specific task, purpose, and audience by receiving a 4 out of 6 on their MyAccess writing in the topic of Organization.
* Students will be able to revise their writing for meaning, interest, and style by receiving a 4 out of 6 on their MyAccess through their Holistic Score, if it is not at a 4 they are able to revise and resubmit.
* Students will be able to establish a consistent style and tone in their writing by receiving a 4 out of 6 on their MyAccess writing in the topic of Language Use.

**Main teaching objectives:**

* To explore character traits
* To make connections between passages
* To write an essay responding to literature

**Prerequisites:**

Prior to starting this unit, students must:

* Know how to do cause and effect and the importance of the text structure in a reading passage.
* Have basic knowledge of supply and demand.
* Be able to read and write at a 6th grade proficiency level.
* Know what a character and character trait is.
* Have working knowledge of key ideas, plot, sequencing, different genre types, point of view, prediction, compare ad contrast, and how to analyze a story and characters.
* Students must be able to summarize.

**Learner Analysis:**

When surveyed, majority of students said that they like school and English Language Arts on an average scale. However, most students gave improvement ideas within the class and a lot of students wanted to do more hands on assignments and include technology within those assignments.

According to Data Dashboard, 44% of the students in my 2nd period class have an IEP that effect either their reading comprehension, processing, or reading fluency. Which means I will need to modify my presentations, make the lessons more hands-on and less academic, and possibly re-teach specific students on the content taught in class.

This class period is a little more high maintenance when it comes to their instruction deliverance. They get bored easily, however, they are very good about giving their opinions on all topics and discussing what they have learned. So, because of that, I will be making my lessons more geared towards there likes and veer away from their dislikes.

**Prerequisites for Instructor:**

The instructor should understand the content of English Language arts, from Canyons School District, and 6th Grade. The concept of Courageous Characters in the 6-week topic: the students will be able to compare characters and relate it with informational text from the same historical time period.

The instructor should also be briefed in the topics of characteristics of microorganisms from the 6th grade Science Core and characteristics of shapes from the 6th grade math Core. The instructor should also be versed in the vocabulary of Character development, Courage, Antagonist, and Protagonist. Instructor must also be prepared to reveal how acts of courage are in literature and informational text.

**Testing and Evaluation Strategies:**

In my classroom I do a large amount of formative assessments to gauge my students learning to see where they are. I do things like thumbs up/ thumbs down, exit tickets, 5,4,3,2,1 (based on understanding 1 being not understanding and 5 being understand). I also do opinion evaluation to see where students are on their own experiences.

As for my summative assessments, I am planning on doing small quizzes for the students on their comprehension of the stories we read in class. For the final examination of their learning, I am going to have them write a 5-paragraph essay, argumentative based, on character traits.

**Feedback Mechanisms:**

Feedback will be given formally, as quiz grades and paper rubric feedback. However, due to the fact that it is an English Language Arts classroom, we do a lot of discussion and informal feedback from the co-teacher and I. We also do feedback through peers within partner and group work- so they will be receiving peer feedback for written and non-written responses. They will be submitting their written work in to MyAccess and they will automatically receive feedback on what they need to fix in all areas of the 6 traits of writing. I would like the students to get at least a 4 out of 6, so they may need to resubmit it based off of what they have received as feedback.

**Motivational Strategies:**

The motivational strategies that will be used during this thematic unit will be the fact that everything can correlate and relate back to them as students- because they are characters and have characteristics. Also, I will be using various technology items like iPad, Apple TV, and computers in the school.

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| Day 1 | **Topic**: Character Traits introduction**Basic Plan**: I begin by differentiating between character traits and emotions. I tell my students that a character trait is the way a person or a character in a book acts: it’s a part of their personality and it comes from inside. Emotions are usually fleeting feelings that may be due to an outside force, such as good news.**Discussion** Lead a discussion that helps your students understand the multiple meanings of the word "character." Ask the class: What is a character? (*A person in a story*) What is character? (*A person's integrity*) Can a character be fictional? Can a character be real? What makes a character memorable?**Main Plan:** Get a large Chart piece of paper and a marker, ask the students to tell all the different character traits they know. The class should be able to generate 30-character traits- this is built on to an anchor chart. **Materials:**Large white paper or poster boardMarkerComposition notebooks |
| Day 2 | **Topic:** Character Traits**Basic Plan:** Students will work in groups to discuss and come up with character traits of Microorganisms, shapes and graphs, the French Revolution, and an influential people from the TIME book. Students will use the character graphic organizer to come up with character traits. They will then find another group to “Mix-n-mingle” to discuss character traits from what they discussed. The students will need to summarize their work to the other group they “Mix-n-mingle” with.*Non-Example:* Students will need to do character traits and not emotion traits. **Materials:** Article from science- MicroorganismsArticle from Math- Shapes and graphsArticle from Social Studies- French revolutionTIME Stories on different peopleCharacter Trait graphic organizer |
| Day 3 | **Topic:** Cause and Effect**Basic Plan:** I will teach the students what a cause and effect are and the different features of this particular text structure. I will teach that a cause Is the WHY something happens and an effect is WHAT happens. I will also have them learn that there can be more than one effect to every cause. The trigger words that I am going to reinforce that the students use are: if/then, reasons why, as a result, therefore, because, consequently, since, so that, for, hence, due to, thus, and this led to (which are ELA specific trigger words that as a department we are focusing on at Indian Hills Middle School). I will then read a series of texts like If you Give a Moose A Muffin, The Napping House, which are fictional pieces, then I am going to add The New Addition, which is a non-fiction memoir- so they can see that cause and effect are in all of these pieces. **Materials:** The Napping House, Don and Audrey WoodIf You Give a Moose a Muffin, Laura NumeroffThe New Addition, Gina Lewis |
| Day 4 | **Topic:** Cause and Effect**Basic Plan:** Today is the reinforcement of what was taught yesterday. After we review, the students are going to implement their side with writing. They are going to choose one or more of the following writing prompts: The effect of a parent, teacher, or friend on your life  Why you selected your major  The effects of cramming for an examination  The effects of peer pressure  Why some students cheatThe students will then receive a cause and effect worksheet where they will need to answer some questions circling and underlining cause and effect and practice writing prompts for the students. *Example:* including working from the following list: if/then, reasons why, as a result, therefore, because, consequently, since, so that, for, hence, due to, thus, and this led to*Non-Example:* writing a piece of work that does not include the words listed above. **Materials:** PencilComposition notebook |
| Day 5 | **Topic:** Cause and Effect Quiz*President Cleveland, Where Are You?* (Mirrors and Windows Text)**Basic Plan:** Build Background knowledge on the Great Depression because the story is set in the Great Depression. The Building Background can be found in the Mirrors and Windows unit 2: Meeting The standards book. Pose the question to the students after the background knowledge is built: “Have you ever had to choose between pleasing yourself and pleasing your family? What do people feel when they have to choose between fun and responsibility?” Then tell the students, as they are reading, they will need to answer the basic comprehension questions provided to them from the Unit 2 book. Also tell the students that some events, or things that happen in this story are cause of the narrator’s decisions and actions. As the students read they are going to fill out the cause and effect chart from the Unit 2 book. The students will start reading the story by being called at Random by “stick pick”. This will help the students stay alert and on-task following the reading.  |
| Day 6 | **Topic:** *President Cleveland, Where Are You?* (Mirrors and Windows Text)**Basic Plan:** Before the students start reading I am going to check on the cause and effect worksheet- the graphic organizer- to see how well they are doing on the worksheet and if they have any questions up to that point on cause and effect. Identify Difficult Words: some words may be difficult for the students or unfamiliar. When they come to a word that they may not know they should raise their hand and ask what it means, or there are footnotes that the bottom of the page that refers to the vocabulary in the reading and defines it. They will need a quick 2-minute lesson on what a footnote is and how to find that information in the text. The students will finish the story today in class- They will need to make sure that their cause and effect worksheet is complete; we can go over any parts the students may have struggled with. |
| Day 7 | **Topic:** *President Cleveland, Where Are You?* Selection QuizCharacter Traits from another point of View**Basic Plan:** As a class, read our Readers Theater Play ["Sherlock Holmes and the Blue Carbuncle."](http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-092010-SherlockPlay.pdf) As you read the play, take notes together on Sherlock's character traits and project these notes on the board. Together, come up with a list of traits to describe Sherlock and find text-based support for each description (cite page numbers and scene numbers). Students may refer to the classroom Generic Traits list for ideas that will be posted.**Essential question:** What outstanding character traits does Sherlock exhibit?We will be comparing the two characters and their traits, President Cleveland and Sherlock Holmes. Although the stories are set in different settings, genres, and historical times, we will be able to discuss the character traits and the importance those traits played in the character’s lives. **Materials:** Sherlock Holmes and the Blue Carbuncle readers theatre |
| Day 8 | **Topic: Guided Practice****Basic Plan: The students will** work independently or in groups to read the remaining three passages: ["The Amazing Life of Harry Houdini,"](http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-092010-HoudiniBio.pdf) ["Leghorn,"](http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-092010-Leghorn.pdf) and ["Sailing Into Danger."](http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-092010-EssayKit.pdf) As students read, they should come up with a few words that describe Houdini, Wally and Abby Sunderland. Then students should locate specific text-based evidence (with page numbers) to back up these traits—what the character says, thinks, does, and feels, or how others respond to that character. **Group Activity** Divide students into groups of two to four. Give each group the [Character Traits](http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-092010-REPRO-17.pdf) graphic organizer. Each group discusses their notes, comes up with a trait that they feel MOST describes each character, and locates evidence to support it. They fill in the graphic organizer with this information. **Essential question** (for each remaining passage)**:** What outstanding character traits does \_\_\_\_\_ (character) exhibit?**Materials:** ["The Amazing Life of Harry Houdini,"](http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-092010-HoudiniBio.pdf) By Deborah Hopkinson["Leghorn,"](http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-092010-Leghorn.pdf) By Watt Key["Sailing Into Danger."](http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-092010-EssayKit.pdf) A True Story |
| Day 9 | **Topic:** **Basic plan:** Share this quotation: "We gain strength and courage and confidence by each experience in which we really stop to look fear in the face . . . we must do that which we think we cannot." —Eleanor Roosevelt. Ask students what they think Eleanor means and discuss the quote as a class. **Essay Writing** Give students the following essay prompt: Which two characters do you think Eleanor would view as MOST courageous and LEAST courageous? Students should use examples that they learned on Day 8 as character trait examples. **Essential question:** How do a character's actions, words, thoughts, and/or feelings define who they are?**Materials:**Composition NotebooksWriting UtensilsQuote of Eleanor Roosevelt |
| Day 10 | **Topic:** Final Draft**Basic Plan:** Have students exchange their essays with a classmate for peer editing. Then give them the rest of class time to complete a final draft. Students will need to focus on the 6 traits of writing, which they have focused on the entire year on their writing.  |
| Day 11-12 | **Topic:** Final Draft Due**Basic Plan:** Students will submit their writing to MyAccess.com. They will type their paper in to MyAccess within two periods. Their goal is to get above a 4, which is on 6th grade level writing, out of 6.  |